# CONFLICT MANAGEMENT IN SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

OLU OKOTONI and ABOSEDE OKOTONI
*Obafemi Awolowo University, Nigeria*

## ABSTRACT

This paper examines the management of conflicts in the administration of secondary schools in Osun State, Nigeria. It also identifies, discusses and analyses the causes as well as the various ways conflicts manifested in the administration of secondary schools in the state. The effects of conflicts on school administration are equally examined. Quantitative and qualitative data were generated from both primary and secondary sources. The paper shows that administration of secondary schools in the state was hampered by high rate of conflicts. Several types of conflicts were identified in the schools among which were conflicts between management and staff, between staff and students, between the communities and schools, and inter-personal conflicts, to mention a few. The causes of conflicts in schools in the state included inadequate welfare package for workers, forceful and compulsory retirement/retrenchment of workers, administrative incompetence, personality clashes, role conflicts, and non-involvement of students in school administration. The fact that most of the school administrators were not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts and industrial actions in the schools. The paper concludes that the issue of conflict management in school administration has reached a point where effective use of relevant strategies can no longer be ignored.

*Keywords: administration, conflict management, education*

## 1. INTRODUCTION

Conflicts have become part and parcel of human organizations world over. This indeed is a paradox because of the amount of energy and resources expended by organizations to prevent and resolve conflicts. Flippo (1980) attempted an explanation when he remarked that, "a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed". The inevitability of conflict was also established by Harold Kerzner (1998) when he asserted that conflict is part of change and therefore inevitable. It is therefore not an aberration to expect conflicts in the administration of secondary schools in Osun State. The nature and types of conflicts that occur in secondary school administration vary from one school to another. The common types of conflicts usually occur between the students on one hand and the school authority on the other. Other forms of conflict include interpersonal conflicts among staff and as well as the students. Higher levels of

conflicts include those that involve the Nigeria Union of Teachers (NUT) and the State Government.

This study was particularly relevant at a time when Osun State workers (teachers inclusive) had to embark on a prolonged strike over the non-implementation of the Harmonized Salary Structure (HSS) announced by the Federal Government. The partial implementation of HSS for workers in the state after a long delay did not help matters. All of these became potential sources of industrial conflicts not only in the educational sector, but also in the entire civil service in the state.

The inability of the state government to effect payment of salaries promptly and the subsequent forceful retirement of teachers and other civil servants further aggravated the problem. Some have attributed the problems of conflicts in secondary schools to poor salaries and facilities. In the words of Ademola, (a teacher who became a lawyer) cited by Oladepo (1985) the salary was poor to the extent that "… society would not accord me respect as a teacher, for I was regarded as one of the wretched of the earth. When the opportunity came, I called it quit immediately and have had no regrets ever since". An investigation into the nature of conflicts, their causes as well as their effects on school administration are important in order to ensure harmony in the state and to facilitate higher productivity.

## 1.1 STATEMENT OF THE PROBLEM

The economic downturn in Nigeria in the last two decades has led to poor salaries and wages for workers and introduction of minimum wage. The attendant disparity in incomes and inflation has produced great dissatisfaction and agitations among Nigerian workers, which has often resulted in industrial disputes and conflicts in almost every work place. This has become a major concern for school administrators in both public and private sectors. However, such conflicts are more pronounced in state owned secondary schools than in federal schools because of the disparity in salaries and remunerations that exist between the two. Specifically, secondary school workers in Osun State have had cause to protest against poor pay, and unsatisfactory conditions of service. Most often, the conflicts were suppressed with the neglect of other methods of conflict resolution. Consequently, this has dampened the morale of teachers and other workers in the educational sector in the state. This in effect has affected their performances. To accumulate a series of conflicts without devising appropriate means of managing them, is like sitting on a keg of gun powder which could explode at any time. The United Nations International Children's Emergency Fund (UNICEF, 1995) lent credence to this point: "conflicts when not dealt with constructively often explode into violence".

The attitudes of school administrators in Osun State have not helped much as some of the conflicts centred on their personality, administrative and leadership

style. Just as the principals were involved so also were the other members of staff and the students. The significance of this study is predicated on the need for a peaceful atmosphere conducive for learning and academic exercises. It is against this backdrop that the study attempted to provide answers to the following research questions:

1. Is there a relationship between poor staff welfare and the occurrence of conflicts in secondary school administration?
2. Are secondary school administrators in the state trained in conflict management?
3. What is the role of the government in stemming down the rate of conflicts in the educational sector?
4. What is the role of the Teaching Service Commission in conflict management and resolution in secondary schools in Osun State?
5. What strategies can school administrators employ for effective conflict management in the state?
6. In which ways can students be involved in the administration of their schools to decrease the incidence of conflicts?

