

Peace and Conflict Resolution Strategies among Secondary School Staff in Ughelli North Local Government Area, Delta State: Counsellors' Perspective

AMEDE, Lucky¹

E-mail amedelucky@gmail.com.

08163319801, 08075713368

Faculty of Education, National Open University of Nigeria, Jabi, Abuja.

Abstract

This study examined Peace and Conflict Resolution Strategies among Secondary School Staff in Ughelli North Local Government Area, Delta State: Counsellors' Perspective. Five research questions guided the study. This study adopts a descriptive survey design to investigate the study variables. The population of this study covers all 48 public secondary school teachers in Ughelli North LGA, Delta state. The random sampling technique was used to select 20 public secondary schools while purposive sampling technique was used to select 10 teachers, giving a sample size of 200 participants. Questionnaire was the main instrument used in collecting information for this study. The responses to the questionnaire's items were designed on a four-point scale of measurement. The weighted mean of 2.5 was used as the bench mark for assessing the instrument. Descriptive statistics and, mean rating statistics were used to analyses the data gotten from the survey. The outcome of the study revealed that there are some major sources of school conflicts among secondary school staff, there are many reasons why conflict resolution is important among secondary school staff. and numerous challenges involved in conflict management. There are several strategies that school counsellors can employ to prevent conflicts from escalating among secondary school staff. There are essential conflict resolution skills needed by school counsellors. Conclusion was drawn and useful recommendations made which include among others that in-service training should be granted to school counsellors on strategies for conflict resolutions. These trainings will enable them to acquire leadership skills to manage school conflicts effectively.

Key Words: conflicts, school counsellors, strategies, conflict resolution skills

Introduction

Conflict is endemic in all social life, an inevitable phenomenon in any system that involves human presence and interaction. It is an unavoidable part of living because it is related to situations of scarce resources, division of functions, power relations and role-differentiation (CRESTCON, 2020; Bercovitch, 2011). School staffs often see themselves at crossroads over certain decisions and often clatter over vital resolutions involving resources, policy issue directions, manner of statements and collaborations. It is therefore not an incongruity to imagine conflicts in school structure. At times, these conflicts and crisis sometimes grow to enormous proportions where they become detrimental to the parties involved and the schools, thereby distracting school administration and staff job performance.

Ositoye, Adebayo, Alade and Omolade (2012) attributed conflict to be a clash of interests, values, actions or directions that often spark the phenomenon (conflict). There can be conflicts about conflict of facts, conflict of values and conflict of interests (Kauth, 2020). In addition, conflict is the inability of one of these parties i.e. principal and teacher, to reach agreement on any issue connected with school activity. Conflict is equally a mental or spiritual struggle within, often unconscious, resulting from the opposition, clashing or variance of opposed principles, statements, arguments or the simultaneous functioning of mutual exclusive impulses, desires or tendencies. Christina and Anna (2022). defined conflict as the ferocious collision, a brawl or context, a battle or a mental struggle which can be destructive in any organization. Kitz (2018) identified Lack of Motivation, Anti-authority and chronic deviants as some of the challenges of conflict resolution.

The school as a social system has its own norms and values and it is characterized by complex relationships between members of the system: principals, teachers, non-teaching staff and students. Therefore, conflict exists when the reduction of one motivating stimulus involves an increase in another, so that a new adjustment is demanded. Conflicts may exist when students

DOI: <https://doi.org/10.64348/zije.202516>

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025) violate the school rules, students not doing manual work, students not respecting teachers, students engaging in vices like theft, fights, bullying or not attending lessons; teachers not respecting the principal or not completing curriculum, the principal's style of leadership that is characterized with demeaning teachers and disregarding students, among others (Mboya, Kiplagat & Yego, 2017).

These conflicts have negative effects on the school administration; lowering teachers' morale, students' discipline and also hampering the general interpersonal relationships in an institution of learning (Okorji & Nzekwe, 2019). Bano, Ashraf and Sumita (2013) stressed that conflicts are not always bad. The concern is how they are managed. When conflicts are constructively managed, they add value to the organization as opposed to when they are poorly managed; they turn destructive (Mboya, et al, 2017). The first step in resolving conflict is clarifying its source. Defining the cause of the conflict will enable you to understand how the issue came to grow in the first place (Krakoff, 2021). Additionally, you will be able to get both parties to consent to what the disagreement is. And to do so, you need to discuss the needs which are not being met on both sides of the issues. Also, you need to warranty mutual understanding. Ensure you obtain as much information as possible on each side's outlook. Continue asking questions until you are confident that all the conflicting parties understand the issue. And to agree on the best, you need to identify the solutions which each party can live with. Afterward, determine the responsibilities each party has in resolving the conflict.

