



Conflict Management Strategies, A Panacea for Effective Educational Leadership

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ARTICLE INFO

Key Words: Conflict, Conflict management, Effective Educational Leadership. Strategies

ABSTRACT

Humans constitute the organization's human resources; hence conflict is inevitable in every organisation with people. Conflict is a word with both good and bad connotations. When conflict is poorly managed or handled, a crisis will ensue. Consequently, the purpose of this article was to investigate conflict management in school organisations in Ghana and Nigeria. It determined the causes and sources of organisational disputes. It also explored the many conflict management tactics available to school administrators, including behaviour management, negotiation, and mediation, among others. This paper also emphasised the effects of unmanaged conflict in the educational system. This is an opinion piece, as it argues that educational leaders should share available resources evenly and hold seminars, conferences, and symposia on ways to manage conflict. *Originality/value:* A novel approach for understanding the brand gamification concept on 6thinking hats approach is presented in the study. This article provides a base for future studies from an empirical angle in this domain that has not been taken up in this particular study. *Limitations:* This paper used qualitative study and the quantitative study has not been addressed in this article.

Received 02.02.2022; Accepted 22.4.2022

DOI: [10.48165/gmj.2022.16.1.1](https://doi.org/10.48165/gmj.2022.16.1.1)

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Introduction

When individuals collaborate, conflict is one of the most foreseeable results. Mismanagement of disagreements results in a haphazard allocation of inappropriate energy among the workforce, which eventually results in squandered opportunities. It is difficult to quantify the costs associated with organisational conflict. Every day, every company experience disputes. It is impossible to prevent disputes, but it is possible to detect and manage them in a timely manner. Continuous monitoring of organisational signals indicating their existence is required. If we do not respond appropriately, the organisation could be managed by the dispute itself.

Effective conflict management is critical for creating safer and more supportive learning environments in schools. There is conflict when different ideas or opinions are naturally at odds (Bano, Ashraf, & Zia, 2013; Ghaffar, 2010; Ramani & Zhimin, 2010). Conflict, according to Adhiambo and Enose (2011), produces stress and discomfort because of the fear of the unknown; thus, it is a bleak and unpleasant condition for all parties involved. Conflict disturbs the teaching and learning process, but when properly analysed and controlled, it can lead to peaceful cooperation between teachers and school administration. Conflict, on the other hand, is inescapable, and it is theoretically impossible to resolve and manage all conflicts (Ramani & Zhimin, 2010). People who work in schools, like teachers and school administrators, should be able to understand how conflict happens and how to deal with it so that they can have positive results and avoid negative ones, experts say.

Researchers have paid close attention to the subject of conflict in organisations because of the substantial costs and benefits connected with it. According to Oboegbulem and Alfa, conflicts are unavoidable in all human relationships, particularly inside enterprises (2013). Conflicts are unavoidable in schools, as they are in other organisations, due to the existence of people with different personalities. Conflict can be harmful if it results in inadequate communication, the collapse of work relationships, tension, argument, poor team performance, and antagonism, all of which have a detrimental impact on the ability of schools to function properly (Bano et al., 2013; Makaye & Ndofirepi, 2012). However, if conflicts are managed effectively,

there may be benefits, such as increased connections, better problem identification and solutions, increased knowledge and ability, and peacekeeping (Bano et al., 2013; Ramani & Zhimin, 2010). The ability to handle or resolve conflicts is critical for good school administration.

Literature Review

Conflict

Conflict has no positive connotation in ordinary language. Discord, conflict, or fighting are usually linked with it. According to Robbins (2005), conflict arises when one party feels that another has negatively affected, or is about to negatively influence, something important to the first party. This is a great definition that emphasises perception above concrete facts. Using a word like “care” to describe a quarrel is emotional. It states that multiple parties are involved and that there may be a future component.

