

**SOURCES AND MANAGEMENT OF PREVAILING CONFLICT IN
SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**

BY

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DECLARATION

I hereby declare that this dissertation titled “Sources and Management of Prevailing Conflict in Secondary Schools in Kaduna State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum. All information derived from the literatures have been dully acknowledged in the text and a list of reference provided. No part of this dissertation was previously presented for another degree or diploma in any other Institution.

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CERTIFICATION

This Dissertation titled “Sources and Management of Prevailing Conflict in Secondary Schools in Kaduna State, Nigeria”, meets the regulations governing the award of degree of Master of Education in Educational Administration and Planning of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the families of Mal. Mohammed Lawal Mustapha and Mohammed Inuwa Abubakar (Sarkin Tsibiri) and the entire staff members and students of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria for their spiritual, moral, and financial support toward the success of my studies.

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ABSTRACT

The study was on the Sources and Management of Prevailing Conflict in Secondary Schools in Kaduna State. The researcher developed four objectives which among others to ascertain the sources and management of prevailing conflicts on interpersonal relationship among teachers in secondary schools in Kaduna State, Nigeria, assess the sources and management of prevailing conflicts on motivation between schools and ministry of education on management of secondary schools in Kaduna State, Nigeria, determines the sources and management of prevailing conflicts on students programme and services on administration of secondary schools in Kaduna State, Nigeria, examine the sources and management of prevailing conflicts between schools and local community relationship on administration of secondary schools in Kaduna State, Nigeria. Research questions and hypotheses were formulated in line with research objectives. Literatures were reviewed in respect of the research objectives and fundamental concepts were defined in line with the clear authorities. The total population of the study was 15557 which comprised 9179 teachers, 525 principals, 344 inspectors, and 5509 PTA officials across the twelve (12) educational zones of Kaduna state. The total number of 1113 respondents were sampled based on the recommendation of Research Advisor table of sampling (2006). The sampling was made from the four (4) educational zones which comprised 370 teachers, 169 inspectors, 217 principals and 357 PTA Executives randomly selected from Anchau, Giwa, Rigachikun and Zaria zones. The instrument used for data collection was structured questionnaire which was instrument was validated by the supervisors. To ensure the reliability of the instrument, Pearson product moment correlation coefficient was used during the pilot study. This yielded a reliability coefficient of $r=0.72$ at significant level of 0.05. The data collected were presented by use of frequency and percentage and the hypotheses formulated were tested using Analysis of Variance (ANOVA). The result revealed that conflicts prevailed in secondary schools in Kaduna state as a result of gap in communication between teachers and principal, poor interpersonal relationship among teachers, lack of proper motivation of teachers by the ministry of education, inadequate provision of facilities for students programme and services and problem of school and local community relationship.

LIST OF ACRONYMS

ANOVA	Analysis of Variance
NUT	Nigerian Union of Teachers
NCE	Nigeria Certificate in education
SSCE	Senior School Certificate Examination
SPSS	Statistical Package for Social Sciences
UNICEF	United Nation International Children Educational Fund
Ph.D	Doctor of Philosophy
M.Ed	Masters of Degree in Education
B.Ed	Bachelor of Education
GSS	Government Secondary School
PTA	Parent Teachers Association
ABU	Ahmadu Bello University
f	frequency
Etc.	Etcetera
JSS	Junior Secondary School
SSS	Senior Secondary School
NPE	National Policy on Education
FGN	Federal Government of Nigeria
PQRSQ	Principal Question Regulation Strategic Question
TJEQ	Teachers Job Effectiveness Questionnaire
SPSS	Statistical Package for Social Science
DEO	District Education Officer
CRSQ	Conflict Resolution Strategy Questionnaire
TJEQ	Teachers Job Effectiveness Questionnaire
PCRSQ	Principal Conflict Resolution Strategy Questionnaire

Operational Definition of Terms

Some concepts were used in this research which could be defined as follows:

- Conflict:** Conflict refers to perceived or experience in compatible differences within the individuals or between two or more individuals in secondary school which may lead to some or other form of opposition
- Management:** Is the coordination of secondary school resources through the process of planning, organizing, directing and controlling in order to attain stated goals of school.
- Conflict management:** This is the ability secondary school managers to be able to identify and handle conflict sensibly, fairly and effectively
- Secondary school:** Is the form of education children received after primary education and before the teaching stage
- Interpersonal relationship** This refers to a strong, deep or close association or acquaintance between two or more people that may range in duration from, brief to enduring.
- Motivation:** This refers to a drives that influence someone's efforts towards performing a task
- Local community relation:** This refer to the immediate environment in which the schools are located

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Conflict is a normal and natural part of human relationship or interaction. Whenever two or more people interact, conflict becomes inevitable. People will not agree about everything all the time. Conflict is not necessary negative phenomena when handled constructively it can help people and institutions to stand up for themselves and others, and work together to achieved mutual satisfactory solution. Since relationship, conflicts are unavoidable learning how to manage the conflict is become crucial. When conflict is mismanaged it can harm the relationship. But when conflict is mismanaged it can harm the relationship, but when handled in the appropriate, respectful, and positive way, conflict provides an opportunity for growth ultimately strengthening the bond between the two people/groups.

Conflict is a situation between at least two interdependent parties that is characterized by perceived differences and that the parties evaluate as negative. This often results intended to prevail. Indeed, in human term conflict is one of the ingredients of transformation that allows us to learn, grows and progress. The goals are hereby not to attempt to do away with conflict but rather to tactfully manage to further its constructive potentialities.

The fact, that there will always be competition for inadequate resources, contradicting value system, psychological needs of group and individuals, manipulation of information and perception, conflict is bound to happened as any of these has potentiality of resulting into either arguments, protests, demonstration, aggression, fight, collusion, struggle, a contest, a mental strife, an agony and other destructive behaviours. Conflicts can be constructive or destructive. When kept within tolerable limits, conflict can be a source of creativity and performance

enhancement. For conflict to be a source of creativity and performance enhancement, authority in charge must learn how to adapt appropriate conflict resolution techniques. Conflict becomes destructive when concern individual in a conflicting zone failed to adapt appropriate conflict resolution techniques, such conflicts become counter-productive, disruptive and unnatural, and produces a deviation from the free flow of events.

It is basic knowledge that people in schools, in offices and even at home have their individual differences. These differences may lead to conflict. In school, the interpersonal conflict can occur between one teacher and the other, one student and another. There can be intergroup conflict in the school say, between female staff and the male staff. This conflict may start as mere expression of difference or discontent of a particular state of affairs. The expression may be in form of a simple statement or action or even inaction. A reaction will follow from the opposite party, there may be reaction in form of statement, action or silence and with a chain of reactions a crisis may develop.

Occurrence of conflict is not an issue but how such conflict is being resolved using appropriate conflict resolution techniques. Conflict resolution techniques are mechanisms used by the various authorities in resolving the situation. An optimum level of conflict needs to be maintained by an organization through the use of conflict resolution techniques. This is because, it is through the application of these techniques that conflict in an organization is a necessity for preventing stagnation, stimulating creativity, allowing release of tension and initiating the seeds of change and rejuvenation can be managed. In such a way, it will not be disruptive or deter co-ordination of activities. Conflict resolution therefore, is the process or method of facilitating interpersonal communication that get parties involved in conflict to reduce the differences in their ideals or views through arbitration, bargaining and negotiation.

The nature and types of conflicts and their management techniques that occur in secondary schools vary from one school to another. The common types of conflicts usually occur between the teachers and the principal, between teachers and students, among teachers in schools. It can also occur between schools and ministry of education or between school management and students, or even between schools and communities. The inability of the state government to effect payment of salaries promptly and the subsequent forceful retirement of teachers and other civil servants aggravate the problem. Some have attributed the problems of conflicts in secondary schools to poor salaries and facilities. An investigation into the nature of conflicts, their causes as well as their effective management techniques on school administration are important in order to ensure harmony in the state and to facilitate higher productivity.

Schools communities, undergoing transformation and therefore conflict in education is a common occurrence. In most cases the reason for such conflict is because education officials, teachers and school principals do not understand the new paradigm underlying and driving transformation and cannot adapt their work style accordingly. This may lead to conflict that may become imminent and inevitable. Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues are some of the factors that can lead to conflict situations in schools. At the same time, competition for scarce resources, differences in values and inconsistencies among educators and learners may also bring about discord.

Secondary education has been described as the second in the tripod of education system in Nigeria. The first and the third being primary and tertiary education. Secondary education serves as a bridge between the primary schools and tertiary institutions. The Federal Government of Nigeria in the National Policy on Education (2004) stated two basic aims or goals of secondary

education, these are: Preparing the recipients for higher education and preparing the recipients for useful living within the society (Job). These two broad aims when analyzed show that secondary education is supposed to prepare and supply students to various tertiary institutions of learning while at the same time equipping students with necessary skills required to live a useful life, be reliant and economically viable (Nwakpa, 2017). Resources of various kinds (human and materials resources) are allocated annually toward achieving aforementioned broader aim of secondary education in Nigeria and these resources are expected to be managed by designated personnel.

Management of secondary schools is different from that of enterprises due to its target goal. However, like any other organizations, the school needs means to run efficiently. These means are mainly of human, material, financial, time, legal and technological in nature (NCDC, 2008). The existence of these means is not enough in itself; there is a need to make a rational utilization and combination which fundamentally remains the responsibility of the school head. Management of secondary school is a soul responsibility of school head, known as principal in the context of Nigeria secondary education system. Indeed, school heads today are faced with big challenge not only to know different tools of secondary school management but also to maintain the required professionalism to efficiently handle the available means and resolved conflicts that may arise in the process (NERDC, 2008). The principal maintains school tone and culture that create the climate of social responsibility.

For any organization to achieve predetermined goals there must be effective and efficient leadership whose responsibility is to plan, organize, coordinate, control, budget and report the effort of others. In the secondary school, the principal is saddled with this responsibility. It is impossible for principal to be everywhere at every time, that explains why principal in Nigerian

schools usually delegate authority to selected teachers and students to carry out managerial roles in school based activities. As earlier established, conflict is bound to happen between the people that the school management (Principal and other delegated authorities) is overseeing or between the management and the people, when such situation arise, application of appropriate conflict resolution techniques such as collaboration conflict management technique to determine whether such conflict will improve school practice or will be destructive to school practice. The outcome of conflict resolution techniques used by school management in resolving conflict between two parties can produce outcomes whereby parties involved in conflict will feel that they all win (collaboration). Among all the conflict management technique, collaboration has been recognized to be more effective as none of the disputants trade their ideas for others. It is against this background that the study wants to investigate the source and management of prevailing conflict in secondary school in Kaduna state, Nigeria.

The effort of all the stakeholders in the educational management in general and secondary school in particulars are required in ensuring amicable management of conflict in secondary schools in Kaduna state between principal and teachers, among teachers, students and teachers, between school management and student and prevailing conflicts between schools and local communities.

1.2 Statement of the Problem

The management of secondary schools is a huge and delicate task that requires prompt and appropriate attention from the various stakeholders saddled with responsibility whenever any problem surfaced. It is a huge task because of the number of peoples and characteristics in which the tier of this implication of school administrators /Managers action and inaction on the school system and the society at large such implication of conflict management technique in resolving problem at secondary school can be such vividly in our society today. Destructives techniques of

conflict management are often applied in secondary schools instead of using techniques that can bring creativity and enhancement of progress and growth for effectiveness.

In recent times, the researcher observes some series of conflicts in secondary schools in Kaduna state. These conflicts range from problem of interpersonal relationship among teachers in secondary schools, lack of staff motivation/incentives by the ministry of education for teaching and non-teaching personnel, poor management of students programme and services for effective secondary school administration and problem of school and the local community relationship.

The researcher observed incidences that bring conflict among stakeholders in secondary school insecurity in the community inclusive; rumour, gossip backbiting cliques among students' teachers and other community members who create a number of prevailing conflict and destruction that lead to destructive tendencies and lack of achievement of educational objectives. Autocratic practices of principal in term of his inability to provide free flow of information may lead to conflict on administration of secondary schools in Kaduna state.

Discipline in schools is one of the most important aspects of school management for effective administration of secondary school. Whenever the stakeholders in school such as teachers and other management team failed to maintained discipline in the school it may be experience many obstacles such as student misbehaving, truancy, exams malpractice among others. Interpersonal relationship among teachers is one of the factor that determine success or otherwise in school administration. Problem in interpersonal relationship among teachers in schools is one of the prevailing conflicts that may hinder success in the administration of secondary schools which has to be studied upon. The researcher observed that many conflicts in the school arise from difference in cultures, values, status, gender, economic potentially and political inclination. This invariability poses a threat to the provision of conducive atmosphere for teaching and learning.

The researcher observed that the poor attendant by the government to provide certain motivation to teachers creates dissatisfaction and agitation in secondary school in Kaduna state. The researcher observed the failure of the school management to provide student programme and services which are integral part of the school programme for achievement of educational goals. This is because the school goal achievement indices do not only restricted to teaching and learning program but also others extra-curricular activities within the school system.

The local communities where the schools are located have role or contribution to play for education achievement. The researcher observed that if a cordial relationship exists between school and the local community there is the tendency that conducive atmosphere will be created for effective teaching and learning delivery. Many incidence of conflict arises due to lack of application of appropriate conflict management technique. Problem such as lack of interpersonal relationship between school management and local community, lack of involvement of members of local community in school decision making processes, lack of employing community members in the schools, lack of admitting of qualified candidate to study in the schools among others pose problem of school and local community relationship; thereby there is the need to identify the source and management of prevailing conflict for effective administration of secondary schools in Kaduna state, Nigeria.

These series of prevailing conflicts on secondary schools' system account for the reasons why study of this nature become essential at least to identify the necessary techniques to be applied in the management of these prevailing conflicts in schools for conducive teaching and learning environment.

1.3 Objectives of the study

This study has the following objectives:

1. Ascertain the sources and management of prevailing conflicts on interpersonal relationship among teachers in secondary schools in Kaduna state, Nigeria.
2. Assess the sources and management of prevailing conflicts on motivation/incentives between school and Ministry of Education in secondary schools in Kaduna state, Nigeria.
3. Evaluate the sources and management of prevailing conflict between school and students on students program and services on the administrator of secondary schools in Kaduna state, Nigeria.
4. Examine the sources and management of prevailing conflict between school and local community relationship in secondary schools in Kaduna state, Nigeria.

1.4 Research Questions

The following research questions were raised to guide the study:

1. In what ways does the management of prevailing conflict could be used for management of interpersonal relationship among teachers in secondary schools in Kaduna state, Nigeria?
2. How effective could the sources and management of prevailing conflicts on motivation/incentive between school and ministry of education in secondary schools in Kaduna state, Nigeria?
3. What are the prevailing conflict between school and students on student program and services in secondary schools in Kaduna state, Nigeria?
4. What are the sources and management of prevailing conflicts between school and local community relationship in secondary schools in Kaduna state, Nigeria?

1.5 Hypotheses

In line with research questions, the following hypotheses were formulated for the study which will be tested at alpha level 0.05:

H0₁: There is no significant difference in the opinions of teachers, principals, ministry of education officials and PTA Officials on the sources and management of prevailing conflicts on interpersonal relationship among teachers in secondary schools in Kaduna state Nigeria.

H0₂: There is no significant difference in the opinions of the respondents on the source and management of prevailing conflicts on motivation between school and ministry of education in secondary schools in Kaduna state Nigeria.

H0₃: There is no significant difference in the opinions of the respondents on the source and management of prevailing conflict on student program and services in secondary schools in Kaduna state, Nigeria.

H0₄: There is no significant difference in the opinions of the respondents on the source and management of prevailing conflicts between school and local community relationship in secondary schools in Kaduna state, Nigeria.

1.6 Basic Assumptions

It is assumed that:

1. Sources and management of prevailing conflict would be useful for management of prevailing conflicts on interpersonal relationship among teachers in secondary schools in Kaduna state Nigeria.
2. Sources and management of prevailing conflict would help in increasing performance of teachers for effective administration of secondary schools in Kaduna state, Nigeria.

3. Sources and management of prevailing conflict would help in management of prevailing conflict between school management and students in secondary schools in Kaduna state, Nigeria.
4. Sources and management of prevailing conflict could be used in management of prevailing conflict between school and local community relationship in secondary schools in Kaduna state, Nigeria.

1.7 Significance of the Study

The study would be of benefit to school principals, teachers, ministry of education, and other educational stakeholders. This is because, the findings of the study will enable them understand the nature of prevailing conflict in secondary schools in Kaduna state and its usefulness in conflict management among stakeholders in educational setting. The study will avail to sources and management of prevailing conflicts that may emanate between teachers and principal, among teachers, between teachers and students, schools and ministry of education, school management and students and between school and the community.

The study will also enlighten school administrators, guidance and counsellors and members of staff of ministry of education on the nature and types of prevailing conflict that may occur in secondary schools. However, it will provide the schools' authority with an insight and strategies into how to tackle conflicts and handle them efficiently so that they do not results to further crisis situation. The study will expose stakeholders to the type of conflict that often occur among them and the appropriate type of management technique to be used for conflict resolution in secondary schools in Kaduna state, Nigeria.

The study will enlighten the school administrators on various ways of handling conflict situation. The government and non-governmental organizations that are interested in peaceful co-

existence of school authorities and students, teachers. The study will provide ways of handling conflicts in the Secondary schools in Kaduna State. Also, the research is significant to the extent that it will be an additional reference material for further researches. This will serve as additional references for academic research and investigation.

1.8 Scope of the Study

The study is limited to the sources and management of prevailing conflict in Secondary Schools in Kaduna State. As such, it mainly covers the sources and management of prevailing conflict that may arise among teachers, between schools and ministry of education, school management and students and between schools and the local community in secondary schools in Kaduna state.

The study elicits opinions of the respondents who are part and parcel in the management of secondary school in Kaduna state. These include principals, teachers, PTA Executives and officials of Ministry of Education in the twelve (12) educational zones of Kaduna state, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is the review of the related literatures on the source and management of prevailing conflict in secondary schools in Kaduna State. The chapter is structured as follows:

2.2 Conceptual Framework

2.2.1 The Concept of Conflict

2.2.2 Sources of Conflict

2.2.3 Types of Conflicts

2.2.4 Potential Causes of Conflict

2.2.5 Concept of Conflict Management

2.2.6 Approaches to Conflict Management

2.2.9 Nature of Conflicts in Organizations

2.2.10 Effects of Conflict

2.2.11 Impact of Conflict on School Management

2.2.12 Concept of Management

2.2.13 Concept of Secondary School Administration

2.2.14 Concept of Students' Program and Services

2.2.15 Concept of Interpersonal Relationship

2.2.16 Concept of Motivation in Schools

2.3 Theoretical Framework

2.3.1 Structural Theories of Conflict

2.3.2 Biological Theories of Conflicts

2.3.3 Human needs Theory of Conflict

2.3.4 Economic Theory of Conflicts

2.3.5 Mary Parker Follett Theory of Conflict

2.3.6 Parsonian Conflict Theory (Dahrendorf)

- 2.4 Prevailing Conflicts among Teachers in Secondary Schools
- 2.5 Prevailing Conflicts between School Management and Students
- 2.6 Prevailing Conflicts School Management and Students
- 2.7 Prevailing Conflicts on School and Local Community
- 2.8 Empirical Studies

2.2 Conceptual Framework

Orodho, (2009) defines a conceptual frame work as a model of presentation where researcher presents the relationship between variables in the study and relates the relationship on the respect of the study at stake. In this research the conflicts management technique is the dependent variable whereas, management of conflicts in secondary schools in Kaduna State is the independent variable. The study embarks on application of conflicts management technique on the management of prevailing conflicts in secondary schools in Kaduna State. Therefore, the following conceptual definitions will be reviewed to guide the study.

2.2.1 The Concept of Conflict

The word conflict is derived from a Latin word *confligere* which means to strike together (Baresh & Webel cited in Kipyego, 2013). Conflicts must be views as disequilibrium, disturbance and problem. It is a condition in which minimum of two parties strike to acquire at the same moment in time of available set of scarce resources (Harrison, cited in Ambrose & Veronica, 2014).The parties to a conflict must be defined as rivals (Aresh & Webel, cited in Kipyego, 2013). Rivals or competition obey contrast and are those who seek to obtain something that is of limited supply such as water, good, mate or status. The factor which influences conflict on this regard is scarcity because if the resources are in abundance, there will be competition and there will be no conflict at all. Baresh & Webel cited in cited in Kipyego, (2013) advice that the

rivals or the competitors must not be seen as enemies. Conflict refers to perceived or experience in compatible differences within the individuals or between two or more individuals which may lead to some or other form of opposition (Gilman cited in Magaji 2015). He added that conflict is the natural tension that arises from differences. Furthermore, a conflict exists whenever people are in disagreement and opposition (Lussier, cited in Edet, 2017).

Michel, cited in Magaji (2015) defined conflict as the process which begins when one party perceived that one or more of its concerned have been or are about to be prostrated by another party. From the various point of views, the definition of conflict connotes that the race of competition cannot be totally rule out. Similarly, Smith (2003) views conflict as disagreement between two or more groups or individuals. Conflict is opposition arisen from the disagreement about goals, thought or emotions within or among individual teams, departments or organizations. He went further to define conflict as any situation in which two or more persons or group perceived that their goals are incompatible. Gilam cited in Magaji (2015) describes conflict as a dynamic process of interaction between two or more people or groups competing for rear scarce resources, whole conflict objectives or needs have in reconcilable standards. Conflict is natural, conflict to different degrees, occurs daily in one's life.

Conflict is not necessarily good or bad. It is the way that one handles it that makes the outcome positive or negative. If conflict is handled effectively, it can create a good learning experience and if handled in otherwise, it creates negative atmosphere of learning (Behfar, 2018). Conflict can quickly escalate to physical and emotional violence. If individual or group are in simple disagreement, or less immediate responses is required. Conflict becomes dangerous and distractive when principals tried to avoid their roles, the more the conflict developed the more the bitter the conflict become and the less easy to achieved a solution or managed it

(Everard & Moris, cited in Onyinyi & Tyogh (2018). He suggests that when conflict drags on for too long, the deriving parties may regard it from different perspectives with detrimental consequence often; this is avoidably no-win situations, as both parties tend to do things which are neither in their own best interest or that of a school as an educational institution. An immense amount of valuable time is wasted when a dispute drags on: while the institution itself is damaged in every way imaginable, this is referring to as dysfunctional conflicts (Gareth, 2008). Additionally, Everard & Moris, cited in Onyinyi & Tyogh (2018) indicated that conflict in the sense of an honest opinion is not only unavoidable but can also be a valuable aspect of life. It helps to ensure that different possibilities are properly considered, and further possible courses of action may be generated by the discussion of already recognized alternative. Divergence often means that the chosen course of action is tested at an early stage thereby reducing the risk of missing an important flow, which may emerge later. Conflict can be constructive thus improving work performance and over timing staleness (Swart, cited in Sambo, 2015).

2.2.2 Sources of Conflict

Several issues are often linked to the source of conflicts. It may be interpersonal or inter group. David Lock Wood cited in Kipyego (2013) argued that conflicts in the societies depend on five (5) major issues which are:

Power difference: This expressed that the inability of people to have equal power can ultimately give some (most and more powerful majority) the opportunities to explore other (less powerful majority) thereby resulting to conflict in the group organization or society.

Scarce resource: This explains that all the materials and non-materials things that people attached a great value and importance to are limited on supply that is limit in supply provoked

competition struggle between and among people which eventually generate fight over the distribution process, pattern, and portion.

Different Interest Group. This means that peoples have divergent goals that often lead to conflicts. That is, conflict is likely to occur as each person / group tries to peruse its interest. Others determinant include the following:

Psychological Needs. This means that every individual in a given society has his own psychological need which differs from one another. The Maslow Hierarchical Theory of Need explains further on various human needs at every particular stage /status of life.

Inadequate Information/Communication Gap: The importance of communication in any organization cannot be overemphasized as it helps managerial organizations function and their activities to be carried out effectively and efficiently. Janguza, (2015) defined communication as the process of sending message from sender to a receiver and the receiver correctly interpret the information that has been transmitted to him and responded appropriately. In any organization, the issue of effective communication has been underestimated. Per half, that has been responsible for some major crises in such organizations. Be it in Education, Hospitals, military or Government parastatals. In this regard lack of effective communication in the organization stands as determinant or source of conflict in an organization. There could also be rumors among staff and students in a larger school that could generate into crises and damages to school/ institution (Beersma, cited in Kihara, 2018).

2.2.3 Types of Conflicts

There are various types of conflicts which often occur in our organization society on daily basis and some of the prominent ones according to Hassan cited Ojaogo (2017) are discussed below:

Intra-Group Conflict: Intra- group conflict is largely interpersonal conflict between persons in group. Interpersonal conflict is always in groups because individuals differ in terms of values, beliefs, attitudes and behaviors. As a result, some people are more attracted than the others. The better underlying relationships, the easier, it is for the people to work together. Conflicts in small groups can however, plays constructive roles since it can stimulate creativity and renewal, in that they start to communicate and work together as a unit, working together, promotes the spirit of Ubuntu having good human relations including respect, caring, love etc. among them.

Intrapersonal Conflict. Conflict within the individuals (intrapersonal) can indicate the present of simultaneous, opposing, divergent and conflicting ideas, feeling and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia. For example, a principal might be tasked oriented at the expense of human relation. This can cause stress within the principal if he/ she has to decide whether to admonish an educator whose work is not up to standard. Interpersonal conflict is broadly defined as disagreements, incompatible interest concerning goals, policies, rules and discordant behavior that create anger, distrust, fear and rejection or resentment. This is the most common and visible types of divergent in school and other organization where people are involved. Interpersonal conflicts in an organization like a school are often not so visible. The origins of such discord can also lie outside the school organization, for example, two colleagues may be competing for the chairmanship of a team club and this can be transferred to school activities.

Inter Group Conflict. Inter group conflict occurs between different groups in the school, such as different departments, especially if they are competing for scarce resource like number of educators, time allocation for extra-moral activities, textbooks and other learning materials, teaching aids and so on.

Individual Institutional Conflict. According to Hassan cited Ojaogo (2017) school management is a social process. The concepts bring along the realization of how radical conflict can be, between an individual expectations and the demands of the school as a dynamic organization. No two individuals are alive. Each brings his specific needs and personal preference into the social system. The institution itself also has its own role to fulfill. This role is determined by its broader aims and motives. When the ideal and aim of the two parties concerned differ greatly, an ideal climate for possible discord is created.

