

THE UNIVERSITY OF BUEA

FACULTY OF EDUCATION



UNIVERSITÉ DE BUEA

FACULTE D'EDUCATION

PRINCIPALS'



CONFLICT RESOLUTION IN SECONDARY SCHOOLS

BY

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PRESENTATION OUTLINE

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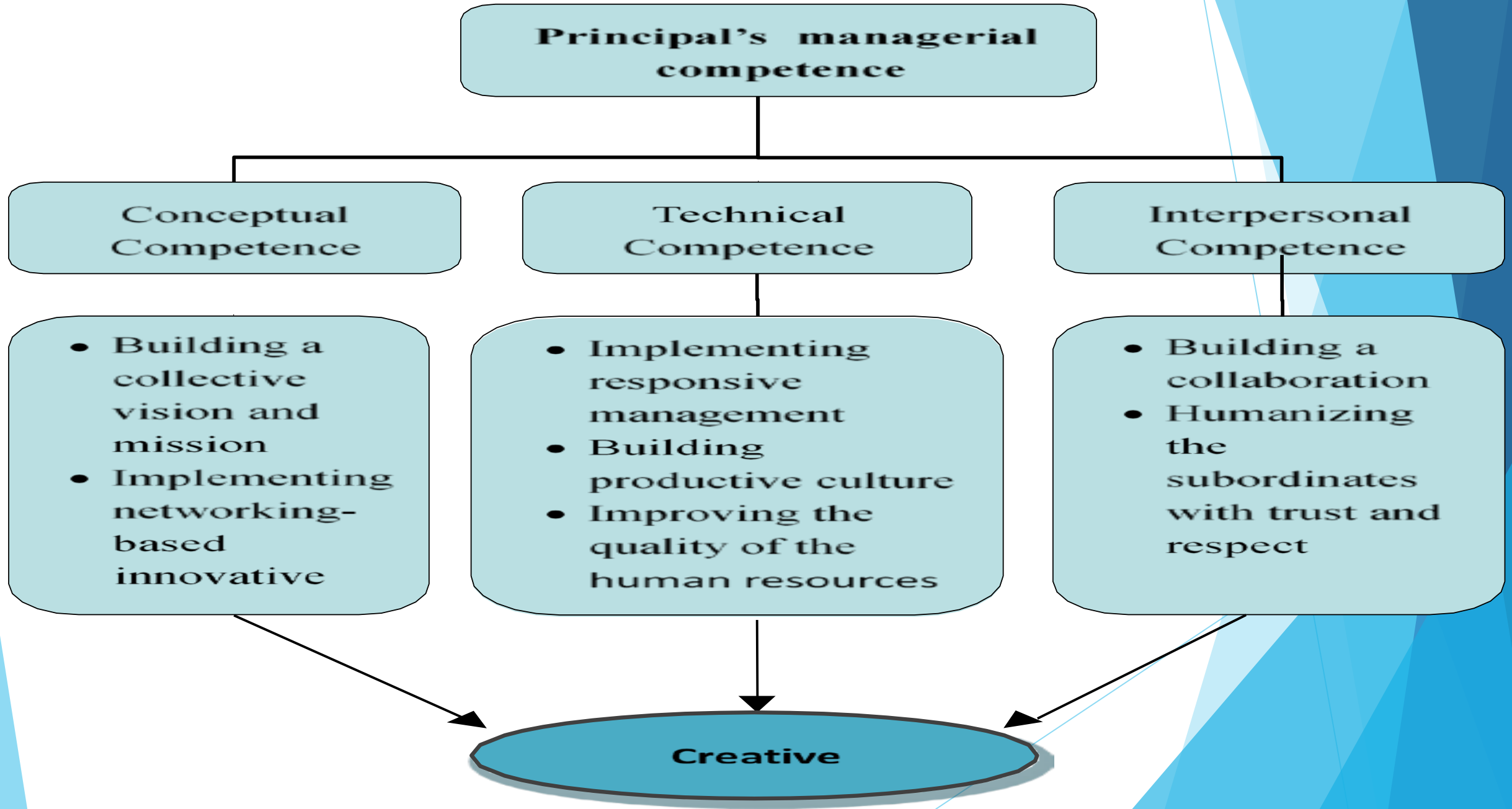
INTRODUCTION/BACKGROUND OF THE STUDY

- The principal's management activities comprise of planning, organizing, staffing, leading, coordinating and controlling an organization (a group of one or more people or entities) for the purpose of accomplishing a goal (Ebot-Ashu, 2020; Robbins and Hall, 1996).
- Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others. Being able to manage others is an important skill in conflict resolution.
- The issue of conflict in secondary schools in Cameroon poses challenges to educational standards and expectations, as conflicts often arise among various stakeholders within the school system. These conflicts can stem from a wide range of issues, such as unfavorable schedules, threats towards principals, bullying by vice principals, distribution of work and resources, assessment practices, power dynamics, political views, absenteeism, and disagreements over fees or mismanagement of funds.
- These conflicts have detrimental effects on the institution, leading to dysfunction, disharmony, poor teacher participation and output, and ultimately, negative impacts on students' academic performance and the overall development of the nation (Mitchell, 1981; Hornsby, 1995).

