Principal's Managerial Skills for Conflict Resolution in Secondary Schools in Fako Division, Southwest Cameroon

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ABSTRACT

This study intended to investigate frameworks of principals' managerial skills for conflict resolution in some Secondary Schools in Fako Division of South West Region of Cameroon. The specific objective of the study 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 were selected randomly. The study used an interview guide for data collection. Data was analyzed using thematic analysis for the qualitative study. Findings revealed that proper managerial skills are important in enhancing friendliness amongst teaching staff in school. When conflicts are well managed, teachers are more conscious with the performance of their jobs. The proper management of conflicts in schools has the potential of reducing school dropouts and enhancing school effectiveness. A framework for the development of managerial skills of principals towards conflict resolution is vital for the improvement of a positive school climate. The study was limited by the fact that the socio-political climate at the time of the study prevented the collection of a wide variety of data. Secondly, another limitation was the fact that the researcher did not sample the opinion of students who are very much at the centre of school conflicts. Based on the findings, the study therefore recommended that principals and teachers should be regularly given professionally related workshops and seminars on conflict reduction and management in schools. 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.

KEYWORDS: Principal's Managerial Skills, Conflict Resolution, Secondary Schools, Cameroon

INTRODUCTION

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) or effort 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.

According to Abbass (1997), the basic task of all managers at all levels and in all kinds of enterprises is to design and maintain an environment which can accomplish organizational goals and objectives, as well as provide satisfactory services to the customer. Traditionally, management is concerned with four main functions: Planning all activities, organizing tasks and works are distributed among staff and others, leading people in (planning, organizing, controlling, communicating and team working) and Controlling (standards of performance) (Abbass, 1997; Ebot-Ashu, 2020).

According to Fullan (2005) managerial skills is the ability to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the target objectives set for the educational system as a whole. Fullan sees managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. The ability, knowledge and experience required to accomplish management tasks are known as managerial skills. Managerial skills of school principals, thus, refer to their ability to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills are high priority issues for many people concerned with education these days such as human relation skills, conceptual skills, technical/leadership skills, communication skills, decision making skills, disciplinary skills, organizing skills (Ebot-Ashu, 2020). It is not surprising, then, that so many authors have provided insights about such skills for school administrator in resolving conflicts. Principals' managerial skill will be explained in details indicating the three aspects of principal's managerial skills such as Human Relations Skill, Conceptual Skills and Technical Skills in chapter two under review of literature. Coercion is another managerial skill (Ebot-Ashu, 2020). Coercion means that parties use violence or other physical action or supernatural means to compel parties to accept a particular outcome or conclusion. The parties could resort to the use of the supernatural means such as witchcraft or prayers, or resort to physical violence such as using force to seize another party's belongings as compensation for the conflict (Young, 2004). Young notes that although in some cases coercion might help to resolve interpersonal conflicts in most cases it only goes further to heighten the conflict by exposing the parties to physical confrontations like hitting, slapping and fisting that might end up in severe injuries on the parties, making it very ineffective.

Conflict is derived from the Latin word "conflictus", meaning "striking together". According to Hornby (1995), conflict is a serious disagreement, struggle and fight arising from differences of opinions, wishes, needs, values and interests between and among individuals or groups. Conflict can also occur within an individual. Conflict within an individual, also called intrapersonal conflict, happens when two or more values perspectives and opinions are contradictory in nature and have not been aligned or agreed upon, when one is not living according to one's values; when one's perspective are threatened; or when there is discomfort from fear of the unknown or from lack of fulfilment. This is the view of McNamara, 2006; Schermerhon (1984), on his part defines conflict as disagreement that exists in a social situation over issues of substance (substantive conflict and/or emotional antagonisms emotional conflicts).

Mitchell (1981), says conflict has a structure consisting of three parts: attitudes, behaviours and situations. The model below shows how those parts interact, thus creating conflict.

Figure 1 Mitchell's Model of Conflict Structure
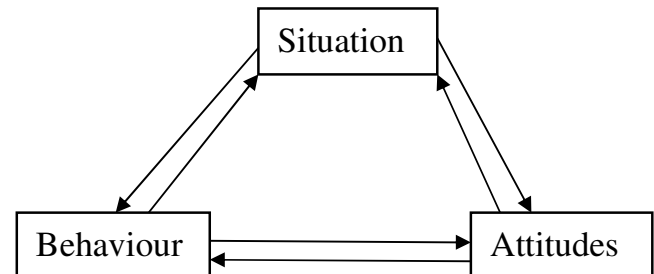
Source: Mitchell (1981)

The above model shows that situations can impact behaviours and attitudes and vice versa. This therefore, means that a situation can influence the behaviour and the attitude of someone; behaviour can influence the attitude and a situation and an attitude can also alter one's behaviour and subsequently. For example, a situation impacting behaviour can be seen when an ambitious teacher or principal fails to obtain excellent results for his subject or school in the G.C.E exams. Mitchell (1981) makes allusion to a case where a teacher continually hates the vice principal because he imposed an unfavourable timetable on him.

Section one of this paper is the general introduction, has introduced the subject area and summarized the literature that has influenced this study. It has also contained the issues associated with undertaking research of this nature and setting the rational for this study.

Statement of the Problem
To meet the challenges of educational standard and higher expectations of education in Cameroon, the issue of conflict in secondary schools has to be treated appropriately. When looking at the arena in which schools operate and the vast number of people who inhabit and work either directly or indirectly on the education of the students and the daily running of schools, it is easy to see conflict often arise. Within the school system, the various stakeholders (administrative staff, students, teachers, parents, school boards and community members) have varying problems, needs, views, demands and expectations (Mitchell, 1981; Hornsby, 1995). These differences or

expectations create room for conflict in schools, some of which include teachers falling out with their head of departments and other colleagues' because of unfavourable schedules given to them; teachers threatening principals because they have forwarded their names to higher authorities for sanctions; vice principals bullying at teachers for constant absence from classes; distribution of work among personnel, financial resources and issues, in and out of class teaching activities and practices, rewards, punishment, assessment practices, use of power-authority, being late for class, political views, negative attitudes of some personal, passing grade levels and scoring system, issues regarding the legislation, dress code, assignments and placements for staff and distribution of resources, unauthorized absenteeism of some teachers, personal ambitions, parents attacking or detaining teachers for 'maltreating' their children in school; and parents opposing administrators over increases of fees or mismanagement of PTA funds.

Where conflict exists, there is a dysfunctioning of the institution, disharmony and other negative occurrences with attendances, problems of poor teachers' participation and output with corresponding poor result among students. These have serious consequences on the internal and external efficiency of the establishment as a whole and the development of the nation in general.

