

PRINCIPALS' CONFLICT MANAGEMENT STYLES AS CORRELATES OF TEACHERS' JOB PRODUCTIVITY IN RIVERS STATE PUBLIC SECONDARY SCHOOLS

Offia, O. Judith, Prof P.C Ukaigwe & Prof C.M Uche
Department of Educational Management,
Faculty of Education, University of Port Harcourt, River State, Nigeria

ABSTRACT

The study ascertained the extent to which principals' conflict management styles correlates with teachers' job productivity in Rivers State public secondary schools. It was guided by three specific purposes, three research questions and three hypotheses. Correlational research design was adopted for the study. The population for the study consisted of 7,179 respondents (teachers 6,893 and principals 286) in 286 public secondary schools in the three education zones of Rivers State. Sample size of the study comprised 379 respondents. This was determined using Taro Yamane's formula. Two instruments titled Principal's Conflict Management Styles Questionnaire (PCMSQ) and Secondary School Teachers' Job Productivity Questionnaire (SSTJPQ) were used for data collection. The instrument was validated and tested for reliability using Cronbach alpha coefficient. Results obtained were 0.81 and 0.97. Simple regression analysis was used in answering the research questions, while t-test associated with simple regression was implored in testing the hypotheses formulated for the study. Findings indicated that principals' obliging, dominating and avoiding conflict management styles were positively and highly correlated to teachers' job productivity. It was recommended among others that principals should be trained on effective obliging, dominating and avoiding conflict management styles to enhance teacher job productivity.

INTRODUCTION

Conflict could be perceived a natural phenomenon in any organization. It occurs wherever there are two or more persons with divergent interest, values or goals, coming together to work for a common goal. It is a human and social problems which involves mutual hostility differences, disagreements, opposition, thesis and antithesis resulting to man's inhumanity to man, use of violence, strike action, turning into point of crisis which can escalate to the level of psychological warfare, physical or naked war (Ude, 2016). In the assertion of Fadipe in Amajuoyi (2021) conflict is a form of disagreement in an organization between two or more people that interact together formally or informally which evolve through a process of frustration out wrong meted out to the other party like non-payment of the salaries, denial of limited available resources among others, the problem itself and the behavioural outcome. Kaegon (2016) perceived conflict as a struggle over resources or values which disrupt the normal activities, she also observed that conflicts situations most times leads to destruction.

Conflict is inevitable in any organization, public secondary schools are no exemption. It may emanate from different sources for examples, the principal's leadership styles, teachers who do not seem to follow rules and regulations, unjust allocation of resources, favouritism, communication gap, and non-involvement of the teachers in school affairs among others. In view of this, Uchendu et al (2013) noted that lack of teachers' autonomy, principal management styles, communication gap, and biased nature of the principal can stimulate conflict in school. Conflicts related to teachers could have a devastating effect in learning. It is one situational factor that can affect school teachers' morale as well as job productivity. In view of this, Ghaffar (2019) stated that, it lowers productivity, morale, causes more and continued conflicts when left unattended and also causes inappropriate behaviours among the teachers and other staff. By way of buttress, Obanya in Alimba (2017) elucidated that low morale of teachers has led to their low productivity. Furthermore, Benoliel (2017) is of the opinion that conflict can lead to absenteeism, low productivity, and mental health issues. Conflict is a normal and natural part of any workplace, particularly in public secondary schools. It is

imperative for secondary schools principals to adopt effective conflict management styles to address conflicts when they occur.

Conflict management plays a crucial role in the productivity of teachers in public secondary schools. Effective conflict management styles employed by principals can greatly impact the job productivity of teachers. Conflict management implies the act of handling and controlling conflict so that it will not negatively affect the growth and success of an organization. It involves the skills needed in the management of conflict which are of great importance to any manager of conflict. Hetriegel and Solcun in Alimba (2012) explained that conflict management is a technique mapped out to stabilize conflict situations. Furthermore, Thakore (2013) referred to conflict management as both strategies and approaches of curtailing conflict situations as well as strategies and approaches of resolving it. To Ohaka (2017) conflict management deals with those positively effective pre-containment and post-containment approaches towards the handling of conflict within a group or groups. The main thrust of conflict management in any organization is for improvement and increase in productivity. Conflict management is effective based on the style used, the situation and those it is applied on.

