Conflict Management Strategies Used by Public Secondary School Teachers in Lahore

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Abstract

The study aimed to investigate conflict management strategies used by Public secondary school teachers. The study employed a descriptive survey design where quantitative approach was used to collect and analyze data. Random sampling technique was used to select sample. The study targeted 300 teachers from 12 sampled secondary schools in Lahore in which 100 male and 200 female teachers were included. The study sought to find out the major type of conflicts common in secondary schools, identify conflict management methods that are effective in managing conflicts and explore the gender, age and experience difference among teachers. A pre-designed questionnaire used and pilot tested by schools which were not included in the sampled schools and the reliability of the pilot study was 0.7 which was enough to continue research work. Then further 250 questionnaires were filled up by the public secondary school teachers from the age group 20 to 60. Descriptive Statistics was used to analyze obtained quantitative data. Collected data had been coded and statistical Package for Social Sciences (SPSS) was used to analyze the data. Mean and standard deviation was then computed and then demographics were shown through percentage of the participants involved. Independent sample t-test was applied to judge gender difference while One-Way ANOVA was used to compute the age and experience difference later post hoc was applied on the results of ANOVA with significant difference. The results of data analysis were presented in frequency tables, means and percentages. Relevant interpretation, discussion and recommendations were drawn from the analyzed data. The result showed that the most used conflict management strategy was collaborating while the least used strategy was compromising. Where competing and accommodating were most used by the female teachers while avoiding, collaborating and compromising were most used by the male teachers.

Keywords: Teachers, Conflict, Conflict Management, Conflict Strategy.

Introduction

Conflicts have become part and parcel of human organization's world. In our day to day lives, there is no single day that passes without people talking about negotiation. Negotiations come in as a result of conflict. In the recent past, the concern has shifted to the changing nature and increased number of organizational conflicts. Conflict currently continues to be an issue in academic life as well. Schools frequently appear to be center of tensions, on occasions; they are perhaps a manifestation of problem in community. The term conflict is viewed in a variety of ways because of its confusion. Best (2006) defined conflict as the pursuit of incompatible interests and goals by different groups (p. 19). Conflict entails dispute in actions in order to achieve one's own goal. It brings disagreement, distortions and inconsistencies existing in a particular system. Obi (2004) perceived conflict as human and social problems which involve mutual enmity, differences, disagreements,

opposition resulting to man's inhumanity to man, use of violence, and turning point or crisis, which can escalate to the level of psychological warfare, physical war. In all human interactions and organizational behavior, conflicts are bound to occur (p. 15).Conflict is an inbuilt aspect of the organizational behavior system. Hence, Flippo as cited in Edewusi (2003) and Akinwonmi (2005) pointed out that a total absence of conflict in any organization would be unbelievable, impossible, undesirable, and boring, and a strong indicator that such conflict is suppressed. In order to formulate an effective solution, it is essential that all factors which give rise to the conflict situation are carefully identified and explored. Nyamajiwa (2000) has identified some causes or sources of conflict within an organization. These include inadequate information, role conflict and differences in goals, values, and competition for limited resources, responsibility, personnel, space, tools and equipment, access to superiors.

Theoretical Background of Conflict Management Theories

Tschannen-Moran (2001) Conflict management is "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives". Management of conflict is a social process used by people or groups thereof to tackle different conflict types so as to understand each other's grievances about their behaviors; conflict management is first a diagnostic process, interpersonal conflict i.e. between individuals, negotiating strategies, for the timely handling of conflicts so as to reduce its negative effects.

Conflict Management Strategies

One of the most popular strategies, and still used worldwide for studying the behavior in conflict situation, is the Thomas-Kilmann's Conflict Management Strategies (Thomas et al., 2008; Ding, 1996; de Vliert and Kabanoff, 1990; Thomas and Kilmann, 1974). Thomas –Kilmann Conflict Management Strategies are still widely used in the management literature (Ma *et al*., 2008; Thomas *et al*., 2008).

