

Influence of School Administrators' Conflict Resolution Strategies on Teachers' Job Satisfaction

¹John Christopher Ademola, ¹Cyril Michael Ubala, ¹Idris Mustapha Abdullahi*

Corresponding Author: *idrismustapha2020@gmail.com

¹ Department of Technology Education, Modibbo Adama University, Yola, Nigeria

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ABSTRACT

This paper was undertaken to determine the influence of school administrators' conflict resolution strategies on teachers' job satisfaction in GTCs of Kano State, Nigeria. A correlational research design was used in the study. 367 respondents comprising of 15 administrators and 352 Technical teachers in GTCs in Kano State form the population of the study. The sample size was 201 respondents selected using simple random sampling technique. Conflict Management Strategies Questionnaire (CMSQ), a structured questionnaire designed by the researchers, served as the data gathering tool. Three experts validated the instrument, and a reliability index of 0.82 was established using Cronbach Alpha. The questions in the study were answered using the mean statistic, and regression analysis with a 0.05 level of significance was used to test the null hypotheses. The findings revealed that: principals in GTCs in Kano State employed the following conflict-resolution techniques: negotiation, arbitration, effective communication, conversation, accommodation, harmonization, adjudication, and smoothing. Furthermore, to a moderate extent, the negotiation conflict management strategy influences teachers' job satisfaction. It was recommended that Government should provide more training for school administrators on the effective ways for conflict management resolution strategy to engender effective conflict resolutions in GTCs that will enhance teachers' job satisfaction. Additionally, School administrators should encourage their staff to resolve their disputes through dialogue and be ready to abide by the outcome of the dialogue.

Keywords

Conflict Resolution

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Introduction

Although the employees are an organization's most valuable resource, without them nothing would get done. There is no question regarding the value that staff members add to a business by utilizing their skills and intangible resources. According to Ref. [1], few people understand and appreciate intellectual capital, which is created when employees are viewed as assets and invested in. These points of view support the idea that some businesses do not consider their employees as their most valuable resource. Evidence suggests that there is a basic lack of knowledge from certain companies about the advantages that may be obtained by treating individuals as equals [2].

Ref. [3] stated that school administrators frequently deal with a number of issues relating to communication and productivity. An administrator's confidence and capacity to lead the school can be improved by learning how to identify and handle these difficulties. Some of the most frequent difficulties administrators encounter include: declining performance levels; understaffing; lack of communication; poor teamwork; pressure to perform; absence of structure; poor time management; inadequate support from employers and employees; skepticism; difficult employees; transition from coworker to manager; and a weak workplace culture [4]. The aforementioned issues might cause teachers at the school to be dissatisfied with their jobs.

The degree to which teachers carry out their pedagogical and instructional responsibilities of teaching and behavior modification as a method of making learners valuable to themselves and for the advancement of the society to which they belong is referred to as their work satisfaction. The center of the school's teaching and extracurricular activities is the efficacy of the teachers' jobs. It gives students the chance to adjust to the academic environment for higher performance [5]. According to Ref. [6], a number of reasons have hampered teachers' work satisfaction in the educational system, which led to teachers going on strikes at various points in an effort to bring the government's attention to their situation. In the past, the situation was so dire that even professions felt horrible for teachers' jobs. The issue of insufficient remuneration, non-participation in workshops and seminars, training and re-training of teachers, as well as other elements that cause disputes that would make the instructors inefficient and unable to perform his or her task, were further hindrances to teachers' job satisfaction.

Any community may have conflict, which can vary from verbal sparring or malicious rumors to the use of actual action to prevent the damage of property or the harming of individuals. However, when it reaches the level of violence, devastation, and death, it may no

longer be considered a normal aspect of life and may require appropriate management [7]. Workplace conflict has been described as a frequent occurrence, caused by corporate and employee disagreements and ideals. According to Ref. [8], the dynamics and interdependency of the interactions between employees and coworkers, customers and coworkers, and employees and outside vendors might make the workplace a fertile breeding ground for disputes.

Ref. [9] defines strategies for conflict resolution as those methods or tactics that may be employed to avoid, manage, or end disputes. Any school should prioritize conflict management techniques since they enable the reduction or management of the negative impacts of disputes. Therefore, secondary school principals are open to using a variety of dispute-resolution techniques in their institutions. The two conflict management techniques that are of particular importance in this study are discussion and negotiation.

