COUNSELLING STRATEGIES ADOPTED BY PRINCIPAL FOR CONFLICT MANAGEMENT IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA.
BY

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Abstract

The main purpose of this study was to determine the counselling strategies that are adopted by secondary school principals for conflict management in secondary schools in Enugu State. Design adopted for the study was descriptive survey design. three research questions and three hypotheses guided the study. This study was carried out in Enugu State. The population for the study consisted of all the 295 public secondary school principals in Enugu State as at the time of the study. Due to the manageable size of the population for this study, the entire population, 295 public secondary school principals was used as sample for the study. Categorized by principal's gender, the sample is made up of 170 male and 125 female principals. The instrument for data collection was a Questionnaire on Counselling Strategies Adopted by Secondary School Principals for Conflict Management in Secondary Schools in Enugu State (QCSSSPCMSSE). It is a 45-item self-structured questionnaire. The QCSSSPCMSSE was constructed by the researcher and validated by three experts, two in Guidance and Counselling, one in Measurement and Evaluation Unit of Department of Maths and Computer Education. Reliability coefficients obtained for the various parts of the instrument were; Cluster A = 70; Cluster B = 70; Cluster C= 76; The overall reliability coefficient value stood at .71, obtained through Cronbach Alpha reliability. 295 copies of the questionnaire were administered to the respondents by the researcher and four research assistants. Direct delivery and retrieval system was used. Mean and standard deviation were used to answer the research questions while ANOVA was used to test the hypotheses at .05 significant level. Major findings of the study revealed among others, that Enugu State secondary schools principals adopted counselling strategies for conflict management to a low extent. The counselling strategies adopted by male and female secondary school principals in Enugu State did not differ significantly. Recommendations made in the study included that relevant boards, agencies, parastatals and Ministry of Education should organize conferences for conflict management.

Keywords: Counselling, Strategies, Management, Conflict Principal

Introduction

Modern approach to development focuses more attention to measures and strategies to reduce poverty and inequality and to the realization of the potentials of human personality. Thus, human development agenda have become a development paradigm which focus on empowering the individual with the knowledge and skill to face the social challenges that may hinder his productivity. Undoubtedly, human resource is the most essential and vital of the major resources for development because with it in place, financial, physical, information and other resources can be substantially harnessed. According to King (2016) the human

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resources of a nation are considered to be the engine of growth of the country. Hence, human resource development is the process of increasing the knowledge, skills, and capacity of all the people in the society for promoting its economic, political, and social growth, (Nuhu, 2016). Evidently, the greatest tool for human development is education.

The role of education in bringing about human development cannot be over-emphasized. This is because education is a tool with which people, using the human ability to respond to, and interact with the environment, pass on from generation to generation those aspects of their culture and values which they consider to be worthwhile. Education embraces all processes by which a person acquires knowledge and skills to live well in his society. It remains an undisputable fact that no society or nation can rise above its educational level. Uchendu (2013), defined education as a social process designed to induct the rising generation into the membership of their society.

In Nigeria, the education sector is divided into Basic Education, secondary education, and tertiary education. Secondary education is the education children receive after Basic Education and before the tertiary stage. Secondary education spans from Upper Basic Education (Junior secondary to senior secondary school). The broad goals of secondary education are to prepare the child for useful living within society and for higher education. Consequently, the objectives of secondary education are; to provide trained manpower in the applied sciences, technology, and commerce at sub-professional grades; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves; respect the views and feelings of others, respect the dignity of labor; appreciate those values specified under broad national goals; and live as good citizens and provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development, (Federal Republic of Nigeria, 2013).

Summarily, the place of secondary education in national development cannot be overemphasized. Mostly because education in general and secondary education, in particular, fosters the worth and development of the recipients for each recipient's sake and for the general development of society. The success of secondary education should, therefore, be of concern to all and sundry. Lawal (2017) posited that one of the challenges of secondary education in Nigeria is the ability of the principals to manage effectively all conflicts arising in the system. Conflict is a serious disagreement or argument, typically a protracted one. In an attempt to further clarify what conflict is all about, Nezera (2017) described it as synonymous to clash, incompatibility, inconsistency, incongruous, opposition, be at variance, vary, odds, diverge, differ, disagree, contrast, collide, contradictory, contrary, opposing, antithetical, discrepant, contrasting divergent, oppugn-ant and disagreeing.