## 1.2 RESEARCH METHODS AND DESIGN

This study covers randomly selected secondary schools in the three senatorial districts in Osun State, namely, Osogbo/Ikirun, Ife/Ijesa and Gbongan/Ikire. The subjects for the study included school principals, some teaching and non-teaching staff members as well as some school prefects. Both primary and secondary data were collected for the study. The primary data were generated from questionnaires, interviews and observations, while secondary data were obtained from official documentations.

The use of questionnaires was particularly relevant because of the positions of neutrality and anonymity which public officials are expected to assume in the course of discharging their official assignments. It helped the respondents to maintain some degree of anonymity, which was believed to have increased the level of their objectivity. There were 360 public secondary schools in Osun State at the time of this study. Ten percent of the school were taken for the study sample; thus 36 schools were selected.

Two sampling techniques were used; purposive and random samplings. A purposive sample is obtained when a researcher uses his expert judgment based on available information to choose the sample for his study. The choice of the principal, a vice-principal and heads of departments was informed by this sampling technique. These categories of officials in the school were purposively selected because of their involvement in the administration of their respective schools. On the other hand, some teachers and non-teaching staff in the 36 schools chosen were randomly selected, with an interval of every third occurring person.

Personal interviews were conducted using twenty-five secondary schools. Twenty principals and forty-five teachers were interviewed. Others interviewed included thirty-six school prefects and fifteen non-teaching staff. Some officials of the Teaching Service Commission (TESCOM), Osogbo, were also interviewed.

Observation method was also found very useful in the course of carrying out this research. The various actors within the school environment; the principal, vice principals, teachers, non-academic staff and the students were carefully observed.


## 2. SELECTED REVIEW OF LITERATURE

This section is a review of related literature on management and organizational conflicts. There are various uses for the term management, which could mean a different thing to different people in different contexts. Some use the term to mean a field of study or an academic discipline. For the purpose of this study the definition of Sisk and William (1981) will be adopted. They define management as a process of coordinating all resources "through the processes of planning, organizing, leading and controlling in order to attain stated objectives." From this context, management becomes very crucial for the success or failure of a business. Further, it is observed that management as a purposive coordinative process is universal to all forms of group endeavour, that is, it is not only confined to business enterprises, and hence every goal to be achieved through group efforts requires some form of management. Duncan (1975) noted that, "effective coordination does not just happen", but is "brought about by individuals who possess the knowledge and skills to synchronise the actions of numerous people and channel those actions toward a common goal". Persons who accomplish this task are called managers, and the knowledge and skill they use are referred to broadly as the field of management. This is to say that management consists of all organizational activities that involve formation of goals; attainment of the goals, appraisal of performance and the development of mechanisms that will ensure the success and the survival of the organization within the social system.

Conflicts affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment. The term conflict carries a variety of definitions, depending on the usage and the context of its usage. Thesaurus (1993) defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. This is echoed by the Advanced Learners' Dictionary which simply puts it as 'being in opposition or disagreement." The view of Rahim (1992) was corroborative: "conflict as an interactive process is manifested in incompatibility, disagreement, or difference within or between

social entities (i.e. individuals, groups, organizations etc).” In Dahrendorf's (1959) view

> the term refers to tension within the organizational system. One may observe such tension by paying attention to possible incompatibilities among departments, to incompatibilities among staff members or employees, to complexities of the communication network, and even to the organizational structure itself.

Gardiner and Simmons (1992) defined conflict as “any divergence of interests, objectives or priorities between individual, groups, or organizations or nonconformity to requirements of a task; activity or process”. Duncan (1975) opined that conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition, as it could occur as a result of breakdown in the mechanism of decision-making. DeCenzo (1997) has this to say:

> Whenever two people come together, there are bound to be disagreements at time. That's natural. However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and the organization. When that occurs conflict is present.

A critical analysis of the definition of conflict as “the struggle over resources or ideas, between two or more parties caused by the perceptions of the contending parties that both or all cannot have what they desire”, buttresses the idea of conflict as originating from competition. This is in line with Sisk and Williams’ (1981) definition of conflict as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party. From various points of view, the definition of conflict connotes that a trace of competition cannot be totally ruled out.