Parties involved in conflicts are brought together (face-to-face) as part of a dialogue conflict management method to discuss the issue at hand. The parties to a disagreement express their emotions and anxieties, listen to each other's needs, are open to change as a result of what they hear, and are comfortable with the notion of vulnerability [10]. Even when disagreement remains, each participant in a discussion makes a sincere attempt to incorporate the concerns of the other into their own perspective. While none of the participants give up their identities, each is aware enough of the others' legitimate human claims to respond in a different way toward them. The aim of discussion is to create cooperative strategies for resolving disputes as well as to strengthen ties, comradery, and trust between parties to a dispute.

Negotiation, according to Ref. [11], is any type of direct or indirect communication in which parties with divergent interests debate potential cooperative actions that they may take to manage and eventually settle their disagreement. Negotiations can be used to establish a future connection between two or more parties or to fix an issue that has already arisen. It is hardly surprising that negotiation has been described as the best method of resolving conflicts given that it affects almost every area of daily life, whether at the individual, institutional, national, or international levels [12]. Every negotiation is different from the next in terms of the topic, the number of participants, and the method employed. It is not unexpected to learn that negotiation may be used in the context of other conflict resolution procedures, such as mediation and lawsuit settlement conferences, given the prevalence of bargaining in daily life.

Given that disputes arise in every school, it follows that the faculty of the Government Technical Colleges (GTCs) in Kano State would undoubtedly experience conflict in their interpersonal relationships. In addition, it implies that secondary school administrators must

learn to manage, minimize, and resolve disputes in their respective schools. As a result, it is essential for them to rearrange the inevitable occurrence of conflicts in the classroom. School administrators' experience and leadership philosophies will determine how well they can handle and settle disagreements. Therefore, it is the responsibility of the employees, especially the administrators, to resolve such issues. This investigation was carried out with this context in mind.

A. Purpose of the Study

The main purpose of the study is to determine the influence of school administrators' conflict resolution strategies on teachers' job satisfaction in GTCs of Kano State. Specifically, the study sort to:

1. Identify the types of conflict management strategies used by Principals in GTCs in Kano State.
2. Determine the extent to which dialogue strategy of conflict resolution can influence Technical Teacher's job satisfaction in GTCs in Kano State.
3. Determine the extent to which negotiation strategy of conflict resolution can influence Technical Teacher's job satisfaction in GTCs in Kano State.

B. Research Questions

The following research questions guided the study

1. What are the types of conflict management strategies used by Principals in GTCs in Kano State?
2. To what extent does negotiation conflict resolution strategy influences teachers job satisfaction in GTCs in Kano State?
3. To what extent does dialogue conflict resolution strategy influences teachers job satisfaction in GTCs in Kano State?

C. Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁:** The use of negotiation conflict resolution strategy by school administrators does not significantly influence teachers' job satisfaction in GTCs in Kano State.
- H₀₂:** The use of dialogue conflict resolution strategy by school administrators does not significantly influence teachers' job satisfaction in GTCs in Kano State.

Methods

A. Research Context

A correlational research design was used in the study. According to Ref. [13], one of the designs used in survey research is the correlational research design, which enables

researchers to predict results by utilizing certain variables as predictors. The study's area is Kano state, which is in Nigeria's North-West geopolitical zone. The state lies between latitude 11.50N and 8.5°E (longitude 11°30 and 8030'E). The population of the study was 367 respondents comprising of 15 administrators and 352 Technical teachers in GTCs in Kano State, Nigeria. The sample size was determined using Ref. [14] and 201 respondents were selected using simple random sampling technique.

B. Instruments and Validation

The Conflict Management Strategies Questionnaire (CMSQ), a structured questionnaire designed by the researchers, served as the data gathering tool. There were 30 items in all of the three sections, A, B, and C, of the questionnaire. The three components were evaluated using a five-point scale: For Research Question 1: Strongly Agreed (SA) =5, Agreed (A) =4, Undecided (U) =3, Disagreed (D) = 2, and Strongly Disagree (SD) =1. Research Questions 2 and 3: Very High Extent (VHE) = 5, High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) = 1.

