



CONFLICT MANAGEMENT STRATEGIES AS FACTORS MITIGATING INSECURITY IN SECONDARY SCHOOLS IN SOUTHEAST, NIGERIA: A CORRELATION ANALYSIS

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Abstract

The study determined conflict management strategies as factors mitigating insecurity in secondary schools in Southeast, Nigeria. Three (3) specific purposes, corresponding research questions, and three (3) null hypotheses guided the study. A correlation research design was adopted for the study. The study involved 420 teachers from 420 schools drawn from three states of Ebonyi, Enugu and Anambra in Southeast geopolitical zone. Two instruments, the Conflict Management Strategy Questionnaire (CMSQ) and the Secondary Schools Insecurity Questionnaire (SSIQ), developed by the researchers, were used for data collection. The internal consistency reliability index obtained using Cronbach's alpha was 0.82. Data collected were analyzed using simple linear regression analyses through SPSS version 26.0. The findings of the study revealed that 28.7% of the variation in factors mitigating secondary schools insecurity can be attributed to the conflict management strategies, which is statistically significant. Also, 19.9% of the variation in factors mitigating secondary schools insecurity can be attributed to collaborative strategies, which is statistically significant. Also, 8.21% and 2.3% variations in factors mitigating secondary schools insecurity can be attributed to compromising and avoiding conflict management strategies respectively, which is statistically significant. Principals should mitigate insecurity and build safer secondary school environment for all stakeholders using conflict management strategies.

Keywords: Conflict management strategies, collaborative conflict management strategy, compromising conflict management strategy, Avoiding conflict management strategy, learning environment

Introduction

Insecurity in Nigerian secondary schools has emerged as a critical challenge and a difficult problem that has defied solution in recent times. Because the quality and outcomes of secondary school education are heavily influenced by the learning environment make the situation very worrisome. Insecure school environment prevalent in most public secondary schools in the study area pose a serious threat to the achievement of secondary school education goals and the performance of students in examinations. Incidents such as kidnapping, armed robbery, cultism, theft, vandalism, and even communal classes have become increasingly common, particularly in public secondary schools in southeast, Nigeria. Attacks on schools, in whatever forms either from within or outside the school, disrupt teaching and learning processes and may cause the teachers and students to flee the area. According to Eze and



Ojukwu (2023) insecurity undermines the quality of education, threatens the safety of property, students and staff and may result to schools closed down indefinitely. In worst scenario parents may keep their wards at home leading to prolonged absenteeism from school by teachers and students due to safety concerns. Chukwuma and Igwe (2022) enumerated fear, anxiety, trauma and restlessness as some the psychological effects of learning in insecure environment and the authors stated that it significantly impair cognitive development and concentration of students, leading to reduced academic performance.

Currently, most secondary schools have been ravaged by various forms of insecurity. According to Fati et al. (2022) insecurity is characterized by unlawful possession of arms, forgery, receiving stolen properties, false pretence, burglary, theft, armed robbery, kidnapping, attempted murder cases, manslaughter, fighting, quarrellings between principals and teachers, between teachers and teachers, between teachers and parents, among other human activities that subject individuals and communities into state of fear. According to Ghaffar (2019), all .kind of insecurity starts with misunderstanding that occurs between two or more people who has come together for any social activity like job. Okafor et al. (2025) define insecurity as lack of control and inability to take defensive action against forces that portend harm or danger to life and property. Insecurity makes individual or group vulnerable and involves negative feelings of uncertainty, anxiety and fear among other traumatic experiences. Situations of insecurity trigger traumatic disorder and toxic stress that affect students' learning negatively (Adams et al., 2021).