To some, conflict is synonymous with violence, but to the United Nations International Children's Emergency Fund (UNICEF, 1995) conflict is not necessarily synonymous with ‘violence’ and that conflict occurs not only in situations of violence but conflicts inevitably occur between people over ideas, values, positions and perspectives on a range of issues. In the opinion of Kerzner (1998) conflicts can occur with anyone and over anything. Seville's statement on violence and human nature (as cited by UNICEF, 1995) nevertheless stated that it is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned, other responses are possible and can be learned as well.

Thamhain and Wilemon (1974) in their attempt to define conflict provided both sides of the coin – the negative and the positive side of it. They stated:

> Conflict is defined as the behaviour of an individual, a group, or an organisation which impedes or restricts (at least temporarily) another

party from attaining its desired goals. Although conflict may impede the attainment of one's goals, the consequences may be beneficial if they produce new information which, in turn, enhances the decision-making, lengthy delays over issues which do not importantly affect the outcome of the project, or a disintegration of the team's efforts.

No matter how hard one tries to define the term, one is prone to agree with Sisk and Williams (1981) that, "conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one".

Several types of conflicts are identified in literature, including intra-personal, intra-group, inter-personal, inter-groups, etc. According to DeCenzo (1997) organisational conflicts can take the following forms: horizontal conflict, vertical conflict, and role confusion/conflict. From literature, sources of conflicts can be classified into three, namely, competition for scarce resources, drives for autonomy, and goals divergence as a result of differences in opinion. According to Ivancevich (1996) four factors are known to contribute to conflicts. They are: work interdependence, differences in goals, differences in perceptions, and increased demand for specialists. Five stages of conflict were identified by Pondy (1969). These are: latent conflict, perceived conflict, felt conflict, manifest conflict, and conflict aftermath.

Conflicts have both positive and negative effects on an organization depending on the management and its final outcome. To Zikmann (1992) "effectively managed conflicts can help identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall co-operation". Conflicts should not totally be seen as evil, but rather as a challenge to effect change. An organization should not run away from conflicts because they are part of human existence as no one or organization is an island to himself or itself. Conflicts should not be handled with hypocrisy, suppression or pretence. A good approach to its management is highly essential for peace and progress.

## 3. FINDINGS AND DISCUSSIONS

This section presents the major findings and discussions of data generated from both the primary and secondary sources. The presence of conflicts in schools in the state and awareness of such conflicts by members of staff is undisputable. Considering the 55.3% positive responses and 28.6% negative responses to conflict awareness in the schools as indicated in Table 1 was a proof that a reasonable percentage of workers are aware of the occurrence of conflicts in their schools. Forty-nine persons (16.1%) gave no response.

**Table 1.**   Respondents' Awareness of Conflicts in their Schools.

| Responses | Frequency | Percentage |
|---|---|---|
| Yes | 168 | 55.3 |
| No | 87 | 28.6 |
| No response | 49 | 16.1 |
| Total | 304 | 100 |

Source: Fieldwork, March 2002.

As shown in Table 2, conflicts appeared to occur regularly in schools in Osun State. As pointed out by experts on conflict management, conflict in itself is not destructive provided it is well managed. The breakdown of responses is presented in Table 2. A total of 172 (56.6%) respondents have witnessed conflicts between 6 and 10 times in the last 5 years. Fifty-eight persons (19.1%) have witnessed conflicts between 3 to 5 times, fifty-one persons (16.8%) have witnessed it between 1 and 2 times, and only 4 (1.3%) indicated that they did not witness conflicts in their schools.

**Table 2.**   Occurrence of Conflicts in the last 5 years.

| Number of times | Frequency | Percentage |
|---|---|---|
| 0 | 4 | 1.3 |
| 1–2 times | 51 | 16.8 |
| 3–5 times | 58 | 19.1 |
| 6–10 times | 172 | 56.6 |
| Cannot recollect | 19 | 6.3 |
| Total | 304 | 100 |

Source: Fieldwork, March 2002.