An important reason of the popularity of Conflict Management Strategies is the simplicity and easy interpretation of related tests. Even more, using these standard tests allows us to compare our results with a range of other studies (Brahnam*et al*., 2005; Thomas *et al*., 2008; Manning, Robertson 2004; Milleret*al*, 2004; Hendel, Fish, Galon2005). According to Blake and Mouton the conflict management styles consist of: smoothing, problem-solving, compromising, withdrawing and forcing. (Sorensonetal., 1999, p27). This scope was an inspiration to Thomas, who later with Kilmann built up a conflict management theory which identified five styles of dealing with conflict: the five Conflict Management Strategies, (Lippitt, 1982, p. 70-71; Thomas and Kilmann, 1974) are:

a)   *Competing*

Competing represents a desire to dominate the other person in order to address his or her concerns. A Competing conflict management style person pursues his or her own concerns at the other person's expense. Alternative labels for this style include asserting, dominating, and forcing (Barki & Hartwick, 2001). Competing conflict management style can be useful in an emergency and when the individual knows he or she is right. This style is assertive and uncooperative (Thomas &Kilmann, 1974).Competing is assertive and uncooperative. An individual pursues his or her own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position, one's ability to argue, one's rank, economic sanctions.

b)   *Accommodating*

c)   The Accommodating style focuses upon appeasement: attending to the other's concerns without attending to one's own. In Accommodating, an individual neglects his or her own concerns to satisfy

the concerns of the other person. Although cooperative, he or she is unassertive in satisfying his or her own concerns. According to Thomas and Kilmann (1974), this style is unassertive and cooperative. Alternative labels for this style include cooperating, obliging, yielding, and sacrificing (Barki & Hartwick, 2001). This style may be deemed appropriate when the individual is wrong, preserving harmony and avoiding disruption are extremely important, and the issue is more important to the other person.

d)   Avoiding

Avoiding style reflects indifference to or withdrawal from the concerns of either party. This individual is neither cooperative nor assertive regarding his or her concerns or the concerns of others (Thomas &Kilmann, 1974). The Avoiding individual does not immediately pursue his or her own concerns or those of the other person or assume physically or psychologically, any responsibility for the solution. Barki & Hartwick's (2001) alternative labels for this style include withdrawing, evading, escaping, and apathy. When faced with trivial or more urgent issues, the perception that one's concerns will not be satisfied, and realizing that others can resolve the conflict more effectively, the individual may benefit from employing this style.

e)   Collaborating

Collaborating represents a desire to fully satisfy and integrate the concerns of both parties. As said by Thomas and Kilmann (1974), this style is both assertive and cooperative and is the opposite of Avoiding. Attempting to work together to find a solution that fully satisfies the concerns of both parties demonstrates the use of the Collaborating conflict management style. Alternative labels of this style include integrating, cooperating and problem solving (Barki & Hartwick, 2001). If both parties' concerns are too important for a compromise, utilizing the Collaborating style would seem proper.

f)   Compromising

Compromising involves the parties in a conflict giving up something and keeping something. The Compromising style's objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Alternative names given to this style include sharing and splitting the difference (Barki & Hartwick, 2001). If individual goals are moderately important or collaboration or competition has not been successful, the use of the Compromising style is permissible. Thomas and Kilmann (1974) put Compromising in an intermediary position between assertiveness and cooperativeness.

Research Questions

The study was guided by the following research questions:

i.   What are the most used conflict management strategies in public secondary schools in Lahore?

ii.   What is the gender difference in using conflict management strategies in public schools?

iii.   How experiences of secondary school teachers differ in using different conflict management strategies?

iv.   What is the difference regarding age in using different conflict management strategies?

Methodology

This research was conducted on conflict management strategies used by secondary school teachers in Lahore. The main purpose of this study was to investigate the use of conflict management strategies that which strategy is most used and which one is commonly used in male and female teachers. For this purpose, questionnaire was used as key data collection tool which was devel-

oped by author Lagat Benard Kipyego and Dr. Jackline K. A. Nyerere (2009). The instrument employed five sections out of which we adopted section no. 4 which was relevant to the context of our research. First section of the questionnaire was prepared to obtain teacher's demographic characteristics. The first section contained four questions. Second section consisted of five-point response design on Likert scale (1 = always to 5 = never) related to teacher's approach to manage conflict in Secondary Schools. This section consisted 22 statements of following five strategies competing, accommodating, avoiding, collaborating and compromising. Questionnaires offer the advantage of being easy and cost effective to administer to a large population (Orodho, 2009). The instrument was piloted in 2 schools which were not part of the randomly selected schools in the Lahore. Cronbach alpha was computed and its value was found 0.78. A correlation coefficient of 0.5 was considered high enough to judge the instruments as reliable for the study Gay, L. R. (1996). The study used content validity to compute the significance of the research instrument. Content validity was ensured through expert judgment. The opinion of 4 experts was sought to ensure the content validity. The instrument was administered personally by visiting 12 public secondary schools of Lahore. All the computations were made by utilizing SPSS 20 software package.