Conflicts in effect involve a struggle or quarrel usually between individuals or groups in the process of competing for a reward. It could, therefore, be regarded as a form of disagreement in an establishment between two individuals or groups who have cause to interact formally or informally when two or more people who

work together in an organization are not in good terms, especially in matters that relate directly or indirectly to their work schedule, conflict may occur, Karl, (2016) perceive that conflict may arise from cultural and societal differences. It is believed that because people's cultures differ from one society to another, conflict exists in the elements of culture.

Management of conflict is, undoubtedly, a major task of a secondary school principal. The term principal according to Ikechi (2011) stated, is from high-ranking teachers in secondary schools that principals are selected. Ikechi then defined a principal as a teacher promoted to a management position and given the task of being in charge of a secondary school.

A principal must be grounded sufficiently in conflict management of conflict because the range, magnitude, shapes, and dimensions which conflicts have taken in the contemporary Nigerian society is very worrisome. Also, good conflict management skill will enable the principal maintain a good labour relation. Conflict deals with everything that affects the relationship between workers and employers, from the time an employee joins the work organization until he leaves the job Conflict management according to Nuhu (2016) is the process by which managers create, direct, maintain and operate organizations through coordinated, cooperative human efforts such that squabbles and disagreement are eradicated or at worst, brought under control.

In the secondary school system, conflicts take diverse dimensions ranging from staff-staff, staff-students, staff-school management, students-school management, staff-proprietor, student-proprietor, school-community, proprietor-community, student-community to staff-community conflicts. There may be, however, other dimensions such as inter and intra classes, inter and intra students' clubs, and school-school clashes, in fact, the list is endless. Principals over time have adopted various strategies for managing these conflicts. However, it does seem as if principal's efforts are not good enough as the level of peace witnessed in most secondary schools are far from being satisfactory, (Lawal, 2017).

Consequently, the search for new strategies is still ongoing. Strategies according to Smith (2016) refer to techniques, approaches, methods, and interventions adopted to solve problems. King (2016) added that a strategy is a plan of action intended to accomplish a specific goal. Research evidences such as King (2016), Lawal (2017), and Nezera (2017) have recommended the use of counseling interventions as an effective strategy for managing conflict in secondary schools. According to King (2016) counseling is a psychological process through which the client is given all the assistance he needs to develop an improved ability of solving personal adjustment problems as well as the ability to achieve positive growth and the actualization of his personality. Lawal (2017) added that counseling involves giving advice, especially professional advice or recommendation to a client.

In specific term, Nezera (2017) recommended six counseling strategies that could be used to manage conflicts in secondary schools effectively. They are, *Allow the Client to Explore (ACE Strategy)*, *Using Silences in the Relationship (USR Strategy),* and *Paraphrasing Strategy*

The counseling strategies for managing school conflict shall be adopted for this study. Nezera (2017) explained the strategies as follows; the Allow the Client to Explore (ACE Strategy) allows the client to explore his or her hidden world and new aspects in his or her behavior, recognizing social and mental experiences. This can occur during the treatment process as well as the development of insight. The aim to facilitate clients to progress in the exploration process has been greatly based on the concept that through connecting with vital healthy cores and by changing feelings, thought and behavior in an individual way, the client can progress in the healing process and to fulfill his or her human potential.

In Using Silences in the Relationship (USR Strategy), the counselor provides unconditional support, which has been regarded as one aspect of an intimate relationship. Silences have been considered as non-verbal reactions that express different meanings such as empathy and understanding, confusion and misunderstanding. Using silences in the relationship allows both the counselor and the client to get closer, to share feelings and thoughts, or in a different way, to be aware of distances and gaps that may occur in the process.

Paraphrasing Strategy is an influential reaction that contributes greatly to the process' progress. This reaction encourages additional thoughts and new expressions and aids the client in examining conflicts. Using paraphrasing during counseling also assists the counselor to clarify and brighten the client's expressions.