Data collected showed that there were several types of conflicts in secondary schools in Osun State. The types of conflicts identified are ranked as follows: inter-personal conflicts (34.7%), inter-union conflicts (26.7%), conflicts between staff and school administrators (20.9%), conflicts between labour and government (13.6%), others [i.e. students versus staff, or students versus school administrators, students versus food vendors, conflicts between parents and teachers] (13.6%). On a few occasions, there were cases of conflicts between school and the community members. Since inter-personal conflicts ranked the highest among the several types of conflicts that were identified in schools selected for the study, efforts should be made to address it. One of the ways to deal with the problem is to organise seminars for workers on how to relate with co-workers in a harmonious way and deal with differences without resulting in conflicts. This is important because regular occurrence of such conflicts will adversely affect productivity in schools.

The following were identified as major causes of conflicts within the school system in the state. They are listed in order of their importance:

1. Unimpressive Conditions of Service
2. Partial implementation of the minimum wage salaries approved by the Federal Government for workers
3. Forceful and compulsory retirement/retrenchment of workers.
4. Administrative incompetence of principals
5. Misappropriation and embezzlement of school funds
6. Indiscipline (on the part of both staff and students)
7. Negligence of duty
8. Personality clashes
9. Inferiority/superiority complex
10. Favouritism
11. Role conflicts
12. Misunderstanding of motives
13. Youthful exuberance

Among the various factors that caused industrial conflicts among school workers in the state unimpressive conditions of service ranked highest. Many of those interviewed were of the opinion that there is a positive correlation between poor staff welfare and occurrences of conflicts. They believed that a good welfare package for the staff would go a long way to reduce the incidence of conflicts in schools. Governments at all levels in Nigeria (federal, state and local) should endeavour to improve the conditions of service of teachers in the country not only as a measure to prevent or reduce conflicts in schools, but also as a measure to restore confidence and dignity to the teaching profession.

On the procedure for conflict management, the responses are quite disturbing, as only 19.4% of the respondents affirmed that there existed laid-down procedures and mechanisms for conflict management and resolution in their schools in the state. This should be addressed as a matter of urgency. Every school should try to adopt mechanisms and strategies for managing and resolving conflicts. The current fire brigade approach used by most school administrators in the state cannot continue.

**Table 3.**     Coverage of the Syllabus in a Session.

| Response | Frequency | Percentage |
|---|---|---|
| Never | 25 | 8.2 |
| Hardly ever | 141 | 46.4 |
| Often | 75 | 24.7 |
| Always | 45 | 14.8 |
| No response | 18 | 5.9 |
| Total | 304 | 100 |

Source: Fieldwork, March 2002.

Table 3 shows that majority of the teachers were often unable to cover the syllabus in a session. This is one of the effects of incessant strikes in public schools in Nigeria. This is not peculiar to Osun State. In the year 2000 public primary schools in the country (Osun State inclusive) were on a prolonged strike. Several public secondary schools in the state were also on strike during the same period over non-implementation of the newly introduced salary scale (Harmonised Salary Structure) by the federal government.

**Table 4.**  Opportunity to attend Courses in Conflict Management.

| Response | Frequency | Percentage |
|---|---|---|
| Never | 220 | 72.4 |
| Hardly ever | 42 | 13.8 |
| Often | 22 | 7.2 |
| Always | 8 | 2.6 |
| No response | 12 | 3.9 |
| Total | 304 | 100 |

Source: Fieldwork, March 2002.

Out of the 304 respondents on opportunity to attend conflict management courses, 220 (72.4%) indicated that they have never had any opportunity to attend such a course; 42 (13.8%) have hardly done so, while 22 (7.2%) indicated that they have participated often, and only 8 (2.6%) indicated that they participated frequently. Twelve (3.9%) did not respond. It is pertinent that a course on conflict management should not only be introduced in the curricula for student teachers, but that it should be introduced as a regular refresher course for teachers and school administrators. Adequate knowledge in conflict management and resolution in schools will go a long way to sanitise the educational system in the country.

Students Representative Council (SRC) is an administrative innovation introduced to resolve conflicts in schools. The SRC provides opportunity for students to air their views on matters that could lead to conflicts in the school; thereby administrative problems are nipped in the bud. It is unfortunate that most of the respondents (78.6%) indicated that there were no such councils in their schools. Only 19.6% indicated that the SRC are in existence in their schools. It is suggested that school administrators in the state should consider introducing SRC in their schools as part of conflict management strategies.

The data collected confirmed that in many schools the students had little or no say in the running of their schools even in student related matters. Only 26.8% of the respondents indicated that students were allowed to have input in the running of their schools. School administrators should allow students to make necessary input into school administration especially on matters that concern them. This is one of the modern management techniques – participative management. Such opportunity will be useful in the prevention of conflicts in schools in the state.