Given the prevalence of these conflicts and their profound effect on staff output and students' academic performance, principals of secondary schools are required to effectively use their managerial skills to combat this situation. Educational research, particularly in the field of conflict resolution, has discovered that conflicts, if not resolved well, may have negative effects on the school, particularly on school climate as found out by previous research (Schawtz, 1980; Leithwood and Hellinger, 2002). Most performance problems result from conflicts between staff members. Unresolved interpersonal conflict represents the largest effect of productivity, yet it remains largely unrecognized. This subsequently affects the morale, input and productivity of most schools. It is for this reasons that, this study is out to investigate Principals' Managerial Skills and Conflict resolution in Secondary Schools in Fako Division, South-West Region of Cameroon.

Objective of the Study

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 were selected randomly to develop a framework on principals' managerial skills in conflict resolution in selected secondary schools in Fako Division

Research Question

The above objectives are translated in to a targeted research question. This research question will inform the framework of this study and guide the methodological approach of the research study. 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?

Justification of the Study

The study is justified by the fact that little empirical and theoretical data available on the topic principals' managerial skills and conflict resolution in secondary schools in Fako Division, South-West Region of Cameroon. However, a reasonable amount of data focused only on conflict resolution in secondary schools and fails to inform about principals' managerial skills and conflict resolution in schools. As a consequence, there is a clear need for further research to examine principals' managerial skills (human relation skill, conceptual skill, and technical skill) and conflict resolution in secondary schools in Fako Division, South-West Region of Cameroon.

Many studies have been conducted in relation to school management and leadership in Cameroon. Some of these studies include that of Etomes and Molua (2018), on strategies for enhancing the productivity of secondary school teachers in the south west region, that of Dze-Ngwa (2014), on peace and citizen participation toward internal cohesion in Cameroon and that of Tsewah (2014), on the role of women in conflict solving in Cameroon, just to mention a few. However, the findings of these researchers did not fulfil the requisites of the study on hand. That is, principals' managerial skills and conflict resolution in secondary schools. Even if there exist any, it is mostly in public secondary schools with very little done as far as private and lay-private schools are concerned. Therefore, studies like this are important especially as such studies can provide important findings that can fill the gaps which other studies have not in the area of principal managerial skills and conflict resolution in secondary schools.

Significance of the Study

This study is believed to have great significant to the government, principals and other schools' administrators in secondary schools, teachers, students and the entire educational community.

To the Educational system, this research work aims at sensitizing teachers, principals, discipline masters, educators and policy makers on the need to introduce conflict and conflict resolution programmers in secondary schools and universities as part of their curriculum. Seminars and retraining programmers for staff members should be organized by the government and other educational agencies such as Non-Governmental Organizations featuring courses on interpersonal conflict resolution. Thus, it educated and enlightened the educational community on conflict and conflict resolution strategies and other concerns that should be considered in bridging the gap between theory and practice.

To the government, this study will provide an insightful on the causes of conflict in secondary schools and how the school administrators can exhibit sound managerial skills to resolve such conflicts. This therefore, will help the government in training schools' administrators and teachers in both pre-service and in-service training programs on how to develop managerial skills for effectively handling of conflict in schools, thus promoting effective teaching and learning in secondary schools. Secondly, the study also may be useful to policy makers in understanding principals' capability in managing conflicts in schools.

To principals and other secondary school administrators, this study will enable them to keep a high level of professional spirit and a good moral standard of the school. Schools' principals will learn through the findings of this study how to adopt and exhibit managerial skills that will sustain a good working environment for teachers and an enabling environment, free of conflicts for learners to learn. This study will also be significant to principals in that it wants to comprehend the role of school principals as they work in challenging situations where there are conflict situations. In addition, this study's findings may be of great potentialities to principals in understanding challenges they face in managing school conflicts and how they can manage conflicts in school.

To the teachers of secondary schools and other teachers, this study will help provide them with a conducive environment to execute their duties, especially when principals exhibit managerial skills necessary for effective conflict resolution in secondary schools. This will provide an enabling environment for effective collaboration between teachers, students and administrators, hence, effective teaching

Unmanaged conflicts can create dysfunctional schools which deprive students from their rights to education. Therefore, this study will be of great significance to secondary school students in that it will provide enough reasons why the government and other school administrators should provide an enabling school environment, free of conflicts for students to study.

Lastly, to the educational community at large, this study will contribute knowledge on existing literature related to conflicts in school contexts. The study will also lay foundations for further studies in the field of education management and conflict resolution.

Summary and Outline of the Study
This paper is divided into four remaining sections. Section two, review of related literature, will discuss the theoretical and conceptual frameworks that informs the study. Literature from a wide range of relevant topics is synthesized in order to provide a fuller understanding of this research domain. Section three will look at the research methodology, addressing issues such as research design, area of the study, population of the study, instrument used for data collection, validation of such instruments and administration, procedure for data analyses and ethical considerations. In section four, the findings from the field will be presented according to research question while section five will deal with discussing, conclusions, recommendations and suggestions for further research.

Literature Review
This section reviews literature that is related and relevant to the study under theoretical and conceptual review.

Theoretical Review
Theoretically, this study examines the parameters of conflict and management theory relevant to principals' managerial skill and conflict resolution among staff members in secondary schools. The following theories and their implications to this study have been reviewed in this section. They include the Scientific Management Theory (Frederick Wilson Taylor's, 1911) and the Conflict Resolution Theory (Burton, 1980)

Scientific Management Theory by Frederick Wilson Taylor (1911)
The implication or relevance of this Taylor's theory to this study is that, the role of leaders (principals) managerial skills in decision-making process is important. Decisions are made to increase efficiency and a good working conflict-free environment in the Taylor model. Social systems such as schools often confront ambiguous situations like conflict among staff members, students and administrators requiring flexibility on the part of the principals to use their

managerial skills to take decisions (Ebot-Ashu, 2020; Robins & Hall, 1996; Abbass, 1997). There can be no "one best way or skill." They said when confronted with decision-making in a complex social organization, political power can be expected to influence coalitions and because conflicting interests create disorder, cause disagreement, bargaining, and struggle for position. All aforementioned effects of political power in a complex social organization are unacceptable and unthinkable in the rational model represented by Taylor (Ebot-Ashu, 2020; Okoye, 2007; Young, 2004). But when confronted with decision-making in a social organization like the school, principals are expected to influence collaboration, reduce conflicting interests and create order. Frederick Taylor strongly believed that the Scientific Management approach would solve conflicts between workers and managers, and that the approach had the potential of highly increasing the productivity of organizations.