As interesting as the above three counselling strategies may sound, research evidence, are varied in their findings on the efficacy of the strategies in managing conflicts in secondary school. King (2016), Lawal (2017), and Nezera (2017) in their separate studies found the six counselling strategies to be very effective for managing conflicts in secondary schools. Contrarily, Karl (2016) and Awofes (2016) in other separate studies found that the strategies are not very effective for managing conflicts in secondary schools. Still on conflicting findings, Abiodun (2016) and Kitz (2018) reported that the above three counselling strategies neither enhanced nor inhibited effective conflict management .

A variable of interest to the researcher in this study is influence of gender of secondary school principals on the choice of counseling strategy they adopt for managing conflicts in their schools. Akan (2014) asserted that gender refers to the socially, culturally constructed characteristics and roles which are ascribed to males and females in any society. According to Okeke (2018), gender or sex refers to those characteristics of males and females which are biologically determined.

It is, therefore, a study such as this present one that can strike a balance and close the gap by ascertaining whether or not gender of principals influence their choice of counseling strategies for managing conflicts in their schools.

Statement of Problem

Conflict occurs in every organization such as schools. It is a normal phenomenon. Its management varies according to the nature of the conflict. Conflicts in school system should be handled with care and promptly in order not to disrupt effective education delivery. For some time now, it has been observed that cases of conflicts have been reported in schools. These conflicts range from conflicts between principal-teachers, teachers-teachers, and students-teachers to teachers-students, principal-community, and principal-student conflicts. Stakeholders in education are worried about these conflicts because they affect effective teaching and learning which by extension affect students' academic performance in both internal and external examinations.

The worries of this researchers are that if effective strategies of managing conflicts in schools are not put in place, education delivery will not be effective. Persistent conflicts in schools may increase the rate of teachers turnover. Administration of secondary schools will also collapse because nothing positive will emerge in an environment characterized by conflicts. Hence topic C counselling strategies adopted by secondary school principals for conflict management in secondary schools in Enugu state.

Purpose of the Study

In specific terms, the study will determine the extent to which:
1. Principals adopt Allow the Client to Explore (ACE) Strategy for conflict management in secondary schools in Enugu state.
2. Principals adopt Using Silences in the Relationship (USR) Strategy for conflict management in secondary schools in Enugu State.
3. Principals adopt Paraphrasing Strategy for conflict management in secondary schools in Enugu state.

Research Questions

The following research questions will guide the study;
1. To what extent do principals adopt Allow the Client to Explore (ACE) Strategy for conflict management in secondary schools in Enugu state?
2. To what extent do principals adopt Using Silences in the Relationship (USR) Strategy for conflict management in secondary schools in Enugu state?
3. To what extent do principals adopt Paraphrasing Strategy for conflict management in secondary schools in Enugu state?

Hypotheses

The following hypotheses were tested at 0.05 level of significance
1. There is no significant difference between the mean ratings of male and female principals on the extent to which they adopt Allow the Client to Explore (ACE) strategy for conflict management in secondary schools in Enugu state.
2. There is no significant difference between the mean ratings of male and female principals on the extent to which they adopt Using Silences in the Relationship (USR) Strategy for conflict management in secondary schools in Enugu state?
3. There is no significant difference between the mean ratings of urban and rural principals on the extent to

which they adopt Paraphrasing Strategy for conflict management in secondary schools in Enugu state?

METHOD:

Descriptive survey research design was adopted in this study. According to Kerks (2014), descriptive survey is most useful in the description of conditions as they exist in their natural setting. However, in this study, there will be no sampling. This is because the population is manageable and therefore, does not need sampling. This design is most appropriate for this study because data on principals of schools in Enugu State will be collected within principals' natural working settings and analyzed in the course of the study. This study was be carried out in Enugu State. Enugu state is one of the states in south Eastern geo-political zone of Nigeria. Enugu state is made up of 17 local government areas namely: Aninri, Agwu, Enugu East, Enugu North, Enugu South, Ezeagu, Igbo-Eze North, Igbo-Eze South, Isiuzo, Udi, Igbo Etiti, Nkanu East, Nkanu West, Nsukka, Oji River, Udeanu, and Uzouwani. Enugu State shares borders with Abia State and Imo State to the south, Ebonyi State to the east, Benue State to the northeast, Kogi State to the northwest, and Anambra State to the west. Enugu state has an average population of 3, 267, 837 people as at last census, (National Population Commission, 2006). In the secondary Education sector, Enugu state is divided into six education zones namely; Agbani, Awgu, Enugu, Nsukka, Obollo-Afor, and Udi zones.

