# Principals' and Teachers' Perception of the Impact of Conflict Management Strategies on Effective Teaching in Secondary Schools in Enugu State, Nigeria

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**ABSTRACT:** This study investigated principals' and teachers' perception of the impact of conflict management strategies on effective teaching in secondary schools in Enugu State. The main problem of the study is the mismanagement of school conflict that leads to nonchalant attitude of school members and rebellious behaviour towards instructions. The study objective is to examine principals' and teachers' perceptions of the impact of the two conflict management strategies on effective teaching in secondary schools in Enugu State. Two research questions and two hypotheses guided the study. Krejcie and Morgan technique was employed to select the sample size at 669 respondents. A self-developed Questionnaire on Principals' and Teachers' Perception of the Impact of Conflict Management Strategies on Effective Teaching was used for data collection. The data was subjected to analysis using SPSS and Cronbach Alpha statistics was applied. The findings revealed that the 6 items of the instrument yielded reliability co-efficient of .837, at 95% level of confidence, 0.05. Conflict management strategies have significant perceptions on effective teaching. The study concluded that, there is no one conflict management style that can be exclusively attributed to teaching effectiveness. Principals and teachers have to blend them well in their daily managerial activities in school for quality results to be realized. The study recommended that principals' and teachers' education curriculum at all levels of training should include conflict management in order to empower principals and teachers to handle the same when in the field.

## INTRODUCTION

The diversity of human beings is one of their most outstanding traits. Human beings have distinct methods of being, thinking, and living, as well as different demands, worldviews and ethical perspectives, all of which influence how individuals interact. In this view, conflict is defined as tension between opposing interests or positions that exists in human relationships and is prevalent in a variety of social organizations, including the educational system. Conflict, according to Ignace (2014), has become an inextricable feature of human organizations all over the world. The issue of managing conflict has become a contradiction due to the sheer amount of time and resources spent by school organizations to resolve it. In our schools, school organizational conflict is a problem that requires systematic control in order to achieve effective teaching.

Conflict management has been a hot topic in human organizational life around the world, particularly in the twenty-first century. There are numerous domestic, societal, national, and international news stories concerning conflict, wars, dissension, fights, quarrels, and other issues, but the process of settling those conflicts has become a challenge (Iravo, 2012). However, in order to settle conflict in schools, specific management measures must be implemented in order to encourage teaching, training, and peaceful cohabitation among those concerned. Secondary school conflicts can be addressed by school organizational leaders through provision of effective communication in the workplace, avoiding unequal treatment, and keeping consistency in dealing with employee welfare, among other things. When school personnel are aware of the factors that contribute to conflict, they can exert control over the issue before it becomes a dispute. However, the problem with conflict is not the conflict itself, but rather the incapacity to handle conflict. For the purpose of this study, negotiation and collaboration approaches to conflict management were adopted and investigated with regards to their impact on teaching effectiveness.

The negotiation conflict management style involves an honest discussion, identification of the conflict issues and its causes, and acknowledgement of the problem in order to satisfy the concerns of both parties. This strategy also allows all parties to express themselves, allowing them to concentrate on the problem rather than the individuals, and so forth (Iravo, 2012).

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Secondary school principals and teachers can use this strategy by negotiating and implementing a solution that benefits both parties.

Collaboration as a conflict management strategy is an approach which secondary school principals and teachers can adopt. According to Aniefiok et al. (2017), this strategy allows the opposing parties with a favourable attitude to develop the communication necessary to overcome any misunderstanding and to find the best possible solution. This research will delve more into the two key conflict management tactics discussed above.

Effective teaching as a dependent variable in this study means the best way in which school administrators' and teachers' coach and impact actual knowledge to the learners. It is also a way of having the best results in the school's curricular activities and the ability to meet the school's teaching objectives. Teaching, as one of the core activities of secondary schools, can be hampered by acts of conflict. Therefore, teaching can only be effective in a safe school environment free of fights, quarrels, and other forms of animosity. According to Fabunmi and Alimba (2021), teaching process can be obstructed by conflict. For example, due to the high prevalence of conflict in secondary schools, school administrators and instructors devote a greater part of their time and energy on resolving or managing conflicts at the expense of teaching.