The term “conflict” has many meanings depending on the context in which it is used. According to Rahim (2005), a social entity’s incompatibility, disagreement, or differences as defined by Simon (2002), a conflict arises when individuals, groups, or organisations have opposing interests, aims, or priorities. Ibrahim (2007) defined conflict as a scenario in which two or more values, viewpoints, or opinions are incompatible. According to Uya (2002), conflict occurs when individuals or groups have opposing aims, cognitions, or emotions. In a word, it occurs when aware beings want to fulfil mutually incompatible desires, needs, and commitments. Mutiullahi (2013) defined conflict as an endeavour by players to kill opponents through threat or force to gain access to scarce resources. According to Onwachekwa (2007), conflict arises from the reality that parties must share finite resources or work activities that create differing status, goals, or values. According to Amazon (2007), conflict occurs when organisations have goals that employees must adopt at the price of their own. Thus, conflict arises when an interest group finds it difficult to fulfil or actualize their desires. Obi (2004) defined conflict as an activity by one person or group that reduces the likelihood of another person or group achieving their intended outcome. In this

view, conflict is inevitable when two or more groups of people fight for the same goal. Ughamadu (2013) defined conflict as disagreement over a positive or negative subject. Conflict is beneficial when it leads to creative solutions to problems or when it gives true peace or truth to a situation. Degradation, marginalisation, and violent killing are all considered as negative consequences of it (Faleti, 2012). An examination of conflict definitions indicated that it is a battle between two or more parties over resources or ideas triggered by their perceptions of being denied their desires. UNICEF (2005) asserted that conflict is inevitable between people over ideas, values, viewpoints, and perspectives on a wide range of subjects. Conflict can be beneficial if it generates new information that improves decision making and reduces lengthy delays over issues that do not directly affect the project's outcome or disintegrate the new team activities.

Conflict means opposing one another. Disagreement between individuals or groups All human partnerships contain such disagreements. (Larfela, 2013). An opposition or rivalry between two or more forces stemming from the pursuit of incompatible aims or opposing viewpoints, according to Aja (2013). A struggle for values or claims to status, power, and scarce resources, Oboegbulem and Alfa (2013a) define as "a struggle to achieve desired values while neutralising, injuring or eliminating rivals." Rivers (2005) found that classification (between us and them) causes conflict. so-called social identity theory. This categorization occurs when groups are formed, representing diverse functions inside an organisation, and it is unavoidable. Appelbaum, Abdallah, and Shapiro state in Thakore (2013) that conflict is a social process. It's a battle for riches, power, position, beliefs, tastes, and desires. Although Darling and Walker (2001) state that while conflict is a normal event in social relations, it may be handled inside organisations.

Transition in views of Conflict

Traditional School View of Conflict

Conflicts are harmful for organizations because they are disruptive, unnatural, and reflect a sort of deviant behaviour that needs to be regulated and modified

to accomplish the organization's goals. Conflicts can be fatal for some people and detrimental to organizational effectiveness, according to the old school. So, if a disagreement arises, these built-in rules and regulations will recognize and correct situations of conflict. Conflict was seen as a sign of group dysfunction and should be avoided. Conflict produced little value, according to this belief. For Robbins (2005), this is the old view.

Human Relation school view of Conflict

According to this similar theory, conflict can be avoided by cultivating an atmosphere of goodwill and trust among all parties involved. The goal of management has always been to avoid conflict whenever feasible and to resolve it as quickly as possible when it does occur.

The Inter actionist school view of Conflict

A healthy company tolerates dispute to a point. A wise manager, he says, avoids squandering his people's energy by avoiding conflict... If you're the boss and your employees openly disagree with you, that's healthy. It's healthy if your people publicly battle for what they believe in. But keep the fights eye to eye. Conflict is also regarded to be a good energy and important for performance. This method promotes self-criticism, change, and innovation while avoiding lethargy or too much tolerance for harmony and the status quo. Conflict is inescapable in the workplace and should be measured in terms of impact.

Integrationist school view of Conflict

This is the most recent perspective and explicitly argues that some conflict should not only be seen as good or bad but rather that some conflict is necessary for a group to perform effectively.

Levels of Conflict

Interpersonal Conflict

This is the most prevalent and well-known type of conflict. Because most conflicts involve people from different organisations or groups, all conflicts are basically

interpersonal. Each person has a preferred alternate course of action. The organisation creates scenarios when two people are in conflict. Interpersonal conflict can also stem from disagreements over the organization's aims. When views overrule facts, these conflicts are magnified. Opinions are very subjective and vulnerable to criticism. Personality clashes often cause these confrontations.