Conflict management strategies help to not only resolve disputes but to cultivate an environment where collaboration thrives, enriching the delivery of educational services (Kottler, 2018). According to Sorensen (2017), empathy is the ability to share and understand the emotions and feelings of others. Taking initiative, whether it's on a new project or facilitating conflict resolution is a leadership skill, and worth developing if you aspire to work in a managerial or supervisory role (Parag, 2023). Assertiveness can help to enhance your management skills (Mcgroarty, 2022). According to Frey, Bühler & Ruppert (2022) and Krakoff (2021)), mediators should use this chance to identify the root cause and ensure this issue will not come about again. They need to look at own behaviour from the point of view of an outsider (Obi, & Obineli, 2015). Research by Cahn and Abigail (2014), found that effective communication among teachers is crucial for sharing information, aligning instructional goals, and establishing a common understanding of expectations. In a meta-analysis by Ulrich, (2020). found that negotiation emerged as a key strategy for addressing conflicts in educational settings. Coleman (2015) emphasized the importance of collaborative professional learning communities in addressing conflicts among teachers

Strategies according to Smith (2016) refer to techniques, approaches, methods, and interventions adopted to solve problems. King (2016) added that a strategy is a plan of action intended to accomplish a specific goal. Consequently, the search for new strategies is still ongoing. King (2016), Lawal (2017), and Nezera (2017) have endorsed the use of counseling interventions as an effective strategy for managing conflict in secondary schools. Nezera (2017) recommended six counseling strategies that could be used to manage conflicts in secondary schools effectively. They are, allow the client to explore (ace strategy), using silences in the relationship (usr strategy), and paraphrasing strategy. Counseling helps individuals explore their perspectives, manage emotions, and develop constructive ways to navigate conflicts. Support services may include mediation, facilitation, and educational resources to empower individuals with the skills needed to manage and resolve conflicts effectively (Lederach, 2015). Assertiveness can help to enhance your management skills (Amede, 2022).

Conflicts in the workplace are inevitable, but with effective conflict resolution strategies, they can be managed and even transformed into opportunities for growth and improved understanding. Ignored conflicts have a tendency to fester over time and reappear at inopportune moments, so do your team a favor and address conflicts when they occur, nipping a potentially toxic situation in the bud as soon as you recognize it (Krakoff, 2021). This study therefore examined school counsellors' strategies in resolving conflicts among secondary school staff.

Conflict is not a strange thing for people. Conflict occurs in every organization such as schools. Conflicts in school system should be handled with care and promptly in order not to disrupt effective education delivery. These conflicts range from conflicts between principal-teachers, teachers-teachers, and students-teachers to teachers-students, principal-community, and principal-student conflicts. We all have our values, needs and habits, so it's easy to misunderstand or irritate one another or worse, to fall into conflict. Stakeholders in education are worried about these conflicts. However, if left

DOI: <https://doi.org/10.64348/zije.202516>

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025) unchecked, conflict can lead to bad decisions and outright disputes, bullying or harassment. Teamwork breaks down, morale drops, and projects grind to a halt. Conflict affects effective teaching and learning and by extension affect students' academic performance. Organizations feel the hit with wasted talent, high absenteeism, and decreased staff turnover. The concern of this researcher is that if effective strategies of managing conflicts in schools are not put in place, education delivery will not be effective. This study therefore attempted an examination of school counsellors' strategies in resolving conflicts among secondary school staff in Ughelli North LGA, Delta state.

Objective of the study

This project examined school counsellors' strategies in resolving conflicts among secondary school staff in Ughelli North LGA, Delta state. Specific objective includes:

1. Identify the major Causes of conflicts among secondary school staff.
2. Estimate the importance of conflict resolution among secondary school staff.
3. Examine the challenges involved in conflict management among secondary school staff.
4. Evaluate the essential Conflict Resolution Skills needed by school.
5. Identify the strategies that school counsellors can employ to prevent conflicts from escalating among secondary school staff.