Conflict between School and Community: particularly interest groups in the community often attempt to involve the school in order to facilitate the achievement of their aims. Sometimes these aims embody religious, social and political ideals Hassan cited Ojaogo (2017). South Africa's education has been repeatedly and violently disrupted by school boycotts, unrest and violence. Such school/community conflict upsets the whole system and because activity cannot function normally, there is an unavoidable drop in standards which affects the culture of the learning and Teaching(COLT) as well as learners' discipline.

Intra Organization Conflict. Intra-organizational conflicts occur when management and staff disagree about working conditions, goals, authority and decisions(Swart, cited in Kipego, 2013) while it was stated that this types of conflict can also originate between certain groups in a school or school system. It can occur between members of a certain subject interest group. For example, between history teachers, concerning a certain approach to the work. When more than one person is involved, coalition is created within the interest groups

2.2.4 Potential Causes of Conflict

According to Robbins, cited in Jonathan (2017), conflict does not appear out of their air. It has causes. These causes can be managed consciously and unconsciously that is, positively or

negatively. Objective interference in many situations, the achievement of one's objectives bellows the achievement of another objective. Both people may have the same objective, but, only one may attain it. Supposed for instance, a new office became available. Two heads of departments want the office, but it can only be allocated to one. Another example of objective influence might be the principal who want to produce maximum numbers of learners passing without worrying about the quality of the education they obtained. The following are some of the causes of conflicts in the schools and organizations: -

Unimpressive/Poor Condition of Services. Some schools associate conflicts in their schools with poor working conditions and lack of clear work and remuneration policy by the government. Some schools face a lot of difficulties in providing the necessary facilities and even teaching materials. According to Kipyego (2013), some schools did not have basic facilities including staffroom and teaching materials while some principals have even office to transact official duties. Onyiny & Tyough, (2018) indicated that teachers work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear inherent in salaries.

Administrative Incompetence of Principals. Ojoago (2017) found out that some principals were unable to adopt and respond to complexities in their institutions that fast some boards got impatient because they expect quick positive changes and when the change fail to occur that fast, the principal is accused of being low performer. The principal was quickly ejected out of the school and a new one be brought in. Mohammed & Gambo (2019) shares the above views and indicates that some principals display poor leadership qualities that create conflicts in schools. Mendinyo & Ikurite (2017) indicate that inexperienced principals functions ran into serious problem when they fail to use their scarce resources properly. Major resource available in school may be used on trivial projects while major ones were untouched.

Misappropriation or Embezzlement of Funds. Mohammed & Gambo (2019) further reveals that some principals have been covered out for their schools due to poor financial accountability. Some principals are not transparent in their financial matters of their school. The principals do not discuss financial issue of their school with their boards when financial issues are brought in the agenda of the board meeting. It is usually the least items of the agenda when the member was tired and unable to discuss the item in detail, he further asserts, members authorize use of school finance hurriedly without counter clearing the implications. This gives a leeway to some principals to misappropriate school funds. Parents go to such schools and evict such principals withdrawing their children and sponsorship to the school. Some principals are not transparent and accountable in financial issues of the school. They do not let people see the value for money and how the money collected in school is used. Kipyego (2013) indicates that the head teachers create conflicts in their schools because of applying wide range managerial styles in planning, budgeting and expenditure control. In the same case, the principals did not apply proper use of accounting institution provided by the ministry of Education. This lead to misallocation of resources resulting to lack of essential commodities and services. This also indicated that some principals are not transparent and accountable in handling the financial issues of their schools (Kipyego (2013)).

Indiscipline on the Part of Students. Kipyego (2013) indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in the schools, the principal will always be blamed for being insensitive to the student welfare. In such case, the head teacher can be transferred as a remedial measure because student demand renewal of such principal. In some cases, the students received the support of BOG and teachers in the discipline pursuit.

Indiscipline on the Part Teachers and Administration: The study carried out in the university college of Cape Town by Wyllie and reported by Searus cited in Musa (2019) indicated that our working cause conflicts in educational administration with teachers who are unmotivated in their work as some teachers go into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. Eziuzo, Enueme & Chika(2013) affirm this view and indicated that unmotivated teachers will not produce good results. Complaints laxity, grumbling and fighting the principals characterizes their work. The head teacher will always be in the Centre of blame. He/she will not get anything done without running into trouble with the teachers. Some administrators perceive causes of conflicts in their school as due to lack of commitments. There are things that the principal does in their schools that posed a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocratic or dictatorial (Medndinyo & Ikurite, 2017). He further reviews that some principals/Head teachers have been forced to deal with conflicts in their schools which are due to their own shortcomings. Some principals fail to perform well in discharging their duties and other officials' responsibilities as professional, educational, administrator and planners in their respective schools and institution. Kipyego (2013) concurs with the views and indicated that situation sometimes arose where the conflicts developed serious personal differences between the stakeholders were transferred into the school environment. Case arose sometime when the principal was engaged in conflicts with BOG members due to differences traced way back in their neighborhood at home.

Inferiority/Superiority Complex: Walker, cited in Edet (2017) indicates that principals run into conflicts with other stakeholders because of the way they view their office. Such principals tend to be taken up by the status of their position and occupy their authority and privileges. They see

the need to defend the sanctity of their office as a fundamental obligation. He emphasize that such head teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behavior when under attack. The students, BOD and teachers who have different notion of such leadership are perceived to be perverse, Teachers are seen as impractical if not trouble makers with students as naïve mischievous and easily influenced to commit acts against the principals. BOG is perceived as a-professionals who do nothing about running of schools. The BOG members on the other hand feel that they are better placed in school management than the other stakeholders including the principal. Such BOG member will always opposed any constructive agenda brought about by the principal.

Poor Academic Performance: In school situations sometimes parents differ greatly with the teacher over academic performance of their children. According to a report from the republic of Kenya, cited in Kipyego (2013), parent place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students, such parents at times agitate for the removal of the principal and transfer of teachers to other schools. The students sometimes support the parents in the move and became indisciplined to the extent of physically demanding for the removal of the teachers. This is supported by Sambo (2015) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

Favoritism by the school Administration: Principals sometimes fair themselves in problems with the perception of the stakeholders that sometimes the principals favor the other stakeholders and other students. A case of such favoritism was reported by Omboko (2010) where a principal was accused by the parent that he favors some BOG members to the extent of allowing their children to remain in without paying fees. In some cases, some BOG members are allowed to

express authority to supply goods to schools at inflated prices. This special treatment results in discontentment among the stakeholders.

Inadequate Resources: Some school managers' perceived conflict in educational administration with absence needed financial resources. According to Some (2010), shortage of finance makes it hard for the principals to forge ahead in educational programs. He indicates that principals have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resource in schools sometimes is blamed on the principal for not trying to provide the required learning facilities.

Mendinyo & Ikurite, (2017) emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finance to run education programs. The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office; sometimes the central office rejects the proposals from the board and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programs like other students who have paid fees. Principal is left in dilemma on how to provide quality education in the absence of money. The case became more complex when the central government insists that there must be education for all. When students fail to perform well due to lack of learning facilities it is the principal who is to be blamed by some parents who fail to pay fees. Eziuzo, Enueme & Chika (2013) in his view the schools that perform well in National Examination have 70-80% of the required learning facilities. Three quarters of the schools in Kenya have 20%-30% of the required facilities for the good performance. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

2.2.5 The Concept of Conflict Management

In every organization where there is different kind of people with different backgrounds, religions, ideologies, and level of understanding, violent cannot be completely ruled out, but the ability of the leader to handle them should it arise (Aliyu, 2015). Erasmus and Barbabas (2016) described conflict management as the practice of recognizing and dealing with disputes in a rational, balanced and effective way. It establishes conditions by which conflict can lead to mutual explorations and new level of consensus in problem solving.

According Ignace (2014), conflict management techniques to refer to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand and resolve their differences in the schools setting. Conflict management is the process of limiting the negative aspect of conflict. The aim of conflict management is to enhance learning and group outcomes including effectiveness or performance in organizational setting. Conflict management is the ability to be able to identify and handle conflict sensibly, fairly and effectively. Conflict affects the accomplishment of organization goal due to their attending stress, hostility and other undesirable factors, when poorly managed (Ambrose & Veronica, 2014).

The objective of conflict management is to see that conflicts remains to the creative side of an invisible but critically important line that separate the good or natural conflict from that which is bad or unnatural. Flordina (2012) explained that people who work in environment where conflict is not managed effectively tend to exhibit both low satisfaction and reduced productivity. Mike (2011) posited that conflict may have either a positive or negative effect on the organizational performance. It depends on the nature of the conflict and how it is managed. For a group to be

effective, individual members need to work in a positive conflict environment. If conflict is well managed it adds to innovation and productivity.

In this regard, Ezeugbor, Onyali and Okoye(2015) observed that in spite of the fact that conflict is a normal part of organization's life which provides numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormally difficult circumstances. Thus, this manifests in incompatibility, disagreement, or differences among staff. Therefore, they need to be carefully handled by the principals if peace is to be promoted in the school. Studies by Ezeugbor, Onyali and Okoye (2015) showed that when conflict is not adequately managed, lives and properties, and academic hours of unimaginable magnitude would be lost. Delay in resolution of school conflict results in disruptions of academic calendars leading to economic as well as psychological exertion. Thus, it is expedient to devise appropriate strategies for effective management of conflict if peace must reign in schools.

2.2.6 Approaches to Conflict Management

It is clear that any school's reputation largely depends on the principal who can make or mar the school. The principal stimulates teamwork, coordinates the effort of staff, plans what to be done; directs the finding of solutions to common problems of the school and evaluates performance to determine success or failure.

Conciliatory Approach: This is an approach in which the third party tries to bring the parties in conflict to an agreement through improving communication between them, help to interest the issues that divides them and exploring avenues towards a peaceful settlement. The essence of the reconciliatory approach is to facilitate contact between the parties and provide them with an opportunity for face-to-face settlement.

Military Approach: This involves the use of physical force or coercion. The use of physical force may be by a party to the conflict or by the third parties involved.

Mediation Approach: This involves a third party in resolving the conflict. Here, a wide range of activities is involved including fact finding, message carrying and serving as honest broker. Mediation takes the following forms:

Judicial Approach: The judicial approach to conflict management relates to a legal framework in which a third party is given the responsibility of reaching an effective decision concerning the settlement or resolution of a conflict. Such a decision is usually reached in accordance with pre – existing societal norms. Arbitration by the International Court of Justice (ICJ) is a good example to this approach. The main problem with the judicial approach is that, it usually results in a win lose outcome. As such, it does not always leads to the effective resolution of a particular conflict and parties to a conflict that is not favored by the decision frequently close to ignore it.

Power Politics Approach: In this approach, third party to the conflict management usually seek to manage conflict using their own initiative and strategies rather than with the interests of the parties to the conflict. For example, throughout the cold war, the super powers managed conflict largely on the basis of how the outcomes might affect Arms balancing and the use of threats blackmail as well as coercive or physical intervention are common techniques employed.

2.2.7 Nature of Conflicts in Organizations

Organizational 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 organization (Ojoago,2017). 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, organization, etc.). Calling conflict of 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.

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. 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 (Eziuzo, Enueme & Chika, 2013).

Furthermore, various types of conflict that exist in organizations include data conflicts, structural conflicts, relationship conflicts, and interest conflicts (Perusse, 2008). Conflicts can lead to disputes, grievances lawsuits, complaints, strikes, and disciplinary actions. 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 organizations or nations

(Erin, undated). Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship. 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 (Helene, 2008).

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, and flattery or ingratiation. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination (Edet, 2017).

Role conflict involves very real differences in role definitions, expectations or responsibilities between individuals who are interdependent in a social system. If there are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal friction between the persons involved.

Unfortunately, the conflict is often misdiagnosed as interpersonal conflict rather than role conflict, and resolution is 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 (Edet, 2017).

Inter-group conflict occurs between collections of people such as ethnic or racial groups, departments or levels of decision making in the same organization, union and management.

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 (Musa, 2017). Group members tend to develop stereotypes (oversimplified negative beliefs) of the opposing group, tend to 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 organizations as in race relations in community settings. Inter-group conflict is especially tense and prone to escalation and intractability when group identities are threatened. The costs of destructive inter-group conflict can be extremely high for a society in both economic and social terms (Ojoago, 2017). Multi-party conflict occurs in societies when different interest groups and organizations have varying priorities over resource management and policy development. 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 (Karatepe, 2017).

International conflict occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflicts 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 (Edet, 2017). Conflict is inevitable in any organization, it grows from simple to complex, from non-violent to violent depending on the gravity. Conflict is a situation where there is disagreement between parties. In Africa, the

Sharpeville massacre of 1960 affected students in South Africa. Many students lost their lives due to the racial conflict over the apartheid regime. In 1976 the students protested against introduction of Afrikaans language as a medium of instruction in South African schools through the Black Consciousness Movement (Wanyande, cited in Edet, 2017). In Nigeria 1972-1979 and in 1990 educational institutions were in so much conflict that soldiers were deployed to schools to assist in control of students' behavior. Several conferences were equally held on the same without much ado (Ndu, 2014). In Kenya student-student, student-teacher and student-administration conflict are common and have more often than not culminated into unrests. The unrests have ranged from sit into violent destruction of property and loss of lives. Cases of student unrests became more rampant from 1991 when St. Kizito Mixed Secondary school, male students invaded the girls' dormitory and violently raped a number of them. In the process, 19 girls lost their lives. In spite of the government's effort to stem out the culture of student unrests in schools, the very nature of the unrests took a dramatic turn to the worse. Not only were they commit violent and destructive but were premeditated and planned to cause maximum harm to human life (Kinemo, 2012). In Nyeri High School, four prefects were doused with petrol and set on fire as they slept in their cubicles. In Kyangali secondary school in Machakos district, the students set the school dormitories on fire, 68 students were burnt to death and scores injured.

In the year 2008, the Ministry of Education reported that up to 254 (4.5%) of secondary schools in Kenya had been affected by student unrests. The unrests included arson and other violent acts. A total of 163 schools remained closed due to the severity of disruption (United Nations Organization Office for the Coordination of Humanitarian Affairs, 2008). For the period of June 2008 to September 2008, Kenya's print media was full of coverage of students on the rampage in public, private and seminary learning institutions (Standard Team, 2008a *July 24th*). Various

causes of unrests were highlighted as drug abuse, high handedness, post-election violence, cheating in National examinations and poor living conditions (Otieno, 2008; Adan, Mnyamwezi and Beja, 2008). Other journalists continued to give the possible causes and effects of conflict, however, there could have been schools that were not captured by the print media. Even though cases of students unrests in Nyanza were seven according to the 2000/2001 Ministry of Education report (Republic of Kenya, 2001 cited in Kipyego, 2013), the number of schools involved in unrests in the province between 2004-2008 had increased to 69 (Provincial Director of Education's Office, 2008). In Nyakach district, Nyanza province, a total of 23 public secondary schools were cited to have experienced unrests between 2004-2008.

2.2.8 Effects of Conflict

Conflict is inevitable in an organization such as a school, and is inherently neither functional nor dysfunctional; it simply has the potential for improving or impairing organizational performance, depending on how it is managed. Jonathan (2017) described functional conflict as when the result of a conflict or confrontation between groups enhances and benefits the organization's performance. For example, two departments in a school are in conflict over the most efficient and adaptive method of learner discipline. The two departments agree on the goal not on the means to achieve it. Whatever the outcome, there would be little commitment to change, and most groups likely would become stagnant. To this end, functional conflict can lead to increased awareness of problems, which need to be addressed, result in broader and more productive searches for solutions, and generally facilitate positive change, adaptation, and innovation. If you ignore the alarm, you will all get burnt. Similarly in terms of the conflict, if you ignore the alarm you will get burnt; if you act on the warning signs, you will prevent yourself and others from getting hurt.

Furthermore, when a disagreement prevents the organizational objectives from being achieved then it is dysfunctional. Dysfunctional conflict is destructive in nature and leads to gradually worsening interpersonal relationships, productivity decreases and negative organizational results. It was assumed that dysfunctional conflict is destructive because it prevents goal achievement. Also, if educators in a school are willing to disagree but fight too much without resolutions, objectives may not be met and the school's performance will diminish thus contributing to the collapse of the school (Rihara, 2018).

2.2.9 Impact of Conflict on School Management

Quite recently, it has been established that either too much or too little conflict can be dysfunctional for an organization. This indicates that only an optimal level of conflict is needed for organizational growth (Adeyemi, 2012). Therefore, accumulating a series of conflict without devising appropriate means of managing them could be disastrous. The United Nations International Children's Emergency Fund (UNICEF) cited in Adeyemi (2012) lend credence to this point that conflicts when not dealt with constructively often explode into violence.

Functional and dysfunctional conflicts are often obtained in organization. Thus, they depend on the level of conflict in an organizational structure and how the conflict is resolved (Uche in Bacal, 2010). If conflict is badly handled the specific issues that led to conflict may give way to more general conflicting issues or interests. When conflict is functional it has positive effects and when it is dysfunctional it has negative effects. The important issue in functional conflict is not to eliminate conflicts but rather to resolve or manage conflict so that it can help to develop individuals in order to perform better.

In educational institutions conflicts can have a very useful effect and bring industrial harmony in the school system when properly managed or resolved. Musa (2019) propounded that conflict

may be educative when those in conflict exchange ideas, learn from one another and can through the process correct certain or previously held misconceptions. Through conflict principals and teachers assess their level of co-operation and improvement in order to achieve the educational goals and objectives. This type of conflicts is said to be healthy because it brings about progress and development in the school system. Conflict produces systematic innovations in the educational system. Innovations can be in terms of new intervention techniques for conflict resolution, development, stability of group or organization and change in policies and actions. Conflicts activate people because it helps to eliminate monotony and boredom (Ojoago, 2017). Conflicts keep people moving and make life more interesting in an organization. Conflict stimulates interest and curiosity. Conflict among people often increases their strength and cohesiveness, thus bringing them together. The rise in cohesion stimulates greater effort that may translate into action to resolve problems (Nwangwu, 2015). Stretching further, conflict has productive consequence if participants are satisfied with outcomes and feel they have gained as a result of conflict. Also in most cases, a conflict whose outcome is satisfying to all participants will be more constructive than one which is satisfying to some and dissatisfying to others (Ojoago, 2017) pointed out that conflicts can be converted to opportunities to evaluate and reassess practices and plans as well as strengthen the necessary interaction process for the ultimate goals of the educational organization and its staff. A structural conflict usually involves a search for a resolution of the underlying conflicting issues. In resolving conflict, needed changes in the educational organizational system may be considered and implemented. According to Achala (2012), conflict is valuable and helps in identifying problems that require attention and it invigorates people to strive for permanent solutions.

However, conflicts are not salutary but rather those of disharmony that are remembered for their contributions to human progress (Nwanji 2014). Ike & Onyitso (2013) asserted that conflict smoothenes rough edges on relationships; it makes us to understand each other and one another better. Therefore, conflict is not in all cases a menace, it is rather progress if directed and managed well in such a way that it causes both organization and people to grow, innovate and improve. To this extent, the existence of conflict in some educational institutions may imply a breakdown of social co-operation and an attempt to actual damage to the capacity of a rival group to make its contribution. Conflict is destructive and inevitable because of differences in peoples' interest in carrying out certain function (Paulus & Gerald, 2012).

Conflict has a multitude of harmful consequence to both individuals and organizations. Conflict reduces performance effectiveness of staff and contributes to lack of development of an organization. Furthermore, it hinders co-ordination which is a prerequisite to the achievement of organizational goals (Edet, 2017). When conflict is allowed to run for years or when both management and staff have given up on resolving a particular conflict situation, it precipitates to detrimental aspect of conflict in an organization. Thus, when a conflict runs for a long time, it can make a leader to shift from democratic to autocratic leadership style. It hinders participation and co-operation of staff in decision-making process and this does not help any organization to function effectively (Odia, 2015). To this extent, according to Basil cited in Magaji (2015), the notion that conflict should be avoided is one of the major contributors to the growth of destructive conflict in the organization. Conflict is viewed as detrimental or dysfunctional because it creates or perpetuates misunderstanding among interacting parties and does not lead to attainment of designed organizational goals. It leads to concealment and distortion of

information by the principal and the teachers, decreased rate of inter-unit interaction, low trust, suspicion and hostility.

Conflict in any human society or organization has a number of positive and negative consequences. Some of which are identified by Habu and Dagest (2008) below.

The productive curing capacity or energy level of groups or the society is strengthened or increased as a result of cross fertilization of ideas on how best certain objectives can be achieved.

Secondly, problems are made known during conflict thus providing an opportunity on the part of government or management of organization to embark on the programmes of reconciliation.

Conflict motivates groups to clarify their objectives leading to increased awareness amongst the group members with greater cohesion which further promotes the utilization of the resource of the group.

Conflict enhance equity in the sharing and distribution of societal resources and eliminates or minimize the domination of one person or group against another pr the perpetuation of certain individuals in positions of authority or power at the detriment of others.

Furthermore, Burker cited in Ambrose & Veronica (2014) asserted that conflict possess a number of negative consequences such as:

- Conflicts do lead to high rate of labour turn over in an organization.
- Conflict leads to work stoppages and strikes in the society or organization which is mostly caused by communication breakdown between the disagreeing parties.
- It causes decreases in productivity on the part of the organization and the individual.
- Conflict promotes mutual mistrust and suspicious amongst groups in the society or organization.

- It can lead to absence of teamwork that helps promote organization or societal goals.
- Innocent people or countries that may not be part of the conflict also suffer materially and loss of lives.

Many believe that conflict is always a negative phenomenon. This standpoint is misplaced, as conflict could be both positive and negative depending on how it is handled. In this regard, Otegburu (2014) observed that on the positive side, conflict;

- Builds cooperation
- Enhances organizational innovativeness and productivity
- Engenders individual developments
- Improves decision making both at individual and organizational levels
- Conflict management and resolution skills are improved. On the negative side however conflict;
- Interferes with organization operations
- Engenders lack of cooperation
- Enhances the wastage of resources
- Engenders low productivity
- Impedes cohesion in organizations including the schools.

Prolonged conflict among individuals can be bad for some peoples' emotional and physical health. All conflicts can be destructive if not properly handled. Conflict is viewed as destructive in the school organization if it leads to increase in the level of antagonism, frustration, aggression on the part of principals and teachers and may ultimately lead to failure to achieve the desired educational goals and objectives. Ambrose & veronica (2014) pointed out that there may be several destructive effects of conflicts which may disturb the effective running of the school

system. Thus, the overall running of the school suffers during conflict periods. For instance, when the principal and the teachers are in conflict, the teachers may decide to go on transfer, resign or withdraw his service as a result of personal failure. This is likely to affect the teaching learning process of the school. Besides, qualitative standard of education cannot be achieved in a conflict-ridden educational organization. Thus, conflict is prevented for peaceful co-existence of the members of the school system. Since conflict is inevitable, the stakeholders in our educational institutions can check conflicts through intervention techniques (Onyiny & Tyough, 2018).

According to Agbarakwe (2016), where dysfunctional conflicts exist, satisfaction may not be effective in a goal attainment, hence all the benefits to be derived from staff or workers' output is lost. To this end, conflict, whether functional or dysfunctional, has the potential for improving or impairing school organizational performance. However, Adeyemi (2012) enumerated the following as some of the consequences of School Organizational Conflict.

Conflict when properly managed produces positive challenges and changes leading to organizational developments such as creating new leadership approaches and fostering of unity.

Conflict among groups often increases their cohesiveness and strengthens them. Conflict may make life more interesting in organization. Disagreement and divergent viewpoints stimulate and arouse organizational members. Conflict also provides the opportunity to test ideas and assess performances. Conflict can unfold sensitive problems in an organization.

Conflict improves group and organizational effectiveness, the stimulation of conflict initiates the search for new means and goals and clears the way of innovation.

Dysfunction between groups or individuals can hinder coordination of activities; uncontrolled conflict may inhibit group cohesiveness while continued conflict can take a heavy toll in terms of

psychological well-being. Dysfunction conflict end-result includes low productivity, low innovation and wasteful diversion of attention. The most obvious are increased turnover, decreased employee satisfaction, inefficiencies between work units, sabotage, labour grievances, strike and physical aggression.

2.2.10 Importance of Conflict

Conflict is a necessary and useful part of organizational high life. It is inevitable and an integral part of the process of change. Indeed, it is an aid to cooperation, not an obstacle. Constructively managed conflict induces a positive performance while poorly managed conflict heats up the environment to bring about 'dislocation of the entire group and polarization, reduced productivity on job performance, psychological and physical injury, emotional distress and inability to sleep, interference with problem activities, escalation of differences into antagonistic position and malice and increased hostility (Akanji, 2015). Through conflict management, a cooperative atmosphere is created for promoting opportunities and movement directed towards peaceful, reconciliation or basic clashing interest. However, no matter how one looks at conflict, it is important to realize that conflict is one of the best way in the world to turn the tide and improve unsatisfactory conditions. As a matter of fact, sometimes there may be no real dispute to be managed, but there may be need for greater understanding, cooperation and team work to promote interpersonal harmony and good organizational climate for teaching and learning. Conflict not only generates new norms, instigates new invention but it may be said to be stimulating directly the economic and technological realm of the society as a whole.

2.2.11 The Concept of Management

Hissan-Daygherly (2009) defined management as coordination of resources through the process of planning, organizing, directing and controlling in order to attain state goals of an organization.

In other word, management is the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial asset needed to achieve objectives and measuring results. Management also includes recording and storing facts and information. Looking at the management from the views point of management resources Ngu (2008) stated that the ability to have full control of human and material resources in specific organization within a period of time. This invariably that he scope of management caused with the risk talking of unforeseeable circumstance that may occur in the organization Ngu (2008) indicated management as the process of plan and innovate, coordinate administer, control, and supervise. This implies the management is a increasingly of persons, ranging from the chairman /person of the board and various staff especially first level officers. In line with this, Ngu (2008) opined that management referred to the six elements of management function such as planning, organizing, coordinating, directing, control and staffing that are combined to build the organization. This shows that organization cannot function without the use of any elements stated in achieving the goals and objectives of the organizational structure.