Intrapersonal Conflict

Intrapersonal conflict is the most difficult to study and control since it occurs within an individual (though its repercussions can extend to organisational performance). Intrapersonal conflict is a clash of opposing tendencies. It occurs when a stimulus generates two opposing tendencies, and the individual must choose between them. In such situations, it is normal for people to become frustrated and show their feelings through apathy, boredom, absenteeism, excessive drinking, or harmful behaviour. To avoid such behavioural repercussions, it is critical to analyse individual perception and employ approaches that reduce anxiety-inducing inputs and promote individual-organizational alignment. Incompatible aims or expectations can cause intrapersonal disputes. When faced with two good and equally enticing options, an approach–approach conflict arises. As an example, I must pick between a well-deserved promotion and an attractive new employment opportunity. A person faces an avoidance–avoidance conflict when faced with two unappealing options. For example, being asked to accept a work transfer to an unpleasant town or being fired from a company. An approach–avoidance conflict occurs when a person must choose between positive and bad outcomes. For example, being given a better-paying position that requires more personal time.

Intergroup Conflict

Disputes between groups of people who are on separate teams or organizations can have both intellectual and emotional roots. Because of intergroup conflict, it might be difficult to coordinate and integrate task activities in an organization. An educational institution's departments, faculties, and colleges are a classic illustration of a struggle.

Intragroup Conflict

Intragroup conflict is a term used to describe disagreements that arise within organizations or teams. Task conflict and relationship conflict are two types of intragroup conflict. To put it another way, task conflict is a sense of disagreement among group members or individuals concerning the substance of their judgments. Task conflicts can arise over the distribution of resources, the use of procedures or rules, and the interpretation of data. Interpersonal incompatibility is perceived as a source of friction in relationships, which can lead to feelings of frustration and hostility.

Inter-organizational Conflict

Inter-organizational conflict is a term used to describe conflict that happens between two or more organizations. Inter-organizational conflict can be exacerbated by intense competition. Inter-organizational conflict can arise because of corporate takeovers, mergers, and acquisitions, among other things.

Conflict Management

Managing crises to avoid disaster is management. Okoro & Obi (2005) defined management as the process of merging and exploiting organisational inputs (people, materials, and money) to achieve organisational goals. Conflict is a bad phenomenon that causes disharmony and other negative impacts in a relationship. Ibe (2001) defines conflict as a process that causes disagreement, unhappiness, and dissatisfaction in a relationship between two people or parties. Confronting differences in interest, perception, performance, and opinion is called conflict management. According to Okoro & Obi (2001), conflict management abilities must include self-esteem, flexibility, and openness to new ideas and actions. The process of reducing cognitive barriers to agreement, according to Ibe and Greenhalgh (2002), Conflict management in an organisation is the ability to comprehend, cooperate, respect, reward, integrate, and most importantly, allow industrial democracy to triumph. According to Ude & Ibe (2004), there is still a lot of debate going on, but the worst of it isn't allowed to happen or is minimized.

Depending on the situation, conflict resolution approaches may focus on changing structure or procedure (Dennis in Mhehe, 2007). He also claimed that conflict management strategies refer to programmes that teach people how to avoid, manage, and peacefully resolve disagreements. Efforts to enthrone or develop industrial democracy recognise workers' right to participate in decision-making on problems affecting their working conditions and overall well-being in business, Imhabekhai & Oyitso observe (2001). Educational authorities are increasingly realising the value of using conflict management programmes to improve classroom conduct and instruction. These are also leading to better mediation programmes for kids, teachers, leaders, and parents.

According to Rahim (2002), the goal of conflict management is to reduce the negative aspects of conflict while increasing the positive aspects. Conflict management is intended to improve learning and group outcomes. As a learning institution, schools must accept people from diverse backgrounds who work together to achieve educational goals. Gbadamosi (2006) describes a school as a goal-oriented organisation. It brings together people from diverse backgrounds to create a balanced person (students). He added that teachers and other employees often put aside their differences to work together to achieve school goals. Swanstrom and Weismann (2005) defined dispute management as the limitation, abatement, or containment of a conflict without necessarily solving it. They argue that destructive engagement should be replaced by constructive interaction. Changing destructive contact to constructive interaction produces confidence-building measures that boost the conflict management process by enhancing actor trust. According to Jeong (2011), specialised techniques such as tactics are adopted to cope with conflicts. In other words, a strategy is a general plan for handling a particular circumstance. Thus, conflict management solutions aim to reduce the harmful effects of unstrained forces. Conflict management solutions are meant to help people have peaceful relationships in places like schools (William, 2005).

The better educational leaders understand conflict, the better they can handle it. Conflict management is the practise of detecting and resolving disputes amicably (Adeyemi, 2006). It also connotes mana-

gerial tactics to contain or regulate internal conflict. According to Moran (2012), it is a concept and a set of abilities that help individuals and groups better understand and cope with conflict. According to Oluwale (2009), school administrators must embrace a transformational leadership style to effectively handle conflict.