Secondary school principals and instructors in Enugu State face variety of conflicts that obstruct their efficiency and effectiveness thereby harming the school's academic success. The researcher's interest in carrying out this study stemmed from personal experience and observation of a range of disputes that exist among administrators and teachers, among instructors, the P.T.A., the school and the host communities. As a result, the goal of this research is to look into principals' and teachers' perceptions on the impact of conflict management practices in secondary schools in Enugu State in order to improve teaching. In the following statement, the study is able to express the essential challenges that need to be investigated in this research.

**STATEMENT OF THE PROBLEM**

Due to the increase in various school personnel conflicts, which is a normal scenario in every educational system, the burden of controlling secondary school conflicts in order to achieve efficient teaching is a massive one. Researchers have expressed worry about the need for conflict management skills to be integrated into secondary school administration. Conflicts in secondary schools have led to unpleasant relationships between principals and teachers and among teachers. Some conflicts have resulted in struggles for power in schools. Such state of affair has disrupted teaching especially when the school head is unable to manage conflict issues adequately. In some instances, conflicts have culminated in physical destruction of school buildings, loss of lives of certain school members, nonchalant attitude of teachers towards instructions, poor lesson plan preparation, indiscipline, rebellious behaviour, open fight before the students and many others. It was observed that most times, when school conflicts are among students, it does not affect teaching unlike when conflict is between or among principals and teachers, it obstructs school activities which teaching is one of the centers. Moreover, when conflicts are not well managed, they tend to impede teaching effectiveness in secondary schools. With such conflicts, teachers cannot contribute meaningfully to teaching-learning process which is central to the provision and actualization of qualitative education and goals of education as enshrined in the Nigerian National Policy on Education (NPE, 2013).

**OBJECTIVES OF THE STUDY**

The wide objective of the study is to investigate principals' and teachers' perception of the impact of conflict management strategies on effective teaching in secondary schools in Enugu State Nigeria.

Specifically, the study seeks to:

1. ascertain principals' and teachers' perception of the impact of negotiation conflict management strategy on effective teaching in secondary schools in Enugu State.

2. find out how principals and teachers perceive the impact of collaboration conflict management strategy on effective teaching in secondary schools in Enugu State.

**RESEARCH QUESTIONS**

At the end of the study, the following research questions are to guide the study for the achievement of the objectives.

1.      How do principals and teachers of secondary schools in Enugu State perceive the impact of negotiation conflict management strategy on effective teaching?

2.      How do principals and teachers of secondary schools in Enugu State perceive the impact of collaboration conflict management strategy on effective teaching?

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## RESEARCH HYPOTHESES

The following null hypotheses are meant to be tested at p-value < 0.05 level of significance:

Ho 1:    There is no significant perception of the impact of negotiation conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu state.

Ho 2:    There is no significant perception of the impact of collaboration conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu state.

## LITERATURE REVIEW

### Conceptual Framework

A conceptual framework is a collection of broad global views, concepts and principles drawn from various fields that are used to organize a future presentation (Suraju, 2019). The study's topics were clarified and placed within their proper context.

### Perception of Principals and Teachers of the impact of conflict management strategies on effective teaching

Achike (2016), opined that effective administration of Nigerian secondary school system, to a large extent, depends on a cordial and cooperate working relationship among the principals, teachers, parents, communities and learners. The school managers through their experiences are aware that harmonious working relationship, mutual implementation of decisions and peaceful academic environment will be jeopardized, if the school and members of the school community are often in conflict. Nkomo et al. (2020), asserted that, conflict creates social change and balance, creates an environment where staff members got to know each other well if controlled within limits and that it assists in the smoothening and running of the institutions. Principals and teachers get to know each other's strengths and weakness through act of conflict as long as it is handled properly. In consent to this, Obizue et al. (2020), added that appropriate use of conflict management strategies put chaotic school climate in order. Conflict management is in the list of administrative roles of school administrators and requires rap attention at every given crisis's situation in schools. According to Oresajo (2015), conflict management as perceived by school managers entails putting in place tactics to lessen the negative impact of conflict while raising the positive aspects of it to a level equal to or higher than where the dispute is occurring. The impact of conflict management, moreover, improves teaching and overall school outcomes.