Research Questions

The following research questions guided the study

1. What are the major Causes of conflicts among secondary school staff?
2. Why are the importance of conflict resolution among secondary school staff in in Ughelli North LGA, Delta state?
3. What are the challenges involved in conflict management among secondary school staff?
4. What strategies can school counsellors' employ to prevent conflicts from escalating among secondary school staff?
5. What are the essential conflict resolution skills needed by school counsellors?

Methodology

The researcher used descriptive survey design for this study because it allows a wide coverage within a limited time. It allows the researcher to select the sample from the segment of population and to have a representative opinion of the characteristics of the subjects. The population of this study covers all 48 public secondary schools' and 870 teachers in Ughelli North LGA, Delta state. The random sampling technique was used to select 20 public secondary schools while purposive sampling technique was used to select 10 teachers from the each of the selected school, giving a sample size of 200 public secondary school teachers. This sample size is adequate because according to Asika (1991), 10% element selected randomly from a population is to all intents and purposes deemed to be representative of the population and the findings from a study of that sample can be generalized for the population.

Questionnaire was the main instrument used in collecting information for this study. The questionnaire is titled "Counsellors' Conflict Resolution Strategies Inventory (CCRI)." The questionnaire has sissections A and F. Section A sought information on the respondents' personal information while Section B - F consisted of fifty (50) items in line with the five (5) research questions raised. The responses to the questionnaire's items were designed on a four-point scale of measurement. Thus; Strongly Agree (SA): 4 points Agree (A): 3 points Disagree (D): 2 points Strongly Disagree (SD) 1 point. The weighted mean of 2.5 was used as the bench mark for assessing the instrument.

Validation of the instrument

Some notable research experts determined the validity of research instruments. A sample of the instrument was shown to some experts in measurement and evaluation in the Faculty of Education, NOUN for expert corrections and comments which were unified into the final draft of the instrument to ensure that it had content validity. The reliability of the instrument was determined by administering it on a sample of 30 public secondary school teachers in Warri North local government area of Delta state, which was not part of the original sample population. The exercise was repeated in two weeks interval and the data from both tests were analyzed with the Pearson product moment correlation coefficient. The coefficient of reliability was 0.83,

DOI: <https://doi.org/10.64348/zije.202516>

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025)
which was suitable for the studies.

Method of Data Collection and Analysis

The questionnaire was administered to the respondents by the researcher and was retrieved back immediately. Out of the 200 respondents administered with the questionnaire, 188 were successfully retrieved thereby constituting 94%. The Descriptive statistics and mean rating statistics were used to analyses the data gotten from the survey.

Presentation of Results

Research Questions1: What are the major causes of school conflicts among secondary school staff?

Table 1: Descriptive Statistics on some major sources of school conflicts among secondary school staff.

S/N	some major sources of workplace conflicts	N	Sum	Mean	Std. Deviation
Q1	differences in communication styles	188	535.00	2.8457	.75476
Q2	conflicting goals	188	507.00	2.6968	.77982
Q3	personality clashes	188	507.00	2.6968	.80013
Q4	Misunderstandings	188	515.00	2.7394	.78157
Q5	Competition for resources	188	526.00	2.7979	.74690
Q6	competing priorities	188	522.00	2.7766	.80313
Q7	economic factors such as innovation, price war, market share conflict	188	500.00	2.6596	.84084
Q8	Favoritism and being oppressed	188	516.00	2.7447	.73034
Q9	Lack of Motivation	188	515.00	2.7394	.76776
Q10	Unclear responsibilities	188	468.00	2.4894	.89257
		1880	5111	2.72	.79

Table 1 showed the Descriptive statistics on some major sources of school conflicts among secondary school staff. It revealed the total sum of 5111, average mean of 2.72 and a standard deviation of 0.79. The average mean of 2.72 is greater than the bench mark of 2.5. The implication is that there are some major sources of school conflicts among secondary school staff.

Research Questions 2: Why are the importance of conflict resolution among secondary school staff?

Table 2: Descriptive Statistics on why conflict resolution is important among secondary school.