2.2.12 The Concept of Secondary School Administration

Secondary education according to (F.G.N. 2004) National Policy on Education is the form of education children received after primary education and before the teaching stage. According to Oboegbulem and Onwurah (2011), secondary school is splinted into two: three years junior secondary school (JSS) and three years Senior Secondary School (SSS). The JSS emphasized both academic and vocational (technical) curriculum. Students who competed Junior Secondary School enter into Senior Secondary School, Technical Colleges out of school Vocational Training Centre an apprenticeship scheme. The SSS is comprehensive with a core curriculum designed to broaden the student knowledge and outlook. Education at this stage has two broad

aims: preparation for useful living within the society and preparation for higher education (F.R.N, 2004). However, secondary school can be seen as the inter medial level between elementary school and college (university) and usually offered general, Technical, Vocational, or College (university) preparatory curricular.

The principal plays a cardinal role in the management of any school. The principal is the most important and influential individual in the school. This decisive position encompasses a wide spectrum of complex functions pertaining to management and complex management. The school principals are managers and they should be able to manage conflicts effectively rather than suppressed or avoidable, according to Ayode, (2019) the school principal is the headmaster of the school. The principal is the education leader and manager of the school and must have relevant teaching skill. Musa (2019) defined principal as an Education appointed as the head of the school. The principal plays a cardinal role in the management of any school, (Lemmer and Squekh, 2009).

The management of conflicts in schools can be either destructive or productive depending on the skills of those managing the context. Tomlinson, (2014) & Princdoo (2012) agree by saying that this evidenced by the nature of principal ship and the position, role and power of the principal who differ between schools and between systems. This influences the way in which the principal handle conflict in the school. The researchers further stated that the principal face myriad external pressures and expectation, deals with conflict and stress, and tries to keep-up with the ever increasing technological and social changes. The technological and social revolutions that have over taken all communities to varying degrees have affected our curriculum, school organization discipline, student behavior, communities, relations and every nature of teaching/learning processes. Furthermore, the communities, the school council, the Central

Government, and teachers look-upon the principal as a person responsible for exercising leadership in his school (Oyebade, 2018). He further stated that the school principal must accept the fact that conflict is part and parcel of all society or organizations; the schools depend on the principal ability to resolved conflict. Failure to do so could be the result of misunderstanding the cause of discord or ignorance, but which course to take, the principal must also be aware of the types of divergence. Each types of conflict bring lesson to be learn, but they must be each resolved.

The principal has to use literal knowledge and experience to generate better ways to resolved conflict. The school is a place where different people with technique value and attitude meet. All staff, therefore, may not appreciate all conflict resolution mechanism used by the principal. A noteworthy point is that each conflict might warrant a different resolution technique. But this is not to discredit principals who have institutionalized conflict resolution mechanism that become accepted by the staff, and as such, form part of the school regulations. An unmanaged or mismanaged conflict has the tendency to estimate and become independent of its annual, because after all has been forgotten. There is no luck in conflict resolution. Successful conflict management involved artistic and sensitive. These goes out of both theoretical knowledge and the experience of the administrator. No action taken in the resolution of discord will ever satisfy all concerned. However, the principal must be above all has virtuosity, technical skills, and artistic insight into conflict resolution (Oyebade, 2018). School principal devoted a significant portion of their time of daily with conflict.

Principals who look for the sources of these tensions may find that many of them reside in the principal's own interpersonal behaviors, which may be product of their leadership skills. Four important leadership variables related to the amount and the degree of conflict are conflict

responses styles, problem solving, communication style and basics of social power. Each of the dimensions can be portioned into two domains – concern for self and concern for others. The degree and consistency that concern for others is operational determine the depth of expertise of the principal's conflict management. Expert school leaders have developed a healthy other entered perspective of running their schools. Conversely, novice school leaders employ knowledge and skills gain to support only self-survival in the principal-ship, which will lead to personal and professional disappointment (Oyebade, 2018).

2.2.13 Concept of Students' Program and Services

Students' programmes and service can be defined as certain essential services design by the school society. Academically, psychically, recreationally and health services for the total well-being of the students. In other words, students programme and services may also be define as a provision of certain important services of the attainment of educational goals in the school. These programme include; academic services, social services, psychological services, recreational services, health services, accommodation services, transportation and school execution programme.

Jumare (2016) refers to students' program and services in the school to be acceptable and beneficial activities undertaken by the student that are involved with the view to argue and improve teaching and learning activities. Therefore, students programme could be said to be all activities planned (by the school or any organization) within or outside the school which aid learning within and outside the school, students' programs in the school system could include speech and prize giving sport week, competition, cultural weeks excursion programs, quiz and debate programme to mention but a few.

While student service refers to provision of materials/services that could aid, assist and ease teaching and learning activities within or outside the school. Students' service is very vital because it serves as a lubricant for school goal attainment. Students services could also seen as intervening variable in the achievement of schools goals which if not handled or provided affect the overall goals of teaching and learning in the school. Some example of students service could include health services, guidance and counselling services, transport services, hostels accommodation services, library services, security services, athletic facilities services, water supply services, and others (Jumare, 2016).

It's pertinent to note that by the school principals and administrator, the students' program and services could help greatly in the success of the school or its failure. Therefore, it is important for the government and school principal to understand the rational of provision of students program and services for a conducive atmosphere for teaching and learning to prevail.

2.2.14 Concept of Interpersonal Relationship

An interpersonal relationship according to Fincham and Beadh (2010) is a strong, deep or close association or acquaintance between two or more people that may range in duration from, brief to enduring. This association may be based on influence, love, solidarity, regular business interaction or some other type of social commitment. Interpersonal relationship is formed in the context of social, cultural and other influence. The context may vary from family or kinship relation, friendship, marriage, relations and associates works, clubs neighbour-hood and places of ownership. They may be regulated by laws, customs or mutual agreement and are basis of social groups and society as a whole. People in an interpersonal relationship may interact overtly, covertly, face to face or even anonymously.

Interpersonal relationship are typically define as enduring connection between two individuals, uniquely characterized by degree of continuity, share history, and interdependence, across setting and activities (Bello, 2017).

2.2.15 Concept of Motivation in Schools

Motivation could be defined as drives that influence someone's efforts towards performing a task (Klhara, 2018). There a two aspect of behaviour described by the concept of motivation, which justify the behaviour or purpose of the behaviour for appropriate energy. Thus, the term motivation refers to two different problems. First what it does to make a man active and secondly, what dominates a form/some behaviour toward performing an activity.

The basic principle of motivation is based on the individual's ability (Agebure, 2013). According to this principle any task cannot be performed successfully unless the persons, who has chosen to do it, has enough ability to act. Similarly, in order for an individual to achieve a high excellent performance he/she should also achieve a high level of performance. Other earlier studies further noted that motivation is seen as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it (Ayeeni, 2011), this observation is also supported by George (2013), who argued that motivation plays a significant role in individual's educational life and their performance.

According to Muhammed in IJTEI (2019), school programs need to be relevant, practical and comprehensive, while interest and ability should determine the individuals' direction and motivation in education. This implies that secondary school education should provide the students with opportunities to acquire necessary knowledge, skills and attitudes for self-development and self-strive.

In the same view, Burns (2011), allotted that, all education need to be concerned about the impact of motivation on academic performance. In a school system, various groups or individuals generate and use motivation differently, students' needs motivation to learn, parents need it to break the educational progress of their sons and daughters, teachers need to become better teachers and school administrators need it to ensure that every part of the school they manage continue to improve. According to Chiku (2009), the absence of motivation has a negative influence on the standard of education in a school as students are being deprived of the need of knowledge because they are less motivated. The problem associated with negative attitudes towards motivation result to; secondary schools students drop out, increase in unemployment rates of students, Gitinga (2012) initiates that one of the issues affecting academic performance includes lack of motivation for teachers and so far this has not been dealt with in totality. Therefore, the resultants effect of this problem affects the society at large, since the education sector cannot produce the desired results as designed in the national policy of education (2004).

2.2.15 Concept of School and Local Community Relations

The school and local community relation refer to the immediate environment in which the schools are located. The concept of school and local community relationship bearing in mind the symbolic relationship that exist between the two. The function of the school is complimenting that of the community. The school and the local community are like two side of a coin, they interacted and inseparable. Olowoye cited in Adebajo (2018) opined that looking at the inseparable bound that exist between school and the community the school can be viewed from the angle as a "model of the community" or as a "community school", looking at the school from these two angles, they argue that it is important for the school to be in close relationship with its

community because of the supports which the school get from the community in terms of resources.

Ezewu cited in Oniyangi (2016) views community as a natural congregation of human being who live in a specific location and share common sentiments. The school is an open system that make's learners to interact with its environment, and with the school environment. These members of the community include; the family, parents, teachers and the students. The relationship between school and the local community could be clearly seen through the existence of Parent Teachers Association (PTA) in the present day secondary schools educational system in Nigeria. The PTA is formal establishment in the school system which is made up of parents, whose children are currently registered as students in the school, together with teachers in the school. The aim of PTA is to enhance the collective participation of parents and teachers in the education of their children, Garry (2014). According to Onderi and Makori (2013), PTA provides a link through which parents and the rest of the community assumes a partnership responsibility and in that way participate in the education of their children. The Federal republic of Nigeria in its national Policy on Education (FGN, 2004:55) recognized the importance of parents in the school management when it stated that "the local people particularly parents will be encouraged to participate in the school management".

Across several countries of the world, the PTA plays several roles in schools (Onderi and Makori, 2013). For instance, in the USA, in classroom decisions, promoting communication, social events and fund raising and lobbying the state and national legislation on behalf of the students. In Kenya PTAs are involved in monitoring implementation of school programmes, monitoring education services and mobilizing additional resources (Republic of Kenya, cited in Kipyego, 2013). Also in South Africa and other contexts PTAs have been involved in providing

personal hygiene facilities such as wash basins, stands and soap in classrooms and toilets rolls in latrines (UNICEF, 2009; van Wyk (2007). In Ghana, Dunne, Akyempong and Hamphreys (2007) reported a specific situation where in one school PTAs had been in school for a long time and encouraged them to send their children back to school.

In Hong Kong, Chang cited in Rihara, (2018) noted that the PTA provides a means for the parents and teachers to work together, a channel to articulate their needs, a forum for the exchange of educational views, an urge for the school to make a parent policy, an opportunity for them to participate in the educational process of their children, a means to pool the parents' strength in supporting the school development, a network for the parents to meet and exchange their views on the education of their children and many other positive considerations. In general, PTA is recognized as an effective means for the enhancement of parental involvement in the educational process.

2.3 Theoretical Framework

For the purpose of this research, conflict theories were used as guide to the researcher. These theories are: Structural Theories of Conflict (i.e. Radical Structural Theory & Liberal Structural Theory), Biological Theories of Conflicts, Human needs Theory of Conflict and Economic Theory of Conflicts.

2.3.1 Structural Theories of Conflict

Proponent of this theories demonstrated that conflict is built into the ways in which societies are organized. It proposed that conflict arises due to deep-rooted structure imbalance, such as political and economic exclusion, injustice, poverty, disease, exploitation and inequality which

are either internally or externally generated in society. It is worthy to note that the structural conflict theory is divided into two (2) major sub-orientations which are;

i. Radical Structural Theory

The radical structural theory explains that conflicts occur due to the exploitative and unjust nature of human societies and the domination of lower class (proletariats or workers) by upper class (bourgeoisie or factory owners/rich people). This case was made by the radicals, such as Friedrich Engels, Karl Marx, Vladimir Ilenin, Andre Gunder Frank, Louis Althusser and Emmanuel Walleinstein, who are from developed countries and Mao Tse Tung (China), Amilcar Cabral (Guinea-Bissau), Walter Rodney (Tanzania), Claude Ake (Nigeria) and Samir Amin (Egypt), who hailed from developing countries. The radical structuralists assumed that conflict will be resolved through workers – led revolution, which is expected to lead to the establishment of a socialist order.

ii. Liberal Structural Theory

The liberal structural theory was expanded by many scholars, Robert Malthus (England), Max Weber (Germany), Johan Galtung (Sweden), Abdulrahman Ibn Khaldun (Tunisia) and Julius Nyerere (Tanzania). This theory indicates that competing interest of groups directly injects conflict in social, economic and political organization of society, and it weakens the social networks within, between and among community groups, furthermore, they explained that internal conflicts emerged from rising human populations, economic instability, and demographic variability, uninterested social and political programs in the society. Thus, the liberal structural theorists suggested that the solutions to conflicts required the elimination of

structural defects, dialogue and policy reforms, as opposed to the radical structuralists, who advocated for revolution as the solution to all conflicts.

2.3.2 Biological Theories of Conflicts

This theory emerged from the idea of many classical theorists such as Saint Augustine (354-430), Thomas Hobbes (1588-1679), Cesare Lombroso (1835-1909), the theories expressed that human beings are naturally evil-driven and they have the capacity to violently respond to unfavourable situation. The idea emerges from the ancient belief that viewed human ancestors as instructively violent beings that possessed destructive impulses in their genetic makeup. For example, Thomas Hobbes (1651) argued that conflict occurs and it continues to occur or becomes intense in societies due to inherent human tendency to be selfish, sinful and driven by the natural quest to satisfy all their desires. This was why Hobbes (1651) described life in the “state of nature” as solitary, poor, nasty, brutish and short”. The biological theories are divided into two (2) major sub-orientations, which are:

- i. Innate theory developed from the ideas of some scholars, particularly theologians and photogists, who indicated that conflict is possible in all social interactions. First, theologians served that there are inner flaws in human kind that cause sinful behavior, bitterness, violence and conflict. Therefore, they argue that religion is responsible for regulating sinful nature in the relationship between and among people, as well as between people and God (or God/Goddess). Second, the psychologists, especially the personality psychologists argued that conflict is inborn in humans, as indicated in inner properties, attributes and hormonal composition of humans. This properties shows that human aggressive instinct in likely to be provoked, if an individual(s) is challenged. And, it

explains that conflict is a necessary periodic release that helps humans to preserve themselves by unleashing their destructive abilities on others.

- ii. Frustration – aggression theory has expanded by several scholars, such as Ted Robert Curr, John Dollard, Leonard Barkawitz and Aubrey Yutes assume that conflict is a direct response to accumulated disappointment and anger experienced by people in a society, where they could not achieve their aspirations due to some forces that beyond their control. The theory indicates that conflict primarily occurs due to people inability to fulfill their needs. It points to the difference between peoples' perceived needs and actual needs (want-got-ratio or expected need satisfaction vs actual need satisfaction). When people's expectations are unmet, frustration set in and the frustrated people may confront those they viewed as the thwarters of their ambitions.

2.3.3 Human needs Theory of Conflict

The Human need theory of conflict originated from the ideas of many scholars, such as Abraham Maslow, John Burton, who argued that people have basic needs (physiological, safety, security psychological, social and spiritual needs) that must be met to build peace and to avoid discord. Its major assumptions is that all human beings have some basic needs that they seek to fulfill and maximize, but attempts by individual group(s) institution(s) to deny or frustrate them from satisfying the needs may lead to conflict. They also explained that if one need (e.g. food) is met and other needs (e.g. freedom of worship) is denied or unmet, the situation could make people apply violence in their efforts to meet unmet needs, to satisfy and protect the met needs.

John Burton (1979) identified a link between frustration that pushes people to act aggressively and their willingness to satisfy basic needs. This is why people often reacted against the factors, groups and institutions that they considered as threats to their shared needs, especially needs for survival, protection, affection, understanding, participation, creativity and identity. Burton argued that human needs have components (needs for recognition, identity, security, autonomy

and bonding with other that they hardly give up. No matter how much any political or social system tries to suppress these needs; it will either fail or cause more damage in the long run. The prevention conflicts that may arise and/or resolution of conflicts that arose from unmet basic needs, as John Burton (1990) argues largely depends on how far and how well effective and easily accessible mechanisms are put in place by the state to satisfy human needs.

2.3.4 Economic Theory of Conflicts

The Economic theory of conflict was advanced by Collier Paul, David Malone, Mats Berdal among others located causes of conflict on material benefits that initiators, sponsors, perpetrators, and sustainers of conflict are out to gain. While raising a series of key questions about the individual(s) that conflict serves their interests or those that gain and loose from the conflict, this theory demonstrated that material interests is the motivating factor for conflict. Callier Paul et al (2003, p. 4) pointed out that conflicts are perpetrated by conflict entrepreneur – a few people that benefited from growing chaos. The conflict entrepreneurs do not only steer conflict for maximum material benefits at the expense of majority of people that are negatively affected by conflict. Using cost benefit analysis, the theory identifies to categories of forces in conflict situations – beneficiaries of conflicts (leaders of armed conflicts, their supporters, including manufacturers, dealers and traders who engaged in arms business) and non-beneficiaries of conflict (majority of people that are negatively affected by the conflict). Mats Berdal and David Malone (2000, p. 1) agree that across stages social conflicts are generated by many deep-seated factors and conflicts are said to have a “functional utility”, since they are embedded in economic disparities. They argue that conflicts (such as war and crises) and their prolongations have sometimes become vast private business, profit-making and profit-maximization enterprises as expressed in the self aim of their initiators and perpetrators.

In sum the economic theory of conflict posits that though the causes of conflict may be hidden and perpetrated in the pretext of ideological (nationalistic, political or religious) resources, natural and solid minerals (such as gold, crude oil, coal, diamond, land, waters etc.). Recently, Pope Francis Benedict (2015) exploded by referring to manufacturers of an investors in weapons industries, such as guns, who called themselves Christians as hypocrites. From the above four distinctive theories, it could be deduced that both the theories have a clear and innate relationship with the current research topic. This is because the theories expatiate on the nature of human being in relation to his environment and other necessary engagement interaction with the fellow being/environment.

The structural theories of conflict believed that conflict arise due to deep-rooted structural unbalance in the society, these in balance such as political and economic exclusion injustice and inequality and these structural on balance generated into conflicts in the organizations in particular and the society at large. The biological theories expressed that human being are naturally evil-driven and have the tendency to violently respond to unfavorable situation. The biological theories argued that conflict occur and it would continue to occur or becomes intense in the society due to the inherent human tendency to be selfish and be driven by the natural quest to satisfy his all needs/desire. Its worthy to note that this research dealt with important organization such as school where it host all sort of human sociology to work and operate harmoniously to achieved the set objectives of educational institution. The proponent of these theories indicates that conflict is possible in all social interactions.

The human need theories identified the link with this research work as it argued and elucidate that people have basic needs (physiological, safety, security, psychological, social and spiritual needs) that must be met to build peace and to avoid discord/conflicts in the respective

organization or society. It's important to stress that all human being have some basic needs that they seek to fulfill and maximize, but attempt by individual/group(s) institutional(s) to deny or frustrate them from satisfying the needs may lead to conflicts. The proponent of economic theories of conflict believed that for every conflict to prevail must be caused by economic and materials and sustainers of the conflict are out to gain. While raising a series of key questions about various reasons that conflict serves their interest or those that gain and lose from the conflict. This apparently has relation with variables of this research as most of the conflict arose in the school between the teachers and ministry of education has overtone to the payment and increase on staff salaries, allowance and others remuneration benefits accrue to the personnel cost.

2.3.5 Mary Parker Follett Theory of Conflict

Mary Parker Follett, writer, social worker, political theorist and organizational consultant, has been called "the woman who invented management." In 1925, Mary Parker Follett, thought of conflict as neither good nor bad; to consider it without ethical prejudice; to think of it not as a battle, but as the appearance of difference, difference of opinions, of interests. For that is what conflict means difference. As conflict is here in the world, as we cannot avoid it we should think we should use it. Instead of condemning it, we should set it to work for us."Follett argued that conflict, » a natural and inevitable part of life, does not necessarily have to lead to deleterious outcomes. If approached with the right analytical and imaginative tools, a conflict can present an opportunity for positive or constructive development. There are three main ways of dealing with conflict: domination, compromise and integration. Domination obviously is a victory of one over the other. This is the easiest way of dealing with conflict, the easiest for the moment but not usually successful in the long run. The second way of dealing with conflict, that of compromise, we

understand well, for it is the way we settle most of our controversies, each side gives up a little in order to have peace, or to speak more accurately, in order that the activity which has been interrupted by the conflict may go on. Compromise is the basis of trade union tactics. In collective bargaining, the trade unionist asks for more than he expects to get, allows for what is going to be lopped off in the conference. Thus we often do not know what he really thinks he should have, and this ignorance is a great barrier to dealing with conflict fruitfully but certainly ought not to imply that compromise is peculiarly a trade union method. It is the accepted, the approved way of ending controversy. Yet no one really wants to compromise, because that means a giving up of something. The third method is integration which means creatively incorporating the parties' fundamental desires/interests into the solution. The first step in integration is to break up wholes: To analyze, differentiate and discriminate. How important to remember that "The confronting of diverse interests, each claiming right of way, leads us to evaluate our interests, and valuation often is evolved into revaluation; not in the sense that sour grapes hang high, but a genuine revaluation. It also draws into the field of other values, which otherwise might not be taken into account, for our choice is a choice of activities in which all the values have a stake. Many conflicts could be prevented from ending disastrously by getting the desires of each side into one field of vision where they could be viewed together and compared. Values, when put together look different from the same values considered separately, for in the act of comparison there is a simultaneous view of all values. We can never understand the total situation without taking into account the evolving situation. And when a situation changes, we have not a new variation under the old fact, but a new fact. Probably, the main reason we do not have more integration is that it requires much more thinking on the part of arbitrator, mediator or

negotiator. Integration requires a high order of intelligent, keen perception and discrimination, more than all, a brilliant inventiveness.

2.3.6 Parsonian Conflict Theory (Dahrendorf).

Dahrendorf writes that he is concerned "exclusively with relations of authority. For these alone are parts of social structure and therefore permit the systematic derivation of group conflict". Moreover, "where there are authority relations, the super ordinate element is socially expected to control by orders, and commands, warning and prohibitions, the behaviour of the subordinate element". That is, his concern is exclusively with legitimated compliance relations. There is both consensus and conflict in all "authority" relations so that individuals have both mutual interests and (opposing? potentially opposing?- always opposing?) latent interests. In contrast to Marxism which holds that capitalists have dominant power, for Dahrendorf, society is comprised of a host of "imperatively coordinated associations" (associations in which members are subject to "imperative control" or authority). None of the "associations" dominate. Accordingly, societies are comprised of "a plurality of competing dominant (and conversely, subjected) aggregates". It is not denied that persons or groups have power, but "group conflicts""are not the product of structurally fortuitous relations of power but come forth wherever authority is exercised" Indeed, in contrast to both Marx and Weber, Dahrendorf detached the category of conflict group from economic determinants. Finally, since authority relations are necessarily present in all societies, conflict is inevitable.

2.4 Prevailing Conflicts among Teachers in Secondary Schools

Conflict among teachers is a common administrative problem in schools in Nigeria. It is caused by poor conditions of service, poor professional training, and government policy and societies negative influence on teachers. This destructive act among teachers increases similar behaviour

in learners resulting into a perceived fall in academic quality in schools. Conflict among teachers is the acts or behaviour that affects effective teaching, learning and administration of the school. Common indiscipline behaviour by teachers include; absenteeism from school and on, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries-, registers, student results, involvement in examination malpractices, "illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality by the fellow teachers. These are serious threat to all level of our educational system, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation. (Okeke 2014),-"the teacher belongs to a special class (sub-group) saddled with the responsibility of "molding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the pupils; professional skill or know-how to awaken a child's interest in what is being taught and to enkindle in his pupils a love of learning and a good moral character (Ojoago, 2017),

The technique that can be used to manage conflict among teachers is the use of Compromise, effort of experienced teachers, dialogue, transfer, suspension or efforts of PTA/SS^C. Compromise means each party having to give up something for the sake of a meaningful reduction of friction. Far from ideal, compromise often leaves parties unsatisfied having given up something of value. We understand well, for it is the way we settle most of our controversies, each side gives up a little in order to have peace, or to speak more accurately, in order that the activity which has been interrupted by the conflict may go on. This style is a mid-way approach for conflict management, it adopts an intermediate course between assertiveness and cooperativeness and it is effective when both parties agree on sacrificing-some concerns for

achieving a solution. Usually, when a compromise is successfully negotiated for both parties feel somewhat rewarded or satisfied. However, they may not feel completely satisfied, since they both had to give up part of their original ideas or positions/possession to get the other person to go along. Both participants invariably win and lose something they value as a process and contribution to peace-building and where tangible outcome is not gotten the conflicts can be resolved through the efforts of experienced teachers, dialogue, transfer, suspension or efforts of PTA/SBMC.

2.5 Prevailing Conflicts on School and Ministry of Education

Education in Nigeria is a shared responsibility of the federal, state and local governments: The Federal Ministry of Education plays a dominant "role in regulating the education sector, collect and collate data" for purposes of education, planning and financing, prescribe and maintain uniform standard coeducation throughout the Country, Control and monitor the quality of education in the country. However the state governments is largely responsible for secondary schools and part responsibility goes to private organizations, community groups and religious bodies, to manage secondary schools and local governments to manage primary (N.P.E. 2004).

In implementing some of the objectives of education which is part of the responsibilities of the state government .through the ministry of education some form of conflict or the other occurs such as the introduction of some subjects such as sex education as it negates some religious belief, government not responding to the demands of schools as quickly as desired and there are some sort of delays in fulfilling theses obligation, and schools on the other hand not complying with the aims of the, National Policy on Education during supervisions, creates room for some sort of conflict. Even when. agreement has been reached about appropriate programmes and

services for the student, conflict may still arise if the parents feel that services are not being appropriately provided (Wambugu, Peter & Muola, 2018).

Conflicts over implementation may involve concerns about the quality, intensity, and/or frequency of service; transportation; the coordination of services; the flow of information about the status of implementation; the reporting of student progress; and privacy and/or confidentiality. Hence the recommended resolution strategy here is the effective communication and dialogue. Clarify the purpose of the conversation, determine how others define the issue initially, discuss any opposing views, agree of a shared definition of the problem, share information and ideas, identify assumptions and related information/data upon which each party's understanding is based. Test assumptions if necessary, identify different points of view and clarify the thinking behind them, highlight new ideas and information that may affect the outcome. Generate and explore possible solutions, be realistic, identify the implications of each solution, ensure that all parties understand the implications, predict consequences, envisage the likely consequences of each solution (Meindinyo & Ikurite, 2017). .