### Concept of Conflict

Various scholars have defined conflict in different ways depending on the situation and their perception of the idea. It is necessary to separate the concept of conflict from its etymological and definitive viewpoints in order to better describe it. The etymological aspects raise questions and examine the language, whereas the definitive features are based on the experts' ideas. Conflict is derived from the Latin word conflictus, which is the past participle of confligere and means to strike together, to be in opposition, to be at odds with or at loggerhead with, an armed encounter, a battle, a fight, a struggle, a quarrel, a sense of discord of action, and the clashing of opposed principles (Fabunmi & Alimba, 2021). Moreover, Bakwaph and Ghibi (2020), opined that, despite the fact that the process of settling the conflict between two factions in the school has numerous challenges, effective conflict management techniques are the workable choices and de-escalation resolutions for various parties to consider.

### Conflict Management

Conflict management refers to attempts to control or regulate conflict through a number of measures. Successful conflict management occurs by listening to and providing opportunities to meet the needs of all the parties and to adequately address interests, so that, each party is satisfied with the outcome. Conflict management as a process entails assembling of activities of planning and monitoring the performance of a process, especially in the sense of a conflict resolution process. It involves the application of knowledge, skills, tools, techniques and systems to define, visualize, measure, with the goal to harmonious environment of co-existence. In managing conflicts, it is pertinent to know the causes of such conflicts and the influence it will have on the school system, as well as the methods of resolving conflicts which may include; negotiation, collaboration, compromising and so on. Conflict management is the ability to deal with every situation that involves personal interactions involving differences of opinions. Hence, it is a process of designing plans and implementing strategies to ensure that conflicts are contained or resolved effectively. This can be achieved by the use of appropriate strategies (Oresajo, 2015).

### Effective Teaching

Teaching effectiveness is a process of making a connection between what the teacher should teach and the new information that he or she would like the learners to grasp (Munna & Kalam, 2021). In other words, teachers need to be helped by making sure that they co-exist in a conducive teaching environment in order for them to activate what they have already planned to

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teach as new information. Once teachers coexist amicably in the teaching space, learners tend to get information from their previous knowledge. Onayase (2007), pointed out that, teachers should be able to build mutual understanding of individual differences through the teaching process, encourage a conflict-free environment, or, better yet, try to do their work effectively and maintain peace in the school environment and in the presence of learners. In this case, teaching will be more meaningful, and better results will be achieved (Munna & Kalam, 2021). Teaching is effective when learners are able to experience change in behaviour and teachers are appropriately evaluated. Furthermore, Sequeira (2012), opined that teaching is a method or sequence of events that results in positive changes and experiences in students' behaviour. When there are no obvious conflicts in the school, teaching becomes successful, and the changes made can lead to the development of a new skill, knowledge of a scientific law, and a change in attitude. Obviously, the school principals' and teachers' ability to manage the welfare of teachers by ensuring that conflict is successfully managed in the school system is the most important factor in improving teaching (Munna & Kalam, 2021).

**Types of Conflict among Principals and teachers in Secondary Schools**
In both public and private secondary schools, several sorts of disputes exist between principals and teachers, as well as when two or more personnel disagree over problems concerning the school or when they encounter emotional antagonism with one another (Ignace, 2014). Principals and instructors must understand and learn how to properly manage them. Some common types of disputes in secondary schools are described briefly:

**1. Intra-personal Conflict**
This is internal tension that might occur as a result of a lack of clarity regarding school expectations. This form of conflict, according to Ignace (2014), is seen inside the individual teacher or principal in a school system (intrapersonal). Intrapersonal conflict, is also known as intra-individual conflict.

