

Influence of Administrators' Negotiation and Information Dissemination Strategies on Conflict Management in Public Secondary Schools in Zone C Senatorial District of Benue State

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ABSTRACT

This study examined the influence of administrators' negotiation and information dissemination strategies on conflict management in public secondary schools in Zone C Senatorial District of Benue State, Nigeria. Specifically, the study sought to determine how the use of negotiation and effective information dissemination by school administrators contributes to conflict management in public secondary schools. Two research questions were raised and two hypotheses were formulated and tested at the 0.05 level of significance. The study was guided by relevant empirical studies and appropriate theoretical frameworks. A descriptive survey design was adopted. The population comprised 3,550 respondents (406 principals and 3,144 teachers) drawn from 406 public secondary schools in the study area. A sample of 356 respondents was selected using a stratified random sampling technique. Data were collected using a structured questionnaire developed from reviewed literature and the researcher's experience. The instrument was validated by an expert in Educational Administration and Planning, and its reliability was established using Cronbach Alpha, yielding a coefficient of 0.86. Data collected were analyzed using mean and standard deviation to answer the research questions, while chi-square statistics were used to test the hypotheses at the 0.05 level of significance. Findings revealed that administrators' use of negotiation and effective information dissemination significantly influences conflict management in public secondary schools in Zone C Senatorial District of Benue State. Based on the findings, it was recommended that school administrators should consistently adopt negotiation and improve information dissemination practices to enhance effective conflict management in schools.

1. Introduction

Conflicts have become part and parcel of human organizations worldwide. This indeed is a paradox because of the amount of energy and resources expended by organizations to prevent and resolve conflicts. Flippo (2000) remarked that, "a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed". This definition essentially draws attention to the control of resources to ensure the achievement of goals. However, the future report on managerial responsibility in the U.K. Quoted in Akpa (2004) sees management as being responsible for organizing, directing, staffing and controlling or ensuring the progress of work, setting standards of goal(s) attainment and quantifying different cause of action. Thus, it seems that a broad understanding of management is that it deals with planning and directing both human and material resources in order to accomplish organizational objectives.

Mohan (2001:1) differentiated management from administration when he wrote that management derives from the rise of corporate bureaucracy and as a set of activities. Its genesis is more directly traceable primarily to economics and secondarily to social process and cultural phenomena. Administration, on the other hand is rooted more on socio-cultural fabric and in economics. The term conflict has been defined by various writers and in a number of ways. View conflict from an administrative

point of view Paton and Giggin (2003) sees conflict as obstacle to achieving a desire goal, it often arises when someone has a chance to win at the expense of someone else. Hompton, sumer and Webber (2001) observed that conflicts do not necessarily indicate a broken down organizational or failure of management. While Giffar and Jandit(2004) saw conflict as the process of perceiving fewer and fewer relevant alternative by the parties in a relationship. They were of the view that conflict is disruptive and inevitable because of difference in people and that it is through conflict that we have creativity and existing norms and practices in an organization.

The potential of conflict exists whenever people have contact with one another. As people are organized into groups to seek a common goal, the probability of conflict greatly increases. Since only the most serious conflict makes headline, conflict has a negative connotation for many people. We face conflict at all level; we have disagreement with family, friends and co-workers "conflicts are rarely resolved easily.

School as a system is an organization of human beings with common goals for the enhancement of teaching and learning purposes. In our public secondary schools, this set goal flourishes only under the condition of peace and harmony in a secondary school system (Michael, 2026). Where Administrators jointly interact for the sole aim of making their goals and aspirations, it is to be noted that this interaction cannot take place without one form of conflict or another. It is therefore the duty of Administrators as leaders to manage the conflict successfully and when that is done, effectiveness of the administrator has set in the school.

The findings of the study may afford the schools' Administrators the opportunity to avail themselves of the influence of leadership styles, school facilities on the management of schools, with the view of improving the school environment for the realization of educational objective. The results and the recommendations of the study may also be useful to the various stakeholders in the education, such as Ministry of Education, Educational Agencies, and Policy Makers for continuous quality improvement of the Schools or community relationship and its effective management.

2. Literature Review

2.1 Administrators Conflict Management Strategies

Management strategies are a future oriented conception in which the relationship between the organization and its work force describe it from the guiding principles for the people in an organization for sound decision making.