2.6 Prevailing Conflicts between School Management and Students

Okumbe (2008) indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of students is therefore required. The school management needs to ensure that-the students' activities and operation at secondary level are well monitored. For an educational manager (Principal) to be an effective students' manager, he or she must not only be conversant with concepts and never perspectives in secondary school management, but also be a constant operator of the management techniques. Management of students requires that the principal should show concern and drive towards student's achievement through" teaching, and learning, constantly communicating appropriately

and effectively with students. Lack of proper communication may leads to conflicts with students. Right decisions can only be made if the management invests its resources in effective decision-making; solve problems by applying the appropriate problem solving techniques speedily, equitably and cautiously; take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders and show respect and economy in time management. In order to do this effectively, the principal can employ use of student prefects (SP). Through this the principal will ensure that the students' issues were addressed promptly through the right procedure (Jumare, 2016). However the conflict at this point can be resolved using communication, peer mediation suspension and transfer:

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. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when you find yourself out if the situation, you can become more empowered as a person. Thus, the experience evoked a positive change which will help you in your own personal growth. 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 organizations or nations. Interpersonal conflict occurs when two people have incompatible needs, to fill, or approaches in their relationship. 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.

"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, and flattery or ingratiation. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination (Dare, 2009). Role conflict involves very real differences in role definitions, expectations, or responsibilities between individuals who are/interdependent in a social system. If there are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal friction between the persons involved. Unfortunately, the conflict is often misdiagnosed as interpersonal conflict rather than role conflict, and resolution is 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 (Dare, 2009). As a last resort suspension, transfer and dismissal and can be considered.

2.7 Prevailing Conflicts School and Local Community

It is important for the school management to know both educational expectations and attitudes of the people in the community. Olowoye in Adebajo, (2017) described school-community relationship (S-CR) as the way and manner the educational institutions relate to their immediate environment. It includes the interaction between any element of the school or educational institutions and any understanding between the school, its culture and worthwhile and socially acceptable norms and values. This implies that the content of education is constituted by a sound knowledge about the community, which in turn is essential for the continuity of that society. With this knowledge he will be in a position to put in place educational programmes that meet the needs of the community (Adebajo, 2017). Community norms need to be taken into

consideration. The school management needs to change the education programmes that are in conflict with the norms of the community. When the school interferes with the norms of the community, then the community will tend to negatively causing difficulty to the school and the management, people want to see the results of the schools' effectiveness and even be involved in decision-making process of the school (Martha, 2014).

Jones and Martha, (2014 indicated that school management can avoid conflicts in their schools if the community is in full support' of the Educational programmes. The parents on the other hand should be made to feel that their children are in good hands. Partnership, participation and conversation Kauld characterize the school and community relations. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing, conflicts can be avoided if the management can interpret the educational programmes to the community. The citizens need to be aware of what is happening in the school. The school administrator needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become an important means for spreading reliable information and enhancing aspiration of the community about the school. The school administrators need to work closely with those interested in the school and particularly the, youths. By linking together various agencies, the school administrator plays a key role in dealing with problems in secondary schools created by family, economic and social conditions. The head teachers need to develop lines of communication and transmit information to the community. The school administrator also needs to seek information from the community (Jones & Kmitta f 2000) Fraser and Hertzal (1990) explained that parents' need to be involved in the schools mission; making them develop an ownership in the school's mission. The school administrator needs to interact with parents and

other community members. Through interaction with the community, the school administrator will get an opportunity to prevent fighting or if a rumor is loose, the school administrator should share the truth so that people are equipped to deal with it in a healthy way. The school administrator should arm the community with facts so that they can act as rumor exterminators. The school administrator should keep in contact with the community and let them know the school and its mission.

However, these conflicts can be resolved using integration technique. The option championed by Follet, means creatively incorporating the parties' fundamental desires/interests into the solution. When two desires are integrated, that means that a solution has been found in which both desires have found a place that neither side has had to sacrifice anything. One advantage of integration over compromise is that if we get only compromise, the conflict will come up again and again in some other form. Only integration really stabilizes. But the stabilization does not mean anything stationary. Nothing ever stays put only that, that particular conflict is settled and the next occurs on a higher level. The method to integrative bargaining according to Follet is to bring the real differences out into the open.

The first step in integration is to break up wholes breaking up wholes means paying special attention to the language used in the conflict. To analyze, differentiate and discriminate. Many conflicts could be prevented from ending disastrously by getting the desires of each side into one field of vision where they could be viewed together and compared. Secondly, values when put together, look different from the same values considered⁵separately, for in the act of comparison there is a simultaneous view of all values. Also, we can never understand the total situation without taking into account the evolving situation. And when a situation changes, we have not a new variation under the old fact, but a new fact. Probably, the main reason why we do not have

more integration is that it requires much more thinking on the part of arbitrator, mediator or negotiator. Integration requires a high order of intelligence, keen perception and discrimination, more than all, a brilliant inventiveness; it is easier "to fight than to suggest a better way. In cases where the above techniques do not yield the desired result then suspension, transfer, dismissal and court actions might be carefully considered.

2.8 Empirical Studies

In order to examine other research works related to this study, the following empirical studies were identified and reviewed as follows:

Kadiris, (2011) conducted a research on influence of ethnic conflicts to educational development in Nigeria. To achieve the purpose of the study which is to minimize ethnic conflict in the educational sector, five objectives were formulated subsequent to the research questions and the hypotheses/such as; to find out and determine the federal, state, and local government's responsibility in ethnic conflict and education, to find out and determine the problems of ethnic crisis within Nigeria, and to explain the ethnic crisis and its influence to educational development. The study used survey research design. The population of the study was 300 students in and around Zaria. The sample of the study involved only -undergraduate student from the three faculties that is, Education, Social Science and Arts. Questionnaire was the instrument for data collection for the respondents. The researcher used bar chart to represent the data collected for the analysis. Analysis of variance (ANOVA) was the statistical instrument used. The findings revealed that government should incorporate discipline in the Nigeria society by being disciplined via democratic policies and institutional framework. Government should check the economic arguments such as inflation, unemployment and the Gross Domestic Product (G.D.P) Government should upgrade the standard of higher institutions to meet the world

standard in improving the facilities and updating them. In the light of the findings of the study he recommended that adequate measures must be taken to eradicate social evils in our society. This study is of relevance to the current study as it talks about ethnic conflict in Nigeria which is part of the causes of conflict in this study as it relates to the ethnicity that is conflict between schools and the communities. The research design, statistical instrumentation and instrument for data collection was used as same for this study. The knowledge of this conflict will enable the school management, government and teachers to know the various ways of resolving ethnic conflict that arise in the management of secondary schools in Kaduna State and Nigeria as the case may be.

Oladitan, Ajibua, Fashogbon and Ajayi, (2014), conducted a research on influence of leadership style on interpersonal conflict management among teaching and non-teaching staff in secondary schools in Osun State, Nigeria. The study focuses on conflict between individuals and between groups as a universal phenomenon of management and organizational behavior.

The purpose of this study was to find out the influence of leadership style on interpersonal conflict management among teaching and non-teaching staff in secondary, school in Osun State, Nigeria. The population for the study was the entire staff of 16 public schools in Isokan Local Government Area of Osun State, Nigeria. The stratified sampling technique was adopted for this study, 300 teaching and 100 non-teaching staff across the 16 schools was used for the study

The research design adopted for this study was the descriptive Design. Two instruments were used for data collection, namely School Style Scale ($r=0.75$) and School's Interpersonal Conflict Management Scale ($r=0.52$). Data collected were analyzed using the conventional matrix and multiple regressions.

The results of the finding indicated that secondary school heads should have the ability to demonstrate democratic style and a little bit of autocracy. The findings of the study also reveal

that there was a significant relationship between leadership styles and conflict management in secondary schools in Isokan Local Government Area of Osun State. The data elicited from respondents suggest that active or positive leadership style in the selected secondary schools administration has its consequences, and is associated with conflict management in the school system.

Obuobisa-Darko (2014) conducted a research on conflicts among teachers in junior high schools in a Ghana. The objective of the study was to examine the causes and effects of conflict on teachers' performance in the Tema metropolis of Ghana. The population of the study was three hundred and thirty with a sample of ninety nine respondents who were randomly and purposively selected.

Descriptive survey design was adopted for this study. The research instrument for data collection in this study was structured questionnaire. The data was analyzed using Pearson's Product Moment Correlation (SPSS). The findings of the study indicated that; structural factors which includes specialization skills, interdependence, common resource, goal differences, authority relationship, status inconsistencies, communication barriers, Jurisdictional ambiguities and personal factors such as skills and abilities, personalities, perceptions, values and ethics, emotions, cultural differences are the causes of conflict. The findings indicated that whenever there are management conflicts in schools, overall students' discipline tends to go down.

However, results from this study showed that personal factors play significant role in causing conflict than structural factors. The main personal factor that causes conflict according to the findings of this study is differences in perception-. Structural factors that result in conflict include sharing common and limited resource, authority relationship, goal differences, status inconsistencies, high/interdependence, jurisdictional ambiguity and specialization. From the

study it was recommended that, government must organize more workshops, seminars and conferences to educate teachers on matters related to causes and effects of conflict as well as the strategies available for its management. The study is similar to this study as it talks about conflict among teachers in schools which is part of the finding in this study. The findings from the study will help equip heads of the schools as well as teachers with the various appropriate strategies available for the Management of conflict to ameliorate the conflict situations which are bound to arise. Secondly, findings of the study will provide useful information to guide the formulation and modification of policies related to conflict and its management in organisations in general and schools in particular. Thirdly, the findings will help the Ghana Education Service (GES) to structure its training programmes to ensure teachers are equipped with the necessary knowledge for effective conflict management. Lastly, results of the study will contribute to the existing limited literature on conflict and its management in schools, questionnaire was used as the instrument for data collection and it employed survey research design. The differences are that the research was conducted in different countries that is Ghana and Nigeria, the data was analyzed using Pearson's Product - Moment Correlation (SPSS) while Analysis of Variance (ANOVA) was used in this study.

Meindinyo and Ikurite (2017) conducted a study titled “Influence of Motivation on Teachers Performance in Emohua Local Government Area of Rivers State”. The research main objectives were to investigate the possible causes of falling standard of education in secondary schools in Nigeria that has assumed has reached an alarming dimension in recent years. The hypotheses places blamed lack of motivation of teachers, others on lack of necessary facilities, and so forth. The study adopted descriptive survey designed conducted in a particular local government area in Nigeria as how motivation may influence teachers’ performance. The research instrument

used for the study was a two-part 35 items questionnaire which was meant to test the influence may have on teachers' performance. It was administered to 100 randomly selected teachers from 10 of the sampled secondary school used for the study. Seven research questions were analyzed and series of cross tabulations were used for the analysis. The data collected were analyzed by means of frequencies and percentages of the various responses provided by the teachers.

The study revealed that; applying the right motivation factor has positive influence on teachers' performance. That the factors that are currently being used to motivate teachers namely; Annual get together parties on transfer, constant supervision of teachers' performance in work, provision of attendance register and provision of movement books have minimal influence on teachers performance. That factor such as age, sex professional training may affect a teachers' performance. Based on these findings, it was recommended that; management of secondary schools should take use of correct motivational strategies such as attitudes motivation, incentives, and recognition. There should be regular training for teachers' workshop to motivate them for higher productivity. Government should always try as much as possible to pay teachers' salaries promptly and regularly. Management of the schools try and provide accommodation to teachers within the school premises and teachers should be given opportunities to develop themselves through study-leave with pay or in-service-training.

From the foregoing, it could be deduced that there exist a great similarity with the topic of this research on the aspect of research methodology objectives and possible related finding of this study. While, there are some dissimilarity in terms of location and heterogeneous nature of the two societies. The previous study was conducted in Emohua Local Government in South-South Geographical Zone and the current research location is Kaduna state in North-West Geographical Zone. But, the researches are importance in the contest at the state.

Wambugu, Richard and Muola (2018) carried out a research title “Influence of Teachers’ Motivation on Students’ Performance in these Public Secondary Schools in Kinangop sub country Nyandarua country, Kenya. The objective of the study was to establish the influence of appreciation of teachers on students’ performance in KCSE in public secondary schools in Kinangop sub country. The design of the study was descriptive survey design. The target population comprised twenty eight (28) head teachers and three hundred and ten teachers (310) totaling to three hundred and thirty eight (338). Solving formular was used to select a sample of 184 participants. Stratified random sampling was used. 16 head teachers and 168 teachers were sampled for the study. Questionnaires and interview guides were used to collect data in this study. Qualitative data analysis was done particularly in narrative forms, while quantitative data was analyzed descriptively using frequencies and percentages, means and standard deviation. The study established that teachers’ appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. Work place motivation is an important factor that inspires workers in any organization to pursue their goals and perform their duties effectively. However, lack of motivation among public secondary school teachers in Kinangop sub-country has negative affected quality of teaching and line. Thus leading poor performance in National Ekam. The study review has a similarity and some difference with current research dissertation on the area of locations and country but has a distinctive similarly with the variable of this study. The research finding could be useful to present Nigerian Education sector.

Puspit, & Herman, (2015) conducted a research on the Importance of Student Support Services and Students’ Satisfaction at Secondary Schools of Terbuka. The main objectives of the study are to find the Importance-Satisfaction survey on student services of Secondary Schools Terbuka

in 2014. The research is descriptive survey where the data was gathered from 22 Regional Offices of UT. The instrument used was close ended questionnaire. The number of respondents was 1099 students. The results showed that there were no significant differences found between the means of Importance and Satisfaction levels of the services provided. The results of a quadrant analysis indicate that there were only five items (out of 47 items) in Quadrant-4 (important but not satisfactory) where the percentage of the gap analysis was almost 10%. The gaps between the levels of Importance and Satisfaction for the rest of the items (42 items) in Q-4 were much lower than 9%.

Therefore, the main finding indicated that student programme and services play significant role in student academic performance which leads to complete concentration of students in their academic activities. This shows that there is less tendency of conflict between student and school management.

This research shares some relationship with the current research in the sense that the design of the two researches is descriptive survey research. Also, both researchers were conducted in secondary schools and the instrument used for both is close-ended questionnaire. However, there is also difference as the former research was conducted in while the current research took place in Kaduna state Nigeria. Also the objective of the former research is on findings out the Importance-Satisfaction survey on student services of Secondary Schools Terbuka, while the current one is on findings out the role of student programme and services on management of prevailing conflict on administration of secondary school.

Adebe (2011), conducted a research study on impact of conflict in Secondary Schools in Abia State, Nigeria, The study was designed to find out the major types and cause of conflicts in secondary schools in Abia state, to find out the method of resolving those conflicts, to examine

the types of conflicts and the methods used in resolving them, and to find out the impact of those conflicts on the management of secondary schools in Abia state.

A descriptive surveys-design was used in the study. The total population of the study comprises of three hundred and ninety (390) while the sample consisted of one hundred (100) respondents. Multistage, stratified and simple random sampling techniques were used to select the sample. The instrument used for the study was structured questionnaires. The data gathered were subsequently analyzed and interpreted with simple count frequency and chi-square.

From the findings, the study revealed that economic and political leaders should be stopped from using any kind of power to manipulate and divide School administration and peasants by playing on their ethnic sentiments. The study also revealed that government should incorporate discipline in the administration of secondary schools in Nigeria by being discipline via democratic policies and institutional frame work. Secondary schools administrators should be encourage .in upgrading and updating themselves to the standard of education in Nigeria.

In the light of the findings of these studies the researcher recommends the following:

It is general agreed that ethnicity crisis has done a lot of harm to our social, political, economic, and educational development therefore, secondary schools should be effectively managed by the school administration in Abia State. Inter school competition such as sport; debate quiz etc should be encouraged by the secondary schools administration in Abia State.

The past study is of relevance to the current study as it talks about conflict management in secondary schools this conflict impact will enable the school management, government, teachers and parents to know the various ways of resolving any conflict that arise in the management of secondary schools in Kaduna State, Nigeria as the case may be.

Eziuzo & Enueme (2013) conducted a research title “contribution of Parent-Teachers Association to secondary school management in Nigeria: Principal Perceptions”. The main objective of the study was to determine the contribution of Parents Teachers Association to the management of Secondary Schools in Anambra state as perceived by the principals. The study which covered all 261 principals in government owned secondary schools in Anambra state was based on two research questions and two null hypotheses.

The design adopted was survey research design and a research developed questionnaire was used to collect data. There was no sample rather, the entire 112 male and 149 female principal in the population participate in the study. The researcher used 25 items questionnaire titled “Parent-Teachers Association’s contribution to the management of secondary schools. Questionnaire (PTAMSSQ) to collect data from the principals with the help of three research assistants, mean scores were used in answering the research question while the 2-test was used in testing the null hypotheses.

The finding of the study revealed that in the perception of male and female principals, P.T.A contributed to school plant to a little extent, but made great extent in raising the moral tone of the school. This finding would be of immense benefit to the government, parents and guardians, educational administrators, teachers, students and the society to evolve strategies for improving the contribution of PTA in secondary school education. Based on the findings, it was recommended among others that the PTA and schools principals should make concerted effort to improve and sustains the participation and the local community on secondary school management.

The research has a similarities and some difference with the current research while the previous research authenticate the immense contribution of PTA on the management of public secondary

school in Anambra state. The current research tried to fine tune the school and the local community relationship in term of management of prevailing conflict that relate to the school security, intra school community relationship and the involvement of the local community to contribute in the provision of conducive atmosphere for teaching and learning to prevailed.

Wunti (2016) conducted a research titled “community participation in secondary school management in Bauchi state, Nigeria”. The study has six research objectives and six research questions. The study was a survey research design. Instrument for collection of data for the study was self-formulated questionnaire. The data of the study was analysed using frequency and percentage for demographic of respondents, while, research question was analysed using means and standard deviations.

The study revealed that the school has a close relationship with the community and the local community played great role in the enhancement, promotion and the overall attainment of school goals and objectives. Therefore, the school should as a matter of necessity be involved immediate local communities in the management of school programme.

Despite the similarity, the study differs as it was conducted with no hypotheses tested while the present study was carried out with six null hypotheses. Also, the previous study was conducted in Bauchi state, in North-East Geographical zone, while the present study was carried out at Kaduna state in the North West Geographical zone of Nigeria. Many research studies have been conducted on effect of conflict on the management of Secondary Schools in Kaduna State. And such studies have been reviewed in the subsequent pages of this study.

2.10 Summary

The reviewed literature showed that there are varieties of ways of examining the term “Source and management of prevailing conflict in secondary schools in Kaduna State, Nigeria”. Some

researchers focus on the influence of leadership style on interpersonal conflict management among teaching and non-teaching staff in secondary schools. Some focused on the impact of conflict in Secondary Schools, some focused on the contribution of Parent-Teachers Association to secondary school management in Nigeria: Principal Perceptions. Some researchers focused on the influence of students disciplinary problems on the management of secondary schools.

Virtually, all these studies used perceptions of the role stakeholders can play on the management of conflict within an organization. No study has further investigated whether the sources and management of prevailing conflict on motivation, interpersonal relationship, school community relations school and ministry can be solved the management of prevailing conflict in secondary schools in Kaduna state. It is this gap that the present study interested in bridging by investigating the source and management of prevailing conflict in secondary schools in Kaduna State, Nigeria in Kaduna state.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research methodology used for the data collection of this study. The chapter contains research design, population of the study, sample and sampling procedures, instrumentation, validity of the instrumentation, pilot study, reliability, procedure for data collection and method of data analysis.

3.2 Research Design

The study employed descriptive survey research. According to Agber (2003) and Yabo (2007). Survey research design is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among people or items considered to be representative of the entire group. Also according to Sambo (2008), the survey research design leads to evaluation of behavioural phenomena and explains the conditions under which such phenomena occur. The research design was therefore consider appropriate for this study assessed the application of collaborative conflicts management techniques to prevailing conflicts in secondary schools in Kaduna State, Nigeria.

3.3 Population of the Study

The population is a set of all elements, objects or events that is of interest for a particular study. The population of this study consists of all government secondary schools principals, teachers' parent/teachers association executives and officials of Kaduna State Ministry of Education designated at the twelve state educational zones across the Kaduna State.

The selection of the population of this research was because of the fact that these categories (Principals, Inspectors, Teachers and PTA officials) were the stakeholders who were part and

parcel of secondary schools administration. They directly or indirectly involved in the management of prevailing conflict in secondary schools in Kaduna state.

The total number of research population was fifteen thousand five hundred and fifty seven (15,557) comprised five hundred and twenty five (525) principals, three hundred and fourty four (344) MOA officials (inspectors), nine thousand one hundred and seventy nine(9179) teachers, and five thousand five hundred and nine (5509) PTA ExcOs. Table 3.1 present the total population of the study from the (12) twelve educational zones of Kaduna State.

Table 3.1: Population of the Study

This table contains the population of the study which consists of the total number of schools in the study area, total number of principals, inspectors, teachers and PTA ExcOs.

S/N	Educational Zones	No. of Schools	No. of Principals	No. of Inspectors	No. of Teachers	No of PTA Executives
1.	Anchau	34	34	16	430	374
2.	Birnin Gwari	21	21	12	254	291
3.	Giwa	34	34	20	587	374
4.	Godo Godo	36	36	15	602	396
5.	Kachia	56	56	32	763	616
6.	Kaduna	46	46	42	1075	506
7.	Kafanchan	54	54	38	976	594
8.	Lere	38	38	26	597	114
9.	Rigachukun	30	30	23	563	330
10.	Sabon Tasha	66	66	36	1219	726
11.	Zonkuwa	51	51	29	999	561
12.	Zaria	57	57	55	1114	627
Total	12	525	525	344	9179	5509

Source: Ministry of Education Kaduna State 2018. See appendix 3

3.4 Sample and Sampling Techniques

A sample is defined by Bello and Ajayi (2000) as a selected group which was fair representation of the entire population of interest. That was, a small proportion of the population that was selected for study. In selecting the sample size of the study, thirty percent of the twelve educational zones (30%) was adopted as agreed by Aderemu (1986). Simple random sampling was used to select four educational zones which include Anchau, Giwa, Rigachikun, Zaria.

In selecting the sample size of the respondents, the researcher used Research Advisor Table of Sampling (2006). In selecting sample of the principals, the table recommended that for population of 300 – 500 at 95% confidence level and 5% margin error, the sample size of 217 respondents should be used. This type of sample selection technique was also applied in selecting the other categories of respondents.

In selecting inspectors, the table recommends that for population of 300 – 400 at 95% confidence level and 5% margin error, sample size of 169 respondents should be used. In selecting the teachers, the table recommends that for population of 7500 – 10,000 at 95% confidential level and 5% margin error, sample size of 370 respondents should be used. However, in selecting PTA Excors, the table recommends that for population of 5000 – 7500 at 95% confidence level and 5% margin error, the sample size of 357 respondents could be used. The table below shows the details of population distribution of respondents and sample size.

Table 3. 2 Population Distribution of Respondents and Sample Size

This table explains the total number of the population of respondents as well as the sample size selected for the study.

S/N	Categories of Respondents	Population	Sample Size
1	Principals	525	217
2	Supervisors	344	169
3	Teachers	9179	370
4.	PTA ExcOs	5509	357
Total		15557	1113

Sources: Research Advisor's Table (2006) see appendix 4

The table above shows that out of 15,557 populations of principals, supervisors, teachers and PTA Executives, 357 no. were selected through the guide of Research Advisor Table of Sampling (2006). In all, the sampled population of the study is one thousand one hundred and thirteen (1113). Simple random sampling technique was used in obtaining sample of principals, inspectors and PTA Executives from each of the selected Education Zones.

3.5 Instrumentation

The instrument for data collection was a structured questionnaire which was adapted from Maina (2016). The instrument was titled “*questionnaire on conflicts and conflict management strategies in secondary schools*” was used to elicit behaviour of respondents on the source and management of prevailing conflict in secondary schools in Kaduna state. The research questionnaire comprises of two sections: section “A” is the bio-data of the respondents and section “B” to “E” comprised ten items statement for each using five point's likert rating scale with a response mode of Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree was be used in the instrumentation.

The respondents were requested to indicate by ticking (✓) in the appropriate boxes the item appeal to their opinion. The questionnaire was adapted because it reduces the likelihood of missing information. It also eases the problem of tabulation, classification, interpretation and summary.

3.5.1 Validity of the Instrument

In order to ensure face and content validity of the instrument, the researcher's supervisors and other expert in the field of test and statistics vetted and offered useful suggestions on each item of the instrument to ensure that it answers what it purported to answered. This was in line with the view of Mustapha, (2015) who opined that a measuring instrument is valid when it truly and accurately measures what it designed to measure.

3.5.2 Pilot Study

A pilot study was conducted in order to determine the reliability of the instrument. This is a tryout procedure which is very essential for the conduct of this research. The pilot study was conducted in non-sampled schools in Birnin Gwari educational zones in Kaduna State. 10% of the total respondents were used which is in line with Commelly as quoted by Tapping (2014) who state that pilot study should be 10% of the main sample projected for the study. The 10% used amounted to 111 which were administered through test re-test method to ensure reliability of the instrument and it measures what it is purported to measure. The researcher administered the instruments randomly to 37 teachers, 21 principals, 36 PTA officials and 17 MOE officials. These categories of respondents are parts of the target population but not parts of the sampled respondents. Data collected from this zone were statistically analysed.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was calculated using Cronbach Alpha techniques and reliability index of 0.72 was obtained which was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability by Bennett (2006) who testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instrument was considered reliable for use in the main study.

3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the Department of Educational Foundations and Curriculum seeking permission from the ministry for relevant information and assistance on the supply of data for the study (see appendix 1). After that, the researcher personally distributed the questionnaire to the respondents with the help of research assistants who were employed and trained by the researcher on how to distribute and collect questionnaire.

3.7 Method of data Analysis

After collecting and sorting out of the questionnaire, a coding scheme was adopted and each questionnaire was reviewed and coded into computerized data base using Microsoft excel spread sheet. The data coded was computed and analyzed using the Statistical Package of Social Science (SPSS). In order to answer the research questions, descriptive statistics was used; frequency counts and simple percentage was used to analyze the bio-data of the respondents, mean was used to analyze the research questions. Inferential statistics for Analysis of Variance (ANOVA) was used to test the significant difference between the opinions of the four respondents i.e. the Principals, teachers, inspectors and PTA Executives.