Three specialists from the department of technology education at Yola's Modibbo Adama University of Technology verified the questionnaire. Following instrument validation, CMSQ underwent a reliability test utilizing the Cronbach Alpha technique of determining reliability, and a reliability index of 0.82 was obtained. Mean statistics were used to respond to the three research questions, and regression analysis with a 0.05 level of significance was used to test the null hypotheses. The true limit of numbers served as the basis for each item's decision rule.

Results

A. Answering Research Questions

1. Research Question One: What are the types of conflict management strategies used by Principals in GTCs in Kano State?

Table 1 demonstrates that the respondents were in agreement that the Principals of GTCs in Kano State employed all of the tactics outlined. The standard deviation scores for teachers and administrators varied from 0.40 to 0.72, while their mean scores ranged from 3.55 to 4.77. The average for the group was 3.86. The findings indicate that all ten of the items on the table were forms of conflict-management techniques used by administrators and instructors at GTCs in Kano State.

Table 1. Mean and Standard Deviation of Administrators and Teachers on the Types of Conflict Management Strategies Used by Principals

S/NO	ITEMS	Respondents						RMK
		N _A = 15		N _T = 186		N= 201		
		$\bar{x}_A$	σ_A	$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	
1.	Arbitration conflict management strategy	3.87	0.35	3.84	0.41	3.85	0.40	Agreed
2.	Negotiation conflict management strategy	4.80	0.41	4.77	0.49	4.77	0.49	Agreed
3.	Smoothing conflict management strategy	3.73	0.70	3.70	0.62	3.70	0.62	Agreed
4.	Effective Communication conflict management strategy	3.87	0.35	3.84	0.41	3.85	0.40	Agreed
5.	Dialogue conflict management strategy	3.73	0.70	3.70	0.72	3.71	0.72	Agreed
6.	Accommodating conflict management strategy	3.73	0.46	3.70	0.49	3.71	0.49	Agreed
7.	Avoidance conflict management strategy	3.60	0.63	3.54	0.53	3.55	0.54	Agreed
8.	Conciliatory conflict management strategy	4.07	0.46	4.05	0.51	4.05	0.50	Agreed
9.	Adjudication conflict management strategy	3.73	0.59	3.69	0.62	3.70	0.62	Agreed
10.	Harmonizing conflict management strategy	3.73	0.46	3.70	0.49	3.71	0.49	Agreed
	Group Mean	3.89		3.85		3.86		Agreed

$\bar{x}_A$ = Mean of Administrators, $\bar{x}_T$ = Mean of Teachers, σ_A = Standard deviation of Administrators, σ_T = Standard deviation of Teachers, $\bar{x}_G$ = Grand Mean, σ_G = Grand Standard deviation, A = Agreed, D = Disagreed, N_A = Number of Administrators, N_T = Number of Teachers, N = Total Number of Respondents, RMK = Remark

2. Research Question Two: To what extent does negotiation conflict resolution strategy influences teachers job satisfaction in GTCs in Kano State?

The impact of negotiation strategy on technical teachers' work satisfaction in GTCs in Kano State is depicted in Table 2 to some extent. With mean responses ranging between 3.71 and 4.05 and their corresponding standard deviations that likewise vary between 0.33 and 0.59, the respondents indicated that item 1, 3, 4 and 7 - 10 significantly affect conflict resolution on work satisfaction among Technical Teachers in GTCs in Kano State. With mean responses of 1.86 and 2.14, and corresponding standard deviations of 0.35 and 0.36, respectively, the respondents indicated that item 2 and item 6 have a limited impact on dispute resolution on work satisfaction among Technical Teachers. Additionally, the respondents also demonstrate that item 5 has a very weak impact on conflict resolution and work satisfaction among technical teachers, with a mean answer of 1.07 and a standard deviation of 0.26.