In secondary schools in Zone C senatorial district of Benue state and indeed many other tertiary institutions in Nigeria, conflict situations can arise as a result of differences in opinion among top executives or management staff on how the Secondary schools is to be run. It can also be between employers and employees especially on issues of salaries and wages, fringe benefits and work habit itself. Excessive restrictions by management on students' activities such as occult practices, disparity in salary structure between academic and non-academic staff, unequal treatments of staff in terms of appointments, promotions, dismissal from work and labour union activities on campus are possible ways conflict can arise. In an institutional environment, conflict is usually characterized by blockade, barricade, and occupation of the institution buildings lockout by the school administration or land by the community, specific mobile units of anti-riot police or other police entering campus, arrest of students by the police, violet arts, and destruction of school properties. Secondary schools administration temporarily closing classes, students prevent elections in the secondary schools form being held; mass distributing handbills carrying placards and so on (Yakubu, 2000: 43; Michael, 2025).

Many institutions of learning in this country and other organizations have of late, witnessed many of these conflict on an increasing rate, for example establishment like the University of Agriculture, Makurdi has not graduated students for years now. Others within the country have had to lose one or two years of academic works

In Zone C senatorial district of Benue state Secondary schools, the subject of this study has had its share of the conflict which continues to plague both governmental and non-governmental organizations in Nigeria. In 1994, barely two years after it was established, the school experienced about four (4) months of instability, which was brought about by Academic Staff Union of school (Secondary schools) (ASUSS) strike was nation –wide, the effect on Zone C senatorial district of Benue state Secondary schools was particularly debilitating being a relatively young institution of higher learning. And despite these conflict and their unpleasant consequences, this school has remained relatively peace and stable establishment, growing in staff and students population and in the number of programmed it runs and generally developing into strong and viable state institution of higher learning.

Why is this so? Why has Zone C senatorial district of Benue state Secondary schools as one among the others is the country remained stable and strong in the face of many conflict it has had to contend with since its inception in 1992? This investigation will seek to find answers to these questions by identifying principals conflict management strategies in –built in the organizations structure, the leadership qualities, personnel skills, as well as the union management strategies which or many contribute positively to the resolution or management potential conflict within the system.

Akpabio (2006) opined that management strategies play a fixed role towards the behavior of each organization. Ofordo (2001) described management strategies as the art and science of formulating, implementing and evaluating cross functional decision that will enable organization to achieve its objectives.

Bolaji (1999) states that management strategy involves the systematic identification and specification of organizational objective, nurturing policies and strategy to achieve the objectives and enquire and make available the resources to implement the policies and strategy of the school.

Harris (2004) noted that management strategy is the highest level of managerial activity usually initiated by the board of directors and executed by the firm chiefs' executive officers. Musa (2004) observe that management strategy provide overall direction to the organization and is closely related to the field of organizational studies. In educational sector, it is useful to talk about alignment, strategies between the school management and its teaching and non-teaching staff. Management strategy is an on-going process that evaluated and controls the activities of the organization in which the process is involved. It accesses its areas of strength and weakness and set goals and strategies to meet all existing potentials annually or yearly to determine how it has been implemented and whether it has succeeded or needs replacement by new strategy to meet changed circumstances and new situations in order to forestall any conflict that may arise.

2.2 Influence of Information Dissemination in Conflict Management on school/community relationship

The use of information dissemination is an important strategy in conflict management. Information dissemination always breaches the gap and prevent frequent occurrence of conflict in an organization.

David (2006) opined that this strategy deals with how employers, management and employees of an organization exchange messages, ideas, data and information in order to achieve the objective of an organization under the information strategy, information could be downward; that is from the boss to the workers, it could be upward, from workers to boss. It could be lateral from among colleagues of the same grade or diagonals cut across from the top to bottom.

Murray (2002) states that prompt and positive usage of feedback is necessary in order to exercise and control reality among anomalies and deficiencies in good time. He stated, further that all members of an organization to share information as openly as possible. Secrecy of information should be reduced to make followership be involved in policies making and instructions go to the employee from the employer or management team. Reports and protests go up to management, colleagues share information. According to Olusola (2000), states that in place of justification oriented, information dissemination plays a significant role in controlling conflict in an organization. He noted that information dissemination is a contributing factor in facilitating the transition and avoidance of finding scape-goats. It has to be demonstrated that the essential purpose of soliciting feedback is to maintain control and to avoid re-occurrence of conflict by introducing corrective measures.

Hardly (2001) stated that prompt and positive usage of feedback is very necessary to exercise control and reality anomalies and deficiencies in good time. He stated further that all members of an organization should share information as openly as possible. Secrecy around information should be reduced so that policies and instructions from management go down to the employee reports and protects to up to management; Colleague share information.