INTRODUCTION/BACKGROUND OF THE STUDY

- ❑ Research in the field of conflict resolution highlights the importance of effectively resolving conflicts in schools. Unresolved interpersonal conflicts, in particular, have a significant negative impact on staff productivity, yet they often go unrecognized. This, in turn, affects the morale, input, and productivity of schools.
- ❑ Therefore, it is crucial for principals of secondary schools to utilize their managerial skills to address and resolve conflicts. Previous studies have shown that conflicts, if not well resolved, can have adverse effects on the school climate (Schwartz, 1980; Leithwood and Hellinger, 2002).
- ❑ Given the prevalence and profound impact of these conflicts on staff output and students' academic performance, it is necessary for principals to effectively manage conflicts and promote conflict resolution strategies. A study is being conducted to investigate the relationship between principals' managerial skills and conflict resolution in secondary schools in the Fako Division, South-West Region of Cameroon.

INTRODUCTION/BACKGROUND OF THE STUDY



OBJECTIVES OF THE STUDY

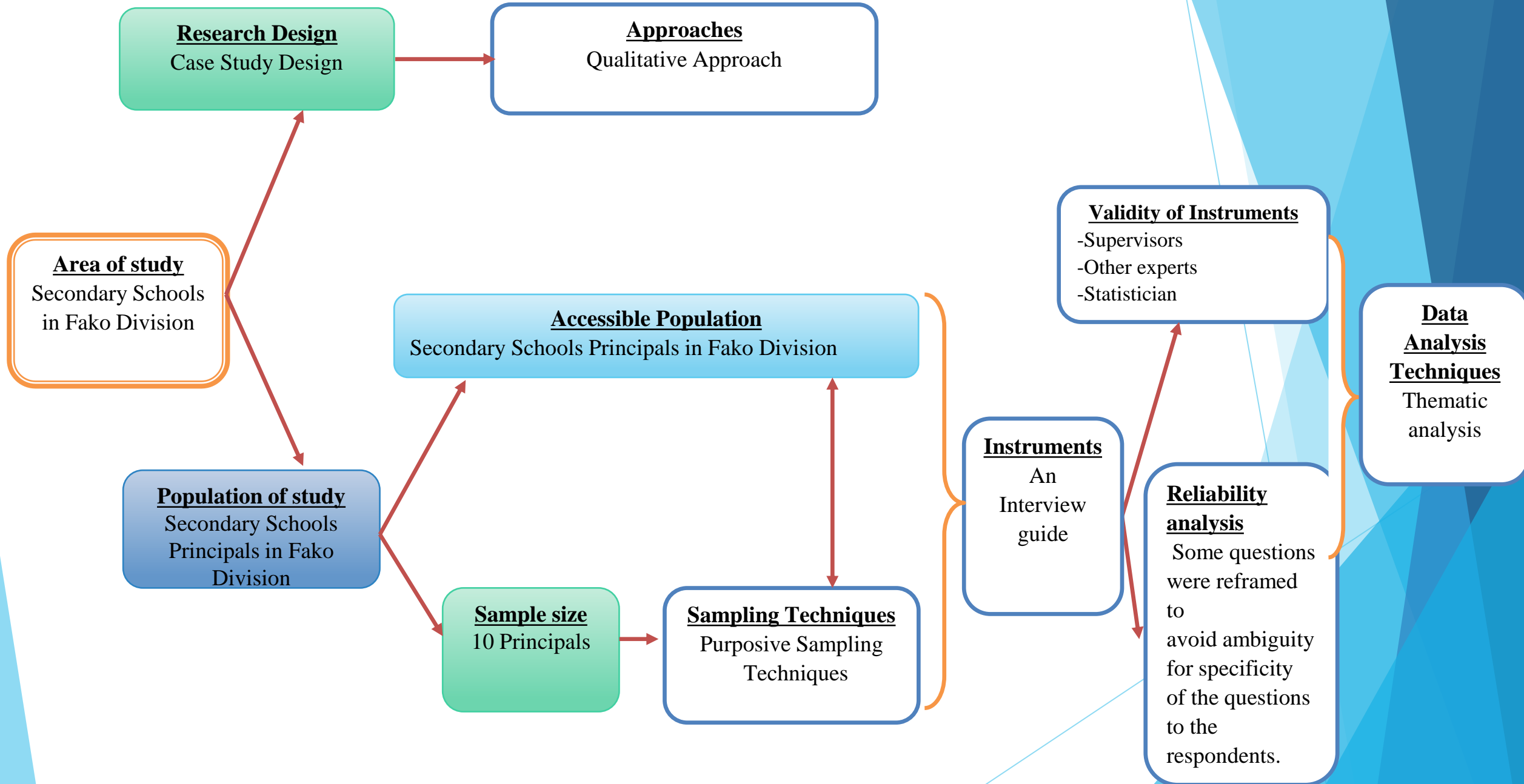
General objective

- The objectives of this study is to elicits the views of principals' managerial skills to resolve conflicts in secondary schools.
- The study employed a case study research design and interviewed 10 principals selected randomly to develop a framework on principals' managerial skills in conflict resolution in selected secondary schools in Fako Division

Research Question

- The above objective is translated in to a targeted research question. This research question is delineated below in relation to the corresponding research objectives to understand what frameworks can be developed to assist principals improve their managerial skills to resolve conflict in secondary schools in Fako Division?
- The research question will inform the framework of this study and guide the methodological approach of the research study.

RESEARCH METHODOLOGY



FINDINGS AND DISCUSSIONS

Is framework of principal's managerial skills necessary for effective conflict resolution?

- 1) Lay out Framework actions**