Conflict management styles are the approaches or strategies that can be employed to make conflict become uncomplicated for parties to handle as expected, to achieve their goals (Alimba, 2018). There are various conflict management styles that school principals can utilize depending on the given situation. Armstrong in Ohaka (2017) identified exposition, preventing interaction, structuring and personal counselling as the techniques to manage conflict. Benoliel (2017) and Rahim in Doyle (2020) identified five major conflict management styles to include integrative (collaborating), dominating (competing), avoiding, obliging (accommodating) and compromising. This article paid particular attention to the following conflict management styles: dominating, avoiding, obliging. These styles are neither win-win nor loss-loss but a win-loss situation.

Dominating conflict management style is also called forcing because it relies on formal authority to force compliance. It is more autocratic in nature because it entails imposition of one's view or decision on others without considering their views or input. In this case, a party is more concerned about its interest than that of others. This conflict management style according to Kamalakeanam in Eze (2018) can dominate opponents by forcing them to accept solutions to the conflict only from the other party. Dominating leaders' goals are highly important to them and they seek to achieve it at all cost. They are not concerned by the needs of others. Simpao in Jaden (2015) stressed that dominating style involves one party winning and the other losing; it is competitive and each party tries to achieve what they want over the other party. Dominating style can best be described as a situation of win-loss. This is because one party tries to dominate and show supremacy over the other, through the display of power. Shaheryar (2016) maintained that the style is not appropriate and should be minimized at all costs because it affects the relationships between individuals and collective organization performance.

Avoiding style of conflict management, neglect or evade the conflict at least for a moment, pretending that there is no issue. Khanaki and Hassanzadeh (2010) considered it as a situation where, one prefers to deny the availability of conflict issue or put it off until later. For Mbithe (2013), it is the act of withdrawing from a conflict without a serious solution. The parties in avoidance situation present a picture that conflict does not exist among them. They prefer to run away from the conflict situation rather than to cooperate or find solution to the conflict. They focus on interest rather than the conflict. Avoiding conflict management style entails dealing with conflict from a safe emotional distance. Namwila (2016) opines that the avoiding conflict strategy may be useful when it's vital to give some time and space to parties in a conflict because some people are mood driven and a day or two can make a tremendous difference in resolving conflict. It can also be used to manage conflict with issues of low importance, to reduce tension or when disruption will be very costly. Principals and teachers who often use this strategy, mostly tolerate each other to avoid conflict of any kind. They ignore disagreement or remain calm or neutral. A principal can use this conflict management style to resolve an issue resulting from students' excessive demands from the

school authority to trivial issues from staff or the community that might disrupt the school programme.

Obliging conflict management style is often referred to as the accommodating style. It is a conflict management style where a party demonstrate more concern for others by letting their needs come first and maintaining good relationship with others at all cost. It involves tolerating others for the sake of common goal. According to Longe (2015), it is a conflict management style that involve appeasement; a style in which one party intend to satisfy the needs for the other parties. The style can be said to be unassertive, but cooperative since there is the willingness of one party to give up for the other. Thus, it is a loss-win situation that requires sacrifice to be made by one party so that it can continue to work together with the other party in order to actualize common set goal. In the assertion of Ogan and Eziri (2021) obliging conflict management style entails the spirit of sacrifice, pushing down one's personal view to suit the other person's view. That is to say one tolerate others by displeasing oneself to ensure peace and orderliness or to show a sense of maturity especially when the issue at hand is of low importance.