**2. Inter-personal Conflict**
This is a disagreement between two or more people which is frequently triggered by personality differences, such as a conflict between a manager and his or her subordinates. Because of the disparities that exist in them as individuals and in the school, there is going to be conflict when individuals relate and interact in the same school structure in order to achieve defined objectives. Interpersonal conflict, according to Majola (2013), is defined as, disagreements, irreconcilable interests about goals, regulations, rules and discordant behavior that cause anger, distrust, fear, rejection and hatred in a school system.

**POSSIBLE CAUSES OF CONFLICT IN SECONDARY SCHOOLS**
Conflict arises when real or perceived interests collide. Conflict, on the other hand, is founded in tasks, values, interests, goals, and norms (Rahim, 2010). More specifically, according to Saiti (2015), the following are the sources of conflicts in schools:

**1. Problem in Communication**
Poor message encoding, poor human relations among school organizational members, a lack of an appropriate information process, and bad timing may be some of the factors that prevent school members from communicating with one another, resulting in opposition and conflicts in the school working environment. Indeed, a lack of openness and a policy that is unresponsive to others' needs cannot sustain effective dialogue, and as a result, can disrupt the communication process, resulting in confusion and conflict in the school system (Suraju, 2019).

**2. Role Ambiguity**
In every formal organization like educational institutions, individuals occupy job positions that have been defined on the basis of the organizational needs. Job analysis technique is used to derive job descriptions and specifications. Employees are expected to perform various roles based on work criteria (Mullins, 2007 cited in Ignace, 2014). When the position and job criteria are unclear, the employee is thrust into a new working environment, which can lead to fear and other unanticipated patterns of behavior or disagreement among school workers.

**Impact of conflict management on teaching effectiveness in secondary schools in Enugu State**
In Enugu State's secondary schools, conflict manifests itself in an almost limitless variety of ways. In Enugu State's secondary school system, the problem of fighting has continued to grow. It has become a source of concern as to whether secondary school principals and teachers in Enugu State adopt and use appropriate conflict management tactics in secondary schools as needed. Due to principals' and teachers' inability to manage competing situations in the school system, there is a gap in assuring effective teaching in secondary schools in Enugu State. When conflicts are poorly managed, they have an adverse effect on the

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achievement of school-set goals due to stress, hostility, and other negative factors (Oboegbulem & Alfa, 2013). Saiti (2015), held that teachers' frustration, dissatisfaction, low morale, formation of cliques and poor academic performance of both teachers and learners are all possible consequences of conflict in secondary schools in Enugu State. Cliques are common in schools, and they try to protect their members' interests. Cliques could be factions within the teachers or factions against the principal or school administration. These cliques lead to conflict, and conflict in the school creates stress which has a negative impact on educational goals (Nwangwu & Chidiobi, 2014). Most of the time, repercussions of conflict become serious, especially when school authorities do not properly address dispute (Adenaiya & Adejugbagbe, 2017).

### Conflicts management strategies and effective teaching in secondary schools
Conflict management strategy refers to the numerous approaches attempted to control conflict. It's a tactic employed by principals and teachers to deal with disputes between themselves and the teachers in charge of the school. Majola (2013) and Saiti (2015) presented the following conflict management methods or approaches that secondary school principals and teachers can apply thus:

### Negotiation or Problem-solving conflict management strategy
Negotiation entails an attempt to address both parties' problems through open and honest dialogue (Iravo, 2012). The goal of this technique is problem solving, with solutions that work for all parties. According to Steyn and Van-Niekerk (2007), problem-solving is often difficult to achieve, but when it is, it produces new results. Moreover, for Steyn and Van-Niekerk (2007), problem-solving is the most effective form and strategy of conflict management in the school system because the basic goal is to discuss the concerns in order to permanently resolve the conflict. Because the problem-solving strategy requires a significant amount of time, it cannot be used in isolation and must be combined with other conflict-management techniques. Problem-solving is seen as a core skill in most school-based conflict resolution programs (Majola, 2013). It encompasses taking a methodical approach to resolving disagreements, finding solutions, or determining the source of issues.