A close observation reveals that secondary schools in the study area are experiencing dwindling class sizes, teacher relocation and declining school enrolment. This observation by the authors was supported by Nnadi (2023) who stated parents were reluctant to send children to school due to safety concerns. Agbakwuru (2025) confirmed that fear of kidnapping and other acts of lawlessness compelled families and teachers to relocate leading to abandonment of school, reduction in instructional contact time and physical decay of school facilities. Across Southeast, Nigeria, many secondary schools delay or discontinue schooling activities due to increasing insecurity. Agbakwuru (2025) has reported resurgence of kidnapping, armed robbery and violent communal clashes particularly in rural boarder communities as confirmed by news reports of many media houses and advocacy groups in the study area. Nnadi (2023) further stated the current situation in most secondary schools is far from ideal environment conducive for effective teaching and learning due to escalating insecurity challenges. According to Ogunode, et al. (2021) kidnapping, communal clashes, armed robbery, and lawlessness have disrupted school activities, threaten the safety of teachers and students and caused prolonged absenteeism, fear, emotional instability and lowers students performance in examinations. In such scenario, students who managed to attend school find it difficult to concentrate due to trauma, fear and stress. The reports of these scholars have shown that insecurity have negatively impacted the educational outcomes observable in most secondary schools in South east, Nigeria.

Secondary schools are set up to help students acquire quality secondary school education that qualifies them to proceed to higher institutions and prepare them to live effectively in society (Tim, 2018). The secondary school curriculum is a comprehensive document designed to impact relevant skills, knowledge, attitudes and inspires in its recipients the desire for achievements, self-improvement both at home and elsewhere and to live a useful life in the society (Olajide et al., 2015). However, in this kind of hostile insecure school environment, the goals of secondary school education may be far from been achieved. Efforts to mitigate this menace and achieve a safer school environment have been initiated at various levels. The Nigerian government, in collaboration with international organizations and civil society groups, has implemented measures such as: deployment of security personnel to schools in vulnerable areas, construction of perimeter fencing and installation of CCTV surveillance systems, introduction of safe school initiatives (SSI), community engagement and sensitization programs,



psychological support and trauma counseling for affected students, among others. Despite these interventions, the persistence of insecurity calls for a deeper understanding of its impact and the ineffectiveness of current conflict mitigating interventions and the need to determine conflict management strategies as factors mitigating secondary school insecurity.

Conflict within schools—whether interpersonal, ideological, or structural—is a major contributor to insecurity in secondary schools. This is because poorly managed conflicts can escalate into violence, vandalism, and even external security breaches. According to Makinde et al. (2023), psychological, philosophical, and socio-cultural conflicts are prevalent in Nigerian secondary schools, and when left unresolved, they undermine school administration and contribute to a hostile learning environment. The authors have noted that conflict is an inevitable aspect of human interaction, especially in institutions like schools where diverse individuals with varying backgrounds, expectations, and interests converge. When not properly managed, conflict can escalate into insecurity, disrupting the learning environment and eroding trust among stakeholders (Makinde et al., 2023). Drawing from opinion of these scholars, the absence of structured conflict resolution mechanisms may lead to increased tension, student unrest, and breakdowns in discipline in Nigerian secondary schools. This means the role of school administrators particularly principals in managing conflict in secondary schools is pivotal. Their conflict management strategies can either mitigate or exacerbate conflict and by extension insecurity in schools. No wonder Makinde et al. (2023) concluded that the absence of structured conflict management strategies contributes significantly to insecurity in school environments.

Conflict is part of life and conflict management needs strategies to work. According to Edwin (2014), conflict management is the implementation of certain strategies to manage and prevent conflict from escalating to armed conflict. It includes all the efforts and interventions meant to limit, contain or regulate conflict from escalating (Edwin, 2014). Conflict management strategies include whole range of interventions and efforts school management may use to reconcile parties and groups with incompatible interests and to prevent the pursuit of divergent goals from degenerating into armed violence (Igbinoba, et al, 2019). According the authors, it includes intervention strategies put in place to prevent the pursuit of irreconcilable differences and interests already escalated into armed conflict and resolved from relapse into further violence. From the views of scholars cited above, conflict management includes the strategies adopted to achieve critical investigation into the root causes of the conflict, the actors, structures and dynamics in the conflict situation. In the same vein, Awan and Anjum (2015) attested that effective application of these measures could control and mitigate an obvious potential conflict situation from escalating into destructive dimension. In this study, conflict management, conflict intervention and conflict resolution are used interchangeably and could be strategies used to resolve disputes, disagreements and conflicts that occur daily in secondary schools.