Depending on the nature of conflicts and the parties involved, various methods were used which included the use of disciplinary committees, compromise method, intervention of the school authority and elders in the community, and interventions by colleagues. Sometimes the Local Inspectors of Education (L.I.E.) and TESCOM officials' intervention have been called for.

## 3.1 EXAMPLES OF CONFLICTS REPORTED TO THE TEACHING SERVICE COMMISSION (TESCOM)

Several conflicts in secondary schools in the state have been reported to the TESCOM for intervention and necessary actions. Some of the examples which are typologies of conflicts in schools included:

1. The Ife/Modakeke communal clash, which occurred in 1997 and 2000, polarized both the staff and the students of Urban Day Grammar School, Ile-Ife in Ife Central Local Government. The school had to be divided into two, one at the old school site and another at the Catholic Technical College in Ile-Ife. Both sites were given recognition by the TESCOM. During the crises, internal and external examinations were disturbed. The West African Examination and General Certificate Examination were held on neutral ground at St. Mark in Osogbo. Circulars, directives and instructions were duplicated while issues of common interest to the sites were resolved by inviting the substantive administrators to Osogbo.

2. Another type of conflict reported to the commission involved principals and members of their communities. One of the reported cases was that of Community Grammar School, Oniperegun in Ife South Local Government in the year 2000. Due to the decrease in the school population, the school was ordered closed by the State Ministry of Education. The aggrieved community members threatened the life of the principal. The principal fled and the school became disorganized. He operated from outside the town. The community members withdrew their children and wards from the school and sent them to neighbouring schools. This remained until TESCOM intervened and invited the two parties for settlement. The community members agreed to return their children to the school; then the school was re-opened. The bad blood already created led to the transfer of the principal to another school.

3. Iwo Grammar School, Iwo in 1998: Conflict arose between the principal and some teachers who were accused of making life difficult for the principal. The teachers became uncontrollable; they further instigated the students against the school rules and constituted authority. The TESCOM set up a committee to investigate the case. The committee came out with a recommendation that the teachers involved be posted out of Iwo to far places.

4. Agboran School of Science, Ede. There was crisis between the principal and nineteen teachers over the sharing of royalties that accrued to the school on the proceeds of palm trees on the school land. The teachers were alleged of gross misconduct by the principal. The conflict blew open and the Local Inspector of Education (L.I.E.) and the Ministry of Education had to be involved. The administration of the school was affected as the staff got polarized, some for and some against the principal. Internal examinations could not be held for a term, the staff salary was delayed for some months.

The interventions of the TESCOM included sending their officials to conflict ridden schools to investigate, mediate and bring about resolution. In some instances resolution took the forms of issuance of queries, dispersing the staff by posting all or some to other schools, demotion, reinstatement of wrongly dismissed workers, or conversion of some dismissals to retirement; dismissal and sanctions of various degrees depending on the nature of the case as recommended by investigative panels. Where cases were between students and the staff, the Ministry of Education took up the mediation.

The consequences of the discussed conflicts on the school and the government have been regrettable. Part of the repercussions on schools was disruption of academic programmes, inadequate staffing as results of unplanned transfer, hostility, suspicion and withdrawal from active participation in school activities. In some cases school results were withheld or cancelled. As a result of emergency transfer of subject teachers, qualified teachers were inequitably distributed.

In the final analysis, government suffers financial losses from closure of schools, while pupils and their parents suffer un-quantifiable losses. All of these have contributed in one way or the other to a steady decline in the quality of education in the state. Some students resorted to examination malpractices to make up for time lost during conflicts in schools especially those that have led to school closure.

## 3.2 SUGGESTIONS FOR CONFLICT RESOLUTIONS AND MANAGEMENT IN SCHOOL ADMINISTRATION

Some suggestions and recommendations on conflict management in school administration are made for possible implementation:

1. Seminars, conferences and symposia for the management cadre in the field of educational management should be organised from time to time.
2. Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

3. The establishment of Students Representative Council (SRC) in each school and the enlightenment of the students on the importance of the SRC will enhance conflict management strategies.
4. The establishment of the Parents/Teachers Association (PTA) in each school will intimate parents with the school programmes. This has become necessary because the PTA now serves an important purpose by bridging communication gaps, which can cause conflicts.
5. Courses in human relations should be introduced into the secondary school curriculum to carry along the students on the issue of tolerance and other acceptable societal behavioural virtues.
6. Government should look into the issue of workers' welfare to avert the incessant industrial actions, and provide adequate facilities in schools.
7. Evaluation standards should be designed for promotions and awards to deserving personnel to promote job satisfaction for schools personnel.
8. Establishment of Disciplinary committees to handle disciplinary matters.
9. Counselling facilities and programmes should be introduced in schools.
10. Transparency and accountability from serving officers.
11. Clear job specifications or description.
12. Role definitions to be clearly maintained.