Table 2. Mean and Standard Deviation on the Extent of Influence of Negotiation Strategy of Conflict Resolution on Job Satisfaction

S/NO	ITEMS	Respondents						RMK
		N _A = 15		N _T = 186		N = 201		
		$\bar{x}_A$	σ_A	$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	
1.	Use of negotiation as the last resort in conflict management	3.93	0.26	3.91	0.33	3.92	0.33	HE
2.	Time taken for negotiation to be initiated	1.87	0.35	1.85	0.35	1.86	0.35	LE
3.	Giving everyone a chance during negotiation	3.73	0.70	3.70	0.72	3.71	0.72	HE
4.	Favouring parties loyal to the administration during negotiation	3.80	0.56	3.77	0.59	3.78	0.59	HE
5.	Negligence to consensus reached during negotiation	1.13	0.35	1.07	0.26	1.07	0.26	VLE
6.	Follow-up of decision taken during negotiation	2.20	0.41	2.13	0.36	2.14	0.36	LE
7.	Staff negotiation strategy of conflict resolution preference	3.93	0.26	3.91	0.33	3.92	0.33	HE
8.	Use of negotiation strategy in realizing minimal conflict among staff	3.80	0.41	3.77	0.46	3.78	0.45	HE
9.	Obedience to decision reached at negotiation table	4.07	0.26	4.05	0.34	4.05	0.33	HE
10.	Staff confidence in the Conflict management committee's decisions during negotiation conflict resolution	3.87	0.52	3.84	0.55	3.85	0.55	HE
Group Mean		3.23		3.20		3.21		ME

$\bar{x}_A$ = Mean of Administrators, $\bar{x}_T$ = Mean of Teachers, σ_A = Standard deviation of Administrators, σ_T = Standard deviation of Teachers, $\bar{x}_G$ = Grand Mean, σ_G = Grand Standard deviation, HE = High Extent, LE = Low Extent, N_A = Number of Administrators, N_T = Number of Teachers, N = Total Number of Respondents, RMK = Remark

3. Research Question Three: To what extent does dialogue conflict resolution strategy influences teachers job satisfaction in GTCs in Kano State?

The impact of dialogue strategy for resolving disputes on technical teachers' work satisfaction in GTCs in Kano State is depicted in Table 3 to some extent. According to Table 3, the respondents reported that item 1 and item 10 had a limited impact on how Technical Teachers resolve conflicts in the workplace, with mean responses of 2.06 and 2.21 and standard deviations of 0.27 and 0.77, respectively. The respondents, however, demonstrated that items 2, 6, 7, and 9 have a significant impact on conflict resolution and work satisfaction. The mean replies for these items vary between 3.78 and 4.05, and the standard deviations are 0.33 and 0.79, respectively. Additionally, the respondents also reported that item 3, 5, and 8 have relatively little impact on technical instructors' work satisfaction, with mean responses ranging between 1.07 and 1.22 and standard deviations between 0.26 and 0.57, respectively.

Table 3. Mean and Standard Deviation of Administrators and Teachers on the Extent of Influence of Dialogue Strategy of Conflict Resolution on Job Satisfaction

		Respondents						
		N _A = 15		N _T = 186		N = 201		
S/NO	ITEMS	$\bar{x}_A$	σ_A	$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	RMK
1.	Conflict related matters are discussed during staff meetings.	2.27	0.80	2.20	0.77	2.21	0.77	LE
2.	When in conflict, parties are allowed to express their grievances to the authorities	4.07	0.26	4.05	0.34	4.05	0.33	HE
3.	Staff disputes are settled outside the school	1.20	0.56	1.14	0.51	1.14	0.51	VLE
4.	The involvement of a third party in the dialogue process	2.93	0.26	2.92	0.29	2.92	0.29	ME
5.	Settlement of disputes at the police station	1.13	0.35	1.07	0.26	1.07	0.26	VLE
6.	Brings teachers in conflicts face-to-face to express their views	3.87	0.52	3.84	0.55	3.85	0.55	HE
7.	Expression of friendly gestures by parties in conflict afters after the dialogue process	3.93	0.26	3.91	0.33	3.92	0.33	HE
8.	Taking much time for the dialogue process to be initiated	1.27	0.70	1.22	0.56	1.22	0.57	VLE
9.	Listening to others view during conflict resolution by parties in conflict	3.80	0.77	3.77	0.79	3.78	0.79	HE
10.	Too much rules restricting parties in conflict to express their feelings during the dialogue process.	2.07	0.26	2.06	0.27	2.06	0.27	LE
Group Mean		2.65		2.62		2.62		ME

$\bar{x}_A$ = Mean of Administrators, $\bar{x}_T$ = Mean of Teachers, σ_A = Standard deviation of Administrators, σ_T = Standard deviation of Teachers, $\bar{x}_G$ = Grand Mean, σ_G = Grand Standard deviation, HE = High Extent, LE = Low Extent, N_A = Number of Administrators, N_T = Number of Teachers, N = Total Number of Respondents, RMK = Remark

B. Testing of Hypotheses

- Hypothesis One:** The use of negotiation conflict resolution strategy by school administrators does not significantly influence teachers' job satisfaction in GTCs in Kano State.