There are various conflict management strategies that may be used to manage conflicts in the secondary schools. According to Igbinoba et al, (2019) they include compromising strategy, avoiding strategy, accommodating strategy, collaborating strategy and dominating strategy. Compromising as a strategy involves finding an expedient mutually acceptable solution, where each party in the conflict situation surrenders certain interests and values in order to make peace (Ndulue & Ekechukwu, 2016). In this strategy, parties are encouraged to split their differences and make concessions in order to resolve the conflict. This method becomes necessary where the positions of the parties are so incompatible that the two cannot be reconciled without one of them losing something in the process. This is ‘win some, lose some’ strategy. This method is suitable when the parties to the conflict are in the same power position (Parker, 2012). Another conflict management strategy adopted in this study is conflict avoidance strategy. Huan and Yazdanifard (2012) stated that conflict avoidance strategy occurs when one party in a potential conflict ignores the conflict issues or try to ignore the presence of the conflict. The authors



further stated that it is a dangerous way of resolving conflict because where the issues in the conflict are not addressed it may degenerate to a worsening situation after resolution. The proponent of this style pretends everything is alright and ignores the issues of the conflict. This style is referred to as the 'lose-lose' strategy in managing conflict because neither side is able to deal with the issue, much less manage or resolve it by simply avoiding the issue or problem.

Accommodation is another conflict management strategy in literature. This strategy comes from self sacrifice disposition and it involves a process in which one party in a conflict neglects one's needs and rights and willingly ranks the opposing party's interest above self. In this strategy, a disputing party gives up their interests to resolve the conflict. The underlying value in accommodation is self-sacrifice where the person is meek and readily gives in to the demands of other people. Another strategy is collaboration. It is strategy where both parties win. Here the parties do not avoid the conflict but work with each other to find solution that is satisfactory to both parties through the process of negotiation, discussion and consultation. It is about dialogue and problem solving strategy in which the parties negotiate and integrate each party's interest, understanding and a solution that satisfies the concerns of both parties. It is a win - win situation.

The last but not the least strategy used in this study is domination. In this style, there is little or no interest in the well being or interest of the other party. The primary motivation in domination strategy is the desire to win and make the other party lose. The use of dominance style, according to the work of Dontigney (2018) is more likely to cause high levels of conflict. It is also a strategy that enables an individual to firmly pursue goals despite the resistance of others (Human Resource Engagement Report, 2018). It is a 'win-lose approach, a "winner takes all" approach in conflict management. Usually, the focus is on winning the conflict at all costs, rather than seeking the most appropriate solution for everyone concerned. Whichever conflict management strategies used to address the conflict situation, the aim according to Rahim (2002) is reduce conflict to the barest minimum.

Adoption of appropriate conflict management strategies by the school principal and other stakeholders may reduce school insecurity to the barest minimum. Appropriate conflict management strategies should be used to drive insecurity off our schools. In the light of the above, conceptualizing conflict management strategies as the fulcrum for insecurity and school outcomes, as conflict management strategies increases, school performance indices (students academic achievement, school enrolment, students' and teachers' punctuality, regularity and attendance rate, teachers' instructional contact hours with students among others) increases due to mitigated insecurity and safer school learning environment but as the principal's conflict management strategies decrease and becomes deficient, all the students' performance indicators decrease. Therefore, secondary schools can move from higher performance levels to lower levels depending on the conflict management situation. This indicates that as schools' performance indices increases, conflict decreases and when the conflict situation increases, the level of insecurity also increases and school performance indices decreases. To achieve sustainable secure safer school environment, school heads must ensure that potential conflicts are appropriately managed and controlled from escalation through appropriate conflict management strategies. Effective conflict management strategy will promote safer and peaceful school environment, collaborative decision making, open communication, regular feedback and improved commitment to achieve school objectives (Fatile & Adejuwon, 2011).