Population of Study

The target population for this study was 12 public secondary schools in Lahore District. According to the District Education Office (D.E.O) records, the district has 332 public secondary schools, 179 are girls' schools and 153 are boys' schools.

Sample of Study

The target participants for this study comprised the 300 male and female teachers from 12 public secondary schools. Teachers were targeted to give details concerning conflict management methods in their schools. Random sampling is a sampling procedure where each and every item in the population is given equal chance of inclusion in the sample (Orodho, 2009). Random sampling was used to select the teachers from public secondary school in Lahore District.

Research Design

Research design depends upon the nature of problem. Quantitative survey research approach and descriptive survey research design was used for this study.

Data Collection Method

Quantitative Survey research method was used to collect the data. After reviewing the literature a pre-developed questionnaire by author Lagat Benard Kipyego and Dr. Jackline K. A. Nyerere (2009) was used. Questionnaire was used to complete the investigation and get the desired results. The questionnaire was consisted 22 statements of following five strategies competing, accommodating, avoiding, collaborating and compromising and based on five point Likert scale.

Results and Discussion

The purpose of research study was to investigate the use of conflict management strategies used by public secondary school teachers. Data was collected from 250 male and female teachers of 12 public schools at secondary level through questionnaire which was based on the five point likert scale.

Following table shows the scale code.

Table 1. Scale Code

1	2	3	4	5
Always	Often	Sometimes	Rarely	Never

The Standard Mean which is applied in this table is 3 and the Mean which is below the Standard Mean is showing positive response and above the Standard Mean 3 shows the negative response of teachers. Frequency, Independent sample, t-test, mean, Standard deviation, ANOVA and post hoc were used for analysis of data. Frequencies were used to know the exact results. The independent sample t-test was used to determine whether two groups of scores are significantly different at a selected probability level.

Table 2. Demographics

Characteristics	Frequency	Percent
1. Gender		
Male	82	33%
Female	168	67%
2. Educational status		
PhD.	0	0.00%
Masters	137	55%
Bachelors	85	34%
Others	28	11%
3. Age group		
20-29	80	32%
30-39	68	27%
40-49	70	28%
50-60	32	13%

The data provided in Table 2 describes the demographic characteristics of respondents as follow:

The majority of (67%) respondents were female on the other hand (33%) were male. Regarding respondent's educational status, Master's teachers were the highest ranked group (55%), Bachelors teachers were (34%) and others teachers were (11%). Regarding respondents' age group, 20-29 years old teachers were the highest ranked group (32%) and 50-60 age group teachers were (13%).

Table 3. Conflict Management Strategies used by Secondary School Teachers

Sr. #	Conflict Management Strategies	Mean	SD
1	Competing	9.265	1.66392
2	Accommodating	15.50	2.44127
3	Avoiding	15.53	2.21668
4	Collaborating	18.36	3.67805
5	Compromising	5.39	2.31402

Table 3 concluded that the range of Means in different strategies of conflict management varies from 5.39 to 18.36. Table shows that the mean of compromising is 5.39, mean of competing is 9.26, mean of accommodating is 15.50, mean of avoiding is 15.53, whereas the mean of collaborating is 18.36. This indicates that the least used strategy is compromising whereas the most used strategy is collaborating among secondary school teachers in public schools.

Inferential Statistics

Difference of Gender in using Conflict Management Strategy

Table 4. T-Test on Gender Regarding Competing Strategy of Conflict

	N	Mean	SD	df	t	p
Male	66	9.1061	1.27857	198	-0.948	0.009
Female	134	9.3433	1.82343			

Table 4 indicates that by using T-test, P value (.009) showed significant difference between male and female teachers on use of conflict management strategy of competing on 0.05 level of alpha this means that there was significant difference between male and female teachers on use of competing strategy of conflict.