Tolerating each other in work place can create a conducive working environment which in turn increases job productivity. In the opinion of Jaden (2015), accommodating each other's behaviour can help to avoid conflicts in an organization and also help to preserve a harmonious work environment. In the same vein, Montes et al (2012) suggested that a harmonious relationship between management and employees will lead to high performance of employees especially when it is effective and beneficial. It can also be applicable in a school environment when the principal overlook certain behaviours of the teachers provided they do not jeopardize the school goals. However, principals must not overuse this style as it will showcase them as weak in handling conflict issues in schools.

Conflict management styles may help to clearly define role for parties to contribute towards the organization, provide appropriate and proportionate reward to all, build trust and improves communication, calm situation, reach a solution by compromising, seek better alternatives to resolve issues, in some cases confronting the conflict in order to seek the best solution to the problem and create good working environment for teaching and learning to take place in the school system, with the view of realizing instructional goal. Notwithstanding of the aforementioned, an empirical finding is still necessary to ascertain how principals' conflict management styles correlates with teachers' job productivity particularly in secondary schools in Rivers State.

Statement of the Problem

Conflict is inevitable in the school system. When not effectively managed it can lead to decreased job satisfaction and productivity among teachers. As Picincu (2019) noted, workers who get caught in conflicts are more likely to experience anxiety, depression, poor sleep and physical symptoms like back pain or migraines; they may feel stressed and emotionally drained, which can result in higher turnover rates and absenteeism; all of which can decrease productivity. When workers' loss interest in their work it will no doubt hinder their job productivity. As a result previous research has explored the importance of conflict management styles in the workplace (Phulpoto et al, 2021). But nothing has been explored on the correlates of principals' conflict management styles and teachers' job productivity, especially in public secondary schools in River State. It became necessary to ascertain the specific conflict management styles used by principals in Rivers State public secondary schools and their impact on teacher job productivity.

Purpose of the Study

The main purpose of the study was to ascertain the extent to which principals' conflict management styles correlates with teachers' job productivity in Rivers State public secondary schools. Specifically, the study ascertained:

1. The extent to which Principals' obliging conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State.

2. The extent to which principals' dominating conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State.
3. The extent to which Principals' avoiding conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

1. To what extent does Principals' obliging conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State?
2. To what extent does principals' dominating conflict management style correlate with teachers' job productivity in public secondary schools in Rivers State?
3. To what extent do principals' avoiding conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 alpha level of significance:

- H0₁:** There is no significant correlation of principals' obliging conflict management style and teachers' job productivity in public secondary schools in Rivers State.
- H0₂:** There is no significant correlation of principals' dominating conflict management style and teachers' job productivity in public secondary schools in Rivers State.
- H0₃:** There is no significant correlation of principals avoiding conflict management style and teachers' job productivity in public secondary schools in Rivers State.

METHODOLOGY

The researcher employed correlational research design for the study. The population for the study consisted of 7,179 respondents (teachers 6,893 and principals 286) in 286 public secondary schools in the three education zones of Rivers State. The sample size of the study comprised 379 respondents. This was determined using Taro Yamane's formula. Two instruments titled Principal's Conflict Management Styles Questionnaire (PCMSQ) and Secondary School Teachers' Job Productivity Questionnaire (SSTJPQ) were used to collect data from the respondents. The instruments were subjected to face and content validation by the researcher's supervisors and another expert in measurement and evaluation. The instruments were tested for reliability using Cronbach alpha. Results obtained were 0.81 and 0.97 respectively. Simple regression analysis was used in answering the research questions, while t-test associated with simple regression was implored in testing the hypotheses formulated for the study.

RESULTS

Results were presented in tables under the following headings:

Research Questions

Research Question One: To what extent does principals' obliging conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State?

Table 1: Simple Regression Analysis on the extent to which principals' obliging conflict management style correlates with teachers' job productivity in public secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

					Change				
					e				
1	.903 ^a	.815	.815	2.23603	.815	1665.972	1	377	.000

Table 1 revealed that the regression coefficient R was calculated to be 0.903 while the regression squared value was computed to be 0.815. This shows that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with principals' obliging conflict management style. Judging by the coefficient of determination, it shows that 81.5% change in teachers' job productivity in public secondary schools in Rivers State was influenced by principals obliging conflict management style while 18.5% was accounted by other variables.