Effective Educational Leadership

Leadership, like love, is widely wanted yet impossible to explain. The modern concept of "leadership" has only recently gained scholarly concern. Team-based problem solving has replaced the idea of a charismatic individual leader capable of attracting followers. People today who lead and follow quickly seek corporate goals. This team approach achieves two essential goals: better judgments are produced because leaders listen to and consider diverse input from co-workers with different experiences and perspectives; and better acceptance of group decisions is achieved through consensus building, enabling compliance.

Leaders frequently face complex situations requiring difficult judgments. Northouse (2007) described leadership as the activity of influencing others to achieve a goal and directing an organisation to become more cohesive and coherent. Leadership is the ability to influence others' views, attitudes, and behaviours. Leaders guide the team, help them see what is ahead, and inspire them to achieve their goals. Without leadership, human beings easily devolve into arguments and conflicts because we all perceive things differently and choose different answers. Leadership helps us all move in the same direction. Leadership is the ability to inspire others to undertake something worthwhile. The idea is to energise people (Mills, 2005).

Educational leaders must guide teachers and others to increase student learning while recognising cultural diversity (Wright et al. 2018). enlisting and leading the talent and efforts of teachers, students, and parents to attain common educational goals (Spillane & Diamond, 2007). School leaders create a vision for their schools based on their principles. They convey this vision to their personnel and other stakeholders at every opportunity. The school's philosophy, structures, and activities support this unified goal. Glenn Glover,

Educational leaders can help students build problem-solving skills. According to Farr (2011), school leadership influences classroom management, the school environment (internal and external), and academic success. Principals and instructors can affect a school's academic trajectory. Danielson (2010) emphasises that teachers, schools, and communities must work together to effect change. The school is a community learning and knowledge development organisation. Academic excellence is the foundation of school performance, and instructors are essential to it. School leadership helps manage and shape cultural information flows to enhance students' academic growth. Action-oriented and response-centered school leaders can assist teachers to exemplify values and effectiveness in teaching and learning (Farr, 2011; Spillane, 2005; & Townsend, 2010). Academic underachievement is influenced by school leadership and management. School leaders must be effective, self-assured, resilient, and committed to excellence, according to Danielson (2010) and Farr (2011). Positive teacher-student interactions require effective school leadership. A combination of leadership principles and the capacity to apply them to knowledge transfer is what Farr calls "great teaching." The use of knowledge and skills by school employees facilitates dialogue, communication, and collaboration within the school community. To enhance student interaction, school leadership involves knowledge, preparation, training, and ongoing professional growth.

By setting high goals, involving students in their education, planning thoughtfully, making required modifications, improving, and working ceaselessly, Farr (2011) identified six effective leadership tactics. Stumbo and McWalters (2010) also stated that strong leadership helps teachers and principals collaborate with children to attain academic success. A strong school structure that supports leaders and teachers can improve student academic performance. School leadership includes direction, support, and behaviours that improve school achievement. According to Yukl (2002), leadership is a dynamic and influential process that leads to desired outcomes. A vision founded on strong personal and professional values inspires and supports others. Schools should provide all students with a solid educational and social foundation. Accountability and standards are important to school leaders who strive toward a vision of education that incorporates societal, system administration, and

environmental effects on leadership. Such leadership should aim to increase teachers' abilities. The effectiveness of school leaders affects the quality of the school environment and student learning. Maintaining student learning is a priority, requiring school leaders to positively respond to changes in teaching methods, classroom organisation and management, and curriculum delivery. The role of school leadership has changed in the 21st century, from increased expectations to more accountability for educational outcomes (Mulford, 2003). According to Leithwood et al. (2002), good leadership is critical to empowering students, improving classroom management, and ultimately student achievement. School leadership is shifting to a distributed model of shared cooperation (Spillane, 2005). School leadership develops teachers' ability to combine teaching and learning, interpersonal skills, and mentorship to increase academic success. Leadership in schools was emphasised in terms of its impact on teaching, learning, and creating a learning environment. "Authority to lead need not be centred on the person of the leader but can be diffused inside the school between and among people," said Mulford (2003). Leadership is ingrained in the whole school community. Members of the community support the leadership's efforts to change the system so that students can do better in school.

Student learning is influenced by school leadership, classroom management, and instructional delivery. To help students learn, teachers need initial and ongoing professional development (Colasacco, 2011; Marino, 2007). Similarly, Stewart (2011) argued that frequent professional development can help build school leaders. From the ranks of teachers, some people rise up to take on management and leadership roles (Bush, 2005; Farr, 2011; Spillane, 2005, 2006).