Conflict Resolution Theory by Burton (1980)

This theory is relevant to this study in that, it brings out the different approaches and strategies of conflict resolution as explained by Burton. To this study, the traditional approaches to conflict resolution in schools have largely been on mediation and negotiation with the principal being the judge (Hornsby, 1995; Tervaskis and Keller, 1994; Mitchell, 1981). Conflict resolution by Chinda (2015) is the reduction, elimination, or termination of all forms of conflicts. According to Chinda (2015), conflict resolution strategies require negotiations, bargaining, mediation and arbitration. Burton notes that; problem solving considers individual and group needs as identity and recognition, as well as institutional changes that are required to satisfy these needs. Principals should therefore recognize and understand the needs and viewpoints of his or her staff members to effectively know how to handle their problems using the right method. These approaches will only work when the conflicting parties are amenable to negotiation and have something tangible, they are able to bargain.

Conceptual Review

The researcher will then proceed to examine conceptual literature according to research questions of the study.

Principals' Managerial Skills to Resolve Conflicts in Secondary Schools

As a matter of fact, conflict is considered to be a phenomenon in every organization; it is impossible to be avoided but it is possible to be managed when a principal diagnoses the symptoms of conflict (Mitchell, 1981; Hanson, 1991). The proper management of conflict will contribute towards the prosperity of the organization (Hornby, 1995). Nobody can deny the relationship between conflict and other variables, whether negative or positive that may affect the organizations at all; but if it is handled well, it will create fruitful and innovative competition among the organization's members (Niklas, 2005; Schawtz, 1980; MarlGary & O'Leary, 2000) Accordingly, there is an urgent need that this conflict should be managed. The poor management of conflict can generate significant bad costs that will occur in terms of disappointment, discouragement, employees turn over and low productivity. In addition, such conflict will lead to lose of time and financial costs as legal suits can be incurred. It is so important to recognize the conflict and its dimension in order to manage it properly and then to improve and guide the organization in achieving its objectives (Ford, 2007; Leithwood & Hallinger, 2002; Niklas, 2005; Garry and O'Leary, 2000)

Shanka (2017), of the Department of Educational Planning and Management, Wolaita Sodo University, Ethiopia, conducted a study on Conflict resolution and Resolution Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia. The purpose of this study was to investigate various strategies used to manage and resolve conflict between teachers and school leaders in government primary schools of Wolaita zone. The study employed a descriptive survey design where both quantitative and qualitative approaches were used to correct and analyse data, concurrently. From six districts, ten schools were selected using both simple random and purposive sampling so as to include schools sponsored by Wolaita Development Association. Subjects for this study included 146 teachers and 50 department heads that were randomly selected to respond to the questionnaires. Participants for interview included 10 principals, 10 vice-principals, and 20-unit leaders and 30 parent and teachers' association members. Data were analysed using descriptive statistics (frequency, percentages, means and standard deviations), and inferential statistics (t-test) using SPSS software version 20. Findings indicated that major causes of conflict were either; institutional, work or leadership related. Major conflict resolution strategies included; building leadership skills, following rules and regulations. embracing change, wise allocation of recourses, involvement in decision making, providing opportunities for training, and understanding individual differences and roles, in case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance. This study concluded that school leaders need to understand the sources of conflicts and have a mechanism in place

for staff to voice their concerns. Additionally, leaders need to continuously build leadership competences, be open to change, involve and provide staff with opportunities for growth. Besides, schools' leaders should look for ways to acquire and expand funding sources.

Figure 2: The Principal's Managerial Competence in Establishing a Creative School
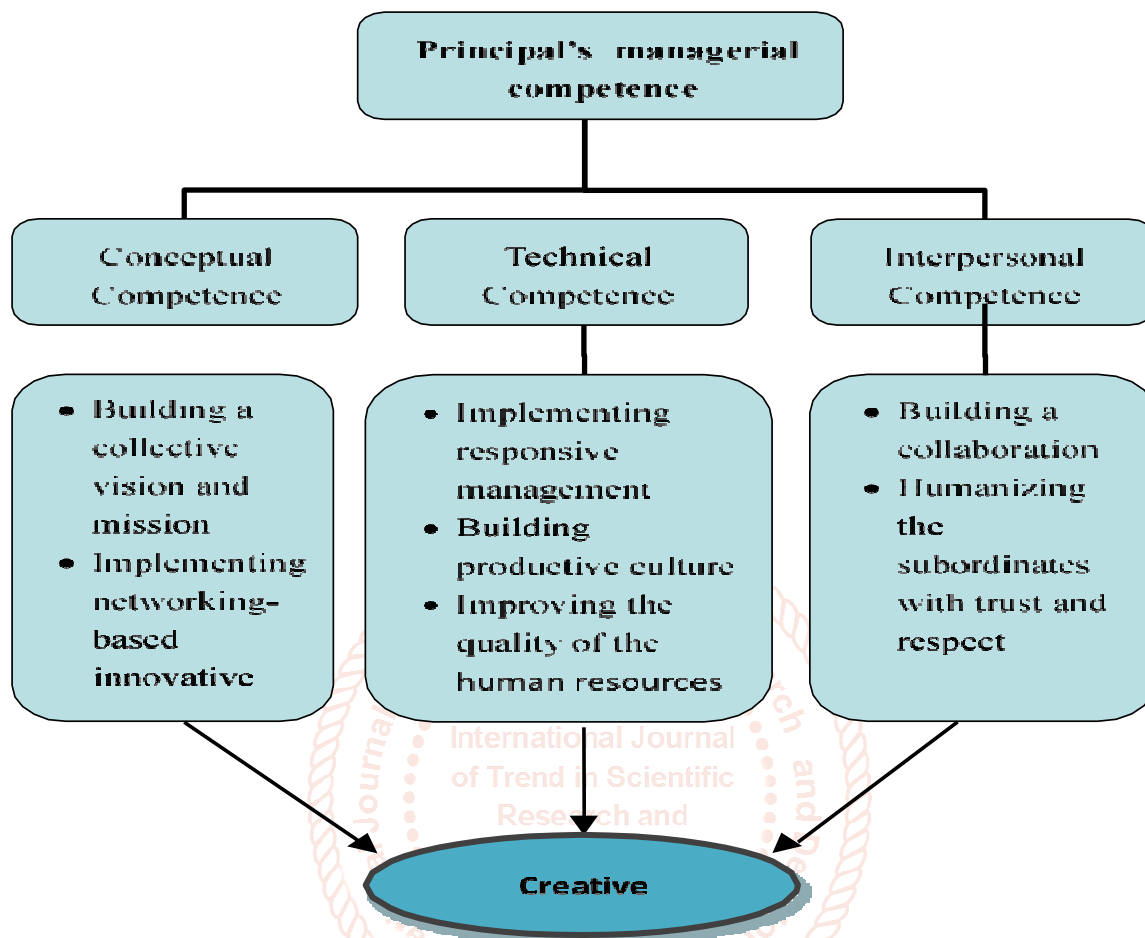
Source: Yulia and Achadi (2020)

The above figure shows that HR, the principal of SMP Muhammadiyah 3 Yogyakarta, is highly competent, in that she can bring betterment in the school management. The principals of the school succeeded in changing the school management into a creative school. HR, the headmistress, applies three managerial competences at school. The conceptual competence is actualized in the innovations and new ideas in arranging the school development involving the stakeholders (Ebot-Ashu, 2020; Robins and Hall, 1996). Through technical competence, the principal applies a new paradigm based on informational technology in all aspects of learning. Interpersonal competence is shown by building trust and collaboration with the school members to achieve the school's goals (Okoye, 2007'; Etomes and Molua, 2018). The principal's competence has brought success and achievements of the school, such as the provision of the facilities and infrastructures as well as opening bilingual classes, excellent classes, information and communication technology class at each level. Furthermore, the school achieved several awards, such as the healthiest school in 2005, the first winner of the school library in the province in 2012, and national Adiwiyata (environmental education) in 2013 (Saraswati, 2018). Besides, the students in the school also achieve various awards, both national and international (Anugrah, 2019).