When conflict arises in school, it should be properly managed to avoid escalation. It is perceived that the conflict management strategies developed by the school heads to resolve or manage conflicts could make or mar the growth and development the school. This study set out to find out if there is any correlation between conflict management strategies adopted school principals and level of insecurity in



secondary schools and the predictive power of the relationship if any. Studies have shown that collaborative and conciliatory conflict management strategies, such as mediation and compromise, tend to foster peaceful school environments, while authoritarian or avoidance-based approaches often lead to unresolved tensions and heightened insecurity (Kalagbor & Nnokam, 2015). Despite the growing body of literature on conflict resolution, there remains a gap in empirical research that specifically correlates conflict management strategies with levels of insecurity in Nigerian secondary schools. This study seeks to fill that gap by exploring how different conflict management approaches mitigate the prevalence and severity of insecurity in secondary schools in Southeast, Nigeria. This makes the issue of escalating insecurity in secondary schools a very serious academic challenge. Therefore, this study determined conflict management strategies (compromising strategy, avoiding strategy, and collaborating strategy) as factors mitigating insecurity in secondary schools. The following questions were addressed:

1. What is the amount of variation in factors mitigating secondary school insecurity that can be attributed to compromising strategy?
2. What is the amount of variation in factors mitigating secondary school insecurity that can be attributed to avoiding strategy?
3. What is the amount of variation in factors mitigating secondary school insecurity that can be attributed to collaborating strategy?
4. What is the amount of variation in factors mitigating secondary school insecurity that can be attributed to conflict management strategies compositely?

Hypotheses

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

H₀₁: There is no significant variation in factors mitigating secondary school insecurity that can be attributed to compromising strategy.

H₀₂: There is no significant variation in factors mitigating secondary school insecurity that can be attributed to avoiding strategy.

H₀₃: There is no significant variation in factors mitigating secondary school insecurity that can be attributed to collaborating strategy

H₀₄: There is no significant amount of variation in factors mitigating secondary school insecurity that can be attributed to conflict management strategies compositely.

Method

Design of the Study

The researchers adopted correlation research design. According to Nworgu (2015), this type of design seeks to establish what relationship exists between two or more variables and also indicates the direction and magnitude of the relationship between the variables. The present study established the amount of variation in factors mitigating secondary school insecurity that can be attributed to their conflict management strategies (compromising, avoiding and collaborating), the design was therefore considered appropriate for this study.



Participants

The sample for this study comprised 420 senior secondary school teachers. The sample was drawn using multistage sampling procedure involving three stages. At the first stage, three states of Anambra, Ebonyi and Enugu were purposively drawn out of the five states in South east Nigeria. This was to ensure that other states are not selected. In the second stage, using the simple random sampling technique, the names of the 20 rural secondary schools from boarder communities in each of the three states were written on slips of paper, folded and put in a container, shuffled and the researcher then randomly drew the 20 secondary schools from the container, one at a time without replacement. This technique was adopted because it is free of bias, and thus gives all the secondary schools in the boarder communities' equal chances of being included in the sample. The 60 secondary schools chosen were used for the study. In the third stage, proportionately stratified random sampling technique was employed in drawing 420 teachers from the 20 sampled secondary schools drawn from each state used for the study. The proportionate stratified random sampling technique adopted at the third stage because it ensured greater representative of the sample relative to the population and guarantees that minority components of the population are adequately represented in the sample. In other words, for the fact that the number of teachers in each of the schools was not equal, it becomes pertinent to ensure that the number of teachers across the schools is adequately represented in the sample proportionately.

Instrument

Two instruments developed by the researchers were used for data collection in this study. They are: Conflict Management Strategy Questionnaire (CMSQ) and Mitigating Secondary School Insecurity Questionnaire (MSSIQ). The CMSQ has one (1) section; section A. Section "A" has three (3) sub scales (I, II & III) that elicit information on principals' conflict management strategies. Precisely, the sub scale "I" elicits data on principals' compromising strategy, "II" also elicit data on principals' avoiding strategy and "III" elicits data on principals' collaborating strategy, The teachers were requested to express their level of agreement or otherwise to each of the items modeled on a modified four (4) point Likert-type scale with response options Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 respectively.