Features of Effective Educational Leaders

Sabancı, et.al (2014), Alstad (2020), outlined some features of successful school leaders.

Successful in setting two-way communication processes.

Effective principals are strong communicators, according to research. Marzano, Waters, and McNulty (2005)

discovered that good leaders foster two-way communication throughout the school community. The leader must ask questions, be honest, and solicit feedback from the school community (Bolman & Deal, 2002). Additional research showed effective school leaders' roles in decision-making and creating relationships with parents and the community (Leithwood & Riehl, 2005). The principal regularly meets with students, staff, and parents. McEwan (2003) discovered that great leaders always communicate by listening, speaking, writing, and reading. The principal frequently writes to parents, students, and staff. The role of a school leader is understood to necessitate certain talents and cognitive strategies.

Sufficient at human resource management and maintaining organizational integrity.

Erdamar, cited in Hashmi (2014), asserted that the knowledge, awareness, and application of Human Resource Management (HRM) are crucial to the proper functioning of education leaders since HRM provides a framework for the development and promotion of education systems. According to Iqbal et al. in Hashmi, skilled and professionally qualified HRM leaders perform better for the organization's growth than untrained and unskilled leaders (2014). In addition, Hoffman, and Shrew (2013) emphasized that the knowledge and abilities of HRM possessed by leaders aid in enhancing the efficiency and effectiveness of their personnel, hence contributing to the growth of their organization. The concept of leveraging HRM to achieve desired goals in the business sector has similar implications in the education sector. Leaders must be familiar with the abilities required for effective leadership and management for the advancement of their institutions and the welfare of their workforce.

Skillful at establishing effective human relations with subordinates and other professional counterparts.

Relationship building is an essential component of school leadership yet building meaningful relationships as a school leader is difficult. Diversified stakeholder groups, diverse circumstances, and difficult events provide obstacles to the interactions between school leaders. Due to the complexity of school leader

relationships, explicit training on relational skills is required for school leaders.

Relationships serve as the foundation for a variety of educational leadership components. According to Northouse (2015), relational behaviour is required in every situation involving school leaders. Current education concepts, such as trust, cooperation, professional learning communities, distributed leadership, supervision, mentoring, and coaching, highlight the relational character of the school leader position. Moreover, the greater involvement of parents and community people in educational processes necessitates that school administrators cultivate deeper relationships than ever before (Stronge, et.al 2008).

Enthusiastic for participative decision making.

Budget, personnel, and curriculum are all school-based decisions. In terms of school finances, schools receive either a lump payment or a percentage of the district budget to spend on personnel, equipment, materials, supplies, and professional development. Because personnel costs account for around 85% of the district budget and other fixed costs account for the remaining 5–10%, there are few discretionary funds left for school-level distribution. Thus, decisions about how to spend money on staffing and how to structure and assign staff are very important to how the school runs and how well it works.

Schools have the flexibility and power to decide how best to staff their schools. It involves identifying personnel needs based on the school's mission and instructional strategy and then selecting candidates to fill those jobs. Schools might choose to spend their personnel budget on instructors, instructional aids, specialists, or secretarial assistance. After determining staffing needs, schools aggressively recruit new teachers.

In the third decision area, school-level decisions about curriculum and instructional practises are made within the context of district or state goals while addressing the school's mission and needs. Personnel at the school level use their professional skills and local knowledge to make decisions that impact the school's educational programme. School personnel evaluate their programmes and students' academic progress.

District policies on class size, tenure, hiring, firing, assignment, curriculum initiatives, textbooks, and evaluation often constrain and regulate budgetary, staffing, and instructional programme decisions.

Courageous to take risks when there is an opportunity for achievement.

We all use the word risk, but we understand it differently (Cleary & Malleret, 2007). As defined by Apgar (2006,) risk is “the chance of a loss or reversal, or a gain or advance, that is not expected from a decision or an activity.” Risk is now everyone’s responsibility in schools, especially school administrators. Most risk procedures are now mandatory, and each year more hazards are added to the compliance list. Assertive parents; harassment; negative media attention; students who break school rules and the law; disloyalty of key staff; enraged councilors; leading change that is “always fraught with risk” (Barth, 2007); and handling ‘critical incidents’ that make school leaders negligent if procedures are not followed to the letter.

Care on teacher needs, morale, and motivation.