Table 4 shows the model summary negotiating dispute resolution technique and the work satisfaction of teachers in GTCs in Kano State. According to the data, R = 0.825, R² = 6.81, and the corrected R² value is 0.679. The R² value of 0.681 suggests that administrators' negotiating dispute resolution method may account for 68.1% of the overall variance in teachers' work satisfaction in GTCs in Kano State. Other factors that were not taken into account by the model might be responsible for the remaining 31.9%. This finding demonstrates how the negotiation and dispute resolution strategies in GTCs in Kano State have a substantial impact on teachers' work satisfaction.

Table 4. Example table Table 4a: Model Summary of Regression Analysis between Negotiation Conflict Resolution Strategy and Teachers Job Satisfaction n Technical Colleges

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 ^a	.681	.679	.13927

a. Predictors: (Constant), Job Satisfaction

Table 5 shows that negotiation conflict resolution strategy significantly influence teachers' job satisfaction in GTCs in Kano State with $F(1, 199) = 424.463$, $P = 0.000 < 0.05$. This result establish that negotiation conflict resolution strategy positively influence teachers' job satisfaction in GTCs in Kano State.

Table 5. Summary of ANOVA of Regression between Negotiation Conflict Resolution Strategy and Teachers Job Satisfaction n Technical Colleges

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.233	1	8.233	424.463	.000 ^b
	Residual	3.860	199	.019		
	Total	12.093	200			

a. Dependent Variable: Negotiation

b. Predictors: (Constant), Job Satisfaction

The data in Table 6 displayed the coefficient of negotiation conflict resolution strategy influence on teachers' job satisfaction in GTCs in Kano State. The Beta value of 0.825 (82.5%), $t = 11.941$, $P = 0.000 < 0.05$ shows that negotiation conflict resolution strategy influenced teachers' job satisfaction in GTCs in Kano State. This implies that the null hypothesis of no significant prediction is rejected.

Table 6. Summary of Regression Coefficients of Influence of Negotiation Conflict Resolution Strategy on Teachers Job Satisfaction in Technical Colleges

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.180	.099		11.941	.000
	Job Satisfaction	.520	.025	.825	20.603	.000

a. Dependent Variable: Negotiation

- Hypothesis Two:** The use of dialogue conflict resolution strategy by school administrators does not significantly influence teachers' job satisfaction in GTCs in Kano State.

Model summary dialogue conflict resolution strategy and teachers' job satisfaction in GTCs in Kano State is presented in Table 7. The data shows $R = 0.717$, $R^2 = .516$ and adjusted R^2 value of 0.505 respectively. The R^2 value of 0.681 indicates that 71.7% of the total variation in teachers' job satisfaction in GTCs in Kano State can be accounted for by

administrators' dialogue conflict resolution strategy. The remaining 28.3% could be attributed to other variables not factored in the model. This result shows that dialogue conflict resolution strategy significantly influence teachers' job satisfaction in GTCs in Kano State.

Table 7. Model Summary of Regression Analysis between Dialogue Conflict Resolution Strategy and Teachers Job Satisfaction n Technical Colleges

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.516	.505	.14368

a. Predictors: (Constant), Job Satisfaction

Table 8 shows that dialogue conflict resolution strategy significantly influence teachers' job satisfaction in GTCs in Kano State with $F(1, 199) = 0.055$, $P = 0.005 < 0.05$. This result establish that dialogue conflict resolution strategy positively influence teachers' job satisfaction in GTCs in Kano State.