The research reveals that the principal's managerial competence consists of conceptual, technical, and interpersonal competencies to actualize a creative school, the principal applied six ways; those are establishing the vision and mission, implementing the networking-based innovative program, implementing responsive management, building productive culture, improving the quality of the human resources, and building the collaboration as well as humanizing the subordinates (Ebot-Ashu, 2020; Abbass, 1997). Building the vision and mission as well as implementing a networking-based innovative program is included in the conceptual competence of a principal in establishing a creative school. Meanwhile, responding to changes, building a productive culture, and improving human resources quality is the technical competence of the principal (Etomes

and Molua, 2018; Tsewah, 2014). The principal's interpersonal competencies are shown in building the collaboration with and humanizing the subordinates with trust and respect. The research helps the parties involved in school development, such as the educational board.

Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example, teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. These different forms of conflict are discussed below, with focus on their main differences, beginning with intrapersonal conflict.

Intrapersonal Conflict, which occurs within an individual, often involves some form of goal conflict or cognitive conflict. Goal conflict exists for individuals when their behaviour results in outcomes that are mutually exclusive or have compatible elements (both positive and negative outcomes) (Mitchell, 1981; Konard, 1988). Intrapersonal conflict can be in the various forms. It could be in the form of approach-approach conflict, a situation in which a person has a choice between two or more alternatives with positive outcomes. Next is avoidance-avoidance conflict. Interpersonal conflict involves two or more individuals rather than one individual. Two managers competing for the same promotion, two executives maneuvering for a larger share of corporate capital examples of conflict between individuals are legion and quite familiar (Hanson, 1991; Schawtz, 1980). Interpersonal conflicts may be caused by many reasons. Interpersonal conflict could be caused by personality differences. Naturally, some people have difficulty in getting along with each other. This is purely a psychological problem which has nothing to do with their job requirements or formal interactions.

Intragroup conflict can also take the dimension of inter-Group Conflict. An organization is a collection of individuals and groups. As the situation and requirements demand, the individuals form various groups. The success of the organization as a whole depends upon the harmonial relations among all interdependent groups, even though some intergroup conflicts in organizations are inevitable. The idea is to study intergroup behaviours within an organization so that any conflict can be recognized and dealt with by the management. Intra-Organizational Conflict has four types: vertical conflict, horizontal conflict, line-staff conflict and role conflict. Although these types of conflict can overlap, especially with role conflict, each has distinctive characteristics (MarkGary and O'Leary, 2000).

Conflict resolution minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in a school (Rahim, 2002, p. 208). In fact, the better educators and students understand the nature of conflict, the better they are to manage conflicts constructively (1988; Konard, 1988; Mitchell, 1981; Young, 2004). Moran (2001) sees conflict resolution as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives" (Hanson, 1991; Niklas, 1980; Mitchell, 1981).

Scholars in the field of conflict have proposed many conflict resolution or resolution strategies that can be used in handling conflicts in an organization. Some of them (as limited to this study) include: Negotiation, Coercion, Adjudication, Mediation, Collaboration, and Arbitration.

Conflict resolution is a measure taken when conflict arises between two people, society, organization, or community. The concept of conflict resolution has been viewed by different scholars. Niklas (2005) argues that conflict resolution means changing destructive conflicts into constructive conflicts. It implies a method desired to develop peaceful means finally ending a state of conflict. For other scholars such as Schartz (1980), conflict resolution is the process of resolving a dispute or conflict, by providing each side's needs and adequately addressing their interest so that they are satisfied with the outcome. (McGarry and O'Leary, 2000) state that conflict resolution is a stage in the handling of conflicts. Through conflict resolution, a cooperative atmosphere is created for promoting opportunities and movement directed towards non-violence, reconciliation or basic clashing interest.

Developing an effective strategy for conflict resolution in secondary schools requires the involvement of corporate level of management, which stipulates strategies to cope with any hazardous situation when it happens in the education enterprise working in harmony and unity and in patterns of conflict resolution strategy. That means all stakeholders in the education industry should have common purpose and focus on strategies for conflict resolution in the school (Leithwood & Hallinger, 2002) hence, the various conflict resolution strategies proposed by scholars in the field of conflict resolution include: compromise, collaboration, Negotiation, accommodation, coercion, confrontation, reconciliation, control of rewards, and climate of trust, formal authority, effective communication and avoidance.

Olaleye and Arogundade (2013) argued that different strategies to resolve conflicts may lead to either desirable or undesirable outcomes depending on their effectiveness or ineffectiveness, respectively. Effective management strategy may result in desirable outcome such as smooth management, enhanced discipline, and effective management of time, team spirit, and effective use of resources, achievement of goals, good relationships and great value by stakeholders. However, when an ineffective management strategy is used, undesirable outcomes such as strikes, demonstrations, destruction of property, poor performance, emotional stress, and misallocation of resources, absence and frustration may occur (Abdul. 2013). School principals therefore, must know the different types of conflict resolution strategies to their fingertips in order to choose the strategy that best suits the situation at hand using their managerial skills.

Equally important is compromising**. According to Abdul (2013) the times when the compromising mode is appropriate are when you are dealing with issues of moderate importance, when you have equal power status, or when you have a strong commitment for resolution. Principals usually use this style of conflict resolution as a temporary solution when there are time constraints. Principals choose this style when it is important to satisfy some of their interests, but not all of them.