Robinson and Clifford, (2004) opined that information dissemination is essential for effective administration because it enables every individuals to know what is expected of him or her, how this expectation can be achieved, to whom he is accountable and when certain actions have to be implemented. Thus information is an organization enables the organization to work in unity. It reduces the occurrence of rumour and misunderstanding between individuals. When there is good information dissemination in an organization, individuals feel quite happy to cooperate towards the realization of whatever policies and actions the organization is geared to achieve. Hence control the issue of conflict among members in an organization.

2.3 Influence of Negotiation in resolving conflict on school/community relationship

Negotiation technique in resolving conflict is the key weapon used by labour unions, it offers potentially in community problem-solving (Schuit, 2001). Some useful principles based on negotiations between labour and management in schools, business affairs may be applied in conflict management.

Nievenberg (2000) states that whenever people exchanges ideas with the intention of changing relationships, whenever they confer for agreement, they confer for agreement, they are negotiating. He added that the satisfaction of needs is the goal common to all negotiations. Negotiation is a co-operative enterprise. Common interests must be sought. Negotiation is a behavioral process, not a game in a good negotiation, everybody wins something. Sule (2002) asserts that resolutions of conflict through negotiation involve compromise or capitulation. If a party is unwilling to compromise or to capitulate, then negotiation has failed hence conflict is likely to continue. Gomwalk (2002) noted that in negotiation, always at alert to convert divergent interests into channels of common desires. In exploring these channels, both parties to the negotiation may be stimulated by the idea of sharing common goals. These goals are reached by finding mutual interests and needs by emphasizing the matters that can be agreed upon, and by not dwelling on point of difference.

2.4 Nomothetic-Idiographic Theory of Conflict by Getzel (2000)

An approach in theoretical framework of study of conflict is the Nomothetic-idiographic theory of conflict. According to Morphet, Johns & Reller (2000), this theory was postulated by Getzel & Guba. The theory is based on the assumption that the task-achievement of a social system irrespective of the nature of the task requires the combined efforts of a number of people with varying functions and responsibilities whose positions in the social system are usually hierarchically (vertically) arranged to establish the relationships between the superior and the subordinates.

This theory is relevant to the present study since it talks about two personalities (dual) which can be related to the present study as workers and students and the school administrators about conflict management between the two parties. In Education, the term social system is referred to the school organization (Michael, 2025). The positions needed to make teaching and learning take place are hierarchically structured. This is designed to indicate who gives orders and to whom. As Edem (2008) puts it, at the top of the hierarchy is the National or State Executive Council. Its function is to determine educational policies. After the Executive Council is the Ministry of Education in that descending order of rank.

Conflicts can occur as these groups of individuals that make up the three institutionalized units interact with each other. Confirming to this is Ezegbe (2007) who stated that conflict promoting factors affect each other. Individual characteristics are capable of instigating and intensifying interaction patterns and vice-versa. He maintained that conflicts are produced from combination of individual characteristics and interaction patterns. Getzel and Guba cited in Oraemesi (2008) conceive the educational system as having nomothetic and idiographic dimension.

3. Methodology

3.1 Research Design

This study adopted descriptive-survey design. It is descriptive because it assesses the influence of conflict management strategies on administrator's effectiveness in public secondary schools in Zone C senatorial district of Benue state. Descriptive survey, according to Emaikwu (2012), is aimed at collecting data and describing in a systematic manner, the characteristics features or facts about a given population. The design is only interested in describing certain variables in relation to the population. Usually, hypotheses are tested since descriptive survey is concerned with a description of events as they are.

The justification for the use of this design is based on the fact that only a representative sample of the entire population was studied and the findings generalized to the entire population (Emaikwu, 2012).

3.2 Population of the Study

The population for the study comprises of 3,550 senior staff (principals and teachers) which 406 made up of principals and 3144 made up of teachers of 406 secondary schools in Zone C senatorial district of Benue state Nigeria. The senior staff use for this study is based on qualification and experience. This is so because they can give valid and useful information.