S/N	Importance of conflict resolution in the workplace	N	Sum	Mean	Std. Deviation
Q11	Resolving conflict can reduce the stress levels of conflicting parties	188	550.00	2.9255	.71260
Q12	Resolving conflict provides the opportunity to understand a different point of view.	188	568.00	3.0213	.71618
Q13	increased focus on tasks	188	565.00	3.0053	.80438
Q14	ultimately enhancing overall team productivity	188	524.00	2.7872	.81263
Q15	improved morale, and a more efficient workflow	188	555.00	2.9521	.71114
Q16	promotes collaboration	188	556.00	2.9574	.61904
Q17	ensures issues are addressed before they escalate	188	554.00	2.9468	.70699
Q18	Resolving conflicts promptly maintains a harmonious working	188	561.00	2.9840	.61597
Q19	helps maintain a positive work environment where team members feel valued	188	564.00	3.0000	.66220
Q20	Develop leadership skills	188	552.00	2.9362	.57224

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025)	188	5549	2.95	.69
---	-----	------	------	-----

Table 2 above revealed the Descriptive statistics on the why conflict resolution is important among secondary school staff. It revealed the total sum of 5549, average mean of 2.95 and a standard deviation of 0.69. The average mean of 2.95 is greater than the bench mark of 2.5. The implication is that there are many reasons why conflict resolution is important among secondary school.

Research Questions 3: What are the challenges involved in conflict management among secondary school staff?

Table 3: Mean rating on the challenges involved in conflict management among secondary school staff

S/N	Challenges involved in conflict management	N	Sum	Mean	Std. Deviation
Q21	Conflict can be emotionally charged, and managing those emotions can be difficult.	188	530.00	2.8191	.77339
Q22	Communication breakdowns can occur during conflicts, making it hard to understand each other's perspectives and needs.	188	556.00	2.9574	.73732
Q23	Fear of reprisal attack when employees are punished	188	557.00	2.9628	.65709
Q24	Favoritism and nepotism	188	571.00	3.0372	.68106
Q25	Power imbalances can make it challenging to find a mutually beneficial solution.	188	536.00	2.8511	.78703
Q26	Unspecified responsibilities	188	516.00	2.7447	.73034
Q27	Cultural differences can lead to misunderstandings, making it harder to find major ground.	188	562.00	2.9894	.68591
Q28	Jumping to Conclusions without Having the Facts. ...	188	510.00	2.7128	.76867
Q29	Poor leadership	188	554.00	2.9468	.66810
Q30	There can be multiple perspectives on the same issue, making it hard to find a solution that satisfies everyone.	188	500.00	2.6596	.84084
Total		1880	5392	2.87	.73

Table 3 showed the Mean rating on the challenges involved in conflict management among secondary school staff. Favoritism and nepotism tops the list with average mean score of 3.0372 closely followed by cultural differences can lead to misunderstandings, making it harder to find major ground. (2.9894); again, by fear of reprisal attack when employees are punished (2.9628) and communication breakdowns can occur during conflicts, making it hard to understand each other's perspectives and needs. (2.9574). The total sum was 5392 and the average mean was 2.87 which is above the standard average of 2.5. The implication is that there are many challenges involved in conflict management among secondary school staff.

Research Questions 4: What strategies can school counsellors employ to prevent conflicts from escalating among secondary school staff?

Table 4: Descriptive Statistics on the strategies that school counsellors can employ to prevent conflicts from escalating among secondary school staff

Strategies employed by school principals to prevent conflicts from escalating					
S/N		N	Sum	Mean	Std. Deviation
Q31	Listen actively and let everyone have their say	188	497.00	2.6436	1.16344
Q32	setting clear expectations	188	467.00	2.4840	1.18582
Q33	Cognitive behaviour therapy	188	492.00	2.6170	1.11965
Q34	school counsellors should, understanding perspectives, and acknowledging emotions	188	494.00	2.6277	1.08449
Q35	Anger management	188	462.00	2.4574	1.05633
Q36	Using paraphrasing during counseling	188	487.00	2.5904	1.05836
Q37	Motivational Enhancement Therapy	188	470.00	2.5000	1.20383
Q38	Focus on behavior and events, not on personalities	188	510.00	2.7128	.99863
Q39	Fostering a transparent communication culture	188	495.00	2.6330	1.20088

DOI: <https://doi.org/10.64348/zije.202516>

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025)

Q40	Problem solving skills	188	450.00	2.3936	1.03643
Total		1880	4824	2.57	.11

Table above revealed the Descriptive statistics on the strategies can principals' employ to prevent conflicts from escalating among secondary school staff. It revealed the total sum of 4824, average mean of 2.57 and a standard deviation of 0.11. The average mean of 2.57 is greater than the bench mark of 2.5. The implication is that there are several the strategies that principals can employ to prevent conflicts from escalating among secondary school staff.