### Impact of Negotiation conflict management style on teaching effectiveness
Negotiation, involves the process of looking for a middle play ground that will favour all members. In practice, school administrators should not be afraid to address conflicting concerns among school staff by employing a negotiating style of conflict resolution. When there is a round table discussion where all of the opposing groups are represented and the subject is openly discussed, parties tend to resolve their issues and move on with their teaching activities with mutual cooperation. Negotiation style of managing conflict in school opens up an opportunity for both disputing parties' concerns to be heard fairly; this approach according to Suraju (2019), improves teaching quality.

### Collaboration or Integration conflict management strategy
Collaboration as a method of resolving conflict is an approach that school principals and teachers can use to allow opposing parties to build the required communication in order to clear up any misunderstandings and reach the best possible solution. According to Human Resource Personality (2022), the collaborative method of conflict management entails attempting to engage with the other party to develop a win-win solution, which is the one that best addresses both sides' interests as well as the problem at hand. Furthermore, if the plan is to succeed in creating innovative solutions and encouraging justice and fairness, which are two essential characteristics of successful school teamwork, it must include confrontation and open discussion of the problem (Saiti, 2015). Principals may utilize this strategy to resolve conflicts and disagreements in the school. This must be a joint effort in which everyone works together to reach an agreement. The process itself will act as a tool for developing teams in the school provided everyone engaged works together to address disagreements, agree to seek common ground, and prioritize the organization's best interests.

### Impact of Collaboration conflict management style on effective teaching
Collaborative style of managing conflict places emphasis on corporative assertion in order to protect both parties' interest, this is an integrating approach (Nwite et al., 2020).). This approach helps to find integrative solutions in which everyone wins. When school administrators are able to challenge issues when employees are in conflict situation people do not meddle with such situation because they are aware that the school head is proactive and can sanction the rebels. The impacts of collaboration strategy of conflict management keep the school teachers on track in their teaching job because the strategy gives room for teamwork and partnership among school staff. According to Akinfolarin (2017), ability to engage the conflicting parties in an open discussion about the problem is another way of practically dealing with conflict in schools. He maintained that dialogue

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helps the conflicting parties to succeed in generating innovative solutions towards conflict for achieving teaching effectiveness in schools (Akinfolarin, 2017).

**RESEARCH METHODOLOGY**

The study adopted quantitative research design and use descriptive survey method. And the research technique was a questionnaire. According to Nworgu (2015), descriptive survey designs are used to characterize things as they are at the time of the research. The population of the study comprised of 11,873 instructors and 292 principals for a sum of 12,165, in the seventeen local government areas (PPSMB, 2022). Purposive sampling technique was used to select one senatorial zone that has six LGA's out of three senatorial zones in the State. Krejcie & Morgan (1970) cited in Ahmad & Halim (2017), was used to select 59 schools out of 292 secondary schools and the sample size is 669 respondents.

**Sampling of Principals and teachers in the Six LGA'S by Male and female**

| S/N | LGA's | No of secondary schools | Total no of principals | No of male teachers | No of female teachers | Total no of male and female teachers |
|-----|-------|-------------------------|------------------------|---------------------|------------------------|--------------------------------------|
| 1. | Enugu North | 10 | 10 | 45 | 62 | 107 |
| 2. | Enugu East | 10 | 10 | 43 | 70 | 113 |
| 3. | Enugu South | 10 | 10 | 53 | 54 | 107 |
| 4. | Isi uzo | 10 | 10 | 43 | 60 | 103 |
| 5. | Nkanu East | 10 | 10 | 52 | 60 | 112 |
| 6. | Nkanu West | 9 | 9 | 33 | 35 | 68 |
| **Total** | | **59** | **59** | **269** | **341** | **610** |