Table 1: Population Distribution of Principals and Teachers

Area Councils	No. of Principals	No. of Teachers	Total
Ado	65	490	555
Agatu	58	484	542
Apa	57	382	439
Obi	58	483	541
Oju	56	480	536
Otukpo	57	481	538
Okpoku	55	344	399
Total	406	3144	3550

Source: Benue State Ministry of Education (2013)

3.3 Sample and Sampling Procedure

The sample consists of 356 (43 principals and 313 teachers) representing 10% of the total population of 3550 of (406) public secondary schools in Zone C Senatorial District of Benue State. A Sample of 10 to 25% is considered adequate, according to Emaikwu (2009) who reports that where the population is as high as 3550 and above, 10% or more is considered suitable as sample for a study.

Table 2: Sample Distribution of 10% Principals and Teachers

Area councils	No. of Principals	10% of Principals	No. of Teachers	10% of Teachers
Ado	65	7	490	49
Agatu	58	6	484	48
Apa	57	6	382	38
Obi	58	6	483	48
Oju	56	6	480	48
Otukpo	57	6	481	48
Okpoko	55	6	344	34
Total	406	43	3144	313

3.4 Method of Data Collection

3.4.1 Instrument of the Study

The structured questionnaire was used. The questionnaire titled the influence of Conflict Management Strategies on Administrator's Effectiveness in Secondary School Questionnaire (ICMSAEPSSQ). The questionnaire was developed based on review of related literature and through the researcher's personal experience.

The 25-item questionnaire was divided into two sections: A and B. Section A contains information on the demographic data of respondents which consists of name of school and its status. Section B consists of 25 items which seek information on the variables of negotiation, information dissemination, dialogue, counseling and arbitration. It consists of five clusters. Cluster (i) has items ranging from 1 to 5 which are on the negotiation. Cluster (ii) consists of items from number 6 to 10 on information dissemination. Cluster (iii) consists of items ranging from number 11 to 15 on dialogue. Cluster (iv) consist of items ranging from number 16 to 20 on counseling. Cluster (v) consists of items ranging from number 21 to 25 on arbitration.

The instrument is structured on a likert modified 4-points rating scale with a response mode of Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2, and Strongly Disagree (SD)-1. The rationale for choosing this scale is because it provides different levels for respondents to express their opinion. The flexibility of the scale has rendered it appropriate for measuring the statements relating to the variables of the study. The cut off value for responses considered to be significant was 2.50. Any response above 2.50 is positive and acceptable while any response below 2.50 is not acceptable (Emaikwu, 2012).

3.4.2 Validation of the Instrument

To establish the validity of the instrument (questionnaire), the researcher subjected it to a face and content validation by giving it to an expert in Educational Administration and Planning, Faculty of Education, National Open University of Nigeria.

The expert critically examined each of the items and made comments on their suitability or ambiguity and corrected grammatical mistakes. Unclear statements, wrongly conceived ideas, missing information and other observed errors were corrected by the expert. His comments, suggestions and corrections were used to modify the instrument for the supervisors' approval after which the final copies were produced. After the validation of the instruments, the validity index scored was 0.61. See appendix II.

3.4.3 Reliability of Instruments

The reliability of the validated instrument was tested through a pilot study.

In order to establish the reliability of the instrument for the study, the validated instruments will be administered to 112 teachers from 5 schools. The Cronbach Alpha reliability coefficient will be used to compute the reliability coefficient in order to determine the internal consistency of the instrument. Pallant (2004) considers Cronbach's Alpha analysis suitable for checking the reliability of instruments with a Likert-type rating scale. Since the calculated coefficient is above 0.5. The coefficient of reliability was 0.86.

3.4.4 The Administration of Questionnaires

A letter introducing the researcher to the schools will be obtained from the department Educational Administration and Planning, Faculty of Education, National Open University of Nigeria. Keffi. The questionnaire for this study was administered to the teachers and principal in senior secondary within Zone C senatorial district of Benue state, Nigeria. The method used in the administration of the questionnaires items was self-administration. Here the researcher personally visited all the targeted population of the study and administered the questionnaire to the respondents and enough time was equally given to them to respond to the questions therein (1 week), after which the researcher went back and retrieved the questionnaire personally in all areas administered.

3.5 Method of Data Analysis

The descriptive statistics of mean and standard deviation will be used to answer the research questions. The decision was based on mean in order to provide a numerical value for rating scale of responses. Hence a response of 4 was used for Strongly Agree (SA), 3 represents the value Agree (A), 2 for Disagree (D) while 1 was for Strongly Disagree (SD).

Chi-square analysis was used to test the hypotheses at 0.05 level of significance. Chi-square was considered appropriate for this study because it is a parametric statistic for treating data. It permits the researcher to determine whether a significant difference exists between the observed and the expected number of cases in each category based on a null hypothesis. Data generated for the study will be analyzed on the computer using the Statistical Package for Social Sciences (SPSS).