- 2) A necessity**

How do principals plan to effectively implement the framework of managerial skills in resolving conflict?

- 1) Convene meetings**
- 2) Foster peace education**
- 3) Counselling**
- 4) Understanding of frame work**

What other managerial skills of principals can be important to resolve conflicts in schools?

- 1) Technical managerial skill**
- 2) Interpersonal managerial skills**
- 3) Many strategies**

FINDINGS AND DISCUSSIONS CON'T

What must school principals do to effectively resolve conflicts in school?

- 1) Seek advice**
- 2) Proactive**
- 3) Control anger**
- 4) Effective communication**
- 5) Talk to students**

If conflicts in schools are not properly managed, what are some of the outcomes?

- 1) School Tension**
- 2) Violence in school**
- 3) Ineffective teaching**
- 4) school Delinquency**
- 5) Reduce the quality of teaching**

Research Question	Major Findings
What frameworks can be developed to assist principals improve their managerial skills to resolve conflict in secondary schools in Fako Division?	Majority of the respondents acknowledged the fact that Convene meetings will help principals' plant to effectively resolve conflict as explained respondent made mention that principals' should make understanding of frame work to effectively resolve conflict

DISCUSSIONS

- This research question sought to propose a realistic and suitable framework for conflicts management in secondary schools. As shown in both the literature and findings, most principals think the availability of a framework for conflict resolution helps to build up a layout relevant for solving various conflicts within their schools (Shanika, 2017; Ebot-Ashu, 2020; Abbass, 1997; Etomes and Molua, 2018; Tsewah, 2014; Olaleye ^ Arogundade, 2023).
- Regarding the effective planning for conflict resolution for teachers, this study found that most principals believe that in order to effectively plan for conflicts resolution, they need to engage in a lot of activities including the convening of meetings with staff and parents.
- This study equally found that principals think it is a necessity for them to constantly advocate for peace in all their activities within the school.