Table 8. Summary of ANOVA of Regression between Dialogue Conflict Resolution Strategy and Teachers Job Satisfaction n Technical Colleges

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.001	1	.001	.055	.005 ^b
Residual	4.108	199	.021		
Total	4.109	200			

a. Dependent Variable: Dialogue

b. Predictors: (Constant), Job Satisfaction

The data in Table 9 displayed the coefficient of dialogue conflict resolution strategy influence on teachers' job satisfaction in GTCs in Kano State. The Beta value of 0.877 (87.7%), $t = 25.954$, $P = 0.001 < 0.05$ shows that negotiation conflict resolution strategy influenced teachers' job satisfaction in GTCs in Kano State. This implies that the null hypothesis of no significant prediction is rejected.

Table 9. Regression Coefficients of Influence of Dialogue Conflict Resolution Strategy on Teachers Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.646	.102		25.954	.000
	Job Satisfaction	.006	.026	.877	.234	.001

a. Dependent Variable: Dialogue

Findings and Discussion

In response to research question 1, the study's findings showed that principals in GTCs in Kano State employed the following conflict-resolution techniques: negotiation, arbitration, effective communication, conversation, accommodation, harmonization, adjudication, and smoothing. The results concur with Ref. [15] assertion that administrators have access to a variety of dispute resolution techniques. The administrator must decide which approach to use in order to settle any disputes between staff members. Again, Ref. [16] backed up the conclusion by stating that managing disputes in public secondary schools is something administrators must do on a regular basis since they might range in severity. The advantage over others is given by the principal's skill in choosing an appropriate dispute resolution method among those that are accessible.

The study's findings with regard to research question two and the illustrative hypothesis indicated that, to a moderate extent, the negotiation conflict management strategy influences teachers' job satisfaction in GTCs in Kano State because, during negotiations, principals give everyone a chance to speak, and parties tend to respect agreements made at the negotiation table. Staff members like bargaining technique more frequently. The results are in line with those of Ref. [17], who claimed that school administrators frequently use the negotiation conflict management approach to settle disputes among staff members. To support the results even further, Ref. [18] revealed that negotiations are used to settle disputes between secondary school principals and teachers since the education board's administrators manage the majority of them.

The study's findings for research question three and the supporting hypothesis showed that, to a moderate extent, dialogue conflict management strategy influences teachers' job satisfaction in GTCs in Kano State because when there is conflict, the administrator listens to all parties and also encourages both parties in conflict to listen to other people's points of view on the subject. The results are in line with those of Ref. [19], who revealed that administrators at the school and the ministry of education devised numerous strategies to ensure the peaceful resolution of all disputes. Ref. [20] observed that public schools use teachers' conflict management resolution procedures in a systematic fashion to guarantee adequate knowledge of the reason of the dispute, whether in the primary or secondary school. This conclusion is supported by this report.

Conclusion and Recommendation

Based on the findings of the study it was concluded that Principals and education administrators in GTCs in Kano State used the following conflict management strategies:

negotiation, arbitration, effective communication, dialogue, accommodating, harmonizing, adjudication and smoothing conflict management strategies. To a moderate extent, negotiation and dialogue conflict management strategy influences teachers' job satisfaction in GTCs in Kano State.

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

1. Government should provide more training for school administrators on the effective ways for conflict management resolution strategy to engender effective conflict resolutions in GTCs that will enhance teachers' job satisfaction.
2. Ministry of Education should sensitize teachers on the usefulness of negotiation conflict management strategy in order to resolve dispute or conflicts through compromise.
3. School administrators should encourage their staff to resolve their disputes through dialogue and be ready to abide by the outcome of the dialogue.

Conflict of Interest

The authors declare that there is no conflict of interest.

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Authors



John Christopher Ademola is a Professor with the Department of Technology Education, Faculty of Education, Modibbo Adama University Yola, Adamawa State Nigeria. He is a member of the many professional bodies and has held various position in the faculty and University at large. (email: Johnnademola@gmail.com).



Cyril Michael Ubala is an educationist of high repute and a Professor with the Department of Technology Education, Faculty of Education, Modibbo Adama University Yola, Adamawa State Nigeria. He has served in many capacity both as an executive member in the professional associations and Deputy Dean of the Faculty of Education. (email: ubalecyril@yahoo.com).



Idris Mustapha Abdullahi is a seasoned teacher and scholar who had tutored for many year. His range experiences expands through much needed technology courses to special education with emphasis on technical education. He is also a member of the Teachers professional body (email: idrismustapha2020@gmail.com).