Enugu state also has 295 public secondary schools spread across her urban and rural environment (Statistics Department, Ministry of Education, Enugu, 2020

The instrument for data collection was Questionnaire on Counselling Strategies Adopted by Secondary School Principals for Conflict Management in Secondary Schools in Enugu State (QCSSSPSME). It is a 45-item structured questionnaire. The instrument was constructed by the researcher. Section A dealt with the Biodata (Information of the Principals) with regard to gender. Section B addressed the research questions that guided the study. The instrument was graded on 4-point scale .

Copies of the instrument for the study were given to three research experts for validation. Two of the experts were from Guidance and counselling Department while one was from Mathematics and Computer Education Department, Faculty of Education, Enugu State University of Science and Technology.

The internal consistency of the instrument was established by administering 25 validated copies to the respondents (Public

Secondary School Principals) in Ebonyi State. Ebonyi State was chosen for this exercise because it has the same educational characteristics with Enugu State. The sample consisted of 31 male and 19 female principals from 30 urban and 20 rural public secondary schools. This sample was chosen because it has the same attributes with the subjects of this study. Responses obtained were analyzed using the Cronbach's Alpha method. Cronbach's Alpha method was preferred because the instrument was not dichotomously scored. Reliability coefficients obtained for the various parts of the instrument were; Cluster I = 0.70; Cluster II = 0.70; Cluster III = 0.76 Cluster. The researcher collected the questionnaire from the respondents with the help of with the help of 4 briefed research assistants.

Statistical tools used for data analysis for the study are Mean, Standard Deviation, and Analysis of Variance (ANOVA). Specifically, mean and standard deviation was used to answer the research questions while ANOVA was used to test the hypotheses at 0.05 significant level.

Response options in the instrument will be graded as follows;
Very Great Extent (VGE)   = 4 points
Great Extent (GE)   = 3 points
Low Extent (LE)   = 2 points
Very Low Extent (VLE)   = 1 point
Hence the mean will be interpreted as follows;
Mean scores from 3.50– and above – VGE
Mean scores from 2.50 – 3.49 – GE
Mean scores from 1.50 – 2.49 – LE
Mean scores from 0.00 – 1.49 – VLE

High standard deviation values indicate existence of extreme scores (Hence, unreliable mean). Lower standard deviation values indicate non-existence of extreme scores (hence, a reliable mean). For the hypotheses, f-calculated will be compared with f-critical. When f-calculated is equal to or above the f-critical, the hypothesis shall be rejected, otherwise, they shall not be rejected.

RESULTS

The results of data analyses are presented in tables based on the research questions and hypotheses that guided the study as follows;

Research Question 1
To what extent do principals adopt allow the Client to Explore (ACE) Strategy for conflict management in secondary schools in Enugu state?

Table 1: Mean Ratings and Standard Deviation Scores of Male and Female Secondary School principals on the extent to which they Adopt ACE Strategy for Conflict Management.

Table 1 below indicates the mean ratings of male and female principals and principals in an urban and rural school in Enugu State. The mean ratings of male principals ranged from 2.26 to 2.31. While the mean ratings of principals in urban schools ranged from 2.14 to 2.55, hence those of principals in rural school ranged from 2.22 to 2.34. In addition, while the male principals had a cluster mean of 2.25