Table 5. T-Test on Gender Regarding Accommodating Strategy of Conflict

	N	Mean	SD	df	t	p
Male	66	14.9697	1.94517	198	-2.176	0.137
Female	134	15.7612	2.61913			

Table 5 testifies that by using T-test, P value (.137) showed no significant difference between male and female teachers on use of conflict management strategy of accommodating on 0.05 level of alpha this means that there was no significant difference between male and female teachers on use of accommodating strategy of conflict.

Table 6. T-Test on Gender Regarding Avoiding Strategy of Conflict

	N	Mean	SD	df	t	p
Male	66	16.1212	16.1212	198	2.688	0.362
Female	134	15.2388	15.2388			

Table 6 shows that by using T-test, P value (.362) showed no significant difference between male and female teachers on use of conflict management strategy of avoiding on 0.05 level of alpha this means that there was no significant difference between male and female teachers on use of avoiding strategy.

Table 7. T-Test on Gender Regarding Collaborating Strategy of Conflict

	N	Mean	SD	df	t	p
Male	66	20.6515	3.03565	198	6.862	0.362
Female	134	17.2313	3.44214			

Table 7 depicts that by using T-test, P value (.460) showed no significant difference between male and female teachers on use of conflict management strategy of collaborating on 0.05 level of alpha this means that there was no significant difference between male and female teachers on use of collaborating strategy.

Table 8. T-Test on Gender Regarding Compromising Strategy of Conflict

	N	Mean	S.D	df	t	p
Male	66	6.4697	1.76478	198	4.89	0.01
Female	134	4.8582	2.372			

Table 8 indicates that by using T-test, P value (.01) showed significant difference between male and female teachers on use of conflict management strategy of compromising on 0.05 level of alpha this means that there was significant difference between male and female teachers on use of compromising strategy of conflict.

One Way ANOVA on Age Regarding Conflict Management Strategies

Table 9. One-Way ANOVA on Age Regarding Competing Strategy of Conflict

Competing	Sum of Squares	df	Mean Square	f	p
Between Groups	28.299	3	9.433	3.537	0.016
Within Groups	522.656	196	2.667		
Total	550.955	199			

Table 9 demonstrates that by applying One-Way ANOVA on age regarding conflict management strategy of competing among school teachers, where the mean difference (M=9.433), (P=0.016) and (f=3.537) which depicts significant mean difference between respondents of different age group. So, it concluded that there is significant age wise difference among the school teachers on the competing strategy of conflict.

Table 10. One-Way ANOVA on Age Regarding Accommodating Strategy of Conflict

Accommodating	Sum of Squares	df	Mean Square	f	p
Between Groups	2.784	3	0.928	0.154	0.927
Within Groups	1183.216	196	6.037		
Total	1186	199			

Table 10 demonstrates that by applying One-Way ANOVA on age regarding conflict management strategy of accommodating among school teachers, where mean difference (M=0.928), (p=0.927) and (f=0.154) which indicates no significant mean difference from 20 to 60 years of age. So it was revealed from the table that there was no significant age wise mean difference on the accommodating strategy of conflict.

Table 11. One-Way ANOVA on Age Regarding Avoiding Strategy of Conflict

Avoiding	Sum of Squares	df	Mean Square	F	p
Between Groups	31.184	3	10.395	2.152	0.095
Within Groups	946.636	196	4.83		
Total	977.82	199			

Table 11 shows that by applying One-Way ANOVA on age regarding conflict management strategy of avoiding among school teachers, where mean difference (M=10.395), (f=2.152) and (p=0.095) which shows no significant mean difference from 20 to 60 years of age. So it was concluded that there was no significant age wise mean difference on the avoiding strategy of conflict.

Table 12. One-Way ANOVA on Age regarding Collaborating Strategy of Conflict

Collaborating	Sum of Squares	df	Mean Square	F	p
Between Groups	259.128	3	86.376	6.958	.00
Within Groups	2432.952	196	12.413		
Total	2692.08	199			

Table 12 demonstrates that by applying One-Way ANOVA on age regarding conflict management strategy of collaborating among school teachers, where mean difference (M=86.376), (f=6.958) and (p=.00) that indicates the significant mean difference from 20 to 60 years of age. So, it concluded that there is significant age wise difference among the school teachers on the collaborating strategy of conflict.