3.6 Justification of Methods

The descriptive survey design was chosen due to the nature of the study and processes involved in the collection of data. It was considered the most appropriate to this study because it seeks to find out the factors that are associated with certain occurrences, practices, outcomes, conditions or types of behavior by analysis of past events or of already existing conditions. It is justifiable because it is in line with the purpose of the study which is to identify and describe existing influence of conflict management strategies on administrators' effectiveness in public secondary school. The chi-square used for data analysis is appropriate for this study because it is a non-parametric statistics for treating data consisting of frequency counts. It enabled the researcher to determine whether or not a significant difference exists between the observed number of cases falling into each category and the expected number of cases based on the null hypotheses.

4. Findings

4.1 What is the influence of Administrators' use of negotiations strategy on conflict resolution or management in public secondary schools in Zone C Senatorial District of Benue State?

The data that provide answer to the research question are presented on table 3.

Table 3: Mean Ratings and Standard Deviations of the influence of administrators' use of negotiations strategy on conflict resolution or management in public secondary schools in Zone C Senatorial District of Benue State.

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
1.	The use of negotiation by administrators can solve conflict in schools	293	469	13	107	3.38	0.67	Agree
2.	The use of negotiation by administrators also depends on his intelligence and experience	422	380	34	46	3.46	0.55	Agree
3.	Administrators of schools with proper negotiation tactics perform better than principals with poor negotiation tactics.	407	433	16	26	3.43	0.57	Agree
4.	Negotiation is a good strategy of management conflict in schools	393	395	76	18	3.38	0.64	Agree
5.	Administrator use of negotiation to stop conflict in schools is very essential	401	461	11	9	3.26	0.78	Agree
Cluster mean and Standard Deviation						3.38	0.64	Agree

Source: Field Survey (2023).

Decision Rule: 1.00-1.49=SD, 1.50-2.49=D, 2.50-3.49=A, 3.50-4.00=SA

Data presented in Table 3 showed that, item 1-5 had mean scores of 3.38, 3.46, 3.43, 3.38 and 3.26 with corresponding standard deviation of 0.67, 0.55, 0.57, 0.64 and 0.78 respectively. Based on the boundary criteria for decision making, it means that all the items were rated above the mean cut-off point of 2.50. The cluster mean of 3.38 was also found to be above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that the respondents agreed that administrators' use of negotiations strategy influence conflict resolution or management in public secondary schools in Zone C Senatorial District of Benue State.

4.2 Does the Administrators' use of information dissemination influence conflict resolution or management in public secondary schools in Zone C Senatorial District of Benue State?

The data that provide answer to the research question two are presented on table 4.

Table 4: Mean Ratings and Standard Deviations of the influence of administrators' use of information dissemination on conflict resolution management in public secondary schools in Zone C Senatorial District of Benue State

Item No	Item Description	SA	A	D	SD	$\bar{X}$	SD	Decision
6.	Passing information by the administrators' to the subordinates (staff) is very important in the lives of every schools	424	321	49	88	3.60	0.54	Agree
7.	Information dissemination by the administrator's helps in managing conflict	314	500	11	57	3.43	0.64	Agree
8.	With the spreading of information, staff or subordinates can gets information by the principals	402	417	15	48	3.43	0.62	Agree
9.	Administrator's use of information dissemination is a very essential tool in managing conflict in schools.	394	408	64	16	3.48	0.58	Agree
10.	Negotiation strategy in schools as a means of managing conflict is so good	486	371	8	17	3.68	0.50	Agree
Cluster mean and Standard Deviation						3.52	0.58	Agree

Source: Field Survey (2023).

Data presented in Table 4 showed that, item 6-10 had mean scores of 3.60, 3.43, 3.43, 3.48 and 3.68 with corresponding standard deviation of 0.54, 0.64, 0.62, 0.58 and 0.50 respectively. Based on the boundary criteria for decision making it means all the mean scores for the items were rated above the mean cut-off point of 2.50. The cluster mean of 3.52 was also found to be above the cut-off point of 2.50. The standard deviation scores of the respondents are small signifying homogeneity for the items raised. This implies that administrators' use of information dissemination influence conflict resolution management in public secondary schools in Zone C Senatorial District of Benue State.

4.3 Testing Research Hypotheses

In testing the hypotheses of this study, Chi-square statistical tool was used to test the hypotheses at 0.05 level of significance and the results are presented on table 5 and 6.