Research Question Two: To what extent does principals' dominating conflict management style correlate with teachers' job productivity in public secondary schools in Rivers State?

Data analysis of research question two is presented in Table 2

Table 2: Simple Regression Analysis on the extent to which principals dominating conflict management style correlates teachers' productivity in public secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.898 ^a	.806	.805	2.29360	.806	1564.696	1	377	.000

Table 2 revealed that the regression coefficient R was calculated to be 0.898 while the regression squared value was computed to be 0.806. This shows that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with dominating conflict management style utilized by principals. Judging by the coefficient of determination, it shows that 80.6% change in teachers' job productivity in public secondary schools in Rivers State was influenced by principals' dominating conflict management style while 19.4% was accounted by other variables.

Research Question Three: To what extent does principals avoiding conflict management style correlates teachers' job productivity in public secondary schools in Rivers State?

Table 3: Simple Regression Analysis on the extent to which principals avoiding conflict management style correlates teachers' productivity in public secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.936 ^a	.875	.875	1.83858	.875	2644.701	1	377	.000

Table 3 revealed that the regression coefficient R was calculated to be 0.936 while the regression squared value was computed to be 0.875. This shows that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with avoiding conflict

management style utilized by principals. Judging by the coefficient of determination, it shows that 87.5% change in teachers' job productivity in public secondary schools in Rivers State was influenced by principals avoiding conflict management style while 12.5% was accounted by other variables.

Hypotheses

Hypothesis one: There is no significant correlation of principals' obliging conflict management style and teachers' job productivity in public secondary schools in Rivers State.

Table 4: *t*-test associated with simple Regression on the correlation of principals' obliging conflict management style and teachers' job productivity in public secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.212	.692		3.197	.002
	Obliging Conflict	.932	.023	.903	40.816	.000

Table 4 revealed that principals' obliging conflict management style is related with teachers' job productivity in public secondary schools in Rivers State by 0.903. The t-test value 40.816 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant correlation of principals' obliging conflict management style and teachers' job productivity in public secondary schools in Rivers State.

Hypothesis Two: There is no significant correlation of principals' dominating conflict management style and teachers' job productivity in public secondary schools in Rivers State.

The t-test associated with r analysis of hypothesis two is presented in table 5

Table 5: *t*-test associated with simple Regression on the correlation of principals' dominating conflict management style and teachers' job productivity in public secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.637	.703		3.750	.000
	Dominating Conflict	.917	.023	.898	39.556	.000

Table 5 revealed that principals' dominating conflict management style is related with teachers' productivity in public secondary schools in Rivers State by 0.898. The t-test value 39.556 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant

correlation of principals' dominating conflict management style on teachers' job productivity in public secondary schools in Rivers State.

Hypothesis Three: There is no significant prediction of principals' avoiding conflict management style on teachers' job productivity in public secondary schools in Rivers State.

Table 6: t-test associated with simple Regression on the correlation of principals' avoiding conflict management style and teachers' job productivity in public secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.210	.569		2.126	.034
	Avoiding Conflict	.967	.019	.936	51.427	.000

Table 6 revealed that principals' avoiding conflict management style is related with teachers' productivity in public secondary schools in Rivers State by 0.936. The t-test value 51.427 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant correlation of principals' avoiding conflict management style and teachers' job productivity in public secondary schools in Rivers State.

DISCUSSION

Table 1 revealed that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with principals' obliging conflict management style. This implies that principal accommodates the interest of the conflicting parties. It means that the principals incorporate the suggestions of the parties and demonstrate the spirit of sacrifice to satisfy the needs for the other parties. Also principals preferred to promote peace and create goodwill among teachers by going extra way to work together with other teachers. It is ascertained that the principals demonstrated more concern for others by letting their needs come first and maintaining good relationship with others at all cost. Parties are willing to tolerate others for the sake of common goal. The finding agree with Longe (2015) that obliging conflict management style that involve appeasement; a situation in which one party intend to satisfy the needs for the other party for the sake of peace and continuous collaboration at workplace. The finding also agreed with Majid and Maaroff (2016) that obliging conflict management styles have a significant relationship with job performance. This is because the parties preferred to sacrifice their goals and agree with one another in order to prevent the escalation of the conflict and its damaging effect.