Denohue & Kott (1992) maintains that interpersonal conflict or conflict among staff members can be resolved constructively and peacefully through effective communication skill of the school heard. This is known as mediation. Using this interpersonal skill therefore, conflicting parties are put together to resolve their differences through a third-party mediator who is the principal. The principal assists the warring parties to replace their competitive win-lose view of their conflict with a more cooperative win-win outcome. Mediation is the process whereby an acceptable third party who has limited or no authoritative decision-making power assists conflicting parties to resolve their conflict through promoting conciliation and facilitating negotiations (Morgenthau, 1980; Denohue & Kott, 1992). As with Negotiation and Mediation leaves the decision-making power primarily in the hands of the conflict parties. They enter into a voluntary agreement which they themselves and not the mediator implement (Rubbin, 1990; Denohue & Kott, 1992). Thus, making it very effective since the conflict parties are not forced but are guided to decide for themselves. Principals stand as the major person actively involved in the conflict resolution process of their schools. Therefore, principals should use their managerial skills in selecting and effectively using the right resolution strategy to resolve conflict among staff members.

The collaborating mode is high assertiveness and high cooperation. Collaboration has been described as putting an idea on top of an idea in order to achieve the best solution to a conflict. The best solution is defined as a creative solution to the conflict that would not have been generated by a single individual. With such a positive outcome for collaboration, most of the principals preferred to use it when managing conflicts with their teachers. However, collaborating takes a great deal of time and energy. Therefore, the collaborating mode should be used when the conflict warrants the time and energy (Abdul, 2013). In related research by Tosi (1986) four styles on managing conflicts were identified as competition, collaboration, compromise, avoidance and accommodation. The strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving.

Summarily, this section has examined literature that is related and relevant to this study under the theories that explain principals' managerial skills and conflict resolution in an organization. Equally the study analysed. conceptual review, where the concepts of principals' management skills and conflict resolution have been discussed. The next section will examine the research methodology of the study.

RESEARCH METHODOLOGY

This section presents the methodology used for this study and is organized under the following sub headings; research design, area of the study, population of the study, sample and sampling techniques, the instruments utilized to collect data, validity and reliability of the instruments, administration of the instruments, procedure for data analysis and ethical considerations.

Research Design

The research design employed for this study was a case study design. The researcher's decision to use case study research design is because the aim of the study is to develop a framework for principals' managerial skills can be used to manage conflicts in schools be describing the subjects of the research without focusing on why the phenomenon occurs or happens like that. Principals' views will be elicited and described just the way there are given. The rationale for using case study research design is that you can focus on specific and interesting case (Yin, 1994; Yin 2003; Yin, 2009). This may be an attempt to test a theory with a typical case or it can be a specific topic that is of interest (Yin, 2003). Case studies can generate new and unexpected findings, as well as test and refine existing theories (Yin, 2009).

Qualitative method is used to understand principal's beliefs, experiences, attitudes, behavior, and interactions concerning the topic under study. It generates non-numerical data. The integration of qualitative research into intervention studies is a research strategy that is gaining increased attention across disciplines. Qualitative studies give you a unique depth of understanding which is difficult to gain from a closed question survey. Qualitative research equally aims to get a better understanding through firsthand experience, truthful reporting, and quotations of actual conversations from principals themselves (Miles & Huberman, 1994; Denscombe, 2003). It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior. Quantitative research used random sampling. The sample size of this study was made up of 10 principals gotten from selected schools from all the three targeted sub divisions, determined by the Krejcie and Morgan chart. There was an almost equal representation of males (52%) and females (48%) in the study area. The findings show that 48.5% of the respondents were female and (51.5%) were male. This implies that the male population of principals is dominantly represented than the population of female.

Interview Guide
Qualitatively, an interview guide was used to gather data through direct verbal interaction with participants. The researchers used an interview because interview is particularly useful for getting the story behind the participant experience.

Interview Guide Design
The interview was administered to 10 personnel drawn from the sample. The interview guide covers a single objective with questions formulated under the main research question to help answer the research problem. The interview guide answered key questions such as; Is framework of principal's managerial skills necessary for effective conflict resolution? How do principals plan to effectively implement the framework of managerial skills in resolving conflict? What other managerial skills of principals can be important to resolve conflicts in schools? If conflicts in schools are not properly managed, what are some of the outcomes?

Validation of the Interview Guide
Validity and reliability of the interview guides was ensured by using a framework of four criteria (as a part of the constructivism paradigm paralleling validity and reliability in quantitative research) proposed by Guba and Lincoln (1994), to ensure 'trustworthiness'. These include credibility, transferability, dependence, and conformability.

Credibility involves establishing that the results are credible or believable from the perspective of the participants in the research. Credibility will be ensured by the extent of respondents' concordance to the findings as it will be presented to them for confirmation, congruence, validation and approval. Transferability refers to the degree to which the results can be generalized or transferred to the other context or setting. This will be achieved by thoroughly and extensively describing the process adopted for the researcher to follow. Dependability is concerned with the fact that we will obtain the same results if we could observe the same thing twice. This was ensured by keeping an extensive and detailed record of the process for the researcher to replicate to ascertain the level of dependability. Conformability refers to the degree to which the results could be confirmed or corroborated by others.

Reliability of the Interview Guide
The instrument was proven valid through gross examination of the open-ended questions by colleagues and principals to check its relationship with the research objective of the study. Some questions were reframed to avoid ambiguity for specificity of the questions to the respondents. Trust worthiness and credibility of the open-ended questions were attended by the supervisor and the supervisee and questions were found valid and reliable to collect data.

Method of Data Collection
The interview guide was administered through the collection of an authorization letter from the University of Buea to prove that the researcher is a student and also to have access to collect data from respondents. The researcher made use of a tape recorder with the permission from the interviewees. The researcher used the standardized, semi-structured, open-ended interview guide (with a pre-determined list of questions being asked to each respondent in order to minimize the possibility of bias) to collect data from the respondents. The interview allowed explanation of the interviewee's views about the variable under study. The responses to the questions would be left open and the respondents would be free to give responses the way he/she finds most fitting. The outlined questions were meant to guide and make sure that the research objective is covered.

Method of Data Analysis

Data collected with the interview guide was analysed thematically under themes and opinions of respondents. The qualitative data was analysed thematically whereby respondents' direct statements were grouped under key concepts or themes. Each of these data-collection efforts was undertaken in order to obtain a wide range of opinions and perspectives in order to establish how a framework can be developed to assist principals improve their managerial skills to resolve conflict in secondary schools in Fako Division?. To develop both internal and external validity, the specific analytical technique of pattern coding was adopted. When all collected data was available in textual format, data could be methodologically analyzed. In pattern coding, principals' words were compared with the researcher's interpretation within theoretical conceptual frameworks. Wherever possible, however, a wide range of quotations from literature, semi-structured interviews with principals were used. The interviews with principals in Fako Division of Cameroon are presented thematically using emergent themes which are dealt with individually in turn using relevant codes e.g., P8SHUtt87 or P2SBUtt23. The first part of the code identifies the principal, school the meeting took place. Thus, P8SHUtt87 refers to interview transcript analysis from Principal No 8 (P8) in School H (SH), Utterance 87 and P2SBUtt23 refers to analysis from Principal 2 (P2), School B (SB), Utterance 23 (Utt23) in the interview transcript.