Item	Conflict is managed in my school by:	Male principals 170		Female principals 125		Urban principals 93		Rural principals 202		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	Allowing the clients to examine merits of their behavior	2.21	SD	2.28	0.44	2.20	0.06	2.31	0.14	2.25	0.85
2	Allowing the clients to examine demerits of their behavior	2.29	0.93	2.31	0.35	2.28	0.15	2.29	0.35	2.29	0.99
3	Allowing the clients to investigate consequences of risky behavior	2.24	0.11	2.27	0.35	2.22	0.12	2.29	0.13	2.25	0.06
4	acknowledging social experiences of clients	2.10	0.25	2.29	0.52	2.14	0.38	2.28	0.05	2.20	0.25
5	Taking into consideration the mental experiences of clients	2.27	0.06	2.29	0.21	2.31	0.15	2.30	0.33	2.29	0.06
6	facilitating clients to change their feelings in an individually way	2.13	0.15	2.31	0.33	2.13	0.06	2.30	0.05	2.21	0.15
7	helping clients to change their feelings individually	2.27	0.12	2.28	0.33	2.30	0.25	2.31	0.15	2.29	0.12
8	helping clients to see the need to change their thoughts themselves	2.21	0.38	2.29	0.35	2.14	0.23	2.29	0.12	2.23	0.06
9	Being genuinely engaged in the therapeutic relationship	2.28	0.15	2.26	0.52	2.27	0.11	2.22	0.15	2.25	0.25
10	having unconditional positive regard for the client	2.31	0.06	2.29	0.06	2.33	0.25	2.27	0.03	2.30	0.06
11	feeling empathy for the client	2.29	0.25	2.32	0.25	2.27	0.05	2.34	0.11	2.30	0.25
12	clearly communicating desirable attitudes	2.28	0.06	2.29	0.06	2.29	0.29	2.30	0.35	2.29	0.06
13	Being compassionate with the client	2.30	0.15	2.29	0.15	2.31	0.11	2.33	0.25	2.30	0.15
14	sitting together while the client experiences strong emotions	2.31	0.12	2.30	0.12	2.28	0.21	2.27	0.25	2.29	0.12
15	being supportive to client	2.29	0.28	2.28	0.06	2.29	0.23	2.31	0.15	2.29	0.25
16	giving positive feedback to client	2.27	0.25	2.33	0.15	2.29	0.11	2.31	0.22	2.30	**0.06**
	GRAND	**2.25**	**0.21**	**2.29**	**0.26**	**2.25**	**0.17**	**2.29**	**0.17**	**2.27**	**0.23**

with a standard deviation of 0.21, their female counterparts had a grand mean of 2.29 with a standard deviation of 0.26. Principals of urban schools had a cluster mean of 2.25 with a standard deviation of 0.17, and those in rural schools had a cluster mean of 2.29 with a standard deviation of 0.17. The overall cluster mean value of the respondents stands at 2.27 with a standard deviation of 0.23. This result indicates that the principals adopt Allow the Client to Explore (ACE) Strategy for conflict management in secondary schools in Enugu State to a Low Extent.

Also the standard deviation value for the overall (0.23) is small, indicating that there were little or no extreme values. Hence, the mean values so obtained represent the actual views of the respondents.

Research Question 2

To what extent do principals adopt Using Silences in the Relationship (USR) Strategy for conflict management in secondary schools in Enugu state?

Table 2: Mean Ratings and Standard Deviation Scores of the Male and Female on the extent to which principals adopt USR strategy for conflict management in Secondary Schools in Enugu State.