**Source:** Field Survey, 2022.

The instrument for data collection was a self-made, structured questionnaire with the following title: "Questionnaire on; Principals and Teachers Perception of the Impact of Conflict Management Strategies on Effective Teaching (QPTPICMSET)". The survey was of the closed-ended variety, and respondents were only allowed to select one response from a formatted 4-point Likert scale that was customized to have the following four categories: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The instrument had two sections to it. The biographical information for the respondents, including gender and status, was in Section A. Section B contained statements based on the perceptions of principals and teachers regarding the influence of conflict management strategies on efficient instruction. The respondents were asked to score the items in the section according to their opinions of how conflict management techniques have impacted effective teaching in secondary schools in Enugu State. A total of 669 questionnaires were distributed and all were recovered. A trial testing was carried out using thirty respondents from two different secondary schools not covered in the sample area and who were not participants in the main study but were of an equivalent status in respect to academic background. The data was subjected to analysis using SPSS for analyzing data for social sciences and applying statistics of Cronbach Alpha. The whole instrument of 6 items yielded reliability co-efficient of .837. The data analysis for this investigation was subjected to SPSS. Using mean rating, standard deviation and one sample T-test to provide answers for the research questions and hypotheses at 95% level of confidence, (0.05). The items of the questionnaire were scored based on the four-point Likert scales. With 2.50 criterion level of acceptance.

**Descriptive analysis of research questions**

The sourced data were analyzed and discussed in respect to the objectives of the study, research questions and hypotheses of the study.

**Research Question One:** How do principals' and teachers of secondary schools in Enugu State perceive the impact of negotiation conflict management strategy on effective teaching? The answer to the above research question is provided in table 4.1 below.

**Table 4.1:Principals' and teachers' perception of the impact of negotiation conflict management strategy on effective teaching in secondary schools in Enugu State, N=668).**

| S/N | Item statements | Mean | Std. Dvt. |
|-----|-----------------|------|-----------|
| 1. | There is always an attempt to satisfy the concerns of both | 3.6063 | .71758 |

| | | | |
|---|---|---|---|
| | conflicting parties through honest discussion in our schools for quality teaching. | | |
| 2. | There is a focus on the problem not on the people during conflict in our schools for effective teaching. | 2.8772 | .89471 |
| 3. | Ability of both conflicting parties to listen to each other's story provides them with a resolution which enhances effective teaching. | 3.1213 | .83870 |

The above table showed that principals and teachers of secondary schools in Enugu state have positive perception of the impact of negotiation conflict management strategy on effective teaching. The mean scores for all the responses to the item variables are between 2.8772 to 3.6063 which are above the 2.50 decision point.

**Research Question Two**: How do principals' and teachers of secondary schools in Enugu State perceive the impact of collaboration conflict management strategy on effective teaching? The answer to the above research question is provided in table 4.2 below.

**Table 4.2:Principals and teachers' perception of the impact of Collaboration conflict management strategy on effective teaching in secondary schools in Enugu State, (N=667)**

| S/N | Item statements | Mean | Std. Dvt. |
|---|---|---|---|
| 1. | Confrontation of issues when employees are in conflict situation promotes teaching in our schools. | 3.2804 | .86522 |
| 2. | Open discussion of the conflict problem leads to quality teaching process in our schools. | 2.8396 | 1.00138 |
| 3. | Dialogue helps the parties to succeed in generating innovative solutions towards conflict which promotes teaching. | 3.1889 | .83126 |

The above table showed that principals and teachers of secondary schools in Enugu state have positive perception of the impact of collaboration conflict management strategy on effective teaching with mean score between 2.8396 to 3.2804 which are above the decision mean score of 2.50.

**Hypotheses Testing**

**Hypothesis One Stated that:** There is no significant perception of the impact of negotiation conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu State. Table 4.5, below provides answer to the above research hypothesis.