Ethical Considerations

Ethical consideration and obligations are very important in any research. Therefore, after the preparation of the data collection instrument, administrative authorization was obtained from the supervisor and the vice/Dean in charge of research, to enable the researcher has access to data. All participants were not required to mention their names and did provide information that makes the suspicious on data sources.

The researchers took consent from participants before they took part, meaning that, they knew exactly what they were asked to do, and what the risks and benefits were, before taking part. The participants were informed of who exactly the researchers are, where the researchers are coming from and what the researchers are doing. As such, the researchers in adhering to ethical issues guarantees anonymity and acknowledge all the consulted works used in the study.

Presentation of Findings

This section presents findings gotten from research study. The findings have been presented according to the main research question: Framework of Principals' Managerial Skills to Resolve Conflict in Secondary Schools in Fako Division?

Table 1: Principals' Managerial Skills is Necessary for Effective Conflict Resolution

Interview Question	Themes	Grounding	Quotation
Is framework of principal's managerial skills necessary for effective conflict resolution?	Lay out Framework actions	3	"….bring up a policy layout on how you will use to tackle opinions from parties in conflict so that you will diagnose and bring forth 'emmh' creative solutions" (P8SHUtt87)
	A necessity	2	"Of course of course it is because conflict have to be effectively managed for a serene atmosphere" (P2SBUtt23) "very necessary if you like I said earlier like seriously you don't set an example you are not a role model you are sitting in an Avenue then you find yourself in difficulties struggling to create the problem that you have neglected because of your managerial skills"(P3SCUtt34)

Source: The Researchers (2022)

Table 1 above presented the findings gathered in regards to whether principals' framework of managerial skills is necessary for effective conflict resolution in school. As shown, a majority of the respondents mentioned that principals should build up a policy to effectively solve conflict in school as explained, "… bring up a design a layout on how you will use to tackle opinions from parties in conflict so that you will diagnose and bring forth creative solutions". In the same light, some respondents mentioned how it is necessary for schools to have a conflict resolution policy to effectively manage serene atmosphere. In this way teachers will feel involved and become effective in their job.

Table 2 Showing How Principals' Plan to Effectively Implement Framework of Managerial in Resolving Conflict

Interview Question	Themes	Grounding	Quotation
How do principals plan to effectively implement the framework of managerial skills in resolving conflict?	Convene meetings	3	"Yes most at times I do convened meetings, disciplinary meetings, staff meetings and why not general meetings that involves school prefects" (P1ASFUtt47) " every school stakeholder will be aware on the need for peace education in our school milieu and to bring forth measures to tackle conflict" (P10SJUtt 89)
	Foster peace education	1	"….counselors I use the guidance counsellors they talk to students they talk to colleagues about conflict"(P3SCUtt56)
	Counselling	2	"I think in this 'ehh' text you need to constantly be in touch with your personnels constant, braising not giving room for let me use the word grievances yes to delay being 'ehh' acting promptly and also be proactive that which reduce conflict" (P4SDUtt53)
	Understanding of frame work	1	"…planning has to go with first of all acceptance and first of all understanding the frameworks understanding the conflict itself and looking for various 'emmmh' possible solutions" (P5SEUtt 66)

The Researchers (2022)

Table 2 above presented the findings gathered in regards to how principals' plan to effectively implement framework of managerial skills in resolving conflict in school. As indicated, a majority of the respondents acknowledged the fact that Convene meetings will help principals' plan to effectively resolve conflict as explained, "Yes most at times I do convened meetings, disciplinary meetings, staff meetings and why not general meetings that involves school prefects" and "every school stakeholder will be aware on the need for peace education in our school milieu and to bring forth measures to tackle conflict". To foster peace education was a theme from an interviewee that, "….counsellors I use the guidance counsellors they talk to students they talk to colleagues about conflict", furthermore, some respondents made mention of counselling which explained that, "I think in this 'ehh' text you need to constantly be in touch with your personnel's constant, braising not giving room for let me use the word grievances yes to delay being 'ehh' acting promptly and also be proactive that which reduce conflict". To add, a respondent made mention that principals' should make understanding of frame work to effectively resolve conflict as explained that, "…planning has to go with first of all acceptance and first of all understanding the frameworks understanding the conflict itself and looking for various 'emmmh' possible solutions".

Table 3 Showing Other Type of Managerial Skills Principals' Can Use to Resolve Conflict in School

Interview Question	Themes	Grounding	Quotation
What other managerial skills of principals can be important to resolve conflicts in schools?	Technical managerial skill	2	"because technical managerial skill does not necessarily means operating machines but it gives you that upper urge to be technical to be critical whenever you are handling conflict within parties or among teachers in conflict" (P1SAUtt 21)
	Interpersonal managerial skills	2	"In this case I think eh technical managerial skills will do the job" "understanding the teachers individual needs personal needs in resolving conflict also understanding the differences that exist between all the teachers" (P2SBUtt17)
	Many strategies	1	"There are most of them that you can implement depending also on your local realities" (P3SCUtt 37).

Source: The Researchers (2022)

Table 3 above presented the findings gathered in regards to other type of managerial skills principals can use to resolve conflict in school. The respondents brought up other types of managerial skills that can be used by principals to resolve conflict in school. Some respondents pointed that principals could use technical managerial skill as explained by the respondents that, "because technical managerial skill does not necessarily means operating machines but it gives you that upper urge to be technical to be critical whenever you are handling conflict within parties or among teachers in conflict". Respondents also acknowledged that principals could also use interpersonal managerial skill to resolve conflict in school as said, "In this case I think eh technical managerial skills will do the job" and to "understanding the teacher's individual needs personal needs in resolving conflict also understanding the differences that exist between all the teachers". Conclusively, a respondent added that many strategies are available for principals to use in resolving conflict in school, there are most of them that you can implement depending also on your local realities".

Table 4 Showing What Should Principals' Do to Effectively Resolve Conflicts in School

Interview Question	Themes	Grounding	Quotation
What must school principals do to effectively resolve conflicts in school	Seek advice	1	I am always objective when I say this is this and I think critically before giving decisions at times I go back to my subordinates to seek advice from them because I am not phantom of knowledge" (P1SAUtt42)
	Proactive	1	"School principals must also learn to be proactive in avoiding conflict you must not even give the opportunity of conflicts to occur before start thinking of resolving them they must put every condition necessary to avoid conflict" (P2SBUtt 29)
	Control anger	1	"school principals must also learn to control their emotions and temperaments when they are dealing with issues of teachers conflict because it is when the school or the teachers are faring well that the school also will perform well" (P3SCUtt 39)
	Effective communication	1	"I mentioned about communication when I said when there is absence of communication there is misunderstanding and when there is misunderstanding conflicts are bound to arise" (P4SDUtt 44)
	Talk to students	1	"I think they should call on students from time to time through assembly and try to caution them" (P4SD49)

Source: The Researchers (2022)

Table 4 above presented the findings on what should principals do to effectively resolve conflicts in school. Respondents brought up the point that in other to effectively resolve conflict, principals' should seek advice as explained that, I am always objective when I say this is this and I think critically before giving decisions at times I go back to my subordinates to seek advice from them because I am not phantom of knowledge", in the same lane, a respondent added that principals' should be proactive as said, "School principals must also learn to be proactive in avoiding conflict you must not even give the opportunity of conflicts to occur before start thinking of resolving them they must put every condition necessary to avoid conflict".