Research Questions 5:

What are the essential conflict resolution skills needed by school counsellors?

Table 5: Mean rating on the essential conflict resolution skills needed by school counsellors

S/N	Essential Conflict Resolution Skills needed by school counsellors'	N	Sum	Mean	Std. Deviation
Q41	Self-disclose	188	487.00	2.5904	1.14570
Q42	Show Empathy	188	449.00	2.3883	1.16696
Q43	Listen carefully	188	448.00	2.3830	1.12441
Q44	Acknowledge Criticism	188	475.00	2.5266	1.10145
Q45	Accommodating	188	457.00	2.4309	1.06500
Q46	Self-control	188	455.00	2.4202	1.07922
Q47	Assertive communication	188	470.00	2.5000	1.19491
Q48	Assertive communication	188	511.00	2.7181	1.00814
Q49	Problem-solving	188	503.00	2.6755	1.19984
Q50	Investigate the situation	188	471.00	2.5053	1.05210
Total		1880	4726	2.51	.13

Table 5 showed the Mean rating on the essential Conflict Resolution Skills needed by school counsellor's Assertive communication tops the list with average mean score of 2.7181, closely followed by problem-solving (2.6755); again, by disclose your feelings (2.5904) and acknowledge criticism (2.5266) The total sum was 4726 and the average mean was 2.51 which is above the standard average of 2.5. The implication is that there are essential conflict resolution skills needed by school counsellors.

Discussion of Findings

Research Question 1: What are some major sources of school conflicts among secondary school staff? The finding shows there are some major sources of school conflicts among secondary school staff. This agrees with Ositoye, Adebayo, Alade and Omolade (2012) who attributed conflict to be a clash of interests, values, actions or directions that often spark the phenomenon (conflict). Conflicts may exist when students violate the school rules, students not doing manual work, students not respecting teachers, students engaging in vices like theft, fights, bullying or not attending lessons; teachers not respecting the principal or not completing curriculum, the principal's style of leadership demeaning teachers and disregarding students, among others (Mboya, Kiplagat&Yego, 2017).

Research Question 2: Why is conflict resolution important among secondary school staff? The study reveals that there are many reasons why conflict resolution is important among secondary school staff. Conflict management strategies help to not only resolve disputes but to cultivate an environment where collaboration thrives, enriching the delivery of educational services (Kottler, 2018).

DOI: <https://doi.org/10.64348/zije.202516>

Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, I. (2025)

Research Question 3 attempted to examine the challenges involved in conflict management among secondary school staff. The analysis revealed that there are many challenges involved in conflict management. This agrees with Kitz (2018), who identified Lack of Motivation, Anti-authority and chronic deviants as some of the challenges of conflict resolution.

Research Question 4 sought to survey the strategies that principals' employ can to prevent conflicts from escalating among secondary school staff. The analysis revealed that there are several the strategies that counsellors can employ to prevent conflicts from escalating among secondary school staff. This agrees with Krakoff (2021) who pointed out that the first step in resolving conflict is clarifying its source. Consequently, King (2016), Lawal (2017) and Nezera (2017) have endorsed the use of counseling interventions as an effective strategy for managing conflict in secondary schools. Nezera (2017) recommended six counseling strategies that could be used to manage conflicts in secondary schools effectively. They are, allow the client to explore (ace strategy), using silences in the relationship and paraphrasing strategy.

Research Question 5 established that there exist essential conflict resolution skills needed by school counsellors. Develop leadership skills: According to Sorensen (2017), empathy is the ability to share and understand the emotions and feelings of others. Taking initiative, whether it's on a new project or facilitating conflict resolution is a leadership skill, and worth developing if you aspire to work in a managerial or supervisory role (Parag, 2023). Assertiveness can help to enhance your management skills (Amede, 2022).

Implication of the Study to School Counsellors

The study examined school counsellors' strategies in resolving conflicts among secondary school staff in Ughelli North LGA, Delta state. The outcome of the study would motivate school counsellors to comprehend the modalities of resolving problems in school. Strict applications of the findings in the research undertaking would enable school counsellors to maintain peaceful atmosphere in school and enhance the job commitment of teachers, and advance students learning.