DISCURSIONS

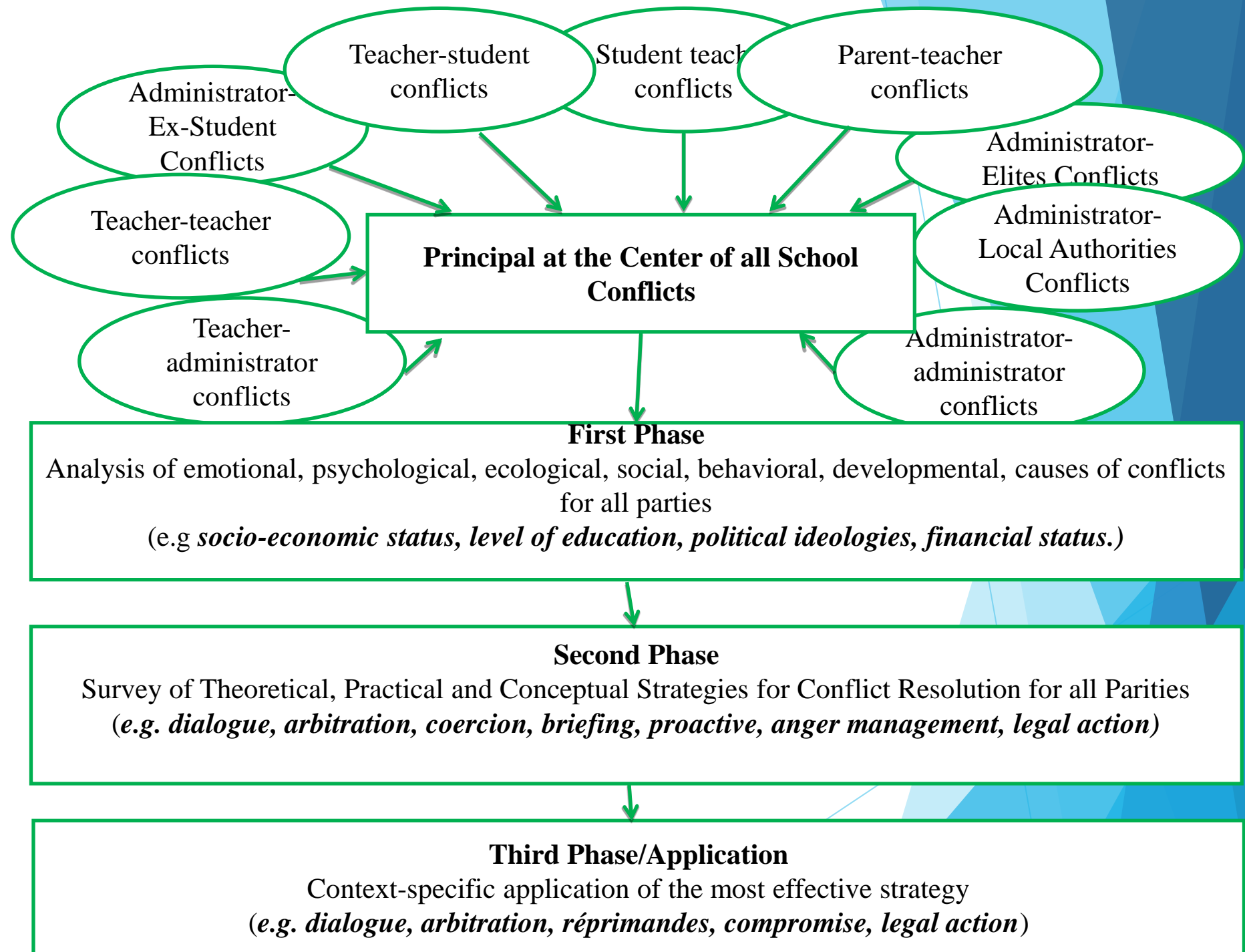
- They equally need to consistently engage in counselling with all parties and stakeholders of the school. In these cases the principal is forced to use different conflict resolution strategies like compromise, collaboration, negotiation, and accommodation suggested by (Kinard, 1988; Mitchell, 1981; Young, 2004).
- The literature and findings agreed for principals to be slow to anger, have a clear understanding of the emotional, social and psychological characteristics of the members of their school.
- Building collaboration by humanizing subordinates with trust and respect.
- They must equally talk calmly and nicely to students and be proactive in order to avoid the occurrence of conflicts within the school (Hanson, 1991; Schawtz, 1980; Shanika. 2017).

This study concludes that principals in secondary schools in Fako Division, South West Region of Cameroon have a good knowledge of numerous skills needed in resolving conflicts in schools. Equally, the study concludes that principals are very knowledgeable of the conceptual, human relations and communication skills needed for conflict resolution in schools. This study found that most principals prefer the use of human relations as well as communication skills in resolving conflicts in schools.



Regarding the importance of managerial skills for conflict resolution, the study concludes that good managerial skills and practices are relevant for managing school conflicts and hence improvement in school effectiveness. This study concludes that proper managerial skills are important in enhancing friendliness amongst teaching staff in school. It also concludes that when conflicts are well managed, teachers are more conscious with the performance of their jobs.


Proposed Framework For Conflict Resolution



RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made;

- Principals and teachers should be regularly given professionally related workshops and seminars aimed at reducing the occurrence and management of conflicts in schools. These workshops and seminars should incorporate conceptual, theoretical and human relations skills needed for conflicts management.
- The interactions of all members of the school should be clearly defined and restricted to avoid the crossing of boundaries and hurting others both consciously and unconsciously.
- Principals and teachers should adopt a realistic framework for the development of personal conflict resolution skills.

A close-up photograph of a person's hands holding a stack of five wooden blocks. The blocks are stacked vertically and spell out the phrase 'THANK YOU FOR YOUR ATTENTION' in a bold, black, sans-serif font. The top block is a darker shade of wood, while the others are a lighter, natural wood color. The background is a solid, dark blue-grey color. The lighting is soft, highlighting the texture of the wood and the grip of the hands.

THANK

YOU

FOR

YOUR

ATTENTION