To enlist, mobilise, and motivate others to contribute their expertise or resources is typically described as leadership. Few studies have directly studied the relationship between leadership styles and follower motivation (Bono and Judge, 2003). School leaders find approaches to enhance teacher motivation through improving feedback and assistance, recognising work, and fostering inquiry and curiosity. Teachers require frequent, consistent feedback on their lessons, as well as opportunities to communicate with colleagues. Providing opportunities for every teacher to get improvement feedback allows school leaders to foster an environment that values and rewards effort. Professional development with teacher leaders reinforces individual and group efforts. Meaningful teacher leadership roles provide for more professional growth, pay, and impact across the school and district. Woolbright sums it up best: “School leaders provide various chances for teachers to speak, voice, advise each other, and contribute to establishing leadership.” Effective leadership is about long-term motivation.

Adopt consulting role and encourage contributions for problem solving.

Problem solving skills help children avoid conflicts at school and in everyday life. It will also assist children to develop early empathy and gain positive attributions about others’ intentions. It is vital for academic and social success. The duties of an educational leader include issue solving. Complex, distinctive, and open-ended issues commonly confront building leaders, such as principals and assistant principals. A wise educational leader must evaluate numerous aspects and constituencies before deciding on a course of action. Student misbehaviour, personnel issues, parental complaints, school culture, instructional leadership, and many other facets of educational administration can be addressed. Simon (2018) identified three phases of decision-making. The first step is to identify issues. Identifying which of the many problems that cross one’s desk requires immediate attention, or even any attention at all, is a skill that many educational leaders lack. Second, Simon defined “planning possible actions” (p. 395). Finally, educational leaders must assess their choices. Implementation begins once a plausible and well-evaluated prospective solution approach has been chosen.

Good at coaching the staff to set achievable goals

Wise and Hammack (2011) described coaching as a new way of thinking, leading, and learning that has the potential to revolutionise education. Direction in schools is a demanding task that requires balancing political pressures with the need to provide varied professional development to adult learners under the leadership of school administrators. A new attitude and awareness of human potential emerge when coaching is used in the educational environment by teachers, teacher leaders, or principals. Franklin and Franklin (2012) explained that “coaching has developed a strong foothold in several domains of change management.” According to Van (2012), a “natural synergy” exists between educational leadership and effective coaching. Student achievement and school culture can both benefit from educational leadership coaching, which is both a sort of on-the-job training and a strategy for having

transformative discussions (Stevenson, 2009). Through discussions and thoughtful questioning, in this style of professional development, educators are guided towards metacognitive practises that improve schools. It is possible to improve schools and increase student achievement by utilising a coaching model in the classroom (Cheliotis & Reilly, 2010).

Theoretical Framework

Schools have attempted to construct universal or generic theories to explain the existence of conflicts at every level of social interaction, including those between people, groups, institutions, and the state or society, as part of their conflict management efforts. The researcher offered one notion that served as a guide for this investigation: This theory was developed specifically for the purpose of resolving conflicts in educational institutions.

Basic Human Needs Theory of Conflict (Burton 1990)

According to John Burton's Human Needs Theory, the desecration of basic human needs can lead to conflict. Unfulfilled needs are the primary cause of conflict; denying or obstructing human needs leads to conflict. John Burton's Human Needs Theory tries to understand and identify things that might cause people to fight.

According to Burton (1990), referenced in Kasenge (2020), many people working on conflict management believe that humans require some necessities to survive and develop. If these needs aren't met, they'll use any means required to get them. Burton established the Basic Human Needs idea of deep-rooted conflict affecting all aspects of human life. Human needs, he claims, are inherent in every human being and are therefore universal and trans-historical, relevant to every group at every moment in human history. Identity and security are inherent human demands, he said. The desire to meet these demands drives human impulses and behaviour. They will be chased despite all obstacles and supposedly "irrational" tactics. He argues that suppressing needs by compulsion can never work in any institution. Instead, focus on creating systems that

meet these demands. While the demands are generic, the solutions are situation specific. Because identification and security demands are not resource-based, they can be met by a single solution. (For example, we can both be safer if we support each other's identification and security.) So, a satisfying final state is presumed. An outsider cannot tell another person or group what to do to satisfy their needs; they must do so themselves. Burton contends that only inclusive approaches can do this. To uncover fundamental needs and ways to meet them, all parties must engage in discourse. Burton ignores power dynamics or inequalities in relationships between people in dispute. He tends to presume that good agreements are implemented freely since they satisfy both parties' demands. It assumes rationality in problem analysis and solution development.