Also, a respondent indicated that, principals' should learn to control their anger when resolving conflict as explained that, "school principals must also learn to control their emotions and temperaments when they are dealing with issues of teachers conflict because it is when the school or the teachers are faring well that the school also will perform well", while some respondents vindicated that, principals' should be effective communicators as mentioned that, I mentioned about communication when I said when there is absence of communication there is misunderstanding and when there is misunderstanding conflicts are bound to arise". To end it, respondents said that principals' talk to one on one to effectively resolve conflict among them, "I think they should call on students from time to time through assembly and try to caution them.

Table 5: Showing the Outcomes of Improper Management of Conflict in School

Interview Question	Themes	Grounding	Quotation
If conflicts in schools are not properly managed, what are some of the outcomes?	School Tension	1	"…like teachers will be at loggerhead with other teachers there will be tension in the school environment" (P6SFUtt72)
	Violence in school	3	"I think there will be outburst of violence in institutions which may lead to fighting and it can even cause lifes we have heard of teachers losing their life in school" 'emmmh' when conflict is properly managed tension among colleagues will reduced but if not managed they will be tension among colleagues, students and why not even tension between teachers and students" (P8SHUtt 89) "…There will be some scandal a lot of vandalism among the students and even the teachers" (P2SBUtt37)
	Ineffective teaching	1	"first of all teaching will not be effective because when the teachers have conflict among themselves they will either not be coming to school absenteeism of the teacher or they may come to school and not teach in class" (P9SIUtt89)
	school Delinquency	1	"…So there will be a lot of delinquency a lot of absences of duties a lot of negligence infact it's tantamount to chaos" (P10SJUtt110)
	Reduce the quality of teaching	1	"the effect of this is that the school will not perform well educational exams or classroom exams or whatever level of exams they are writing and all of these goes to reduce the quality of education" (P8SHUtt 90)

Source: The Researcher (2022)

Table 5 above presented the findings on the outcomes of improper management of conflict in school. With regards to the repercussions, respondents pointed out the issue of creating school tension which said that, "…like teachers will be at loggerhead with other teachers there will be tension in the school environment", most respondents said that there will be violence in school as reported that, "I think there will be outburst of violence in institutions which may lead to fighting and it can even cause lives we have heard of teachers losing their life in school" 'emmmh' when conflict are properly managed tension among colleagues will reduced but if not managed they will be tension among colleagues, students and why not even tension between teachers and students". In effective teaching was one of the negative impact of unresolved conflict in school as mentioned by respondents who explained that, "first of all teaching will not be effective because when the teachers have conflict among themselves they will either not be coming to school absenteeism of the teacher or they may come to school and not teach in class". Meanwhile a respondent clued that, it will led to school delinquency as said, "…So there will be a lot of delinquency a lot of absences of duties a lot of negligence in fact it's tantamount to chaos". Finally, a respondent added that, unresolved conflict will Reduce the quality of teaching as explained by the respondent that, "the effect of this is that the school will not perform well educational exams or classroom exams or whatever level of exams they are writing and all of these goes to reduce the quality of education". In this way principals' should try by all possible means to completely resolve conflict in school in other to avoid the occurrence of violence in school.

Summary of Findings

Table 6 Summary of Findings

S/N	Research Question	Major Findings
4	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

Source: The Researchers (2022)

Discussion of Findings

The discussion of findings was done in accordance with the specific research questions as stated in chapter one but in the form of themes. Discussion for each research question was with the support of the existing literature as reviewed in chapter two to bring out how principals' managerial skills enhance conflict resolution in secondary schools in Fako Division, South West Region of Cameroon.

Principals Managerial Skills to Resolve Conflicts in Secondary Schools in Fako Division?

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 found that most principals think the availability of a framework for conflict resolution helps to build up a layout relevant for solving various conflicts that come up within their schools (Shanika, 2017; Ebot-Ashu, 2020; Abbass, 1997; Etomes and Molua, 2018; Tsewah, 2014; Olaleye ^ Arogundade, 2023). They equally believe that with a good framework for conflicts management, there will be better conflicts management within schools, hence a more serene atmosphere for learning. These findings are in line with those of Tjosvold (1991) who concluded that conflict is an important part of thinking, watching, performing and managing in an organization (Niklas, 2005; Ford, 2007). In this context, it has been known that conflict is an organizational reality and in there are the people who lead up to the conflict and have different characters, understandings, value judgment, world-view, objectives, attitudes, beliefs, personalities, roles communication skills and interests every organization (Mitchell, 1981; Hanson, 1991). These conflicts and divergences cause various conflicts in the social and organizational life and can respond to changes, help build productive culture and improve human resources quality if well managed (Tsewah, 2014; Etomes and Molua, 2018).

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. They equally need to consistently engage in counselling with all parties and stakeholders of the school. In these cases the principal is force to use different conflict resolution strategies like compromise, collaboration, negotiation, and accommodation suggested by (Kinard, 1988; Mitchell, 1981; Young, 2004). Both the literature and finding are in line with Taytok (2003) who found that conflicts increase much when the works intersect, become complex and ambiguous and it is supposed to work for long hours. Thus, conflict is one the most important and the most urgent subjects that require to be attended to limit coercion, confrontation, reconciliation, control of rewards and merits, build trust, build formal authority, effective communication and avoidance of burnout (Young, 2004; McGarry &O' Leary, 2000)

The literature and finding 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). These findings are similar to those of Soner (2016) who realized that according to the perception of the principals and teachers, the way of doing things is at first rank among the reasons for conflicts in school. Individual differences and management dimensions succeed it respectively. When the data obtained concerning resolution strategies are examined, it is seen that the most common resolution strategy used is reconciliation integration, effective communication, skill development of subordinates, avoidance; and compromise and domination succeed this respectively (Abdul, 2013; Denohue and Kott, 1992). It is striking that the avoidance precedes reconciliation strategy in the ranking. Mediation through facilitating negotiation (Morgenthau, 1980; Denohue &Kott, 1992) were also deemed valuable.