The rationale behind the selection of ANOVA statistic for the analysis was because the number of groups of respondents involved. There are basically four groups of respondents and each of these groups was independent. Additionally, the research involves comparison of opinions of respondents to determine whether there is any significant variation in the opinions of stakeholders on application of collaborative conflict management technique on the management of prevailing conflict in Secondary Schools in Kaduna State.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presented and analysed the data collected for the study. The presentation and analysis were based on the responses to the items for this study. Two hundred and twenty five (225) copies of questionnaire were distributed to Principals, while two hundred and seventeen (217) were returned. Also one hundred and seventy five (175) copies were distributed to Inspectors and one hundred and sixty nine were returned, three hundred and eighty copies of questionnaire were distributed to teachers and three hundred and seventy were returned, three hundred and fifty seven (365) copies of questionnaire were distributed to P.T.A while three hundred and fifty seven were returned, this means that, a total of one thousand one hundred and fourty five questionnaire were distributed to the four categories of respondents but only one thousand one hundred and thirteen (1113) used altogether. Therefore, the analysis was based on this number of respondents. Each hypothesis was tested at ninety five percent (95%) confidential level and 5% significant level. Analysis of variance was used to test the six null hypotheses. However, if the mean score is less than 3.00 it was taken as a negative response, while 3.00 and above was taken as a positive response since the instrument is 5 point likert scale. Also, if the calculated P value is less that the alpha value of 0.05, then the null hypothesis has to be rejected and on the other hand, if the P value is greater than the alpha value, then the null hypothesis was retained or accepted.

The chapter was structured into four sections. The first section of the chapter presented and discussed the bio - data variables of the respondents. The second section contained item analysis on respondents' opinions on each questions raised under the ten item statements. The third

section is for hypotheses testing and the fourth section is the summary and discussion of findings.

4.2 Presentation and Analysis of Bio-data of the Respondents

This section presents and analyzes the bio-data of the respondents. It focused on demographic characteristics of respondents as related to the study which include respondent's gender, age, status, academic qualification, years of working experiences, and zones. However, the table 4.1–4.4 presented below shows the bio-data distributions of the respondents.

Table 4.1: Distribution of the Respondents by Gender

Gender	Frequency	Percent (%)
Male	873	78.4
Female	240	21.6
Total	1113	100.0

Table 4.1 shows that 873 of the respondents which represents' 78.4% of total respondents were male while 240 respondents which represents 21.6% total respondents were females. This shows that majority of the respondents were males.

Table 4.2: Distribution of the Respondents by Age

Age	Frequency	Percent (%)
20-30	177	15.9
31-40	411	36.9
41-50	373	33.5
51 above	152	13.7
Total	1113	100.0

Table 4.2 shows the distribution of the respondents by ages. It shows that 177 of the respondents which represent 15.9% of total respondents were within the age bracket of 20-30, 411 respondents which represent 36.9% total respondents were within the age grade of 31 – 40, 373 respondents which represent 33.5% total respondents were within the age grades 41 – 50 years while 152 respondents which represent 13.7% total respondents were within the age grades of 51 years and above. This shows that majority of the respondents were within the age grade of 31 – 40 years.

Table 4.3: Distribution of the Respondents by Occupational Status

Status	Frequency	Percent (%)
Principals	217	19.5
Inspectors	169	15.2
Teachers	370	33.2
P.T.A	357	32.1
Total	1113	100.0

Table 4.3 shows the distribution of the respondents by occupational status. It shows that 217 of the respondents which represent 19.5% of total respondents were principals, 169 respondents which represent 15.2% total respondents were inspectors, 370 respondents which represent 33.2% total respondents were teachers 357 respondents which represent 32.1% total respondents were P.T.A. This shows that teachers constitute the majority respondents.

Table 4.4: Distribution of the Respondents by Highest Academic Qualifications

Qualification	Frequency	Percent (%)
Diploma	133	11.9
NCE	389	34.95
B.Ed.	280	25.2
M.Ed	106	9.5
Ph.D	53	4.8
Others	152	13.7
Total	1113	100.0

Table 4.4 shows distribution of respondents by highest academic qualification. It shows that 133 respondents which represents 11.9% of total respondents have Diploma as their highest academic qualification, while 389 respondents representing 34.95% of total respondents have B.Ed. Also, 280 respondents which represent 25.2% of the respondents have M.Ed. as their highest academic qualification, 53 respondents which represents 4.8% of total respondents have Ph.D as their highest qualification while 152 respondents which represent 13.7 total respondents have other academic qualifications which are not stated above. This clearly indicated that majority of the respondents are qualified to provide the needed responses to the study.

Table 4.5: Distribution of the Respondents by Years of Working Experience

Year	Frequency	Percent (%)
1-10	359	32.3
11-20	422	37.9
21-30	229	20.6
31-35	103	9.3
Total	1113	100.0

Table 4.4 shows the distribution of respondents by years of working experience. It showed that those with 1-10 years of working experiences were 359 representing 32.3% of the total respondents. 422 respondents representing 37.9% total respondents have within 11 – 20 years of working experience, 229 respondents representing 20.6% total respondents have within 21 – 30 years of working experience and 103 respondents representing 9.3% of the total respondents have within 31 – 35 years of working experience. Looking at the responses in distribution of years of working experience, the respondents are capable of giving this study the desired responses for analysis and generalization.

4.3 Answering Research Questions

This section is devoted for the presentation, analysis and discussion of data related to the objectives and research questions which was raised in chapter one. The responses collected from the respondents were analysed by using frequency tables, simple percentages and mean. The responses of the respondents were based on the 40 items identified. The items were grouped into six (4) categories. Each category focused on objectives raised in chapter one of the study.

Items 1-10 were grouped under the analyses on the sources and management of prevailing conflict on interpersonal relationship among teachers in Secondary Schools in Kaduna State. Items 11-20 seeks to find out the sources and management of prevailing conflict on motivation between school and Ministry of Education in Secondary Schools in Kaduna State. Item 21-30 focused on the sources and management of prevailing conflict on student program and services in Secondary Schools in Kaduna State. item 31-40 seek to analyse respondents opinions on the sources and management of prevailing conflict between school and local community relationship in secondary schools in Kaduna state.

Table 4.6: Opinion of Respondents on the Sources and management of prevailing conflict on interpersonal relationship among Teachers in Secondary Schools in Kaduna State

S/N	Item Statement	Status of Respondents	SA		A		UD		D		SD		Mean
			F	%	F	%	F	%	F	%	F	%	
1.	There is no mutually trust among teachers in the school.	Principals	90	41.47	73	33.64	3	1.38	21	9.68	30	13.82	3.79
		Inspectors	14	8.28	131	77.51	10	5.92	4	2.37	10	5.92	3.80
		Teachers	270	72.97	62	16.76	8	2.16	10	2.70	20	5.41	4.49
		PTA Excors	181	50.70	57	15.97	46	12.89	33	9.24	40	11.20	3.86
2	There is no good interpersonal relationship among teachers in the school.	Principals	150	69.44	43	19.91	8	3.70	11	5.09	4	1.85	4.50
		Inspectors	75	44.38	63	37.28	10	5.92	11	6.51	10	5.92	4.08
		Teachers	218	58.92	90	24.32	20	5.41	22	5.95	20	5.41	4.25
		PTA Excors	140	37.23	176	46.81	18	4.79	20	5.32	22	5.85	4.04
3	Teachers quarrel among themselves during staff meeting.	Principals	90	41.47	73	33.64	30	13.82	21	9.68	3	1.38	4.04
		Inspectors	61	36.09	81	47.93	15	8.88	9	5.33	3	1.78	4.11
		Teachers	290	78.38	14	3.78	16	4.32	20	5.41	30	8.11	4.39
		PTA Excors	54	15.13	203	56.86	45	12.61	25	7.00	30	8.40	3.63
4	There is an existence of camps and pressure groups among teachers in the school.	Principals	141	64.98	54	24.88	18	8.29	2	0.92	2	0.92	4.52
		Inspectors	30	17.75	113	66.86	3	1.78	13	7.69	10	5.92	3.83
		Teachers	190	51.35	95	25.68	30	8.11	15	4.05	40	10.81	4.03
		PTA Excors	250	70.03	69	19.33	8	2.24	20	5.60	10	2.80	4.48
5	In an attempt to share facilities, teachers disagree with one another in the school.	Principals	25	11.52	180	82.95	2	0.92	7	3.23	3	1.38	4.00
		Inspectors	69	40.83	70	41.42	12	7.10	8	4.73	10	5.92	4.07
		Teachers	225	60.81	102	27.57	3	0.81	10	2.70	30	8.11	4.30
		PTA Excors	56	15.69	201	56.30	30	8.40	45	12.61	25	7.00	3.61
6	Conflicts among teachers on the school are managed through mediation of experience teacher in the school for reconciliation.	Principals	195	89.86	2	0.92	9	4.15	8	3.69	3	1.38	4.74
		Inspectors	112	66.27	31	18.34	13	7.69	3	1.78	10	5.92	4.37
		Teachers	280	75.68	52	14.05	10	2.70	20	5.41	8	2.16	4.56
		PTA Excors	176	49.30	140	39.22	20	5.60	18	5.04	3	0.84	4.31
7	Conflicts among teachers are managed through dialogue in the school.	Principals	80	36.87	70	32.26	30	13.82	17	7.83	20	9.22	3.80
		Inspectors	63	37.28	75	44.38	11	6.51	10	5.92	10	5.92	4.01
		Teachers	97	26.22	211	57.03	22	5.95	20	5.41	20	5.41	3.93
		PTA Excors	58	16.25	180	50.42	45	12.61	34	9.52	40	11.20	3.51

8	Conflicts among teachers are managed through transfer of teacher to another school.	Principals	191	88.02	3	1.38	11	5.07	8	3.69	4	1.84	4.70
		Inspectors	82	48.52	61	36.09	14	8.28	3	1.78	9	5.33	4.21
		Teachers	128	34.59	179	48.38	20	5.41	19	5.14	24	6.49	3.99
		PTA Excors	69	19.33	250	70.03	10	2.80	20	5.60	8	2.24	3.99
9	Conflicts among teachers are managed through suspension of errant teachers.	Principals	73	33.64	90	41.47	21	9.68	3	1.38	30	13.82	3.80
		Inspectors	14	8.28	131	77.51	4	2.37	10	5.92	10	5.92	3.76
		Teachers	302	81.62	2	0.54	30	8.11	20	5.41	16	4.32	4.50
		PTA Excors	20	5.60	201	56.30	85	23.81	30	8.40	21	5.88	3.47
10	Conflicts among teacher are managed through negotiation of PTA/SBMC executives.	Principals	54	24.88	141	64.98	2	0.92	18	8.29	2	0.92	4.05
		Inspectors	90	53.25	49	28.99	5	2.96	20	11.83	5	2.96	4.18
		Teachers	85	22.97	200	54.05	40	10.81	15	4.05	30	8.11	3.80
		PTA Excors	91	25.49	162	45.38	60	16.81	34	9.52	10	2.80	3.81

Table 4.6: shows the opinion of the respondents on the sources and management of prevailing Conflict on interpersonal relationship among Teachers in Secondary Schools in Kaduna State. Opinions of respondents were collected, analyzed and presented using frequency count mean score and percentage. On item one, 75.11% of principals, 85.79% inspectors, 89.73% teachers and 66.67% PTA Excors with mean scores of 3.79, 3.80, 4.49 and 3.86 were strongly agree and agree that there is no mutually trust among teachers in the school which may affect the administration of secondary School. Item no. 2 sought the opinion of the respondents on whether there is no good interpersonal relationship among teachers in the school which bring about interpersonal conflict among teachers and which may affect effective administration of Secondary School. 89.35% principals, 64.29% inspectors, 83.24% teachers and 84.04% PTA Excors with the mean scores of 4.50, 4.08 4.25 and 4.04 respectively were of the opinion that there is no good interpersonal relationship among teachers in the school for effective management of secondary schools in Kaduna State. Item no. 3 sought the opinion of the respondents on whether teachers quarrel among themselves during staff meeting. The data collected from the respondents showed that 90 (41.47%) and 73 ((33.64%) principals, 61 (36.09%) and 81 (47.93%) inspectors, 290 (78.38%) and 14 (3.78%) teachers and 54 (15.13%) and 203 (56.86%) PTA Excors were strongly agree and agree that teachers quarrel among themselves during staff meeting and this brings about prevailing conflict on interpersonal relationship among teachers which affect administration of Secondary Schools in Kaduna state.

On item no. 4 which sought the opinion of the respondents on whether there is an existence of camps and pressure groups among teachers in Secondary School. The responses collected showed that 141 (64.98%) and 54 (24.88%) principals, 30 (17.75%) and 113 (66.86%)

inspectors, 190 (51.35%) and 95 (25.68%) teachers and 250 (70.03%) and 69 (19.33%) PTA ExcOs were strongly agree and agree with high mean scores of 4.52, 3.83, 4.03 and 4.48 that there is an existence of camps and pressure groups among teachers in the school and this brings about prevailing conflict on interpersonal relationship among teachers which affect administration of Secondary Schools in Kaduna state.

Item no. 5 sought the opinion of the respondents on whether in an attempt to share facilities teachers disagree with one another in the school which brings about the prevailing conflicts on interpersonal relation among teachers in secondary schools. The responses showed that 25 (11.52%) and 180 (82.95%) principals, 69 (40.83%) and 70 (41.42%) inspectors, 225 (60.81%) and 102 (27.57%) teachers, 56 (15.69%) and 201 (56.30%) PTA ExcOs with the higher mean scores of 4.00, 4.07, 4.30 and 3.61 were strongly agree and agree that in an attempt to share facilities, teachers disagree with one another in the school which bring about the prevailing conflict on interpersonal relationship among teachers which may affect effective administration of secondary schools in Kaduna State.

Item no. 6 sought the opinion of the respondents on whether prevailing conflicts among teachers on the school are managed through mediation of experience teacher in the school for. The majority of the categories of respondents 195 (89.86%) and 2 (0.92%) principals, 112 (66.27%) and 31 (18.34%) inspectors, 280 (75.68%) and 52 (14.05%) teachers, 176 (49.30%) and 140 (39.22%) PTA ExcOs with the higher mean scores of 4.74, 4.37, 4.56 and 4.31 were strongly agree and agree that conflicts among teachers on the school are managed through mediation of experience teacher in the school for reconciliation.

Item no. 7 sought the opinion of the respondents on whether conflicts among teachers are managed through dialogue in the school. Majority of the four categories of respondents 80

(36.87%) and 70 (32.26%) principals, 63 (37.28%) and 75 (44.38%) inspectors, 97 (26.22%) and 211 (57.03%) teachers and 58 (16.25%) and 180 (50.42%) PTA ExcOs with the higher mean scores of 3.80, 4.01, 3.93 and 3.51 strongly agree and agree that conflicts among teachers are managed through dialogue in the school on the administration of Secondary School.

Item no. 8 sought the opinion of the respondents on whether conflicts among teachers are managed through dialogue in the school. The responses collected showed that majority of the respondents 191 (88.02%) and 3 (1.38%) principals, 82 (48.52%) and 61 (36.09%) inspectors, 128 (34.59%) and 179 (48.38%) teachers and 69 (19.33%) and 250 (70.03%) PTA ExcOs with the higher mean scores of 4.70, 4.21, 3.99 and 3.99 were strongly agree and agree that conflicts among teachers are managed through dialogue for effective administration of secondary schools in Kaduna state.

Item no. 9 sought the opinion of the respondents on whether conflicts among teachers are managed through suspension of errant teachers. The responses showed that the majority of the four categories of respondents 73 (33.64%) and 90 (41.47%) principals, 14 (8.28%) and 131 (77.51%) inspectors, 302 (81.62%) and 2 (0.54%) teachers and 20 (5.60%) and 201 (56.30%) PTA ExcOs with higher mean scores of 3.80, 3.76, 4.50 and 3.47 were strongly agree and agree that conflicts among teachers are managed through suspension of errant teachers. Item no. 10 sought the opinions of the respondents on whether conflicts among teacher are managed through negotiation of PTA/SBMC executives. The responses collected showed that the majority of all the respondents 54 (24.88%) and 141 (64.98%) principals, 90 (53.25%) and 49 (28.99%) inspectors, 85 (22.97%) and 200 (54.05%) teachers and 91 (25.49%) and 162 (45.38%) PTA ExcOs were strongly agree and agree that conflicts among teacher are managed through negotiation of PTA/SBMC executives for effective administration of Secondary School.

Table 4.7: Opinions of Respondents on the Sources and Management of Prevailing Conflict on Motivation/Incentives between Secondary school and ministry of education in in Kaduna state, Nigeria

S/N	Item Statement	Status of Respondents	SA		A		UD		D		SD		Mean
			F	%	F	%	F	%	F	%	F	%	
11.	There is no harmonious working relationship between the school and the ministry of education.	Principals	70	32.26	132	60.83	3	1.38	6	2.76	6	2.76	4.17
		Inspectors	84	49.70	79	46.75	2	1.18	1	0.59	3	1.78	4.42
		Teachers	311	84.05	51	13.78	1	0.27	2	0.54	5	1.35	4.79
		PTA Excors	57	15.97	250	70.03	22	6.16	20	5.60	8	2.24	3.92
12	There is disenchantment between the school and the ministry of education.	Principals	17	7.83	197	90.78	1	0.46	1	0.46	1	0.46	4.05
		Inspectors	137	81.07	15	8.88	7	4.14	3	1.78	7	4.14	4.61
		Teachers	301	81.35	27	7.30	30	8.11	8	2.16	4	1.08	4.66
		PTA Excors	48	13.45	278	77.87	8	2.24	14	3.92	9	2.52	3.96
13	Teachers' entitlements are not properly attended by the ministry of education.	Principals	169	77.88	21	9.68	10	4.61	7	3.23	10	4.61	4.53
		Inspectors	106	62.72	50	29.59	3	1.78	5	2.96	5	2.96	4.46
		Teachers	260	70.27	100	27.03	3	0.81	4	1.08	3	0.81	4.65
		PTA Excors	142	39.78	200	56.02	1	0.28	5	1.40	9	2.52	4.29
14	The entitlements of non-teaching staff are not properly attended to by the ministry of education.	Principals	172	79.26	31	14.29	4	1.84	3	1.38	7	3.23	4.65
		Inspectors	138	81.66	20	11.83	2	1.18	4	2.37	5	2.96	4.67
		Teachers	185	50.00	120	32.43	20	5.41	20	5.41	25	6.76	4.14
		PTA Excors	290	81.23	41	11.48	9	2.52	10	2.80	7	1.96	4.67
15	Students programme services are not adequately provided by the ministry of education.	Principals	107	49.31	89	41.01	13	5.99	3	1.38	5	2.30	4.34
		Inspectors	119	70.41	37	21.89	8	4.73	2	1.18	3	1.78	4.58
		Teachers	248	67.03	81	21.89	17	4.59	15	4.05	9	2.43	4.47
		PTA Excors	82	22.97	267	74.79	2	0.56	1	0.28	5	1.40	4.18
16	There is poor communication gap between ministry and the school	Principals	157	72.35	51	23.50	5	2.30	2	0.92	2	0.92	4.65
		Inspectors	117	69.23	40	23.67	6	3.55	3	1.78	3	1.78	4.57
		Teachers	69	18.65	290	78.38	4	1.08	2	0.54	5	1.35	4.12
		PTA Excors	158	44.26	193	54.06	1	0.28	3	0.84	2	0.56	4.41
17	Conflicts between school and the ministry of education are managed through negotiation.	Principals	86	39.63	99	45.62	14	6.45	10	4.61	8	3.69	4.13
		Inspectors	69	40.83	94	55.62	1	0.59	3	1.78	2	1.18	4.33
		Teachers	313	84.59	44	11.89	3	0.81	5	1.35	5	1.35	4.77
		PTA Excors	259	72.55	84	23.53	6	1.68	2	0.56	6	1.68	4.65
18	Conflicts between school and the ministry of	Principals	78	35.94	101	46.54	8	3.69	14	6.45	16	7.37	3.97

	education are managed through dialogue.	Inspectors	89	52.66	70	41.42	5	2.96	3	1.78	2	1.18	4.43
		Teachers	298	80.32	55	14.82	6	1.62	4	1.08	8	2.16	4.70
		PTA Excors	57	15.97	292	81.79	1	0.28	3	0.84	4	1.12	4.11
19	Conflict between school and the ministry of education are managed through transfer.	Principals	178	82.03	30	13.82	2	0.92	4	1.84	3	1.38	4.73
		Inspectors	102	60.36	58	34.32	4	2.37	3	1.78	2	1.18	4.51
		Teachers	79	21.29	280	75.47	3	0.81	6	1.62	3	0.81	4.15
		PTA Excors	325	90.28	25	6.94	5	1.39	3	0.83	2	0.56	4.86
20	Conflicts between school and the ministry of education are managed through mediation of PTA/SBMC.	Principals	98	82.03	105	13.82	5	0.92	4	1.84	5	1.38	4.73
		Inspectors	67	60.36	92	34.32	3	2.37	3	1.78	4	1.18	4.51
		Teachers	301	21.29	61	75.47	4	0.81	2	1.62	2	0.81	4.15
		PTA Excors	204	90.28	148	6.94	2	1.39	1	0.83	2	0.56	4.86

Table 4.7: shows the opinion of the respondents on the sources and management of prevailing Conflict on motivation between school and ministry of education in secondary schools in Kaduna state, Nigeria. Opinions of respondents were collected, analyzed and presented using frequency count and percentage. Item no. one showed that the majority of all the categories of respondents i.e. 70 (32.26%) and 132 (60.83%) principals, 84 (49.70%) and 79 (46.75%) inspectors, 311 (84.05%) and 51 (13.78%) teachers and 57 (15.97%) and 250 (70.03%) PTA ExcOs with the high mean scores of 4.17, 4.42, 4.79 and 3.92 were strongly agree and agree that there is no harmonious working relationship between the school and the ministry of education which causes prevailing conflict on motivation hence affect the administration of Secondary Schools in Kaduna state.

Item no. 2 sought the opinion of the respondents on whether there is disenchantment between the school and the ministry of education in Secondary Schools. The responses collected showed that the majority of the respondents 17 (7.83%) and 197 (90.78%) principals, 137 (81.07%) and 15 (8.88%) inspectors, 301 (81.35%) and 27 (7.30%) teachers and 48 (13.45%) and 278 (77.87%) PTA ExcOs with higher mean scores of 4.05, 4.61, 4.66 and 3.96 were strongly agree and agree that there is disenchantment between the school and the ministry of education which causes prevailing conflicts on motivation.

Item no. 3 sought the opinion of the respondents on whether teachers' entitlements are not properly attended by the ministry of education. The data collected showed that majority of all the categories of respondents i.e. 169 (77.88%) and 21 (9.68%) principals, 106 (62.72%) and 50 (29.59%) inspectors, 260 (70.27%) and 100 (27.03%) teachers and 142 (39.78%) and 200 (56.02%) PTA ExcOs with the higher mean scores of 4.53, 4.46, 4.65 and 4.29 were strongly agree and agree that teachers' entitlements are not properly attended by the ministry of education

which causes prevailing conflict on motivation between schools and ministry of education in Kaduna state.

Item no. 4 sought the opinion of the respondents on whether the entitlements of non-teaching staff are not properly attended to by the ministry of education. The responses collected from the four categories of respondents showed that majority of 172 ((79.26%) and 31 (14.29%) principals, 138 (81.66%) and 20 (11.83%) inspectors, 185 (50.00%) and 120 (32.43%) teachers and 290 (81.23%) and 41 (11.48%) are of the opinion that the entitlements of non-teaching staff are not properly attended to by the ministry of education which causes the prevailing conflict on motivation between schools and ministry of education in Secondary Schools in Kaduna state.

Item no. 5 sought the opinion of the respondents on whether students programme services are not adequately provided by the ministry of education. The responses collected from the four categories of respondents showed that majority of 107 (49.31%) and 89 (41.01%) principals, 119 (70.41%) and 37 (21.89%) inspectors, 248 (67.03%) and 81 (21.89%) teachers and 82 (22.97%) and 267 (74.79%) PTA executives are of the opinion that students' programme services are not adequately provided by the ministry of education which causes the prevailing conflict on motivation between schools and ministry of education in Secondary Schools in Kaduna state.

Item no. 6 sought the opinion of the respondents on whether there is poor communication gap between ministry and the school in Secondary Schools. There is consensus in the responses as 157 (72.35%) and 51 (23.50%) principals, 117 (69.23%) and 40 (23.67%) inspectors, 69 (18.65%) and 290 (78.38%) teachers and 158 (44.26%) and 193 (54.06) PTA ExcOs with the mean scores 4.65, 4.57, 4.12 and 4.41 respectively strongly agree and agree that there is poor communication gap between ministry and the school which causes prevailing conflict on

motivation between school and Ministry of Education in Secondary Schools. This showed positive response.

Item no. 7 sought the opinion of the respondents on whether conflicts between school and the ministry of education are managed through negotiation. From the responses collected, majority of the respondents in all the categories, 86 (39.63%) and 99 (45.62%) principals, 69 (40.83%) and 94 (55.62%) inspectors, 313 (84.59%) and 44 (11.89%) teachers and 259 (72.55%) and 84 (23.53%) PTA ExcOs with mean scores of 4.13, 4.33, 4.77 and 4.65 respectively strongly agree and agree that conflicts between school and the ministry of education are managed through negotiation which could be an effective means of better administration of secondary schools in Kaduna state.

Item no. 8 sought the opinion of the respondents on whether conflicts between school and the ministry of education are managed through dialogue for effective administration of secondary schools. The responses collected showed that there is a consensus among all categories of the respondents whereby 78 (35.94%) and 101 (46.54%) principals, 89 (52.66%) and 70 (41.42%) inspectors, 298 (80.32%) and 55 (14.82%) teachers and 57 (15.97%) and 292 (81.79%) PTA ExcOs with the mean scores of 3.97, 4.43, 4.70 and 4.11 respectively strongly agree and agree that conflicts between school and the ministry of education are managed through dialogue for better administration of secondary schools in Kaduna State. This shows positive response. Item no. 9 sought the opinion of the respondents in whether conflict between school and the ministry of education are managed through transfer for better administration of secondary schools. The responses collected from the four categories of respondents shows consensus of opinion where 178 (82.03%) and 30 (13.82%) principals, 102 (60.36%) and 58 (34.32%) inspectors, 79 (21.29%) and 280 (75.47%) teachers and 325 (90.28%) and 25 (6.94%) PTA ExcOs with mean

scores 4.73, 4.51, 4.15 and 4.86 respectively strongly agree and agree that prevailing conflict between school and the ministry of education are managed through transfer which may enhance effective administration of secondary schools in Kaduna state.