The Mitigating Secondary School Insecurity Questionnaire (MSSIQ).was used to obtain data on mitigating secondary school insecurity from the sampled secondary schools. The questionnaire has one cluster with 15 items on the mitigating insecurity in secondary schools. The teachers were also requested to express their level of agreement or otherwise to each of the items modeled on a modified four (4) point Likert-type scale with response options Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 respectively.

Validity and Reliability

The face validation of the instruments was done by experts. Specifically, the experts were requested to validate the instruments, to ensure appropriateness of items, clarity of language, structure of items, suitability for the study, and to make suggestions for improvement of the instruments. The title of the study, purpose of the study, research questions and hypotheses were also given to each of the experts to scrutinize in relation to the instruments for data collection. Based on the Validators' comments, corrections and suggestions, the instruments were modified accordingly. The final draft version of the instruments was used for data collection. The reliability of the CMSQ and MSSIQ was determined after trial-testing the final version of the instruments on thirty (30) teachers randomly sampled from two Public Secondary Schools in Benue state. The internal consistency of the instruments was determined using the Cronbach Alpha method of estimating reliability through SPSS version 26.0. The Cronbach



Alpha method was employed because it applies to instruments that involve polytomous scoring such as the CMSQ and MSSIQ used for this study. The reliability estimates obtained for the CMSQ and MSSIQ were 0.80 and 0.82 and reliability estimates for clusters I, II and III were 0.8, 0.78 and 0.84 respectively. These reliability estimates are high in line with Cohen et al. (2018) who recommended that a correlation coefficient (r) of .70 and above should be considered high. Hence, the instruments are considered good for the study.

Data Analysis

Data collected were analyzed using simple linear regression analyses through SPSS version 26.0 (Hayes 2018). The correlation coefficients (R) and coefficient of determination (R^2) obtained from simple linear regression analysis was used to answer research questions 1 to 4. This is because they involve bivariate relationship. The null hypotheses 1 to 4 were tested using regression ANOVA. This is because it is more appropriate when testing the significance of multiple regression models, representing the correlation among two or more variables. All the hypotheses were tested at 0.05 level of significance. The decision rule for testing the hypotheses is that: Reject the null hypothesis (H_0) if the exact or associated probability to the test statistic is equal to or less than 0.05 level of significance, otherwise do not reject the null hypothesis

Results

The result indicates that when the scores from the responses of teachers on principals' compromising strategy were correlated with their response scores on factors mitigating secondary school insecurity, correlation coefficient (R) of 0.284 with associated coefficient of determination (R^2) of 0.081 was obtained. This coefficient of determination (r^2) of 0.081 denotes that 8.1% variation in factors mitigating secondary school insecurity attributed to principals' compromising strategy.

Table 1: Variation in mitigating secondary school insecurity that was attributed to principals' compromising strategy

MODEL	Variables	R	R Square	Adjusted R Square	Std Error of the estimate
1	Compromising strategy and Mitigating insecurity	0.284 ^a	.081	0.076	1.07194

a. Predictors: (Constant), Compromising Conflict Management Strategy

Result in Table 2 reveals the variation in mitigating school insecurity that was attributed to compromising strategy is statistically significant ($F(1, 418) = 17.414, p = .000$). This is because the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was being tested was found to be significant because .000 is less than 0.05. Thus, the null hypothesis was rejected, and inference drawn was that there is significant variation in factors mitigating school insecurity that attributed to compromising strategy. This implies that compromising strategy weakly predicts factors mitigating school insecurity



Table 2: ANOVA Test of Significance for the variation in factors mitigating secondary school insecurity that was attributed to compromising strategy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.005	1	20.005	17.410	.000 ^b
	Residual	227.512	418	1.149		
	Total	247.517	419			

a. *Dependent Variable: Mitigating Insecurity*

b. *Predictors: (Constant), Compromising Conflict Management Strategy*

Result in Table 3 denotes the regression analysis for the amount of variation in mitigating secondary school insecurity that was attributed to principals' avoiding strategy. The result indicates that when the scores from the responses of teachers on principals' avoiding strategy were correlated with their response scores on mitigating secondary school insecurity, a correlation coefficient (R) of 0.153 with associated coefficient of determination (R^2) of 0.023 was obtained. This coefficient of determination (r^2) of 0.023 denotes that 2.3% variation in factors mitigating secondary school insecurity was attributed to principals' avoiding strategy.