Conclusion

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. The study equally concludes that principals believe that proper conflict resolution begins with identification of the problem that produced the conflict. The study concludes that principals' decision as to which measures to implement in resolving conflicts depends on the proper analysis of the conflict situation and the resources and technical knowhow to manage conflict.

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. This study equally concludes that the proper management of conflicts in schools has the potential of reducing school dropouts and enhancing school effectiveness.

The study equally concludes that a framework for the development of managerial skills of principals towards conflict resolution is vital for the improvement of a positive school climate. Such a framework should include a proper understanding of the conflict, a survey of all available options in resolving the conflict, a selection of the most sustainable option in resolving the conflict and an in-situ application and monitoring of the chosen option in the resolution of the conflict.

Contributions to Knowledge

In line with making contribution to theory and practice of conflict resolution in schools, this study has proposed a tri-phasic practical and realistic framework for the development of conflict resolution skills for principals and other members of the education family. The study has equally provided evidence on the fact that principals in the South West Region of Cameroon have relevant conceptual and theoretical knowledge on the management of conflicts in secondary schools. The study has reduced the gap that existed in terms of research-based evidence on the various approaches used by principals to resolve conflicts within schools in the South West Region of Cameroon. As part of the contribution to knowledge, this study presents figure 3 as proposed models for better conflict resolution in secondary schools according to the research objectives

Principals' Managerial Skills to Resolve Conflicts in Secondary Schools in Fako Division.
Figure 3 Proposed Framework for Conflict resolution
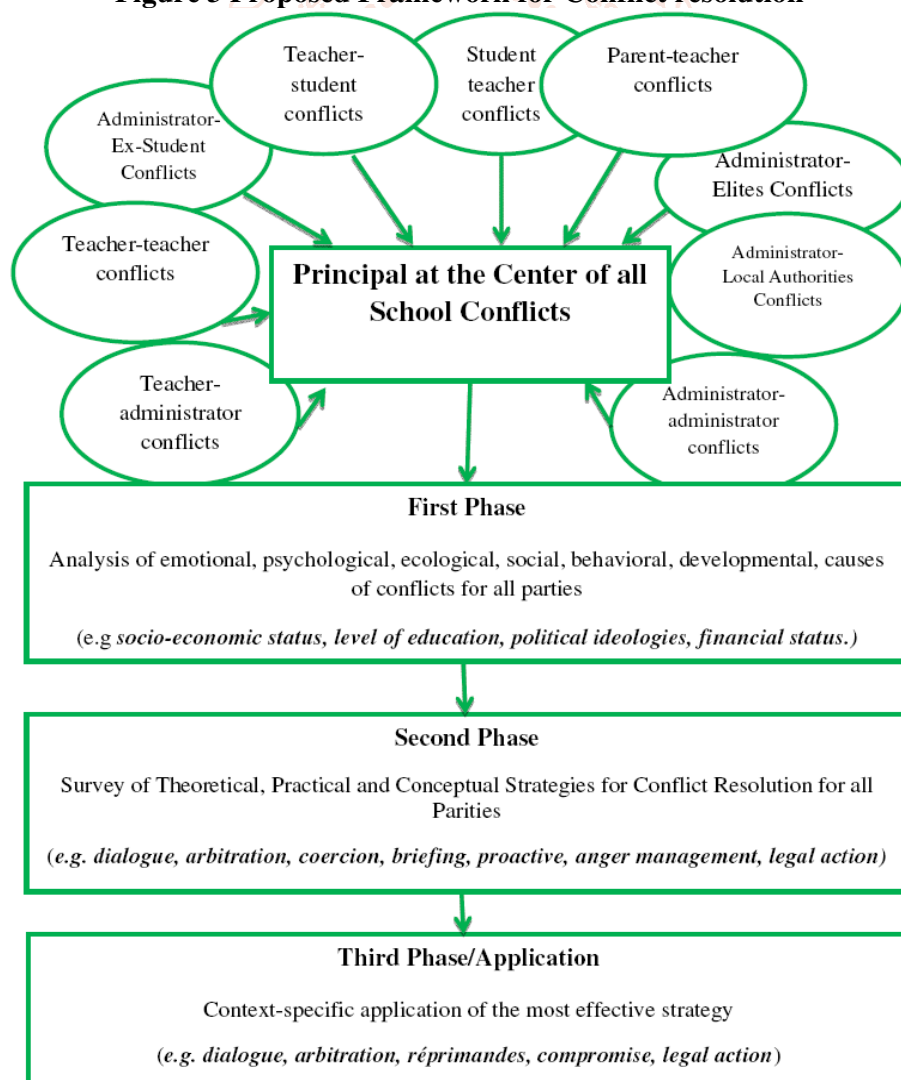
Source: The Researcher (2022)

As shown on figure 3 above, a framework for the development of conflict resolution is necessary for principals. In the above proposed framework, the principal places himself at the centre of all school activities, including the conflicts that abound. He must understand the typologies and dynamics of conflicts that are expected to occur within and without the school. He must understand the various conflicting groups in the school and their various points of contention that can result to conflicts.

After proper understanding of the various parties that are prominent sources of school conflicts, the principal develops a tri-phasic approach to conflict resolution. In the first phase, the principal first attempts to understand the source of the conflicts. He endeavours to understand the psychological, social, emotional or ecological roots of the conflict. In the second phase, the principal surveys the various options available for resolving the conflict at hand. He is expected to understand which option works best for all parties and for the good of the school. In the third phase, after considering the most advantageous option, the principal then applies the option in attempt to resolve the on-going conflict. He is expected to monitor the progress of the option and control it in a manner such that it has a long-lasting effect in resolving the conflict

Recommendations of the Study
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 and 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.

Limitations of the Study
A research work of this nature definitely had constraints. Only those directly affected by the conflict were used for the study. Many individuals and educational institutions such as Lay Private and Mission schools were not directly involve due to time constraints and the limited scope of the study.

There were also limitations in the study which were methodological (cross sectional and descriptive survey research design), small sample size as not the entire South West Region was sampled, and validity and reliability concerns.

Also, with the socio-political unrest in the South-West and North-West Regions of the country, the researcher found it so difficult to meet affected persons. Thus, the researcher had to go to the homes and offices of the respondents to administer the questionnaires and issue the interviews.

Equally, the study failed to sample the opinion of students, who are usually affected by conflicts within the school. It is believed that if students were sampled for the study, their experience would provide more meaningful information on the management of conflicts within the school

Suggestions for Further Research
The study suggests that more research be conducted in the following areas
➢ Investigating the effective implementation of conceptual, human relations and communication skills for conflict resolution by principals in secondary schools.
➢ Examining principals' individual professional development efforts to improve conflict resolution in secondary schools.
➢ Investigating the relevance of conflict resolution as an indicator of school positive climate.
➢ Survey of the common frameworks used by principals for conflict resolution on in secondary schools.

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