**Table 4.5: Significant perception of Principals and teachers of the impact of negotiation conflict management strategy on effective teaching in secondary schools in Enugu State.**

| S/N | Item Statements | N | Mean | Std. Dev. | Std. Error mean | T | DF | P | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 1 | There is always an attempt to satisfy the concerns of both conflicting parties through honest discussion in our schools for quality teaching. | 669 | 3.6054 | .71743 | .02774 | 129.983 | 668 | <.01 | Highly Sig |

| S/N | Item Statement | N | Mean | Std.Dev | Std.Err | T | DF | P | Remarks |
|-----|----------------|---|------|---------|---------|---|----|---|---------|
| 2 | There is a focus on the problem not on the people during conflict in our schools for effective teaching. | 669 | 2.8774 | .89405 | .03457 | 83.245 | 668 | <.01 | Highly Sig |
| 3 | Ability of both conflicting parties to listen to each other's story provides them with a resolution which enhances effective teaching. | 669 | 3.1211 | .83808 | .03240 | 96.323 | 668 | <.01 | Highly Sig |

The results of the above table show that principals' and teachers' perception of the impact of negotiation conflict management strategy on effective teaching in Enugu State is highly significant. T-test values = (129.983, 83.245 and 96.323), for items 1 to 3 respectively with degree of freedom (df) = 668, P= < .01; highly significant. The probability associated with the t-test value (000), is less than .01, which is less than the 0.05 level of significance, the null hypothesis is therefore not accepted (rejected). This means that negotiation conflict management strategy has significant influence on effective teaching in secondary schools in Enugu State.

**Hypothesis Two Stated that:** There is no significant perception of the impact of collaboration conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu State. Table 4.6, below provides answer to the above research hypothesis.

**Table 4.6: Significant perception of Principals and teachers of the impact of Collaboration conflict management strategy on effective teaching in secondary schools in Enugu State.**

| S/N | Item Statements | N | Mean | Std. Dev. | Std. Error mean | T | DF | P | Remarks |
|-----|-----------------|---|------|-----------|-----------------|---|----|---|---------|
| 1 | Confrontation of issues when employees are in conflict situation promotes teaching in our schools. | 669 | 3.2810 | .86444 | .03342 | 98.172 | 668 | <.01 | Highly Significa |
| 2 | Open discussion of the conflict problem leads to quality teaching process in our schools. | 668 | 2.8413 | 1.00163 | .03875 | 73.316 | 667 | <.01 | Highly Sig |
| 3 | Dialogue helps the parties to succeed in generating innovative solutions towards conflict which promotes teaching. | 669 | 3.1898 | .83064 | .03211 | 99.328 | 668 | <.01 | Highly Sig |

The results of the above table show that principals' and teachers' perception of the impact of collaboration conflict management strategy on effective teaching in secondary schools in Enugu State is highly significant. T-test values = (98.172, 73.316 and 99.328), for items 1 to 3 respectively with degree of freedom (df) = 668, P= < .01; highly significant. The probability associated with the t-test value (000), is less than .01, which is less than the 0.05 level of significance, the null hypothesis is therefore not accepted (rejected). This means that collaboration conflict management strategy has significant influence on effective teaching in secondary schools in Enugu State.

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**MAJOR FINDINGS OF THE STUDY**
The following are the major findings of this study:

1. Principals' and teachers' perception of the impact of negotiation conflict management strategy on teaching effectiveness in secondary schools in Enugu State is highly significant.

2. Principals' and teachers' perception of the impact of collaboration conflict management strategy on effective teaching in secondary schools in Enugu State is highly significant.

3. There is a very high significant in the mean ratings of principals' and teachers' perception of the impact of conflict management strategies on effective teaching in secondary schools in Enugu State.

**DISCUSSION OF FINDINGS**
The first research question in table 4.1 stated: how do principals' and teachers of secondary schools in Enugu State perceive the impact of negotiation conflict management strategy on effective teaching? And the conforming hypothesis to this research question in table 4.5 stated that; there is no significant perception of the impact of negotiation conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu State. The answer to the first research question found that principals and teachers of secondary schools in Enugu state clearly portrayed a significant perception of the impact of negotiation conflict management strategy on effective teaching. The mean scores for all the responses to the item variables are between 2.8772 to 3.6063 which are above the 2.50 decision point. And the results of the corresponding hypothesis showed that principals' and teachers' perception of the impact of negotiation conflict management strategy on effective teaching in Enugu State is highly significant. One sample t-test values = (129.983, 83.245 and 96.323), for items 1 to 3 respectively with degree of freedom (df) = 668, $P = < .01$; highly significant. The probability associated with the one sample t-test value (000), is less than .01, which is less than the 0.05 level of significance. The null hypothesis is therefore not accepted (rejected). This means that principals and teachers have significant perception of the impact of negotiation conflict management strategy on effective teaching in secondary schools in Enugu State.