Item no. 10 of table 4.9 sought the opinion of the respondents on whether conflicts between school and the ministry of education can be managed through mediation of PTA/SBMC for better administration of secondary schools. There is also consensus among the four respondents as 98 (82.03%) and 105 (13.82%) principals, 67 (60.36%) and 92 (34.32%) inspectors, 301 (21.29%) and 61 (75.47%) teachers and 204 (90.28%) and 148 (6.94%) PTA ExcOs with the mean scores of 4.73, 4.51, 4.15 and 4.86 respectively were strongly agree and agree that prevailing conflicts between school and the ministry of education are managed through mediation of PTA/SBMC.

Table 4.8: Opinions of Respondents on the Sources and Management of Prevailing Conflict between Schools Management and students on Students program and services in Secondary Schools in Kaduna State, Nigeria

S/N	Item Statement	Status of Respondents	SA		A		UD		D		SD		Mean
			F	%	F	%	F	%	F	%	F	%	
21.	School management is at logger head with the students.	Principals	167	76.96	38	17.51	8	3.69	2	0.92	2	0.92	4.69
		Inspectors	60	35.29	98	57.65	3	1.76	6	3.53	3	1.76	4.21
		Teachers	285	77.03	76	20.54	1	0.27	4	1.08	4	1.08	4.71
		PTA Excors	40	11.20	280	78.43	11	3.08	20	5.60	6	1.68	3.92
22	The school management has failed to provide essentially services in the school.	Principals	203	93.55	6	2.76	3	1.38	2	0.92	3	1.38	4.86
		Inspectors	129	76.33	30	17.75	2	1.18	4	2.37	4	2.37	4.63
		Teachers	150	40.43	200	53.91	9	2.43	3	0.81	9	2.43	4.29
		PTA Excors	57	15.53	272	74.11	11	3.00	9	2.45	18	4.90	3.93
23	The school management has failed to provide appropriate instructional facilities in the school.	Principals	105	48.39	80	36.87	4	1.84	15	6.91	13	5.99	4.15
		Inspectors	80	47.34	27	15.98	20	11.83	18	10.65	24	14.20	3.72
		Teachers	128	34.59	181	48.92	27	7.30	25	6.76	9	2.43	4.06
		PTA Excors	50	14.01	280	78.43	3	0.84	13	3.64	11	3.08	3.97
24	The students embarked on demonstration to show their grievances for the school management.	Principals	90	41.47	58	26.73	29	13.36	23	10.60	17	7.83	3.83
		Inspectors	20	11.83	95	56.21	11	6.51	20	11.83	23	13.61	3.41
		Teachers	39	10.51	260	70.08	31	8.36	18	4.85	23	6.20	3.74
		PTA Excors	98	27.45	190	53.22	18	5.04	30	8.40	21	5.88	3.88
25	The school management do not involved the students' leaders on administration of the school.	Principals	27	12.44	150	69.12	9	4.15	21	9.68	10	4.61	3.75
		Inspectors	92	54.44	23	13.61	21	12.43	20	11.83	13	7.69	3.95
		Teachers	70	18.92	244	65.95	32	8.65	4	1.08	20	5.41	3.92
		PTA Excors	132	36.97	120	33.61	40	11.20	30	8.40	35	9.80	3.80
26	There is illicit relationship between members of the school management and the students in the school.	Principals	147	67.74	50	23.04	7	3.23	6	2.76	7	3.23	4.49
		Inspectors	70	41.42	50	29.59	9	5.33	17	10.06	23	13.61	3.75
		Teachers	238	64.32	19	5.14	60	16.22	23	6.22	30	8.11	4.11
		PTA Excors	20	5.60	280	78.43	30	8.40	20	5.60	7	1.96	3.80
27	Members of the school management do not earn the reputation of the students.	Principals	80	36.87	76	35.02	25	11.52	18	8.29	18	8.29	3.84
		Inspectors	49	28.99	81	47.93	22	13.02	10	5.92	7	4.14	3.92
		Teachers	267	72.16	65	17.57	8	2.16	18	4.86	12	3.24	4.51
		PTA Excors	90	25.21	179	50.14	30	8.40	45	12.61	13	3.64	3.81

28	Conflict between management and the student are managed through mediation.	Principals	60	27.65	121	55.76	6	2.76	20	9.22	10	4.61	3.93
		Inspectors	87	51.48	49	28.99	3	1.78	17	10.06	13	7.69	4.07
		Teachers	250	67.57	70	18.92	22	5.95	20	5.41	8	2.16	4.44
		PTA Excors	129	36.13	187	52.38	10	2.80	21	5.88	10	2.80	4.13
29	Conflicts between school management and student are managed through transfer.	Principals	123	58.85	50	23.92	10	4.78	16	7.66	10	4.78	4.24
		Inspectors	50	29.59	80	47.34	10	5.92	7	4.14	22	13.02	3.76
		Teachers	251	67.84	69	18.65	19	5.14	23	6.22	8	2.16	4.44
		PTA Excors	244	68.35	80	22.41	3	0.84	13	3.64	17	4.76	4.46
30	Conflicts between management and student are managed through dialogue.	Principals	85	39.17	71	32.72	18	8.29	28	12.90	15	6.91	3.84
		Inspectors	46	27.22	62	36.69	12	7.10	30	17.75	19	11.24	3.51
		Teachers	234	63.24	23	6.22	55	14.86	28	7.57	30	8.11	4.09
		PTA Excors	115	30.75	200	53.48	22	5.88	15	4.01	22	5.88	3.99

Table 4.8: shows the opinion of the respondents on the sources and management of prevailing conflict on student program and services in Secondary Schools in Kaduna State. Item one of this table sought the opinion of respondents on whether school management is at logger head with the students. There is consensus in the opinions of the responses as 167 (76.96%) and 38 (17.51%) principals, 60 (35.29%) and 98 (57.65%) inspectors 285 (77.03%) and 76 (20.54%) teachers and 40 (11.20%) and 280 (78.43%) PTS executives with the mean scores of 4.69, 4.21, 4.71 and 3.92 respectively strongly agree and disagree that school management is at logger head with the students which may lead to prevailing conflict on school programme and services in secondary schools in Kaduna state. This shows a positive response.

Item no. 2 sought the opinion of the respondents on whether the school management has failed to provide essentially services in the school for student programme and services that may lead to the management of prevailing conflict on administration of secondary schools. The responses collected showed an element of unanimity among the four categories of respondents as 203 (93.55%) and 6 (2.76%) principals, 129 (76.33%) and 30 (17.75%) inspectors 150 (40.43%) and 200 (53.91%) teachers and 57 (15.53%) and 272 (74.11%) PTA ExcOs with mean scores of 4.86, 4.63, 4.29 and 3.93 respectively strongly agree and agree that the school management has failed to provide essentially services in the school. This shows positive responses. Item no. 3 sought the opinion of the respondents on whether the school management has failed to provide appropriate instructional facilities in the school. There is also a consensus among the four categories of respondents as 105 (48.39%) and 80 (36.87%) principals, 80 (47.34%) and 27 (15.98%) inspectors, 128 (34.59%) AND 181 (48.92%) teachers and 50 (14.01%) and 280 (78.43%) PTA ExcOs with mean scores of 4.15, 3.72, 4.06 and 3.97 respectively strongly agree and agree that the school management has failed to provide appropriate instructional facilities in

the school which may lead to prevailing conflict on student programme and services and this can deter administration of secondary schools in Kaduna state.

Item no. 4 sought the opinions of respondents on whether the students embarked on demonstration to show their grievances for the school management against the prevailing conflict on student programme and services. The responses collected showed consensus of opinions among the four categories of respondents thereby 90 (41.47%) and 58 (26.73%) principals, 20 (11.83%) and 95 (56.21%) inspectors, 39 (10.51%) and 260 (70.08%) teachers and 98 (27.45%) and 190 (53.22%) PTA ExcOs with mean scores 3.83, 3.41, 3.74 and 3.88 respectively strongly agree and agree that the students embarked on demonstration to show their grievances for the school management.

Item no. 5 sought the opinion of the respondents on whether the school management does not involve the students' leaders on administration of the school for management of prevailing conflict on student programme and services in Secondary Schools in Kaduna state. There is also consensus among all the categories of the respondents as 27 (12.44%) and 150 (69.12%) principals, 92 (54.44%) and 23 (13.61%) inspectors, 70 (18.92%) and 244 (65.95%) teachers and 70 (18.92%) and 244 (65.95%) PTA ExcOs with the mean scores of 3.88, 3.75, 3.95 and 3.92 respectively strongly agree and agree that the school management do not involve the students' leaders on administration of the school.

Item no. 6 sought the opinion of the respondents on whether there is illicit relationship between members of the school management and the students in the school. There is consensus in the opinions of the respondents as 147 (67.74%) and 50 (23.04%) principals, 70 (41.42%) and 50 (29.59%) inspectors, 238 (64.32%) and 19 (5.14%) teachers and 20 (5.60%) and 280 (78.43%) PTA ExcOs with mean scores of 4.49, 3.75, 4.11 and 3.80 were strongly agree and agree that

there is illicit relationship between members of the school management and the students in the school which may lead to prevailing conflict on student programme and services and this may in turn affect administration of secondary schools in Kaduna state.

Item no. 7 sought the opinion of the respondents on whether members of the school management do not earn the reputation of the students. There is also consensus in the opinion of all the categories of respondents as 80 (36.87%) and 76 (35.02%) principals, 49 (28.99%) and 81 (47.93%) inspectors, 267 (72.16%) and 65 (17.57%) teachers and 90 (25.21%) and 179 (50.14%) PTA Excors with mean scores 3.84, 3.92, 4.51 and 3.81 were strongly agree and agree that members of the school management do not earn the reputation of the students. This may lead to prevailing conflict on student programme and services which may affect effective administration of secondary schools in Kaduna state. Item no. 8 sought the opinion of the respondents on whether prevailing conflict between management and the student are managed through mediation. There is consensus in the opinion of all respondents as 60 (27.65%) and 121 (55.76%) principals, 60 (27.65%) and 121 (55.76%) inspectors, 87 (51.48%) and 49 (28.99%) teachers and 250 (67.57%) and 70 (18.92%) teachers and 129 (36.13%) and 187 (52.38%) PTA Excors with mean scores 3.93, 4.07, 4.44 and 4.13 respectively strongly agree and agree that conflict between management and the student are managed through mediation.

Item no. 9 sought the opinion of the respondents on whether conflicts between school management and student are managed through transfer. The responses showed that there is consensus in the opinion of all categories of respondents as 123 (58.85%) and 50 (23.92%) principals, 50 (29.59%) and 80 (47.34%) inspectors, 251 (67.84%) and 69 (18.65%) teachers and 244 (68.35%) and 80 (22.41%) PTA Excors with mean scores 4.24, 3.76, 4.44 and 4.46

respectively strongly agree and agree that conflicts between school management and student are managed through transfer for effective administration of secondary schools in Kaduna state.

Item no. 10 sought the opinions of the respondents on whether conflicts between management and student are managed through dialogue. There is consensus in the opinion of the four categories of the respondents as 85 (39.17%) and 71 (32.72%) principals, 46 (27.22%) and 62 (36.69%) inspectors, 234 (63.24%) and 23 (6.22%) teachers and 115 (30.75%) and 200 (53.48%) PTA ExcOs with mean scores 3.84, 3.51, 4.09 and 3.99 respectively were strongly agree and agree that conflicts between management and student are managed through dialogue which may serve as technique for management of prevailing conflict on student program and services in Secondary Schools.

Table 4.9: Opinions of the Respondents on the Sources and management of Prevailing Conflict between Secondary school and local community relationship in Kaduna State, Nigeria

S/N	Item Statement	Status of Respondents	SA		A		UD		D		SD		Mean
			F	%	F	%	F	%	F	%	F	%	
31.	Principal who failed to develop a mutual relationship with the local community leads to conflict.	Principals	167	76.96	38	17.51	8	3.69	2	0.92	2	0.92	4.69
		Inspectors	60	35.29	98	57.65	3	1.76	6	3.53	3	1.76	4.21
		Teachers	285	77.03	76	20.54	1	0.27	4	1.08	4	1.08	4.71
		PTA Excors	40	11.20	280	78.43	11	3.08	20	5.60	6	1.68	3.92
32	Members of the community are not mobilized to have a sense of ownership of the school.	Principals	203	93.55	6	2.76	3	1.38	2	0.92	3	1.38	4.86
		Inspectors	129	76.33	30	17.75	2	1.18	4	2.37	4	2.37	4.63
		Teachers	150	40.43	200	53.91	9	2.43	3	0.81	9	2.43	4.29
		PTA Excors	57	15.53	272	74.11	11	3.00	9	2.45	18	4.90	3.93
33	Conflict between the principal and local community may arise when the Principal failed to build an effective relationship with the local community.	Principals	105	48.39	80	36.87	4	1.84	15	6.91	13	5.99	4.15
		Inspectors	80	47.34	27	15.98	20	11.83	18	10.65	24	14.20	3.72
		Teachers	128	34.59	181	48.92	27	7.30	25	6.76	9	2.43	4.06
		PTA Excors	50	14.01	280	78.43	3	0.84	13	3.64	11	3.08	3.97
34	Children from the local community are not given preference in admission exercise in the school.	Principals	90	41.47	58	26.73	29	13.36	23	10.60	17	7.83	3.83
		Inspectors	20	11.83	95	56.21	11	6.51	20	11.83	23	13.61	3.41
		Teachers	39	10.51	260	70.08	31	8.36	18	4.85	23	6.20	3.74
		PTA Excors	98	27.45	190	53.22	18	5.04	30	8.40	21	5.88	3.88
35	Members of the community are not given preference in the employment in the school.	Principals	27	12.44	150	69.12	9	4.15	21	9.68	10	4.61	3.75
		Inspectors	92	54.44	23	13.61	21	12.43	20	11.83	13	7.69	3.95
		Teachers	70	18.92	244	65.95	32	8.65	4	1.08	20	5.41	3.92
		PTA Excors	132	36.97	120	33.61	40	11.20	30	8.40	35	9.80	3.80
36	Members of the community are not given a helping hand on the event of school security.	Principals	147	67.74	50	23.04	7	3.23	6	2.76	7	3.23	4.49
		Inspectors	70	41.42	50	29.59	9	5.33	17	10.06	23	13.61	3.75
		Teachers	238	64.32	19	5.14	60	16.22	23	6.22	30	8.11	4.11
		PTA Excors	20	5.60	280	78.43	30	8.40	20	5.60	7	1.96	3.80
37	Conflicts between school and the local community are managed through dialogue.	Principals	80	36.87	76	35.02	25	11.52	18	8.29	18	8.29	3.84
		Inspectors	49	28.99	81	47.93	22	13.02	10	5.92	7	4.14	3.92
		Teachers	267	72.16	65	17.57	8	2.16	18	4.86	12	3.24	4.51
		PTA Excors	90	25.21	179	50.14	30	8.40	45	12.61	13	3.64	3.81

38	Conflicts between school and the local community are managed through transfer.	Principals	60	27.65	121	55.76	6	2.76	20	9.22	10	4.61	3.93
		Inspectors	87	51.48	49	28.99	3	1.78	17	10.06	13	7.69	4.07
		Teachers	250	67.57	70	18.92	22	5.95	20	5.41	8	2.16	4.44
		PTA Excors	129	36.13	187	52.38	10	2.80	21	5.88	10	2.80	4.13
39	Conflicts between school and the local community are management through negotiation.	Principals	123	58.85	50	23.92	10	4.78	16	7.66	10	4.78	4.24
		Inspectors	50	29.59	80	47.34	10	5.92	7	4.14	22	13.02	3.76
		Teachers	251	67.84	69	18.65	19	5.14	23	6.22	8	2.16	4.44
		PTA Excors	244	68.35	80	22.41	3	0.84	13	3.64	17	4.76	4.46
40	Conflicts between school and the local community are managed through mediation by PTA/SBMC	Principals	85	39.17	71	32.72	18	8.29	28	12.90	15	6.91	3.84
		Inspectors	46	27.22	62	36.69	12	7.10	30	17.75	19	11.24	3.51
		Teachers	234	63.24	23	6.22	55	14.86	28	7.57	30	8.11	4.09
		PTA Excors	115	30.75	200	53.48	22	5.88	15	4.01	22	5.88	3.99

Table 4.9: shows the opinion of the respondents on the sources and management of prevailing Conflict on school and local community relationship in Secondary Schools in Kaduna State. Item one of this table sought the opinion of respondents on whether principal failed to develop a mutual relationship with the local community leads to prevailing conflict on school and local community relationship in Secondary Schools in Kaduna state. There is consensus in the responses as 167 (76.96%) and 38 (17.51%) principals, 60 (35.29%) and 98 (57.65%) inspectors 285 (77.03%) and 76 (20.54%) teachers and 40 (11.20%) and 280 (78.43%) PTS executives with the mean scores of 4.69, 4.21, 4.71 and 3.92 respectively strongly agree and disagree that Principal failed to develop a mutual relationship with the local community leads to prevailing conflict on school and local community relationship in Secondary Schools in Kaduna state.

Item no. 2 sought the opinion of the respondents on whether members of the community are not mobilized to have a sense of ownership of the school. The responses collected showed consensus among the four categories of respondents as 203 (93.55%) and 6 (2.76%) principals, 129 (76.33%) and 30 (17.75%) inspectors 150 (40.43%) and 200 (53.91%) teachers and 57 (15.53%) and 272 (74.11%) PTA ExcOs with mean scores of 4.86, 4.63, 4.29 and 3.93 respectively strongly agree and agree that members of the community are not mobilized to have a sense of ownership of the school. This may lead to prevailing conflict on school and local community relationship and may affect effective communication of secondary schools in Kaduna state. this therefore shows positive responses. Item no. 3 sought the opinion of the respondents on whether conflict between the principal and local community may arise when the Principal failed to build an effective relationship with the local community. There is also a consensus among the four categories of respondents as 105 (48.39%) and 80 (36.87%) principals, 80 (47.34%) and 27 (15.98%) inspectors, 128 (34.59%) AND 181 (48.92%) teachers and 50 (14.01%) and 280

(78.43%) PTA Excors with mean scores of 4.15, 3.72, 4.06 and 3.97 respectively strongly agree and agree that conflict between the principal and local community may arise when the Principal failed to build an effective relationship with the local community and this affect effective administration of secondary schools in Kaduna state.

Item no. 4 sought the opinions of respondents on whether children from the local community are not given preference in admission exercise in the school. The responses collected showed consensus among the four categories of respondents thereby 90 (41.47%) and 58 (26.73%) principals, 20 (11.83%) and 95 (56.21%) inspectors 39 (10.51%) and 260 (70.08%) teachers and 98 (27.45%) and 190 (53.22%) PTA Excors with mean scores 3.83, 3.41, 3.74 and 3.88 respectively strongly agree and agree that children from the local community are not given preference in admission exercise in the school. This may bring about prevailing conflict on school and local community relationship in Secondary Schools in Kaduna state. Item no. 5 sought the opinion of the respondents on whether members of the community are not given preference in the employment in the school. There is also consensus among all the categories of the respondents as 27 (12.44%) and 150 (69.12%) principals, 92 (54.44%) and 23 (13.61%) inspectors, 70 (18.92%) and 244 (65.95%) teachers and 70 (18.92%) and 244 (65.95%) PTA Excors with the mean scores of 3.88, 3.75, 3.95 and 3.92 respectively strongly agree and agree that members of the community are not given preference in the employment in the school.

Item no. 6 sought the opinion of the respondents on whether members of the community are not given a helping hand on the event of school security for management of prevailing conflict on school and local community relationship on administration of secondary schools in Kaduna state. There is consensus in the opinions of the respondents as 147 (67.74%) and 50 (23.04%) principals, 70 (41.42%) and 50 (29.59%) inspectors, 238 (64.32%) and 19 (5.14%) teachers and

20 (5.60%) and 280 (78.43%) PTA ExcOs with mean scores of 4.49, 3.75, 4.11 and 3.80 were strongly agree and agree that members of the community are not given a helping hand on the event of school security. Item no. 7 sought the opinion of the respondents on whether conflicts between school and the local community are managed through dialogue. There is also consensus in the opinion of all the categories of respondents as 80 (36.87%) and 76 (35.02%) principals (28.99%) and 81 (47.93%) inspectors, 267 (72.16%) and 65 (17.57%) teachers and 90 (25.21%) and 179 (50.14%) PTA ExcOs with mean scores 3.84, 3.92, 4.51 and 3.81 were strongly agree and agree that conflicts between school and the local community are managed through dialogue for effective administration of secondary schools in Kaduna state.

Item no. 8 sought the opinion of the respondents on whether conflicts between school and the local community are managed through transfer. There is consensus in the opinion of all respondents as 60 (27.65%) and 121 (55.76%) principals, 60 (27.65%) and 121 (55.76%) inspectors, 87 (51.48%) and 49 (28.99%) teachers and 250 (67.57%) and 70 (18.92%) teachers and 129 (36.13%) and 187 (52.38%) PTA ExcOs with mean scores 3.93, 4.07, 4.44 and 4.13 respectively strongly agree and agree that conflicts between school and the local community are managed through transfer.

Item no. 9 sought the opinion of the respondents on whether conflicts between school and the local community are management through negotiation. The responses showed that there is consensus in the opinion of all categories of respondents as 123 (58.85%) and 50 (23.92%) principals, 50 (29.59%) and 80 (47.34%) inspectors, 251 (67.84%) and 69 (18.65%) teachers and 244 (68.35%) and 80 (22.41%) PTA ExcOs with mean scores 4.24, 3.76, 4.44 and 4.46 respectively strongly agree and agree that conflicts between school and the local community are management through negotiation for better administration of secondary schools in Kaduna state.

Item no. 10 sought the opinions of the respondents on whether conflicts between school and the local community are managed through mediation by PTA/SBMC for better administration of secondary schools. There is consensus in the opinion of the four categories of the respondents as 85 (39.17%) and 71 (32.72%) principals, 46 (27.22%) and 62 (36.69%) inspectors, 234 (63.24%) and 23 (6.22%) teachers and 115 (30.75%) and 200 (53.48%) PTA ExcOs with mean scores principals=3.84, Inspector=3.51, teachers=4.09 and PTA executives=3.99 respectively were strongly agree and agree that the conflicts between school and the local community are managed through mediation by PTA/SBMC for effective administration of secondary schools in Kaduna State, Nigeria.

4.4 Hypotheses Testing

This section presents hypotheses testing in line with the objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) was used to test significant difference among the respondents i.e. teachers, principals, Inspectors and SBMC officials at 0.05 level of significant. Six hypotheses were formulated and tested. Hypothesis was retained when the probability value was more than 0.05 level of significant while hypothesis was rejected when the probability value was below the stated level of significance. These hypotheses are based on the data collected from items on sources and management of prevailing conflicts on interpersonal relationship among teachers, on motivation between school and ministry of education, on student program and services in Secondary Schools and on school and local community relationship in secondary schools in Kaduna state, Nigeria. Details of these are as follows:

4.4.1 Hypothesis 1: There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on source and the management of prevailing conflicts on

interpersonal relationship among teachers for the administration of secondary schools in Kaduna State, Nigeria.

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 14:

Table 10: Summary of One-Way-ANOVA on the Sources and management of prevailing conflict on interpersonal relationship among teachers in Secondary Schools in Kaduna State.

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	506.0121	3	168.670	2.089	0.118	2.866
Within Groups	2905.791	36	80.716			
Total	3411.803	39				

From table 10, the result of the tested hypothesis revealed that the f-ratio value (2.089) at 3 df 36 and at the level 0.05; the critical value (2.866) is greater than f-ratio values (2.089), the observed probability level of significance P(0.118) is greater than 0.05 level of significant. This means that there is no significant difference in the opinions of principals, inspectors, teachers, PTA Excors on the source and the management of prevailing conflict on interpersonal relationship among teachers in secondary schools in Kaduna state, Nigeria. Meanwhile, the null hypothesis also retained.

4.4.2 Hypothesis 2: There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on the sources and management of prevailing conflicts on

motivation between schools and ministry of education in secondary schools in Kaduna state, Nigeria.

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 31 -40 in the questionnaire. As such, all the items were analyzed and presented in table 15.

Table 11: Summary of One-Way-ANOVA on the Sources and management of prevailing conflict techniques for management of prevailing conflict on motivation between School and Ministry of Education in Secondary Schools in Kaduna State.

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.17665	3	0.058	0.749	0.529	2.866
Within Groups	2.82646	36	0.078			
Total	3.003	39				

Table 4.11 shows Analysis of Variance (ANOVA) test which revealed that the calculated F-ratio value of 0.749 is less than the 2.866 F-critical value while the calculated P-value of 0.529 is greater than 0.05 level of significant set for the study. This means that there is no significant difference in the opinions of principals, inspectors, teachers, PTA ExcOs on the sources and management of prevailing conflicts on motivation between schools and Ministry of Education in secondary schools in Kaduna state, Nigeria. Meanwhile, the null hypothesis also retained

Hypotheses three: There is no significant difference in the opinions of teachers, principals, Ministry officials and PTA officials on sources and management of prevailing conflicts on student program and services in secondary schools in Kaduna state, Nigeria.

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 41 -50 in the questionnaire. As such, all the items were analyzed and presented in table 16.

Table 12: Summary of One-Way-ANOVA on the Sources and management of prevailing conflict Techniques for Management of prevailing Conflict on student program and services in Secondary Schools in Kaduna State.

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.634107	3	0.211	1.915	0.144	2.866
Within Groups	3.97233	36	0.110			
Total	4.606438	39				

Table 4.12 the result of the tested hypothesis revealed that the calculated F-ratio value of 1.915 is less than the 2.866 F-critical value while the calculated P-value of 0.144 is greater than 0.05 level of significant set for the study. This means that there is no significant difference in the opinions of principals, inspectors, teachers, PTA ExcOs on the sources and management of prevailing conflicts on student program and services in secondary schools in Kaduna state, Nigeria. Meanwhile, the null hypothesis also retained.

Hypotheses four: There is no significant difference in the opinions of teachers, principals, ministry officials and PTA officials on sources and management of prevailing conflicts between schools and local community in secondary schools in Kaduna state, Nigeria.

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in opinions of respondents on the data collected for items 31 -40 in the questionnaire. As such, all the items were analyzed and presented in table 17.