Table 3: Variation in mitigating school insecurity that was attributed to avoiding strategy

MODEL	Variables	R	R Square	Adjusted R Square	Std Error of the estimate
2	Avoiding strategy and Mitigating insecurity	0.153 ^a	.023	0.018	1.10490

a. *Predictors: (Constant), Avoiding Conflict Management Strategy*

Result in Table 4 reveals the variation in mitigating school insecurity that was attributed to avoiding conflict management strategy is statistically significant ($F(1, 418) = 4.750, p = .030$). This is because the associated probability value of .030 when compared with 0.05 level of significance at which the hypothesis was being tested was found to be significant because .030 is less than 0.05. Thus, the null hypothesis was rejected, and inference drawn was that there is significant variation in factors mitigating school insecurity that was attributed to avoiding conflict management strategy. This implies that avoiding strategy weakly predicts factors mitigating school insecurity

Table 4: ANOVA Test of Significance for the variation in factors mitigating secondary school insecurity that was attributed to avoiding conflict management strategy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.799	1	5.799	4.7500	.030 ^b
	Residual	241.718	418	1.221		
	Total	247.517	419			

c. *Dependent Variable: Mitigating Insecurity*

d. *Predictors: (Constant), Avoiding Conflict Management Strategy*



The result indicates that when the scores from the responses of teachers on principals' collaborating conflict management strategy were correlated with their response scores on factors mitigating secondary school insecurity, correlation coefficient (R) of 0.446 with associated coefficient of determination (R^2) of 0.199 was obtained. This coefficient of determination (r^2) of 0.199 denotes that 19.9% variation in factors mitigating secondary school insecurity was attributed to principals' collaborating conflict management strategy.

Table 5: Variation in mitigating secondary school insecurity that was attributed to principals' collaborating strategy

MODEL	Variables	R	R Square	Adjusted R Square	Std Error of the estimate
3	Collaborating strategy and Mitigating insecurity	0.446 ^a	.199	0.195	1.00064

a. Predictors: (Constant), Collaborating Conflict Management Strategy

Result in Table 6 reveals the variation in mitigating school insecurity that was attributed to collaborating conflict management strategy is statistically significant ($F(1, 418) = 49.210, p = .000$). This is because the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was being tested was found to be significant because .000 is less than 0.05. Thus, the null hypothesis was rejected, and inference drawn was that there is significant variation in factors mitigating school insecurity that was attributed to collaborating strategy. This implies that collaborating strategy moderately predicts mitigating school insecurity

Table 6: ANOVA Test of Significance for the variation in factors mitigating secondary school insecurity that was attributed to collaborating strategy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.271	1	49.271	49.210	.000 ^b
	Residual	198.246	418	1.001		
	Total	247.517	419			

a. Dependent Variable: Mitigating Insecurity

b. Predictors: (Constant), Collaborating Conflict Management Strategy

The result in Table 7 reveals when the scores from the responses of teachers on principals' conflict management strategies compositely were correlated with their response scores on factors mitigating secondary school insecurity, correlation coefficient (R) of 0.535 with associated coefficient of determination (R^2) of 0.276 was obtained. This coefficient of determination (r^2) of 0.276 denotes that 27.6% variation in factors mitigating secondary school insecurity was attributed to principals' conflict management strategies compositely.



Table 7: Analysis of the variation in mitigating secondary school insecurity that can be attributed to conflict management strategies compositely

MODEL	Variables	R	R Square	Adjusted R Square	Std Error of the estimate
1	Conflict management strategies and Mitigating insecurity	0.535 ^a	.287	0.276	.94964

a. *Predictors: (Constant), Collaborating Conflict Management Strategy, Avoiding, Conflict Management Strategy Compromising Conflict Management Strategy*

The result in Table 8 reveals the variation in mitigating secondary school insecurity that can be attributed to conflict management strategies compositely is statistically significant ($F(3, 416) = 26.234, p = .000$). This is because the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was being tested was found to be significant because .000 is less than 0.05. Thus, the null hypothesis was rejected, and inference drawn was that conflict management strategies compositely account for a statistically significant variation in mitigating secondary school insecurity.