The finding in Table 4 further revealed that there is a significant correlation of principals' obliging conflict management style and teachers' job productivity in public secondary schools in Rivers State. Principal who utilize this strategy seeks for resolution of conflict at all cost, even at his own detriment in order to ensure that the main objective of the school is achieved. The finding align with Ogan and Eziri (2021) that obliging conflict management style entails the spirit of sacrifice, pushing down one's personal view to suit the other person's view. That is to say one tolerate others by displeasing oneself to ensure peace and orderliness or to show a sense of maturity especially when the issue at hand is of low importance.

Table 2 indicated that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with dominating conflict management style utilized by principals. In a conflict situation where the principal authority is undermined and judged to be weak, formal authority is necessary to force compliance to the goals of the school. The finding suggest the use

of autocratic measures to impose right work ethics where teachers are going contrary. This style is necessary to show deterrent to erring teachers whose continuous wrong actions could negatively affect productivity. It is the appropriate style to instil discipline in the school system in order to achieve high standard and productivity. The finding agree with Alimba (2017) that the style should be employed when immediate action is required and in a competitive environment where desire for success is not an option. The finding further revealed that there is a significant correlation of principals' dominating conflict management style on teachers' job productivity in public secondary schools in Rivers State. The finding is supported by Jaden (2015) that dominating style have a significant relationship with employee performance and this is because of the beneficial aspect of it where the principal can make a sanction and it stands because of his position and influence especially in emergency situations.

Table 3 showed that teachers' job productivity in public secondary schools in Rivers State was positively and highly correlated with avoiding conflict management style utilized by principals. When certain things done by the teachers do not compromise the objective of the school the principal can overlook. This will allow the principal to focus on important school matter rather than confronting less important issues. Avoiding certain issues increase the principal respect among teachers. This finding concur with Tabassi et al (2017) that avoiding conflict management style incorporate a positive result when it comes to team overall performance, because in all, it entails excluding or withdrawing oneself from conflict in order to avert its negative consequences especially on trivial issues. The principal through this strategy tends to calm down the conflicting parties through withdrawing or delay. Most times the conflict dies a natural death through this avenue. Similarly, Table 6 indicated that there is a significant correlation of principals' avoiding conflict management style and teachers' job productivity in public secondary schools in Rivers State. The finding is in contrast with Eze (2015) who indicated that avoidance conflict management style may not be best in school organization, because the conflict is likely to come up again in the long run since it has not be resolved. Avoiding conflict management style entails dealing with conflict from a safe emotional distance. Namwila (2016) opines that the avoiding conflict strategy may be useful when it's vital to give some time and space to parties in a conflict because some people are mood driven and a day or two can make a tremendous difference in resolving conflict. It can also be used to manage conflict with issues of low importance, to reduce tension or when disruption will be very costly.

CONCLUSION

Principals' conflict management styles predicted teachers' job productivity. They were indications that principals in Rivers State public secondary schools employed various conflict management styles which were significantly correlated with teachers' job productivity. Furthermore, teachers' job productivity was positively correlated with principals who employed obliging, dominating and avoiding conflict management styles. The styles have positive and high influence on teachers' job productivity. It is crucial for school principals to understand and apply effective conflict management techniques to create a conducive work environment for teachers and enhance their productivity.

RECOMMENDATIONS

Based on the findings of the study it was recommended that:

1. Principals should be trained on effective obliging, dominating and avoiding conflict management styles to enhance teacher job productivity.
2. Secondary schools policies in River State should encourage obliging, dominating and avoiding conflict management styles in dealing with conflicts.