Burton and those who follow this approach tend to focus on the purity and efficiency of the process rather than adherence to seemingly abstract concepts. In this situation, the basic communal needs are for:

- a. Acceptance of the group's values-based identity.
- b. Participation in decision-making Burton argued that unresponsive groups hampered the institution's ability to react to diverse groups' needs. In fact, the institution stayed weak and vulnerable because it didn't meet these basic needs.

He noted that the situation may remain calm until an incident occurs that prompts the factions to act (much in the way that a conflict may be latent in the institution until some triggering event occurs that reveals its existence). Unless basic demands for identification and security are addressed, conflict persists. This means that actors (individuals and organisations) always act in their self-interest. In a situation where there are almost always winners and losers, this idea says that actors will try to gain more power over other actors in order to have a better chance of winning over them.

There is no such thing as altruism or other forms of altruistic behaviour because everyone is attempting to achieve their own interests and has external objectives (Coser in Kasenge 2020). Other research suggests that institutions have distinct identity groups that are indifferent to the demands of others (Azar and Kasenge 2020). He argued that institutions were undermined if

groups did not respond to and address the needs of other groups. In this scenario, Azar discovered that institutions remain weak and vulnerable if groups fail to address basic demands of identity and security. To address these issues, he discovered that a situation can be relatively stable until a triggering event occurs, just as a dispute can be latent in an institution until a triggering event reveals its existence. He argued that conflict lingered until basic demands for identification and security were addressed. This hypothesis suggests that leaders, employees, students, and parents in Ghanaian and Nigerian educational institutions need to secure their identities and security. Burton said that if these identities and security were not met, it caused adolescent disorder, frustration, and anger.

This study assumed that successful conflict management relied on encouraging academic and non-academic personnel, students, and parents to coexist while respecting each other's identities and security. Swanstrom and Weismann (2005) define conflict management tactics as "changing from destructive to constructive" to make actors live in harmony. This fits with the theory.

Conflict promoting factors in the school system

George (2010) elucidated the following causes of conflict within the school system:

1. Barriers to communication develop when the school administration withholds official information, sends incorrect messages, inhibits feedback, or permits ambient noise or distraction. This causes conflict in the educational system. Workers and school administrators can get into trouble because of this kind of resentment and gossip in the workplace.
2. There is a lack of basic resources required to provide successful service delivery, which is the basis of conflict in educational organisations. Those who can't get the equipment or supplies they need to complete their jobs will start criticising management for their inability to provide them, and this will lead to competition amongst them.
3. Academic environments are demanding enough without having to contend with a staff that has

personal disagreements. People from a variety of backgrounds, experiences, and educational levels attend schools. When staff, students, and school management are unwilling to tolerate personal distinctions such as colour, religion, tribe, and cultural background, personal interaction might be unproductive.

4. Unhealthy competition in academic environments hinders teamwork, promotes individualism, and creates a hostile work environment. People who work for educational institutions can become very competitive if the pay and benefits they get don't match the amount of work they do. This can lead to conflict.
5. In schools, staff members' ideals and lifestyles differ, which can lead to conflict, especially if they refuse to recognise one another's differences in character and experience. When insults are made based on ideological differences, aggressive acts, sexuality, and risky behaviour, the conflict escalates until the proper answer is presented and accepted.

Misappropriation of school funds; indiscipline among staff and students; goals divergence; differences in perception; competition for scarce resources; favouritism; nepotism and "Godfatherism"; unimpressive conditions of service; administrative incompetence of school administrators; personality clashes; and neglect of the needs of the students are all factors that contribute to conflict at schools, according to Ghaffar (2011).

Major consequence of conflict in the school system

It can hamper Teachers/Staff (Lecturers') Productivity: Teachers' productivity is an essential component that affects student learning outcomes and educational quality. Disagreement is a crucial element that can easily impact teacher productivity positively or negatively depending on the nature of the conflict, the parties involved, and the ways used to address it. Poorly managed conflict destabilises teachers' emotional stability, lowering their performance. Conflict can destabilise an ordered work environment, wasting time, money, and resources, according to the Centre for the Prevention of School Violence. When this happens, instructors' time, money, and resources are