Table 13. Post hoc on Age regarding collaborating strategy of conflict

Strategy	Age Groups (Years)	Age Groups	Mean Difference	P
Collaborating	20-29	30-39	2.21958	0.001
	20-29	50-60	2.44347	0.008
	30-39	40-49	2.44347	0. 00
	40-49	50-60	2.41498	0.004

Table 13 demonstrates significant mean difference with mean(M=2.21958) and (p=.001) between respondents from 20-29 and 30-39 years of experience, (M=2.44347) and (p=.008) between age group 20-29 and 50-60, (M=2.44347) and (p=.000) between respondents 30-39 and 40-49 years of experience (M=2.41498) and (p=.004) between respondents from 40-49 and 50-60 years of experience in collaborating strategy of conflict which indicates there is a significant mean difference.

Table 14. One Way ANOVA on Age Regarding Compromising Strategy of Conflict

Compromising	Sum of Squares	df	Mean Square	f	p
Between Groups	91.595	3	30.532	6.144	0.001
Within Groups	973.985	196	4.969		
Total	1065.58	199			

Table 14 demonstrates that by applying one way ANOVA on age regarding conflict management strategy of compromising among school teachers, where means (M=30.532), (f=6.144) and (p=0.001) which shows significant mean between different age group. So, it concluded that there is significant age wise difference among the school teachers on the compromising strategy of conflict.

Table 15. Post hoc on age regarding compromising strategy of conflict

Strategy	Age Groups (Years)	Age Groups (Years)	Mean Difference	P
Compromising	20-29	30-39	-9.5238	0.022
	20-29	50-60	-1.49084	0.005
	30-39	40-49	1.33333	.002
	40-49	50-60	-1.87179	.000

Table 15 reveals compromising strategy of conflict has the significant mean difference with mean (M=-.95238) and (p=.022) between respondents from 20-29 and 30-39 years of age, (M=-1.49084) and (p=.005) between age group of 20-29 and 50-60 in compromising strategy of conflict which shows that there is a significant difference.

One Way ANOVA on Experience regarding different Conflict Management Strategies

Table 16. One Way ANOVA on Experience Regarding Competing Strategy of Conflict

Competing	Sum of Squares	df	Mean Square	f	P
Between Groups	20.866	2	10.433	3.877	0.022
Within Groups	530.089	197	2.691		
Total	550.955	199			

Table 16 demonstrates experience wise difference of secondary school teachers regarding means scores of competing strategy of conflict. Mean (M=10.433), (f=3.877) and (p=0.022) so it was concluded from the table that there was significant mean difference among the respondents from 1 to 30 years of experience on the competing strategy of conflict.

Table 17. Post hoc on Experience Regarding Competing Strategy of Conflict

Strategy	Age Groups (Years)	Age Groups (Years)	Mean Difference	p
Competing	20-29	50-60	-1.17888	0.002
	30-39	50-60	-1.02279	0.009

Table 17 reflects that the mean difference (M=-1.17888) and (p=.002) which shows there is a significant difference between respondents from 20 to 29 and 50 to 60 in Competing strategy of conflict which means respondents between 50 to 60 age group use competing strategy more as compare to respondents between 20 to 29 age group. And also (p=.009) which shows significant difference of respondents from age 30-39 and 50-59.

Table 18. One Way ANOVA on Experience Regarding Accommodating Strategy of Conflict

Accommodating	Sum of squares	df	Mean Squares	f	p
Between Groups	0.871	2	0.436	0.072	0.93
Within Groups	1185.129	197	6.016		
Total		199			

Table 18 indicates experience wise comparison of secondary school teachers regarding means scores of accommodating strategy of conflict. Where Mean (M=0.436), (f=0.072) and (p=0.93) so it was concluded from the table that there was no significant mean difference in the teachers of 1-30 years of experience on the accommodating strategy of conflict.

Table 19. One Way ANOVA on Experience Regarding Avoiding Strategy of Conflict

Avoiding	Sum of squares	df	Mean Squares	f	p
Between Groups	16.899	2	8.45	1.732	0.18
Within Groups	960.921	197	4.878		
Total	977.82	199			

Table 19 shows experience wise comparison of secondary school teachers regarding means scores of avoiding strategy of conflicts. Where Mean (M=8.45), (f=1.732) and (p=0.18) so it was determined from the table that there was no significant mean difference in the teachers of 1-30 years of experience on the avoiding strategy of conflict.