Table 13: Summary of One-Way-ANOVA on the Sources and management of prevailing conflict between school and local community relationship in secondary Schools in Kaduna State

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.521148	3	0.173	2.269	0.097	2.866
Within Groups	2.75615	36	0.076			
Total	3.277298	39				

Table 4.13 the result of the tested hypothesis revealed that the calculated F-ratio value of 2.173 is less than the 2.866 F-critical value while the calculated P-value of 0.097 is greater than 0.05 level of significant set for the study. This means that there is no significant difference in the opinions of principals, inspectors, teachers, PTA ExcOs on the sources and management of prevailing conflicts between school and local community relationship in secondary schools in Kaduna state, Nigeria. Meanwhile, the null hypothesis also retained.

Table 4.14: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Significance	Decision
1.	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on interpersonal relationship among teachers for administration of secondary schools in Kaduna State, Nigeria.	ANOVA	Pro. value is 0.118	0.05	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on interpersonal relationship among teachers for administration of secondary schools in Kaduna State, Nigeria. <i>The null hypothesis retained.</i>
2.	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on motivation between schools and ministry of education for administration of secondary schools in Kaduna State, Nigeria	ANOVA	Pro. value is 0.529	0.05	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on motivation between schools and ministry of education for administration of secondary schools in Kaduna State, Nigeria <i>The null hypothesis retained.</i>
3.	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on students programme and services in secondary schools in Kaduna state, Nigeria.	ANOVA	Pro. value is 0.144	0.05	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on students programme and services in secondary schools in Kaduna state, Nigeria. <i>The null hypothesis retained.</i>
4.	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on school and local community relationship in secondary schools in Kaduna state, Nigeria.	ANOVA	Pro. value is 0.097	0.05	There is no significant difference in the opinions of teachers, principals, ministry officials and PTA Officials on sources and management of prevailing conflicts on school and local community relationship in secondary schools in Kaduna state, Nigeria. <i>The null hypothesis retained.</i>

From table 14, it was discovered that all the hypotheses were retained and accepted.

4.5 Summary of Findings

Based on the opinions of principals, inspectors, teachers, and PTA ExcOs, the following findings were revealed in the study:

1. There was no significant difference in the opinion of the respondents (principals=4.19, inspectors=4.04, teachers=4.22 and PTA executives=3.87 mean scores) on the sources and management of prevailing conflict on interpersonal relationship among teachers in Secondary Schools in Kaduna State.
2. There was no significant difference in the opinion of respondents (principals=4.39, inspectors=4.50, teachers=3.99 and PTA executives=4.39 mean scores) on the sources and management of prevailing conflict on student programme and services in secondary schools in Kaduna state, Nigeria.
3. There was no significant difference in the opinion of the respondents (principals=4.16, inspectors=3.89, teachers=4.23 and PTA executives=3.97 mean scores) on the sources and management of prevailing conflict on motivation between Schools and Ministry of Education in Secondary Schools in Kaduna State Nigeria.
4. There was no significant difference in the opinion of the respondents (principals=4.16, inspectors=3.89, teachers=4.23 and PTA executives=3.67 mean scores) on the sources and management of of prevailing conflict on school and local community relationship in secondary schools in Kaduna state, Nigeria.

4.6 Discussions of Findings

Based on the opinions of the respondents, the findings of the study revealed some insight on the main objective of the study i.e. source and management of prevailing conflict in secondary schools in Kaduna State, Nigeria in Kaduna state, Nigeria. The data analysed was collected from 1113 internal and external stakeholders of secondary school education of Kaduna state which include principals, inspectors, teachers and PTA executives. Here we shall discuss their opinions

as they confirm with the opinion of some researchers whose findings were cited and discussed in the review of literatures.

The analysis of research question one (1) shows that the problem of interpersonal relationship among teachers in the school causes prevailing conflict and conflicts among teachers in schools are managed through mediation of experience teacher in the school for reconciliation, through dialogue, transfer of teacher to another school, through suspension of errant teachers and through mediation of PTA/SBMC executives. (The overall mean rating of table 4.8 is principals=4.19 'Agree', inspectors=4.04 'Agree', teachers=4.22 'Agree' and PTA executives=3.87 'Agree'). This implies that all the categories of respondents (principals, inspectors, teaching staff and PTA executive) have strongly agree and agree with the sources and management of prevailing conflict on interpersonal relationship in secondary schools in Kaduna state, Nigeria. This finding is to that of Dudley (1998) who discovered that the techniques for management of prevailing conflict on interpersonal relationship among teachers was due to religious beliefs, ethnicity, arrogances, local politics, inadequate provision of teaching facilities.

The analysis of research question two shows that there is no harmonious working relationship, disenchantment between the school and the ministry of education and teachers' entitlements are not properly attended by the ministry of education which causes prevailing conflict on administration of secondary schools in Kaduna state. Hence, this conflict can be managed through negotiation, dialogue, transfer and through mediation of PTA/SBMC. The overall mean rating of table 4.9 is (principals=4.39 'Agree', inspectors=4.50 'Agree', teachers=3.99 'Agree' and PTA executives=4.39 'Agree'). This implies that principals, inspectors, teaching staff and PTA executive believed with the sources and management of prevailing conflict on motivation between school and ministry of education in secondary schools in Kaduna state, Nigeria with

majority of all these categories strongly agree and agree with most of the items of the questionnaire.

The finding is in line with Meindinyo and Ikurite (2017) who conducted a study titled “Influence of Motivation on Teachers Performance in Emohua Local Government Area of Rivers State. His findings revealed that; applying the right motivation factor has positive influence on teachers’ performance. That the factors that are currently being used to motivate teachers namely; Annual get together parties on transfer, constant supervision of teachers’ performance in work, provision of attendance register and provision of movement books have minimal influence on teachers performance. That factor such as age, sex professional training may affect a teachers’ performance. It is also in line with Wambugu, Richard and Muola (2018) who carried out a research title “Influence of Teachers’ Motivation on Students’ Performance in these Public Secondary Schools in Kinangop sub country Nyandarua country, Kenya. The study established that teachers’ appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance.

The analysis of research question three (3) shows that the school management has failed to provide essentially services, appropriate instructional facilities and the students embarked on demonstration to show their grievances for the school management in the school which lead to prevailing conflict on student programme and services. However, the finding shows that conflict between management and the student are managed through mediation, transfer and dialogue. The overall mean rating of table 4.10 is (principals=4.16, ‘Agree’ inspectors=3.89 ‘Agree’, teachers=4.23 ‘Agree’ and PTA executives=3.97 ‘Agree’). This implies that principals, inspectors, teaching staff and PTA executives believed with the sources and management of

prevailing conflict on student programme and services in secondary schools in Kaduna state, Nigeria with majority of the stakeholders strongly agree and agree with most of the items of the questionnaire.

This finding is in line with Puspit, & Herman, (2015) who discovered that student programme and services play significant role in student academic performance which leads to complete concentration of students in their academic activities. This shows that there is less tendency of conflict between student and school management.

The analysis of research question four (4) shows that school principals failed to develop a mutual relationship with the local community and members of the community are not mobilized to have a sense of ownership of the school which leads to the prevailing conflict on school and local community relationship. This conflict between school and the local community are managed through dialogue, staff transfer, negotiation and through mediation by PTA/SBMC.(principals=4.16, inspectors=3.89, teachers=4.23 and PTA executives=3.67).This implies that principals, inspectors, teaching staff and PTA executives believed with the sources and management of prevailing conflict on school and local community relationship in secondary schools in Kaduna state, Nigeria with majority of the stakeholders strongly agree and agree with most of the items of the questionnaire.

This finding is in line with Wunti (2016) who found that school has a close relationship with the community and the local community played great role in the enhancement, promotion and the overall attainment of school goals and objectives. Therefore, the school should as a matter of necessity be involved immediate local communities in the management of school programme.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study focused on the source and the management of prevailing conflict on administration of secondary schools in Kaduna state, Nigeria. Thus, this chapter is made up of summary of the study, conclusions of the research, recommendations, contribution to knowledge and suggestion for further studies accordingly.

5.2 Summary

The study is source and the management of prevailing conflict in secondary schools in Kaduna state, Nigeria. The study specifically outlined background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, and basic assumptions, significance of the study and scope of the study. The study also review many related literature which were sourced from books, journals, magazines, newspapers, previous researches, internet accesses etc. the review presented the theoretical framework which consisted of structural theory, bi-objective theory, human need theory of conflict and economic theory of conflict. It also discussed the conceptual framework which consisted of the concept of conflict, sources of conflict, types of conflicts, potential causes of conflict, the concept of conflict management, approaches to conflict management, nature of conflicts in organizations, effects of conflict and impact of conflict on school management. The study also reviewed literature related to set objectives of the study which centered on sources and management of prevailing conflict among teachers; school and ministry of education, school management and students and between school and local community in secondary schools in Kaduna state.

Pertaining to the research methodology, the study specified research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, pilot

study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented analyzed and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages and mean count in order to measure the opinion of the respondents among the variables of the study. The Analysis of Variance statistical technique was used in testing the hypotheses of the study; in which all of the six hypotheses were accepted and retained. Structured questionnaire was administered on four groups of respondents i.e. the principals, inspectors, teachers and PTA ExcOs within the sampled area of the study. The collected data was statistically analyzed through which the findings showed the sources and the effectiveness of management of prevailing conflict among teachers; school and ministry of education, school management and students and between schools and communities in the management of secondary schools in Kaduna state.

5.3 Conclusions

The study which is source and the management of prevailing conflict in Secondary Schools of Kaduna state, Nigeria has in the light of the opinion of the majority view of respondents expressed positive opinion that sources and management of prevailing conflict is highly effective on the management of prevailing conflict on interpersonal relationship, between school management and student on student programme and services and conflict between school and community relationship secondary schools in Kaduna state, Nigeria. The study therefore concluded that for prevailing conflict to be management effectively, it is fundamental that there should be dialogue, staff transfer, negotiation and mediation by PTA/SBMC in secondary schools in Kaduna state, Nigeria.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were advanced for effective management of prevailing conflict in Secondary Schools in Kaduna state:

1. There should be mutually trust as well as good interpersonal relationship among all teachers in secondary school of Kaduna state. In case of any prevailing conflict, it should be managed through mediation of experience teacher as well as through dialogue. If the case persists, it should be managed through transfer of teacher to another school or suspension of errant teachers.
2. There should be harmonious working relationship between the school and the ministry of education. This should be through proper payment of teaching and non-teaching staff's entitlements, organizing developmental programme services for teaching and non teaching staff, and effective communication services. In case of any prevailing conflict, it should be manage through negotiation or dialogue; if the case persists it should be managed through transfer of staff or through mediation of PTA/SBMC.
3. The principals should ensure provision of essentially student support services as well as appropriate instructional facilities in the school. The school management should involve students' leaders in discussing essential event in the school. In case of any prevailing conflict, it should be managed through mediation or dialogue, if the case persists, it should be through transfer of staff.
4. Principal should develop a cordial relationship with the local community leaders by mobilizing a sense of ownership of the school and effective relationship with the local community. In case of any prevailing conflict that may arise, it should be managed

through dialogue or negotiation. If the case persists, it should be managed through transfer of staff to another school.

5.5 Contributions to Knowledge

This study contributed to the documented body of knowledge in the following areas:

- (1) Management of prevailing conflicts in educational institutions has been exposed in a more dimensional approach
- (2) Management of prevailing conflict between teaching and non-teaching staff in the school on one hand and between them and the community on the other hand.
- (3) The study highlighted the sources and effective management in academic institutions, it offers the government, ministry of education and the community an insight on how conflict can be manage among teachers, between teachers and principal, between teachers and students, between school and community or between school and ministry of education. All strategies for adopting this technique in management of conflicts in the study area were highlighted and discussed.
- (4) This study offers the individual staff an insight into a better way on how to avoid conflict with their co-colleagues in the educational institution especially in the secondary schools of Kaduna state. This is because, the research shows clearly factors leading to conflict among the stakeholders and the strategies that can be adopted to tackle these factors so that to work peacefully to the overall success of the education sectors in the study area and the country at large. This implies that when the technique is carefully implemented and applied by the school and the individual staff adhere to, there will be peaceful coexistence in the overall management of schools in the study area.

5.6 Suggestions for Further Studies

Going by the research findings, conclusions and recommendations, the following suggestions, there is still need for researchers to embark on further researches on other related areas. These areas are very relevant in the management of secondary schools in Kaduna state. These include:

- (1) Assessment of the application of Mini-Win-Mini Lose (Compromise) conflict resolution technique for the management of prevailing conflict in secondary schools of Kaduna state.
- (2) Application of Win Lose (Controlling) conflict management technique in the management of prevailing conflicts in secondary schools of Kaduna state.

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APPENDIX I
INTRODUCTORY LETTER



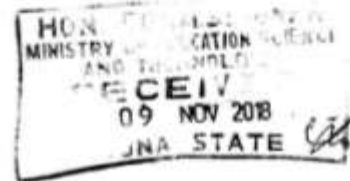
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., FNMGS
Head of Department: Dr. Musa Idris Harbau, GRD (TC), NCE, B.A (Ed), M.Ed Admin and Planning (BUK), PhD Admin and Planning (ABU)

Our Ref: DEFC/S.25

Date: 2/11/2018

THE HON. COMMISSIONER,
MINISTRY OF EDUCATION,
KADUNA STATE,
KADUNA.



Dear Sir,

LETTER OF INTRODUCTION

The bearer, YUSHAU SAIDU, with Registration Number P17 EDEC 8131, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in MINISTRY OF EDUCATION KADUNA STATE. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is

APPLICATION OF COLLABORATIVE CONFLICT
MANAGEMENT TECHNIQUE TO PREVAILING
CONFLICTS IN SECONDARY SCHOOLS IN KADUNA
STATE, NIGERIA.

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. M.I. Harbau
Head of Department
Dept. of Educational Foundations & Curriculum
A. B. U. Zaria

APPENDIX II

A QUESTIONNAIRE ON SOURCES AND MANAGEMENT OF PREVAILING CONFLICT ON ADMINISTRATION OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondents,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

I am a Postgraduate student of the Ahmadu Bello University, Zaria conducting a research on the “Application of Collaborative Management Technique to Prevailing Conflict in Secondary Schools in Kaduna State, Nigeria which forms the basis of the requirement for the award of Master’s Degree in Education (M.Ed) (Administration and Planning).

I am humbly requesting you to create time out of your busy schedules to respond to the questionnaire as it would be solely use for academic purpose. Your anonymity and confidentiality will be highly guaranteed. Thanks for your cooperation. Please tick the answers appropriately.

Yushau Saidu

P17EDFC8131

08039728390

SECTION “A” PERSONAL DATA

Tick as appropriate please [√]

Sex: (a) Male [] (b) Female []

Age: (a) 20-30 [] (b) 31-40 [] (c) 41-50 [] (d) 51-above []

Status: (a) Teacher [] (b) Principal [] (c) PTA Excors [] (d) Ministry Official []

Qualifications: (a) Diploma [] (b) NCE [] (c) B.Ed [] (d) M.Ed [] (e) Ph.D []

(f) Others []

Years of Working Experience: (a) 1-10 [] (b) 11-20 [] (c) 21-30 [] (d) 31-35 [].

Zones: (a) Anchau [] (b) Giwa [] (c) Rigachukwun [] (d) Zaria []

SECTION “B”

Sources and management of Prevailing Conflict on Interpersonal Relationship among Teachers in Secondary Schools in Kaduna State

S/N	ITEM STATEMENT	SA	A	U	SD	D
1	There is no mutually trust among teachers in the school.					
2	There is no good interpersonal relationship among teachers in the school.					
3	Teachers quarrel among themselves during staff meeting.					
4	There is an existence of camps and pressure groups among teachers in the school.					
5	In an attempt to share facilities, teachers disagree with one another in the school.					
6	Conflicts among teachers on the school are managed through mediation of experience teacher in the school for reconciliation.					
7	Conflicts among teachers are managed through dialogue in the school.					
8	Conflicts among teachers are managed through transfer of teacher to another school.					
9	Conflicts among teachers are managed through suspension of errant teachers.					
10	Conflicts among teacher are managed through negotiation of PTA/SBMC executives.					

SECTION “C”

Sources and management of Prevailing Conflict on Motivation between School and the Ministry of Education in Secondary Schools in Kaduna state

S/N	ITEM STATEMENT	SA	A	U	SD	D
11	There is no harmonious working relationship between the school and the ministry of education.					
12	There is disenchantment between the school and the ministry of education.					
13	Teachers’ entitlements are not properly attended by the ministry of education.					
14	The entitlements of non-teaching staff are not properly attended to by the ministry of education.					
15	Staff programme services are not adequately provided by the ministry of education.					
16	There is communication gap between ministry and the school					
17	Conflicts between school and the ministry of education are managed through negotiation.					
18	Conflicts between school and the ministry of education are managed through dialogue.					
19	Conflict between school and the ministry of education are managed through transfer.					
20	Conflicts between school and the ministry of education are managed through mediation of PTA/SBMC.					

SECTION “D”

Sources and management of Prevailing Conflict on students’ programmes and services in Secondary Schools in Kaduna state

S/N	ITEM STATEMENT	SA	A	U	SD	D
21	School management is at logger head with the students.					
22	The school management has failed to provide student support services in the school.					
23	The school management has failed to provide appropriate instructional facilities in the school.					
24	The students embarked on demonstration to show their grievances for the school management.					
25	The school management do not involved the students’ leaders on administration of the school.					
26	There is illicit relationship between members of the school management and the students in the school.					
27	Members of the school management do not earn the reputation of the students.					
28	Conflict between management and the student are managed through mediation.					
29	Conflicts between school management and student are managed through transfer.					
30	Conflicts between management and student are managed through dialogue.					

SECTION “E”

Sources and management of Prevailing Conflict on School and local community relationship in Secondary Schools in Kaduna state.

S/N	ITEM STATEMENT	SA	A	U	SD	D
31	Principal who failed to develop a cordial relationship with the local community leads to conflict.					
32	Members of the community are not mobilized to have a sense of ownership of the school.					
33	Conflict between the principal and local community may arise when the Principal failed to build an effective collaboration with the local community.					
34	Children from the local community are not given preference in admission exercise in the school.					
35	Members of the community are not given preference in the employment in the school.					
36	Members of the community are not given a helping hand on the event of school security.					
37	Conflicts between school and the local community are managed through dialogue.					
38	Conflicts between school and the local community are managed through transfer.					
39	Conflicts between school and the local community are management through negotiation.					
40	Conflicts between school and the local community are managed through mediation by PTA/SBMC					

APPENDIX III

Names of Secondary Schools and the number of teachers, principal, PTA officials and MOE in each school in Kaduna State

KADUNA ZONE					
S/N	SCHOOL	TEACHERS	PRINCIPAL	PTA'S	MOE
1	Government College Kaduna	54	1	11	42
2	GSS Kargi Road (Jnr)	21	1	11	
3	GSS Kawo (Snr)	28	1	11	
4	KASSES	24	1	11	
5	SMC	56	1	11	
6	GGSS U/Sarki	31	1	11	
7	GSS Doka (Jnr)	18	1	11	
8	GGSS U/Muazu (Jnr)	17	1	11	
9	GGSS T/Nupawa	15	1	11	
10	GSS Rigasa (Snr)	20	1	11	
11	GGSS Ind. Way (Jnr)	30	1	11	
12	GJSS Rigasa Central	18	1	11	
13	GSS Doka (Snr)	15	1	11	
14	GGSS U/Muazu (Snr)	19	1	11	
15	GJSS Richifa Street	25	1	11	
16	GJSS K/West	21	1	11	
17	GGSS M/Gwarzo (Snr)	18	1	11	
18	GSS K/Mashi	21	1	11	
19	GGSS Doka (Snr)	18	1	11	
20	GGSS M/Gwarzo (Jnr)	15	1	11	
21	GSS U/Sarki	18	1	11	

22	GGSS K/Costain (Snr)	52	1	11	
23	GGSS K/Costain (Jnr)	20	1	11	
24	GSS Rigasa (Jnr)	23	1	11	
25	Rimi College	17	1	11	
26	GSS U/Shanu	26	1	11	
27	GSS Kadi	18	1	11	
28	GSS Kawo (Jnr)	16	1	11	
29	GGSS Ind. Way (Snr)	22	1	11	
30	GGSS Doka (Jnr)	40	1	11	
31	GSS U/Taki Rigasa	32	1	11	
32	GSS Kargi Road (Snr)	47	1	11	
33	Kaduna Capital School	30	1	11	
34	Technical College Malali	29	1	11	
35	GGSS Kawo	20	1	11	
36	GSS Badarawa	16	1	11	
37	GSS U/Rimi	20	1	11	
38	GSS H/Banki (Snr)	17	1	11	
39	GJSS H/Banki (Jnr)	22	1	11	
40	GSS Airport Road (Snr)	18	1	11	
41	GJSS Airport Road (Jnr)	21	1	11	
42	GSS Sultan Road	18	1	11	
43	GJSS Sultan Road	21	1	11	
44	GSS Shehu Crescent	18	1	11	
45	GJSS Rafin Guza	20	1	11	
46	GJSS Kinkinau	20	1	11	
	TOTAL	1075	46	506	42

ZARIA ZONE					
1	GSS Likoro	20	1	11	55
2	GSS Richifa	18	1	11	1/6
3	GJSS Gimba	12	1	11	
4	GSS Awai	17	1	11	
5	GSS T/Saibu (Jnr)	15	1	11	
6	GGSS Pada (Snr)	25	1	11	
7	GJSS Mangi	13	1	11	
8	GSS Zaria (Jnr)	30	1	11	
9	GSS Chindit (Snr)	28	1	11	
10	GSS Dinya	15	1	11	
11	GJSS Matari	13	1	11	
12	GJSS T/Wada	20	1	11	
13	GGSS Pada (Jnr)	22	1	11	
14	GSS Aminu (Snr)	28	1	11	
15	GSS Muchia (Jnr)	18	1	11	
16	Barewa College	56	1	11	
17	GSS Muchia (Snr)	19	1	11	
18	GSS Aminu (Jnr)	16	1	11	
19	GSS K/Bana	22	1	11	
20	GJSS Chikaji	17	1	11	
21	GSS Bogari	20	1	11	
22	SIASS K/Karau (A)	25	1	11	
23	GSS Kugu	12	1	11	
24	GGSS D/Bauchi (Jnr)	15	1	11	
25	GSSS Kaura	18	1	11	
26	GJSS Rimin Doko	11	1	11	

27	GGSS K/Gayan	30	1	11	
28	GSS Dakace	20	1	11	
29	GSS T/Saibu (Snr)	21	1	11	
30	GSS Zaria (Snr)	25	1	11	
31	GSS Magajiya (Jnr)	18	1	11	
32	GSS Chindit (Jnr)	19	1	11	
33	GJSS Aba	12	1	11	
34	GJSS Bagaldi	09	1	11	
35	GGSS Zaria (WTC)	26	1	11	
36	GJSS K/Jatau	15	1	11	
37	GSS Yakasai	14	1	11	
38	GJSS Kinkiba	15	1	11	
39	SIASSS K/Karau (B)	20	1	11	
40	GSS T/Jukun	18	1	11	
41	SSS Kufena	30	1	11	
42	GSS Magajiya (Snr)	18	1	11	
43	GGSS Chindit (Jnr)	19	1	11	
44	GGSS D/Bauchi (Snr)	22	1	11	
45	GGSS Chindit (Snr)	24	1	11	
46	Alhudahuda College	46	1	11	
47	GCC Zaria	30	1	11	
48	GSS Gyellesu	18	1	11	
49	GJSS K/Doka	11	1	11	
50	GSS Banzazzau	16	1	11	
51	GJSS Banzazzau	13	1	11	
52	GJSS Zazazaga	11	1	11	
53	GJSS Anguwan Iya	21	1	11	

54	GJSS Zage-Zagi	14	1	11	
55	GSS Anguwan Iya	13	1	11	
56	GSS Anguwan Kaya	10	1	11	
57	GJSS Anguwan Kaya	12	1	11	
	TOTAL	1114	57	627	55
SABON TASHA EDUCATIONAL OFFICE					
1	GSS Maro	16	1	11	36
2	GSS Maraban Rido	28	1	11	
3	GSS Idah (Snr)	22	1	11	
4	GSS Idah (Jnr)	17	1	11	
5	GSS Kakau	20	1	11	
6	GSS Doka Ngimah	11	1	11	
7	GSS Nassarawa (Snr)	29	1	11	
8	GSS Nassarawa (Jnr)	30	1	11	
9	GSS Kallah (Snr)	21	1	11	
10	GSS Kallah (Jnr)	14	1	11	
11	GJSS Iri	09	1	11	
12	GSS Narayi (Snr)	35	1	11	
13	GSS Narayi (Jnr)	25	1	11	
14	GSS Barnawa Boys	28	1	11	
15	GSS Kakuri (Snr)	26	1	11	
16	GSS Kakuri (Jnr)	16	1	11	
17	GSS Bagado	14	1	11	
18	GSS Gwagwada	20	1	11	
19	GSS S/Tasha (Snr)	27	1	11	
20	GSS S/Tasha (Jnr)	19	1	11	
21	GGSS Barnawa (Snr)	30	1	11	

22	GGJSS Barnawa (Jnr)	25	1	11	
23	GSS Iburu	10	1	11	
24	GSS Television	29	1	11	
25	GSS Rimau	17	1	11	
26	GSS Kujama (Snr)	27	1	11	
27	GSS Kudenda	22	1	11	
28	GSS Kudenda	18	1	11	
29	GSS Kajuru (Snr)	26	1	11	
30	GSS Kajuru (Jnr)	16	1	11	
31	GSS Tudun Maare	15	1	11	
32	GSS Katari	17	1	11	
33	GSS Ungwan Romi (Snr)	26	1	11	
34	GSS Ungwan Romi (Jnr)	20	1	11	
35	GSS Kufana (Snr)	19	1	11	
36	GSS Kufana (Jnr)	11	1	11	
37	GSS Kasuwan Magani	25	1	11	
38	GJSS Kasuwan Magani	14	1	11	
39	GSS Sabon Gayan	18	1	11	
40	GSS Jere (Snr)	27	1	11	
41	GSS Jere (Jnr)	17	1	11	
42	GSS Gonin Gora	21	1	11	
43	GSS Idon	14	1	11	
44	GSS Koron-Tsohuwa	10	1	11	
45	GSS Angwan Gamo	15	1	11	
46	GSS Angwan Baro	20	1	11	
47	GSS Makera	16	1	11	
48	GSS Kankomi	13	1	11	