# 4. CONCLUSION

School administration has been adversely affected by lack of knowledge of conflict management. Most administrators handled conflicts by trial and error approach because there were no specific procedures and methods of managing conflicts. In the secondary school system in Osun State, students were not allowed to participate in decisions affecting them. Most students did not know the importance of a student representative council and they hardly knew how to channel their grievances. In many cases the students just took to the streets to protest against the school authority. The staff members on the other hand were not excluded from all kinds of conflict. Staff and students in conflict resolution rarely explored the use of dialogue as a resolution technique. Finally the issue of conflict management has reached the point where effective use of relevant strategies should be explored and employed.

BIBLIOGRAPHY

Albert, I. O. 2002.
*Sharing the Vision of Mediation Processes and Activities*. Paper presented at the National Workshop of Stakeholders of Peace Research and Conflict Resolution, Nicon Noga, Abuja, 14–15 May, 2002.

Buntz, C. G. 1983.
*Managing Intergovernmental Conflict: The Case of Human Services*. **Public Administrative Review** No. 43, Vol. 5, pp. 403–409.

Champion, D. J. 1975.
*The Sociology of Organisations*. New York: McGraw-Hill, Inc.

Cowling, A. and Mailer, C. (eds.) 1990.
*Managing Human* Resources London, Edward Arnold.

Dahrendorf, R. 1959.
*Class and Class Conflict in Industrial Society*. California: Stanford University Press.

DeCenzo, D. A. 1997.
*Human Relations, Personal and Professional Development*. New Jersey: Prentice-Hall, Inc.

Duncan, W. J. 1995.
*Essentials of Management.* Illinois: The Dryden Press.

Fashoyin, T. 1980.
*Industrial Relations in Nigeria*. London: Longman Group Ltd.

Flippo. E. B. 1980.
*Personnel Management*. New York: McGraw Hill Book Company.

Frunzi, G. L. and Savini, P. E. 1997.
*Supevision: The Art of Management.* New Jersey: Prentice Hall, Inc.

Gale, A. W. 1992.
The Construction Industry's Male Culture Must Feminise if conflict is to be reduced: The Role of Education as Gatekeeper to a Male Construction Industry. In: P. Fenn and R. Gameson (eds.), *Construction Conflict Management and Resolution.* London: E and FN Spon.

Gardiner, P. D. and Simmons, J. E. 1992.
The Relationship Between conflict, change and project management. In: P. Fenn and R. Gameson (eds.), *Construction Conflict Management and Resolution.* London: E and FN Spon.

Gortner, H. F. 1987. (2$^{nd}$ Ed.)
*Administration in the Public Sector*. New York: John Wiley and Sons, Inc.

Hornby, A. S. et al. 1963.
    *The Advanced Learner's Dictionary of Current English*. London:
    Oxford University Press.

Ikoiwak, E. A. 1980.
    *Bureaucracy in Development: The Case of the Nigerian Federa Civil
    Service*. London: University Microfilms International.

Ivancevich, J. M. 1996.
    *Organisational Behaviour and Management*. Chicago: Irwin.

Jehn, K. A. 1997.
    *Qualitative Analysis of Conflict: Types and Dimensions in
    Organisational Groups*. **Administratively Quarterly** No. 42, Vol. 3,
    pp. 421–618.

Jones, M. L., Blunt, P. and Sharma, K. C. 1996.
    *Managerial Perceptions of Leadership and Management in an African
    Public Service Organisation*. **Public Administration and
    Development,** No. 16, Vol. 5, pp. 455–467.

Kerzner, H. 1998.
    *Project Management: A System Approach to Planning, Scheduling,
    and Controlling.* New York: John Willey and Sons, Inc.

Klein, S. M. and Ritti, R. R. 1980.
    *Understanding Organisational Behaviour*. Boston: Kent Publishing
    Company.