wasted, reducing their work efforts and resulting in low turnover. A disagreement can reduce school administration and teacher productivity, lowering school performance. School conflicts, according to Makaye and Ndofirepi (2012), disrupt the school tone and climate, affecting both teacher and student performance. Based on the above, a disagreement is the most volatile ingredient that can reduce, impede, and cause a severe fall in worker productivity, especially among teachers. According to Jonkman (2006), conflict demotivates, demoralises, and slows progress. In other words, conflict can negatively impact teacher morale and school performance. Teachers can become frustrated by conflict. Kgomo (2006) claims that frustration manifests as hesitancy, vacillation, insomnia, tension, and worry. Teachers that display these traits will suffer from issues of alienation, absenteeism, lack of innovation, and overall inefficiency and ineffectiveness in their work. Teachers influenced by dysfunctional conflict lose three important elements. These are students, educators, and society. That's why it's important for teachers to learn about conflict management dynamics so they can figure out how and when to use the right conflict management tools.

Conflict management strategies in nigerian school system

Managing conflict in schools has been an aged long change for educators, among which are:

1. Behavioural Management Educational leaders are ultimately responsible for fostering successful and appropriate student behaviour that conforms to the specified acceptable norm.
2. Negotiation: This is a situation in which two or more parties with common and conflicting interests state and negotiate terms for a potential agreement. It is a deliberate process that the group's representatives go through to work out their differences and come to an agreement.
3. Mediation occurs when two disagreeing parties work together to resolve their conflict with the assistance of a neutral third party called a mediator. It is a kind of problem-solving in which a neutral third party supports disputants in reaching an

agreement that is mutually agreeable. It is effective because it is a democratic and systematic process that lets disputants resolve their own disagreements with the aid of trained peers.

4. Orientation: This consists of the values, beliefs, attitudes, and proclivities that are cultivated through educational activities to encourage collaboration, justice, fairness, and tolerance, and to prevent prejudiced behaviour.
5. The provision of accurate information is the panacea for conflict management, as a lack of information exacerbates divergent ideas and societal divisions.
6. Collective bargaining is when representatives from each group work together to come up with a solution.
7. Arbitration: A circumstance in which a neutral third-party act as a judge or arbitrator to determine the terms of a settlement. Before the arbitrator can be binding on all parties involved, both parties must agree on him or her.
8. Competing styles are defined by aggressiveness and uncooperativeness and arise when parties work for their own benefit at the expense of the opposition. This technique is characterised as a powerfully concentrated conflict management style.
9. This is the incorporation of a peaceful classroom approach that reinforces cooperative behaviour and promotes the acceptance of diversity into the curriculum and classroom management. Conflict Management the Educational Programme aims to instil problem-solving abilities and equip educational leaders with the resources essential to educate pupils in nonviolent conflict resolution.

Importance of conflict management to educational leaders

An Increase in Productivity

1. A more integrated workforce reduces absenteeism and "presenters," improves decision-making under stress, and reduces the amount of rework required.
2. Foster a culture of inventive creativity that propels the organisation forward.

Maintains elite performers

1. It aids in the development of supervisory relationships.
2. It keeps the teams engaged and open to communication.
3. Allows employees to make a positive difference.

Controls Risk

1. Prevents aggressiveness, violence, sabotage, and destruction by dissatisfied employees.
2. Lowers legal risks
3. Enhances public perception of the organization's brand and reduces negative word-of-mouth

Reduces Expenses

1. It improves the capacity to make superior educational choices.
2. More effective and coherent new projects are launched.
3. Increases return on investment by uniting teams and workforces around a common goal.
4. Lowers recruitment and training costs because of increased employee retention.

Conclusion

Educational institutions are formed of hierarchies, departments, and individuals. There are ongoing comparisons, rivalries, and confrontations between institutional units and subunits. Conflict is a pervasive trait at every level of an organisation. Conflict may have functional or dysfunctional implications. Consequently, it is essential for management to study alternative techniques and procedures for managing conflict. There is a large diversity of conflict management interventions that can be implemented at various organisational levels. Before they get to a point where they're too much, organisations should come up with a variety of ways to deal with and manage disputes.

Recommendation

The following suggestions were made:

1. It is important to avoid conflict within the educational system to ensure successful teaching and learning.
2. It is important to avoid conflict within the educational system to ensure successful teaching and learning.
3. To keep the educational system peaceful, stable, and moving forward, synergy must be formed between all the people who work in the field of education.
4. To prevent chaos in the educational system, the few resources that are now accessible should be dispersed equally.
5. To teach school administrators and teachers, as well as non-teaching staff and students, how to deal with conflict in a positive way, seminars, conferences, workshops, and symposiums should be held regularly.

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