49	GJSS Damba Kasaya	10	1	11	
50	GSS Gwaraji	14	1	11	
51	GSS Dulu Tafa (Snr)	18	1	11	
52	GSS Dulu Tafa (Jnr)	11	1	11	
53	GSS Babban Saura	16	1	11	
54	GSS Afogo	12	1	11	
55	GJSS Gujeni	09	1	11	
56	GJSS Gyengyere	15	1	11	
57	GJSS Libere	11	1	11	
58	GJSS Kidunu	09	1	11	
59	GJSS Chikun	20	1	11	
60	GJSS Katarma	17	1	11	
61	GJSS Rijana	14	1	11	
62	GSS Rido	19	1	11	
63	GSS Bishini	18	1	11	
64	GJSS Kutura	12	1	11	
65	QAZ	43	1	11	
	TOTAL	1219	66	726	36
RIGACHIKUN ZONE					
1	GSSS Rigachikun	32	1	11	23
2	GSS Sabon Afaka	17	1	11	
3	GJSS Ruhogi	08	1	11	
4	GSS Gurbabiya	08	1	11	
5	DRAMMGSS Hayin Banki	21	1	11	
6	GSS Gamagira	19	1	11	
7	GJSS Rigachikun	24	1	11	
8	GJSS Labar	18	1	11	

9	GSS Katabu	07	1	11	
10	GSS Gadar Gayan	15	1	11	
11	GSSS Jaji	27	1	11	
12	GSS Birnin Yero	12	1	11	
13	GSS Buruku	11	1	11	
14	GSS Turunku	10	1	11	
15	GJSS Dandaura	05	1	11	
16	GSSS Dandaura	08	1	11	
17	GSS Igabi	30	1	11	
18	GSS Rafin Guza	16	1	11	
19	GSS Wusono	07	1	11	
20	DGJSS Kawo	18	1	11	
21	GJSS Jaji	17	1	11	
22	GSS Kwanar Farakwai	13	1	11	
23	GSS Afaka Tsohuwa	10	1	11	
24	GJSS Naf Base	17	1	11	
25	DGSSS Kawo	15	1	11	
26	GJSS Makami	09	1	11	
27	GSSS Zangon Aya	10	1	11	
28	GJSS Zangon Aya	13	1	11	
29	GSS Sabon Birni	06	1	11	
30	GJSS Nasarawa Rigachikun	11	1	11	
	TOTAL	563	30	330	23
KACHIA ZONAL EDUCATION OFFICE					
1	GSS Agunu-Dutse	20	1	11	36
2	GSS Ankwa	16	1	11	
3	GSS Antong	14	1	11	

4	GJSS Anturu	09	1	11	
5	GSS Aribi	10	1	11	
6	GSS Ariko	12	1	11	
7	GSS Awon	10	1	11	
8	GSS Dogon Kurmi (Snr)	16	1	11	
9	GSS Dogon Kurmi (Jnr)	09	1	11	
10	GSS Fai	10	1	11	
11	GSS Gadan Aji	11	1	11	
12	GSS Gidan Ali	14	1	11	
13	GSS Gidan Gyara	17	1	11	
14	GSS Gidan Mana	10	1	11	
15	GSS Gidan Tagwai	13	1	11	
16	GSS Gora	12	1	11	
17	GSS Gumel (Snr)	14	1	11	
18	GSS Gumel (Jnr)	08	1	11	
19	GSS Jaban Kogo (Snr)	22	1	11	
20	GSS Jaban Kogo (Jnr)	09	1	11	
21	GSS Kachia (Snr)	30	1	11	
22	GSS Kachia (Jnr)	14	1	11	
23	GSS Kachia Urban	17	1	11	
24	GSS Kagarko (Snr)	19	1	11	
25	GSS Kagarko (Jnr)	16	1	11	
26	GSS Katugal	10	1	11	
27	GSS Katul Crossing	16	1	11	
28	GSS Kenyi (Snr)	20	1	11	
29	GSS Kenyi (Jnr)	11	1	11	
30	GSS Kubacha (Snr)	21	1	11	

31	GSS Kubacha (Jnr)	14	1	11	
32	GSS Kudiri	09	1	11	
33	GSS Kukui	06	1	11	
34	GSS Kukyar	12	1	11	
35	GSS Kuratam	16	1	11	
36	GSS Kusam	14	1	11	
37	GSS Kuse	09	1	11	
38	GSS Kushe I	10	1	11	
39	GSS Kushe Makaranta	14	1	11	
40	GSS Kurmin Dangana	19	1	11	
41	GSS Kurmin Jatau	16	1	11	
42	GSS Kurmin Jibrin	10	1	11	
43	GSS Kurmin Mazuga	12	1	11	
44	GSS Kurmin Musa (Snr)	20	1	11	
45	GSS Kurmin Musa (Jnr)	11	1	11	
46	GSS Kurmin Sara	10	1	11	
47	GSS Kwaturu	14	1	11	
48	GSS Ladduga	12	1	11	
49	GSS Mai-Ido Rafi	10	1	11	
50	GSS Nasa	12	1	11	
51	GSS Sabon Iche	10	1	11	
52	GSS Sabon Sarki (Snr)	16	1	11	
53	GSS Sabon Sarki (Jnr)	10	1	11	
54	GSS Shadalafiya	19	1	11	
55	GSS Ungwan Atte	12	1	11	
56	GSS Yarbung	16	1	11	
	TOTAL	763	56	616	32

GODOGODO ZONAL EDUCATION OFFICE					
1	GSS Ungwan Mailafiya (Jnr)	14	1	11	15
2	GSS Jagindi Gari	21	1	11	
3	GSS Fadan Ayu (Jnr)	20	1	11	
4	GDLSS Asso	19	1	11	
5	GSS Sabon Gida	14	1	11	
6	GSS Randa	12	1	11	
7	GSS ABU	22	1	11	
8	GSS Fadan Wate	11	1	11	
9	GJSS Tattaura	20	1	11	
10	GSS Kwagiri	14	1	11	
11	GSS Katsak-Tafan	20	1	11	
12	GSS Barde	14	1	11	
13	GSS Nisama	10	1	11	
14	GSS Wasa Station	16	1	11	
15	GSS Gidan Waya	11	1	11	
16	GSS (Snr) Godo Godo	20	1	11	
17	GSS Gbonkok Arak	19	1	11	
18	GSS Unguwan Nungu	12	1	11	
19	GSS Jagindi Tasha (Jnr)	13	1	11	
20	GSS Fadan Karshi	25	1	11	
21	GSS Gwantu (Jnr)	10	1	11	
22	GSS Ancha	15	1	11	
23	GSS Godogodo (Jnr)	18	1	11	
24	GSS U/Mailafiya (Snr)	20	1	11	
25	GSS Kyayya	09	1	11	
26	GJSS Kussom	27	1	11	

27	GSS Fadan Ayu (Snr)	20	1	11	
28	GSS Kugom River	14	1	11	
29	GSS Jagindi Tasha (Snr)	28	1	11	
30	GJSS Kutar	11	1	11	
31	GSS Mayir (Snr)	24	1	11	
32	GSS Antor	12	1	11	
33	GSS Mayir (Jnr)	16	1	11	
34	GJSS Amere	19	1	11	
35	GSS Aboro	14	1	11	
36	GSS Gwantu (Snr)	26	1	11	
	TOTAL	602	36	396	15
GIWA ZONAL EDUCATION OFFICE					
1	DRSL GGSS Giwa	38	1	11	20
2	GSS Gangara	16	1	11	
3	DSS Yakawada	14	1	11	
4	GSS Fatika	10	1	11	
5	GSS Kaya	9	1	11	
6	GSS Jama'a	39	1	11	
7	GSS Sakadadi	21	1	11	
8	GSS Doka Kudan	12	1	11	
9	GSS Kauran Wali	10	1	11	
10	GSS Giwa	22	1	11	
11	JASS Shika (Snr)	20	1	11	
12	GSS Bomo (Snr)	37	1	11	
13	GGSS Kwangila (Snr)	35	1	11	
14	GSS Kwangila (Snr)	39	1	11	
15	GSS Basawa (Snr)	19	1	11	

16	GSS Hunkuyi (Snr)	19	1	11	
17	GSS Kudan (Snr)	17	1	11	
18	JASS Shika (Jnr)	19	1	11	
19	GSS Bomo (Jnr)	35	1	11	
20	GGSS Samaru (Jnr)	29	1	11	
21	GSS Kwangila (Jnr)	15	1	11	
22	GSS Basawa (Jnr)	32	1	11	
23	GSS Basawa (Jnr)	17	1	11	
24	GSS Kudan (Jnr)	7	1	11	
25	GJSS Kidandan	9	1	11	
26	GJSS Galadimawa	9	1	11	
27	GJSS Iyatawa	9	1	11	
28	GJSS Wazata	5	1	11	
29	GJSS Kakangi-Giwa	10	1	11	
30	GJSS Maraban Guga	13	1	11	
31	GJSS Danmahawayi	7	1	11	
32	GJSS Yansarki	9	1	11	
33	GJSS Taban Sani	8	1	11	
34	GJSS Giwa	12	1	11	
	TOTAL	587	34	374	20

BIRNIN GWARI ZONAL OFFICE

1	GJSS Sabon Layi	15	1	11	12
2	GGJSS Bagoma	12	1	11	
3	GSS Udawa	22	1	11	
4	GJSS Kutemeshi	13	1	11	
5	GJSS Tabanni	09	1	11	
6	GJSS Maganda	10	1	11	

7	GSS Dogon Dawa	21	1	11	
8	GJSS Kungi	11	1	11	
9	GJSS Gayam	13	1	11	
10	GSS Kuriga	15	1	11	
11	GJSS Bugai	14	1	11	
12	GJSS Birnin Gwari	23	1	11	
13	GGSS Bagoma	20	1	11	
14	GSS Kakangi	16	1	11	
15	GSSS Birnin Gwari	38	1	11	
16	GSS Kuyello	18	1	11	
17	GJSS Damari	17	1	11	
18	GJSS Kamfanin Doka	12	1	11	
19	GJSS Dawakin Basa	10	1	11	
20	GSS Randagi	19	1	11	
21	GSS Birnin Gwari	28	1	11	
	TOTAL	254	21	231	12
ZONKWA ZONAL OFFICE					
1	GSS Gan-Gora	28	1	11	29
2	GSS Kabam	20	1	11	
3	GSS Jankasa	26	1	11	
4	GSS Unguwan Gimba	24	1	11	
5	GGSS Zonkwa (Snr)	30	1	11	
6	GSS Bakin Kogi Kitibin	23	1	11	
7	GSS Samaru Kataf	27	1	11	
8	GSS Ashafa	29	1	11	
9	GSS Fadia Tudun Wada	22	1	11	
10	GSS Takanai	20	1	11	

11	GSS Fanjim	25	1	11	
12	GSS Zuturung Kariyi	20	1	11	
13	GSS Anchuna Sarki	19	1	11	
14	GSS (Jnr) Fadan Kamantan	17	1	11	
15	GSS Wadon	20	1	11	
16	GSS Kurmin Masara	14	1	11	
17	GSS Zuturung Mago	16	1	11	
18	GSS Bafai Gora	20	1	11	
19	GSS (Jnr) Kamaru Ikulu	15	1	11	
20	GGSS (Jnr) Zonkwa	14	1	11	
21	GSS (Snr) Zango Kataf	24	1	11	
22	GSS (Snr) Kamaru Ikulu	23	1	11	
23	GSS (Snr) Madakiya	26	1	11	
24	GSS Kurmin BI	16	1	11	
25	GSS Sako	14	1	11	
26	GSS Zauru	14	1	11	
27	GSS (Jnr) Zango Kataf	16	1	11	
28	GSS (Jnr) Ung. Ruhogo	14	1	11	
29	GSS (Snr) Fadan Kamantan	19	1	11	
30	GSS Farman	12	1	11	
31	GSS Kangun	11	1	11	
32	GSS Akupal	09	1	11	
33	GSS (Jnr) Zonkwa	13	1	11	
34	GSS Fadan Kaje	34	1	11	
35	GSS Boto	20	1	11	
36	GGC Zonkwa	37	1	11	
37	GSS Marsa	19	1	11	

38	GTC Abet	29	1	11	
39	GSS Ung. Juju	21	1	11	
40	TBMC S/Kataf	35	1	11	
41	GSS Mabushi	14	1	11	
42	GSS (Snr) Zonkwa	17	1	11	
43	GSS Kurdan	19	1	11	
44	GSS Kigudu	18	1	11	
45	GSS Zagom	20	1	11	
46	GSS Aduwan Gida	18	1	11	
47	GSS Ungwa Makama	16	1	11	
48	GSS Zitti	11	1	11	
49	GSS Bale	09	1	11	
50	GSS (Jnr) Madakiya	10	1	11	
51	GSS Magamiya	12	1	11	
	TOTAL	999	51	561	29
ANCHAU ZONAL OFFICE					
1	GGSS M/Kubau	20	1	11	16
2	GSS Pambegua	18	1	11	
3	GJSS Pambegua	09	1	11	
4	GSS Anchau T/L	14	1	11	
5	GJSS Anchau T/L	09	1	11	
6	GSS D/Wai	11	1	11	
7	GSS Zuntu	13	1	11	
8	GSS Damau	07	1	11	
9	GSS Kargi	12	1	11	
10	GSS Kubau	16	1	11	
11	GSS Anchau Gari	14	1	11	

12	GSS Karreh	10	1	11	
13	GSS Banki H/L	15	1	11	
14	GSS Banki H/L	13	1	11	
15	GJSS Haskiya	09	1	11	
16	GSS Gedage	13	1	11	
17	GJSS Mah	06	1	11	
18	GJSS K/Maude	07	1	11	
19	GJSS Danmaliki	10	1	11	
20	GJSS Tafiya	11	1	11	
21	GSSS Ikara (Snr)	54	1	11	
22	GJSS Ikara (Jnr)	24	1	11	
23	GGSS Ikara Gari	17	1	11	
24	GSSS Janfalan	10	1	11	
25	GSSS Gubuchi	12	1	11	
26	GSSS Paki	15	1	11	
27	GSSS Yalwa Dangi	05	1	11	
28	GSS Saya Saya	12	1	11	
29	GSSS Malikanchi	06	1	11	
30	GSSS Pampaida	6	1	11	
31	GSSS Danlewa	13	1	11	
32	GJSS Kuya	04	1	11	
33	GSSS Fala	7	1	11	
34	GSSS Sallama	8	1	11	
	TOTAL	430	34	374	16
LERE ZONE					
1	GSS Saminaka	42	1	3	38
2	GDSS Anguwan Bawa	17	1	3	

3	GSS Lere	22	1	3	
4	GSS Lere (Jnr)	17	1	3	
5	GSS Mariri (Snr)	24	1	3	
6	GSS Mariri (Jnr)	17	1	3	
7	GSS Ramin Kura	20	1	3	
8	GSS Damakasuwa (Snr)	21	1	3	
9	GSS Damakasuwa (Jnr)	18	1	3	
10	GSS Kayarda (Snr)	20	1	3	
11	GSS Kayarda (Jnr)	15	1	3	
12	GSS Gure (Snr)	16	1	3	
13	GSS Gure (Jnr)	09	1	3	
14	GSS Maskawa	13	1	3	
15	GSS Yarkasuwa	14	1	3	
16	GSS Rahama (Snr)	18	1	3	
17	GSS Rahama (Jnr)	10	1	3	
18	GSS Dan Alhaji (Snr)	16	1	3	
19	GSS Dan Alhaji (Jnr)	09	1	3	
20	GSS Kauru (Snr)	25	1	3	
21	GSS Kauru (Jnr)	09	1	3	
22	GSS Kadaga (Snr)	18	1	3	
23	GSS Kadaga (Jnr)	10	1	3	
24	GSS Kwasam (Snr)	18	1	3	
25	GSS Kwasam (Jnr)	12	1	3	
26	GSS Dandaura (Snr)	19	1	3	
27	GSS Dandaura (Jnr)	08	1	3	
28	GSS Baura (Jnr)	11	1	3	
29	GSS Baura (Snr)	14	1	3	

30	GSS Gamagira (Jnr)	07	1	3	
31	GSS Gamagira (Snr)	15	1	3	
32	GSS Tauni (Jnr)	10	1	3	
33	GSS Chawai (Snr)	15	1	3	
34	GSS Chawai (Jnr)	11	1	3	
35	Danlabo (Jnr)	12	1	3	
36	JSS Shuwara	13	1	3	
37	GSS Shuwara (Snr)	17	1	3	
38	GSS Zango	15	1	3	
	TOTAL	578	38	114	38
KAFANCHAN ZONE					
1	GSS Kafanchan (Snr)	32	1	11	38
2	GSS Kafanchan (Jnr)	18	1	11	
3	GSS Garaje (Jnr)	22	1	11	
4	GSS Garaje (Snr)	17	1	11	
5	GSS Takau (Snr)	21	1	11	
6	GSS Takau (Jnr)	14	1	11	
7	GSS Kaninko (Snr)	21	1	11	
8	GSS Kaninko (Jnr)	18	1	11	
9	GSS Kagoma	25	1	11	
10	GJSS Kagoma	14	1	11	
11	GSS Anguwan Rimi	24	1	11	
12	GJSS Anguwan Rimi	16	1	11	
13	GSS Baushi	22	1	11	
14	GJSS Baushi	18	1	11	
15	GSS Kwoc	27	1	11	
16	GJSS Fada Kwoc	21	1	11	

17	GJSS Anyat	20	1	11	
18	GSS Katsit	15	1	11	
19	JSS Gidan Waya (Jnr)	17	1	11	
20	GSS Gidan Waya (Snr)	23	1	11	
21	GSS Kagoro	38	1	11	
22	GJSS Marwa	25	1	11	
23	GSS Marwa	29	1	11	
24	GSS Anguwan Baroni	20	1	11	
25	GJSS Anguwan Mailafiya	09	1	11	
26	GJSS Manchok	16	1	11	
27	GSS Mabushi	22	1	11	
28	GJSS Mabushi	17	1	11	
29	GSS Maraba	18	1	11	
30	GJSS Kofan	12	1	11	
31	GJSS Tsauni	10	1	11	
32	GSS Malagoin	20	1	11	
33	GJSS Ankiti	14	1	11	
34	GSSS Kapayah	16	1	11	
35	GJSS Kapayah	09	1	11	
36	GSS Sokoto Road Kaf.	22	1	11	
37	GJSS Anguwan Sarki Kaf.	18	1	11	
38	GSS Loko Kaf.	10	1	11	
39	GJSS Rafin John	13	1	11	
40	GSS Matsirga Kaf.	22	1	11	
41	GJSS Oche Road	21	1	11	
42	GSS Hauloshi	18	1	11	
43	GJSS Ibadan Road	16	1	11	

44	GJSS Railway	20	1	11	
45	GSS Railway (Snr)	27	1	11	
46	GJSS Kafur	15	1	11	
47	GSS Tom	14	1	11	
48	GJSS Mabuga	09	1	11	
49	GJSS Ibir	12	1	11	
50	GJSS Shadalafiya	15	1	11	
51	GSS Zongton	19	1	11	
52	GJSS Yardon	11	1	11	
53	GJSS Philipton	13	1	11	
	TOTAL	976	54	594	38
	GRAND TOTAL	9160	525	5449	356

Sources: Planning, Research and Statistical Unit, Ministry of Education Kaduna 2018

ZARIA ZONE		SAMPLE SIZE			
S/N	SCHOOLS	TEACHERS	PRINCIPALS	PTA EXCOS	MOE OFFICIALS
1	GSS Likoro	6	17	3	16
2	GSS Richifa	5		3	
3	GJSS Gimba	4		3	
4	GSS Awai	5		3	
5	GSS T/Saibu (Jnr)	4		3	
6	GGSS Pada (Snr)	7		3	
7	GJSS Mangi	4		3	
8	GSS Zaria (Jnr)	9		3	
9	GSS Chindit (Snr)	8		3	
10	GSS Dinya	4		3	
11	GJSS Matari	4		3	
12	GJSS T/Wada	6		3	
13	GGSS Pada (Jnr)	7		3	
14	GSS Aminu (Snr)	8		3	
15	GSS Muchia (Jnr)	5		3	
16	Barewa College	17		3	
17	GSS Muchia (Snr)	8		3	
18	GSS Aminu (Jnr)	5		3	
19	GSS K/Bana	7		3	
20	GJSS Chikaji	5		3	
21	GSS Bogari	6		3	
22	SIASS K/Karau (A)	7		3	
23	GSS Kugu	4		3	
24	GGSS D/Bauchi (Jnr)	4		3	
25	GSSS Kaura	5		3	

26	GJSS Rimin Doko	3		3	
27	GGSS K/Gayan	9		3	
28	GSS Dakace	6		3	
29	GSS T/Saibu (Snr)	6		3	
30	GSS Zaria (Snr)	7		3	
31	GSS Magajiya (Jnr)	5		3	
32	GSS Chindit (Jnr)	6		3	
33	GJSS Aba	4		3	
34	GJSS Bagaldi	3		3	
35	GGSS Zaria (WTC)	8		3	
36	GJSS K/Jatau	4		3	
37	GSS Yakasai	4		3	
38	GJSS Kinkiba	4		3	
39	SIASSS K/Karau (B)	6		3	
40	GSS T/Jukun	5		3	
41	SSS Kufena	9		3	
42	GSS Magajiya (Snr)	5		3	
43	GGSS Chindit (Jnr)	6		3	
44	GGSS D/Bauchi (Snr)	7		3	
45	GGSS Chindit (Snr)	7		3	
46	Alhudahuda College	14		3	
47	GCC Zaria	9		3	
48	GSS Gyellesu	5		3	
49	GJSS K/Doka	3		3	
50	GSS Banzazzau	5		3	
51	GJSS Banzazzau	4		3	
52	GJSS Zazazaga	3		3	

53	GJSS Anguwan Iya	6		3	
54	GJSS Zage-Zagi	4		3	
55	GSS Anguwan Iya	4		3	
56	GSS Anguwan Kaya	3		3	
57	GJSS Anguwan Kaya	4		3	
	TOTAL	332	17	171	16
RIGACHIKUN ZONE					
1	GSSS Rigachikun	10	9	3	7
2	GSS Sabon Afaka	5		3	
3	GJSS Ruhogi	2		3	
4	GSS Gurbabiya	2		3	
5	DRAMMGSS H/Banki	6		3	
6	GSS Gamagira	6		3	
7	GJSS Rigachikun	7		3	
8	GJSS Labar	5		3	
9	GSS Katabu	2		3	
10	GSS Gadar Gayan	4		3	
11	GSSS Jaji	8		3	
12	GSS Birnin Yero	4		3	
13	GSS Buruku	3		3	
14	GSS Turunku	3		3	
15	GJSS Dandaura	1		3	
16	GSSS Dandaura	2		3	
17	GSS Igabi	9		3	
18	GSS Rafin Guza	5		3	
19	GSS Wusono	2		3	
20	DGJSS Kawo	5		3	
21	GJSS Jaji	5		3	

22	GSS Kwanar Farakwai	4		3	
23	GSS Afaka Tsohuwa	3		3	
24	GJSS Naf Base	5		3	
25	DGSSS Kawo	4		3	
26	GJSS Makami	3		3	
27	GSSS Zangon Aya	3		3	
28	GJSS Zangon Aya	4		3	
29	GSS Sabon Birni	2		3	
30	GJSS Nasarawa Rigachikun	3		3	
	TOTAL	127	9	90	7
GIWA ZONAL EDUCATION OFFICE					
1	DRSL GGSS Giwa	11	10	3	6
2	GSS Gangara	5		3	
3	DSS Yakawada	4		3	
4	GSS Fatika	3		3	
5	GSS Kaya	3		3	
6	GSS Jama'a	12		3	
7	GSS Sakadadi	6		3	
8	GSS Doka Kudan	4		3	
9	GSS Kauran Wali	3		3	
10	GSS Giwa	7		3	
11	JASS Shika (Snr)	6		3	
12	GSS Bomo (Snr)	11		3	
13	GGSS Kwangila (Snr)	10		3	
14	GSS Kwangila (Snr)	12		3	
15	GSS Basawa (Snr)	6		3	
16	GSS Hunkuyi (Snr)	6		3	

17	GSS Kudan (Snr)	5		3	
18	JASS Shika (Jnr)	6		3	
19	GSS Bomo (Jnr)	10		3	
20	GGSS Samaru (Jnr)	9		3	
21	GSS Kwangila (Jnr)	4		3	
22	GSS Basawa (Jnr)	10		3	
23	GSS Basawa (Jnr)	5		3	
24	GSS Kudan (Jnr)	2		3	
25	GJSS Kidandan	3		3	
26	GJSS Galadimawa	3		3	
27	GJSS Iyatawa	3		3	
28	GJSS Wazata	1		3	
29	GJSS Kakangi-Giwa	3		3	
30	GJSS Maraban Guga	4		3	
31	GJSS Danmahawayi	2		3	
32	GJSS Yansarki	3		3	
33	GJSS Taban Sani	2		3	
34	GJSS Giwa	4		3	
	TOTAL	185	10	102	6
ANCHAU ZONAL OFFICE					
1	GGSS M/Kubau	6	10	3	5
2	GSS Pambegua	5		3	
3	GJSS Pambegua	3		3	
4	GSS Anchau T/L	4		3	
5	GJSS Anchau T/L	3		3	
6	GSS D/Wai	3		3	
7	GSS Zuntu	4		3	
8	GSS Damau	2		3	

9	GSS Kargi	4		3	
10	GSS Kubau	5		3	
11	GSS Anchau Gari	4		3	
12	GSS Karreh	3		3	
13	GSS Banki H/L	4		3	
14	GSS Banki H/L	4		3	
15	GJSS Haskiya	3		3	
16	GSS Gedage	4		3	
17	GJSS Mah	2		3	
18	GJSS K/Maude	2		3	
19	GJSS Danmaliki	3		3	
20	GJSS Tafiya	3		3	
21	GSSS Ikara (Snr)	16		3	
22	GJSS Ikara (Jnr)	7		3	
23	GGSS Ikara Gari	5		3	
24	GSSS Janfala	3		3	
25	GSSS Gubushi	4		3	
26	GSSS Paki	4		3	
27	GSSS Yalwa Dangi	1		3	
28	GSS Saya Saya	4		3	
29	GSSS Malikanchi	2		3	
30	GSSS Papanda	2		3	
31	GSSS Danlewa	4		3	
32	GJSS Kuya	1		3	
33	GSSS Fela	3		3	
34	GSSS Sallama	2		3	
	TOTAL	129	10	102	5
	GRAND TOTAL	677	46	465	34

Source: Ministry of Education Kaduna State 2018