Hypotheses one: *Administrators' use of negotiation has no significant influence on conflict management in secondary school in Zone C Senatorial District of Benue State.*

Table 5: Chi-square Analysis of the influence of administrators' use of negotiation on conflict management in secondary school in Zone C Senatorial District of Benue State

Opinion	N	St. error	Df (n-2)	Level of sig	Chi-cal	Sign	Decision
Not Significant	48						
		0.2	880	0.05	154.55	.000	Ho
Significant	834						
							Rejected

1. P = 0.00

Table 5 revealed chi-square of 154.55 at df = 880, $p = 0.00 < 0.05$. Based on this result, the null hypothesis is rejected. This result implies that administrators' use of negotiation has significant influence on conflict management in secondary school in Zone C Senatorial District of Benue State.

Hypotheses Two: *Administrators' use of information dissemination has no significant influence on the conflict management in secondary schools in Zone C Senatorial District of Benue State.*

Table 6: chi-square Analysis of the influence of administrators' use of information dissemination on conflict management in secondary schools

Opinion	N	St. error	Df (n-2)	Level of sig	Chi-cal	Sign	Decision
Not Significant	24						
		0.04	880	0.05	176.82	.000	Ho
Significant	858						
							Rejected
P = 0.00							

The result of Table 6 showed Chi-square calculated value of 176.82 at $df = 880$, $p = 0.00 < 0.05$. Based on this result, the null hypothesis is rejected. This result implies that administrators' use of information dissemination has significant influence on the conflict management in secondary schools.

5. Discussion

The finding of this study revealed that administrators' use of negotiation has significant influence on conflict management in secondary school in Zone B Senatorial District of Benue State. This finding is in line with Nievenberg (2000) who states that whenever people exchanges ideas with the intention of changing relationships, whenever they confer for agreement, they confer for agreement, they are negotiating. He added that the satisfaction of needs is the goal common to all negotiations. Negotiation is a co-operative enterprise. Common interests must be sought. Negotiation is a behavioural process, not a game in a good negotiation, everybody wins something. Also supporting the finding, Gomwalk (2002) notes that in negotiation, always at alert to convert divergent interests into channels of common desires. In exploring these channels, both parties to the negotiation may be stimulated by the idea of sharing common goals. These goals are reached by finding mutual interests and needs by emphasizing the matters that can be agreed upon, and by not dwelling on point of difference.

The finding of this study also revealed that administrators' use of information dissemination has significant influence on the conflict resolution or management in secondary schools. This finding corroborate with the opinions of David (2006) who opines that this strategy deals with how employers, management and employees of an organization exchange messages, ideas, data and information in order to achieve the objective of an organization under the information strategy, information could be downward; that is from the boss to the workers, it could be upward, from workers to boss. It could be lateral from among colleagues of the same grade or diagonals cut across from the top to bottom. Also in support to the finding, Olusola (2000) states that in place of justification oriented, information dissemination plays a significant role in controlling conflict in an organization. He noted that information dissemination is a contributing factor in facilitating the transition and avoidance of finding scrape-goats. It has to be demonstrated that the essential purpose of soliciting feedback is to maintain control and to avoid re-occurrence of conflict by introducing corrective measures.

6. Conclusion

This study investigated the influence of administrators' negotiation and information dissemination strategies on conflict management in public secondary schools in Zone C Senatorial District of Benue State, Nigeria. Based on the findings, it can be concluded that both negotiation and effective information dissemination are critical determinants of successful conflict management in secondary schools. The study established that administrators who actively engage in negotiation are better able to manage and resolve conflicts by promoting mutual understanding, compromise, and cooperation among staff and students. Similarly, effective information dissemination was found to play a significant role in reducing misunderstandings, preventing the escalation of conflicts, and fostering transparency within the school system. Furthermore, the statistical analysis confirmed that these strategies significantly influence conflict management, indicating that their consistent application contributes to a more harmonious and productive school environment. Therefore, the study concludes that the effectiveness of conflict management in public secondary schools largely depends on administrators' ability to utilize negotiation skills and maintain clear, timely, and open communication channels. In essence, strengthening these strategies among school administrators will not only enhance conflict resolution processes but also promote stability, improved interpersonal relationships, and overall organizational effectiveness in schools. The researcher was confronted with the difficulty to access data from Ministry of Education due to the

secrecy/privacy attached to official documents. Further study should be carried out on conflict management strategies by principals in states' private secondary schools.

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