Table 20. One Way ANOVA on Experience Regarding Collaborating Strategy of Conflict

Collaborating	Sum of Squares	df	Mean Square	f	p
Between Groups	15.475	2	7.737	0.569	0.567
Within Groups	2676.605	197	13.587		
Total	2692.08	199			

Table 20 shows experience wise comparison of secondary school teachers regarding means scores of collaborating strategy of conflict. Where Mean (M=7.737), (f=0.569) and (p=0.567) so it was resolved from the table that there was no significant mean difference in the teachers of 1-30 years of experience on the collaborating strategy of conflict.

Table 21. One Way ANOVA on Experience Regarding Compromising Strategy of Conflict

Compromising	Sum of Squares	df	Mean Square	f	p
Between Groups	26.705	2	13.352	2.532	0.082
Within Groups	1038.875	197	5.273		
Total	1065.58	199			

Table 21 illustrates experience wise comparison of secondary school teachers regarding means scores of collaborating strategy of conflict. Where Mean (M=13.352), (f=2.532) and (p=0.082) so it was revealed from the table that there was no significant mean difference in the teachers of 1-30 years of experience on the collaborating strategy of conflict.

Conclusion
The major findings of this study are:

1. The first objective of this study sought to find out the most commonly used technique in conflict management include collaborating strategy with means (M=18.36) whereas the least used technique in conflict management includes compromising strategy with mean (M=5.39). The range of Means varies from 5.39 to 18.36. The study reveals that collaborating with mean (M=18.36), avoiding with mean (M=15.53), accommodating with mean (15.50), competing with mean (M=9.265) and compromising with mean (M=5.39) were identified in the order in which it has been experienced in Public secondary schools in Lahore.

2. The second objective of this study purpose to find out the conflict management strategies vary from one gender to another but in females the most commonly used techniques of conflict management include *competing*; the mean of competing strategy in males is (M=9.10) and in case of females it is (M=9.34), *accommodating*; the mean of accommodating strategy in males is (M=14.96) in case of females it is (M=15.76) whereas in males the most commonly used techniques of conflict management include *compromising;* Mean of compromising technique in males is (M=6.469) and in case of females it is (M=4.858), *avoiding*; The mean of avoiding strategy in males is (M=16.12) and in case of females it is (M=15.23), *collaborating*; the mean of collaborating strategy in males is (M=20.651) and in case of females it is (M=17.231).

3. The third objective of this study aim to find out the types of conflicts management strategies mostly experienced in public secondary schools in Lahore and the study revealed that in accommodating, compromising, avoiding and collaborating strategy there is no significant difference whereas there is significant difference in competing strategy. Competing strategy regarding experience showed that there is significant difference in 20-29 and 50-60 years of experience with

mean difference (M= -1.17888) and significant difference (p= .002) whereas in 30-39 and 50-60 it is (M= -1.02279) and (p=.009) which indicated that the respondents between 50-60 age group used competing strategy more as compare to respondents between 20 to 29 age group.

    4.   The forth objective of this study goal to testify the age difference in conflict management strategies used by public secondary school teachers in Lahore and it revealed that in accommodating, competing and avoiding strategy there is no significant difference while there is significant difference in collaborating and compromising strategy while significant mean difference in 20-29 and 30-39 years of experience with mean (M=-2.21958) and (p= .001), Mean (M=2.44347) and (p=.008) between age group 20-29 and 50-60, Significant mean difference (M=2.44347) and (p=.000) between respondents 30-39 and 40-49 years of age, Mean (M=2.41498) and (p=.004) between respondents from 40-49 and 50-60 years of age in collaborating strategy of conflict management which concluded that collaborating technique was most used by secondary school teachers in age group of 20-60 rather than competing, avoiding, and compromising strategy on the other hand compromising strategy of conflict management has the significant mean difference with mean (M=-.95238) and (p=.022) between respondents from 20-29 and 30-39 years of age, (M=-1.49084) and (p=.005) between age group of 20-29 and 50-60 in compromising strategy of conflict which showed that there is a significant difference.

Recommendations

The following recommendations were made based on the findings of the study

    i.   The school administration should involve the teachers more in conflict management methods in public secondary schools to allow for the creation of positive teacher to teacher relationships.

    ii.   There is need to have trainings on conflict management techniques in schools to assist in management of conflicts.

    iii.   While giving training to the teachers they should be told that a competitive approach should be avoided while dealing with conflicts.

    iv.   It is further recommended that teachers should also be encouraged to adopt a compromising style for conflict management.

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