Conclusion

The outcome of the study revealed that there are some major sources of school among secondary school staff. There are many reasons why conflict resolution is important among secondary school staff. There are many challenges involved in conflict management among secondary school staff. There are several the strategies that school counsellors can employ to prevent conflicts from escalating among secondary school staff. There are essential conflict resolution skills needed by school counsellors. However, Delta State Government should identify major sources of conflicts among secondary school staff and employ proactive measures to nip them at the bud.

Recommendations

1. Delta State Government should identify major sources of conflicts among secondary school staff and employ proactive measures to nip them at the bud.
2. Parent Teacher Association should be established in schools to mediate and resolve conflict before they escalate beyond control.
3. School counsellors should identify the challenges involved in conflict management among secondary school staff and utilize professional skills to curb them.
4. In-service training should be granted to school counsellors on strategies for conflict resolutions. These trainings would enable them to acquire leadership skills to manage school conflicts effectively.

References

- Abiodun, N. (2016). *Influence of allow the client to explore (ACE) strategy on principal's conflict management efficiency in Kachia Local Government Area of Kaduna state*. <http://www.educatemind.tmcg/meg.net>
- Asika, N. (1991). *Research methodology in behavioural sciences*. Lagos: Longman, Nigeria PLC.
- Awofes, F. (2016). *Influence of Directive Counseling Strategy in selected secondary schools in Benue state*. <http://www.educatemind.tmcg/meg.net>
- Bano, H., Ashraf, S. & Sumita Z. (2013). Conflict: factors and resolution strategies adopted by administrators of schools for visually impaired students. *Mediterranean Journal of Social Sciences*, 4(4), 405-410.

DOI: <https://doi.org/10.64348/zije.202516>

- Peace and Conflict Resolution Strategies among Secondary School Staff in ... Amede, L. (2025) Bercovitch, J. (2011). *Conflict and conflict management in organisations: A Framework for analysis*. I (on-line: <http://www.aspheramedia.com/v/wp-content/uploads/2012/0/50000214.pdf>. Assessed on 10/11/12).
- Christina R. W and Anna Katharina Schaffner (2022). *14 Conflict resolution strategies for the school*
- CRESTCON (2020). *6 Conflict resolution barriers*. <https://crestcom.com/blog/2020/05/13/6-conflict-resolution-barriers-2/>
- Frey, A. , Bühler, E. and Ruppert, J. (2022) Conflict Management Strategies of Career Counsellors. *Psychology*, 13, 62-77. doi: 10.4236/psych.2022.131005
- Goleman, D. (2015). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
<https://online.champlain.edu/blog/top-conflict-resolution-strategies>
- Ikechi, O. (2016). Influence of Paraphrasing Strategy on Secondary School Administrators in Abia state.
<http://www.scholar/ib.vtedui/ejour/ijev/1472/haynie/.html>
- Karl, W. (2016). Effectiveness of REBT counseling Strategy for conflict management in High school in California, USA.
<http://www.educatemind.tmc/meg.net>
- Kauth, K. ((2020). *Cost of school conflict*. Mediate.com. Retrieved November 27, 2021, from
<https://www.mediate.com/articles/kauth-cost-school.cfm>
- Kings, A.D. (2016). Indices of Human Resource Management. *Journal of Psychology*, 5(1), 27-46. 8.
- Kitz, B. (2018). Impact of directive counseling strategy for conflict management in central Chinese high schools.
www.eduworld.org.net
- Krakoff, S. (2021). Conflict Resolution. <https://online.champlain.edu/blog/top-conflict-resolution-strategies>
- Lawal, W. (2017). Attitude of secondary students towards guidance and counseling services Edo state. www.psychoworld.org
- Lederach, J. P. (2015). *Little book of conflict transformation: Clear articulation of the guiding principles by a pioneer in the field*. Good Books. 67
- Leutenberg, E. R. A., & Liptak, J. J. (2014). *Coping with stress in the school workbook*. Whole Person Associates.
- Mboya Alice Atieno, Paul Kiplagatn & Ernest Yegoh (2017), Collaboration Conflict Management Strategy: A Solution to Secondary Schools " Unrests in Kenya
- Mboya, A.A., Kiplagat, P. & Yego, E. (2017). Collaboration conflict management strategy: A solution to secondary schools' unrests in Kenya. *International Journal of Trend in Research and Development*, 3(6), 203-207.