Table 8: ANOVA Test of Significance for the variation in mitigating secondary school insecurity that can be attributed to conflict management strategies compositely.

Model		Sum of Squares	df	Mean Square	F	Sig.	Dec.
1	Regression	70.914	3	23.638	26.234	0.000	S
	Residual	176.603	416	.901			
	Total	247.517	419				

a. *Dependent Variable: Mitigating Insecurity*

b. *Predictors: (Constant), Collaborating Conflict Management Strategy, Avoiding Conflict Management Strategy, Compromising Conflict Management Strategy*

Discussion

The study also indicated that 28.7% of the variation in mitigating secondary school insecurity was attributed to conflict management strategies. Thus, it further showed that conflict management strategies account for a statistically significant variation in mitigating secondary school insecurity. Conflict management strategies contribute moderately to mitigating secondary school insecurity. These findings add credence to the findings of Akinsola et al. (2020), who carried out an investigation on the understanding the key components of managing conflict: implications for building a safer school environment in public secondary schools in Ekiti revealed that there exists a relationship between conflict management strategies and mitigating insecurity in secondary schools. Similarly, the finding lends support to previous findings by Tumwesigye (2008) whose study on conflict management strategies and teachers' productivity revealed that conflict management styles are potent determinants of teachers' productivity in secondary schools. The author found out that there is a positive significant correlation between conflict management strategies and teachers' productivity in secondary schools. This



finding agrees because teachers' productivity grows when secondary school insecurity is completely mitigated.

This implies that an improvement in principals' conflict management strategies will likely lead to an increase in reduction of secondary school insecurity, thus leading to building safer school environment. The finding was also confirmed by Jax, and Deutsch (2005) who found a positive relationship between conflict management styles and building a safer school environment. Also, Gross and Guerrero(2000) reported that the use of more integrative conflict management components are likely to have positive influence on workers job commitment, satisfaction and performance, which invariably lead to a safer school environment than the team using less integrative styles as already highlighted. This is in consonance with Gross and Guerrero (2000), who emphasized the use of integrative conflict management strategies for mitigating insecurity thus building a safer school environment.

The result also revealed that all the conflict management variables made significant contributions to mitigating secondary school insecurity, with collaborating conflict management strategy making the highest contribution (19.9%), followed by compromising conflict management strategy (8.1%) and avoiding conflict management strategy making the least contribution of 2.3%. The finding also agrees with the recent study by Orunbon et al. (2025) who found out that there is a significant influence of collaborating strategy on teachers job satisfaction in Lagos State senior secondary schools Education District V while there is no significant influence of avoiding strategy of conflict management on teachers job satisfaction in Lagos State senior secondary schools Education District V. The finding on collaboration conflict management strategies agrees with Ololube (2024) assertion that collaboration was an effective procedure for collective bargaining, teamwork, building a positive relationship and effective communication between the parties that would have otherwise being in dispute, disagreements or conflicts in the school. The implication of this is that, when all the conflict management components are put in place by secondary schools principal, and appropriate ones are put into use in an appropriate situation, then, a safer environment will be ensured in the secondary school system.

Conclusion

The study revealed that conflict management strategies such as collaborating conflict management strategy, compromising conflict management strategy and avoiding conflict management strategy separately and compositely account for a significant variation in mitigating secondary school insecurity. In essence, the strategies contribute substantially to mitigating school insecurity. From these findings of the study, it is therefore concluded that conflict management strategies contribute greatly to mitigating insecurity in secondary schools, and as such, they need to be taken into consideration in building safer school learning environment. Principals should be encouraged to adopt joint conflict management strategies when managing conflict to build safer learning environment since it predicts 28.7% variation in mitigating insecurity in secondary schools. Principals should trained and retrained on how to apply collaboration conflict management strategies since it contributed 19.9% variation in mitigating insecurity in secondary schools.

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