Principals and teachers were of the opinion that teaching processes are hampered when issues are not duly discussed during conflict situations. The result of this finding is in line with Miller (2003), cited in Ignace (2014), who posited that negotiation is a direct process of dialogue and should be applied in conflict resolution. This was also supported by Edo and Omunakwe (2021), who conducted research on Principals' Conflict Resolution Strategies on Effective Management of Secondary Schools in Port Harcourt Metropolis. Their work used Cronbach Alpha statistical method to test the reliability of the instrument and a co-efficient of 0.78 was obtained. Mean and Standard Deviation were used to analyze their research questions, while z-test was used to test their study hypotheses.

Research question two of this study in table 4.2 stated as follows; how do principals and teachers of secondary schools in Enugu State perceive the impact of collaboration conflict management strategy on effective teaching? And the corresponding hypothesis to this research question in table 4.6 stated that; there is no significant perception of the impact of collaboration conflict management strategy on effective teaching among principals and teachers of secondary schools in Enugu State. The answer to the second research question found that principals and teachers of secondary schools in Enugu state clearly showed a significant perception of the impact of collaboration conflict management strategy on effective teaching with mean score between 2.8396 to 3.2804 which are above the decision mean score of 2.50. And the results of the corresponding hypothesis showed that principals' and teachers' perception of the impact of collaboration conflict management strategy on effective teaching in secondary schools in Enugu State is highly significant. With one sample t-test values = (98.172, 73.316 and 99.328), for items 1 to 3 respectively with degree of freedom (df) = 668, $P = < .01$; highly significant. The probability associated with the one sample t-test value (000), is less than .01, which is less than the 0.05 level of significance, the null hypothesis is therefore not accepted (rejected). This means that collaboration conflict management strategy has significant perception on effective teaching in secondary schools in Enugu State.

It was observed that principals and teachers clearly expressed that when concerns of the conflicting individuals or group are identified to meet the parties' interests there is always a peaceful cooperation and effective teaching activities in schools.

**CONCLUSION**
Principals and teachers should be ready to adapt their conflict management strategies depending on the situation, as no certain managerial style was found to be the most effective. Because of this, school administrators should involve everyone who is

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interested in making decisions and running the schools. More importantly, there should be good interactions between principals and teachers as well as among instructors in order to control conflict in the school for teaching-learning efficiency. The study's findings demonstrated that some of the strategies used by secondary school principals and teachers to resolve conflicts were negotiation, collaboration, compromise and domination. Furthermore, principals and teachers approach to managing conflict with the conflicting parties through negotiation, collaboration, compromise and domination strategies had a high response which is a good indicator that if adequately applied would produce quality result on teaching effectiveness in secondary schools in Enugu State.

**RECOMMENDATIONS**

On the basis of the analysis of the data gathered from the questionnaire and in the light of the findings of the study and conclusion presented above, the study recommends that:
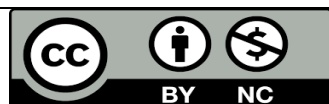
- Principals and teachers should be sensitive to school members grievances before the grievances get out of hand by having open discussions with all staff on pressing issues in the school and by allowing staff to participate in decision-making.
- Principals and teachers should employ the strategies as found out by this study to resolve conflicts, as there is no one best way of conflict management that fits to all situations. In addition, principals and teachers should be sponsored and mandated by the Enugu State government to attend conferences, seminars and symposia to keep themselves abreast of the current global conflict management practices that achieve results for teaching effectiveness in secondary schools in Enugu State.

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