Kuklick, H. 1979.
    *The Imperial Bureaucrat: The Colonial Administrative Service*.
    Standford: Hoover Institutions Press, Stanford University.

Mackie, K. J. 1992.
    Benefits of ADR, Alternative Dispute Resolution and Construction
    Disputes. In: P. Fenn and R. Gameson (eds.), *Construction Conflict
    Management and Resolution.* London: E and FN Spon.

Marriner-Torrey, A. 1996.
    *Nursing Management and Leadership*. St. Louis, Mosby.

Mullins, L. J. 1999.
    *Management and Organisational Behaviour*. Harlow: Prentice Hall

Oladepo, W. 1985.
    *Teachers' Tale of Woe*. **News watch**, June 10, 1985, p. 21.

Okotoni, M. O. 1989.
    Management – Labour Relations in Kwara State Utility Board. *Master
    of Public Administration Field Report*, Obafemi Awolowo University,
    Ile-Ife.

  1996    *Personnel Deployment in the Nigerian Federal Civil Service with
    Reference to Oyo and Kwara States*. Ph. D. Thesis, Obafemi Awolowo
    University, Ile-Ife.

2000      The Role of Personnel in Developing Inter-local Government Collaboration. In: Akpomuvire Nukoro (ed.), *Institutional Administration: A Contemporary Local Government Perspective from Nigeria*, pp. 104–111. Lagos: Malthouse.

Okotoni, C. A. 2002.
*Management of Conflicts in Secondary Schools in Osun State*. M.A. Thesis, Obafemi Awolowo University, Ile-Ife.

Olowu, D. 1996.
Democratization and the Issue of Neutrality in Nigeria. In: Haile K. Asmerom and Elisa P. Reis (eds.), *Democratization and bureaucratic Neutrality*, pp. 157–169. London: Macmillan Press.

1997      The Role of the Civil Service in Enhancing Development and Democracy: An Evaluation of the Nigerian Experience. In: Eloho Otobo and M. Okotoni (eds.), *Research in Public Administration.* Bloomington: JAI Publishers.

Olowu, C. A. B. 1996.
*Bureaucracy and the People: The Nigerian Experience.* Inaugural Lecture Series III. Ile-Ife: Obafemi Awolowo University Press.

Ostrom, V. 1989.
*The Intellectual Crisis in American Public Administration.* Tuscaloosa and London: University of Alabama Press.

Omoluabi, P. I. 2001.
*Principle and Processes of Conflitology.* **Ife Psychologia: An International Journal**, Vol. 9, No. 2, pp. 1–12.

Peter, C. B. 1994.
*A Guide to Academic Writing.* Eldoret: Zapf Chancery.

Peters, D. 1986 (August).
*Education in an era of war*, **The Guardian**, p 19.

Pondy, L. R. 1969.
*Varieties of Organisational Conflicts.* **Administrative Science Quarterly,** pp. 499–505.

Rahim, M. A. 1992.
Managing Conflicts in Organizations. In: P. Fenn and R. Gameson (eds.), *Construction Conflict Management and Resolution.* London: E and FN Spon.

Robbins, S. F. 1974.
*Managing Organisational Conflict: A Non-Traditional Approach.* New York: Prentice-Hall.

Roget's Thesaurus, 1993.
Miami: P. S. I. and Associates, Inc.

Sisk, H. L. and William, J. C. 1981.
*Management and Organisation.* Ohio-South-Western Publishing Co.

Thamhain, H. J. and D. L. Wilemon. 1974.
Conflict Management in Project-Oriented Work Environments. *Proceedings of the Sixth International Meeting of the Project Management Institute*, Washington, D.C., September 18–21, 1974.

Ubeku, A. K. 1975.
*Personnel Management in Nigeria*. Benin City: Ethiopie Publishing Corporation.

1983  *Industrial Relations in Developing Countries: The Nigerian Experience*. London: Macmillan.

UNICEF, 1995.
*Education for Development: A Teacher's Resource for Global Learning*. Hodder and Stoughton Educational.

Yesufu, T. M. 1982.
*The Dynamics of Industrial Relations: The Nigerian Experience*. Ibadan: University Press Ltd.

Zhigang, W. 1997.
*Hospital Management Improvement in China*. **Public Administration and Development**, No. 17, Vol. 2, pp. 267–275.

Zikmann and Associates. 1992.
Successful Conflict Management. In: P. Fenn and R. Gameson (eds.), *Construction Conflict Management and Resolution*. London: E and FN Spon.