REFERENCES

- Alimba, C.N. (2017). Dysfunctional consequences of conflict on teachers' productivity: A theoretical insight. *International Journal of Arts and Humanities Bahir Dar- Ethiopia*, 6 (1), 146-161.
- Amajuoyi, C. (2021). Influence of principal - teacher conflict on teacher job performance in Onitsha North LGA. *International Journal of Innovative Education Research*, 9 (1), 20-32.
- Benoliel, P (2017). Managing senior management team boundaries and school improvement: An investigation of the school leader role. *International Journal of Leadership in Education*, 20(1), 57-58.
- Doyle, A. (2020). *Conflict management: definition, skills, and examples*.<https://www.thebalancecareers.com/conflict-management-skills-2059687>.
- Eze, L.K. (2018). Conflict management for effective administration of public secondary schools in Enugu State. *Unpublished Research Seminar in the Department of Administration and Planning*, Ebonyi State University Abakaliki.
- Ghaffar, A. (2019). Conflict in Schools, Its Causes and Management Strategies, *Journal of managerial sciences*, 3(2), 213-227.
- Jaden, S. F. (2015). *Conflict management styles and employee performance in public hospitals in Nyeri County, Kenya*.<https://ir-library.ku.ac.ke/bitstream/handle/123456789/18709/Conflict%20management%20styles%20and%20employee%20performance....pdf?isAllowed=y&sequence=1>
- Kaegon, L.E.S. (2016). Managing conflict in higher education institution for sustainable development, in C.M.Uche, S.C, Anyamele, L. Nwikina & J,N,D, Meeeyinkor, (Eds). *Administration and Organization of Higher Education*. University of Port Harcourt Press, 232-237
- Khanaki, H., & Hassanzadeh, N. (2010). Conflict management styles: the iranian general preference compared to the Swedish. *International Journal of Innovation, Management and Technology*, 1 (4), 419-426.
- Longe, O. (2015). The impact of workplace conflict management on organizational performance: A case of Nigerian manufacturing firm. *Journal of management practice*, 6 (2), 83-92.
- Majid, M. Y. & Maarof, F. (2016). *The relationship between conflict management and job performance*.https://link.springer.com/chapter/10.1007/978-3-319-43434-6_60
- Mbithe, M.J. (2013). Influence of administrators' conflict management styles on teaching staff job satisfaction. A case study of Pan Africa Christian University, Kenya. *Unpublished manuscript in the Department of Educational Administration and Planning*, University of Nairobi Kenya.
- Montes, C. Rodriguez, D. & Serrano, G. (2012). Affective choice of conflict management styles. *International Journal of Conflict Management*, 8 (1), 6-18
- Ogan, A., & Eziri, A. (2021). Conflict management strategies and teachers job performance in public senior secondary schools in Port- Harcourt Metropolis of Rivers State. *International Journal of Innovation Psychology and social development* 9 (1), 99-109

- Ohaka, N. (2017). *Conflict management in schools. The role of the teacher as an in-loco-Parentis.*www.grin.com/document/356141
- Picincu, A. (2019). *The effects of workplace conflict.*<https://bizfluent.com/list-5896846-effects-workplace-conflict.html>
- Shaheryar, S. (2016). General preference of conflict management styles of NADRA employees. *International Journal of Economics & Management Sciences*, 5 (3), 3–5
- Tabassia, A. A., Bryde, D. J., Abdullaha, A. A., & Argyropoulou, M. (2017). Conflict management style of team leaders in multi-cultural work environment in the construction industry. *Procedia Computer Science*, 121 (2017), 41–46.
- Thakore, D. (2013). Conflict and conflict management. *Journal of Business and Management*, 8 (6), 7-16.
- Uchendu, C.C. Anijiobi-Idem, F.N. & Odigwe, F.N. (2021). Conflict management and organizational performance in secondary schools in Cross River State, Nigeria. *Research Journal in Organizational Psychology& Educational Studies*, 2 (2), 67-71,
- Ude, A. (2016). *Conflict resolved*. Kwara, Bioddies Ltd.