Item	Conflict is managed in my school by:	Male principals 170		Female principals 125		Urban principals 93		Rural principals 202		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
17	Applying intellectual perception of the thought of your clients	2.34	0.13	1.82	0.21	2.29	0.12	2.13	0.11	2.25	0.15
18	attempting to read the feelings of clients through nonverbal reactions	2.28	0.19	1.91	0.04	2.30	0.38	1.77	0.25	2.06	0.08
19	considering the state of mind of clients even when they are silent	2.30	0.23	2.01	0.04	2.11	0.15	2.29	0.05	2.17	0.15
20	Understanding what it means to be in the client's condition	2.30	0.11	1.90	0.35	1.95	0.06	2.33	0.29	2.12	0.99
21	Reading clients unexpressed emotions	1.88	0.20	2.31	0.15	2.27	0.12	1.78	0.11	2.06	0.26
22	acknowledging gaps that may occur in trying to get close to clients	2.28	0.05	2.34	0.14	2.29	0.38	2.29	0.21	2.30	0.25
23	avoiding being judgmental when clients maintain silence	2.27	0.29	2.30	0.09	2.22	0.15	2.26	0.25	2.26	0.14
24	trying to remain objective about what is actually occurring until you are able to learn more	2.33	0.11	2.27	0.43	2.27	0.06	2.29	0.05	2.29	0.15
25	trying to remain neutral about what is actually occurring until you are able to learn more	2.27	0.21	2.33	0.13	2.34	0.12	2.32	0.12	2.31	0.35
26	not allowing your fears to guide you	2.29	0.04	2.27	0.25	2.30	0.38	2.29	0.38	2.28	0.14
27	developing a greater tolerance for the silences when they occur	2.30	0.04	2.28	0.13	2.27	0.15	2.31	0.15	2.29	0.09
28	avoiding the tendency to misinterpret the meaning of silence	2.28	0.30	2.31	0.11	2.29	0.06	2.29	0.06	2.29	0.23
29	assuring the client that his/her shared feeling are being considered and attended to	2.29	0.13	2.30	0.35	2.31	0.12	2.27	0.13	2.29	0.13
	GRAND	**2.26**	**0.16**	**2.18**	**0.18**	**2.24**	**0.17**	**2.20**	**0.16**	**2.22**	**0.23**

This result indicates that the principals adopt. Using Silences in the Relationship (USR) Strategy for conflict management in secondary schools in Enugu state to a Low Extent.

Also the standard deviation value for the overall (0.23) is small, indicating that there were little or no extreme values. Hence, the mean values so obtained represent the actual views of the respondents.

Research Question 3

What is the extent to which principals adopt Paraphrasing Strategy for conflict management in secondary schools in Enugu state?

Table 3: Mean Ratings and Standard Deviation Scores of the Male and Female on the extent to which principals adopt paraphrasing for conflict management in Secondary Schools in Enugu State.

Item	Conflict is managed in my school by:	Male principals 170		Female principals 125		Urban principals 93		Rural principals 202		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
30	letting the clients know that you are listening to what they are saying.	2.29	0.25	2.32	0.04	2.27	0.06	2.34	0.16	2.30	0.98
31	letting the clients know that you understand what they are saying.	2.28	0.23	2.29	0.44	2.29	0.05	2.30	0.13	2.29	0.85
32	clarifying confusing contents.	2.30	0.11	2.29	0.35	2.31	0.06	2.33	0.12	2.30	0.99
33	highlighting issues by stating them more concisely	2.31	0.25	2.30	0.35	2.28	0.25	2.27	0.08	2.29	0.26
34	checking out the accuracy of your perceptions	2.29	0.05	2.28	0.14	2.29	0.06	2.31	0.15	2.29	0.95
35	assisting clients to tackle conflict by restatement of a text in different words	2.29	0.29	2.32	0.09	2.27	0.15	2.34	0.06	2.30	0.14
36	encouraging additional thoughts in clients by clarifying issues	2.34	0.11	1.82	0.43	2.29	0.12	2.13	0.21	2.14	0.75
37	Eliciting new expressions from clients through restatement of complex ideas in simpler forms	2.28	0.21	1.91	0.13	2.30	0.28	1.77	0.06	2.06	0.35
38	Brightening the countenance of clients through clarifications	2.30	0.04	2.01	0.95	2.11	0.25	2.29	0.15	2.17	0.14
39	using simpler and lower terminologies	2.30	0.34	1.90	0.93	1.95	0.07	2.33	0.12	2.12	0.09
40	giving people involved in conflict long period to explain themselves and summarize	1.88	0.35	2.31	0.11	2.27	0.15	1.78	0.25	2.06	0.43
41	interpreting the clients' narration of the conflict matter	2.21	0.35	2.28	0.95	2.20	0.16	2.31	0.06	2.25	0.13
42	encouraging the clients to proffer solution to the conflict problem	2.29	0.25	2.31	0.04	2.28	0.21	2.29	0.15	2.29	0.98
43	encouraging the clients to map out strategies to solving the problem	2.24	0.23	2.27	0.44	2.22	0.15	2.29	0.11	2.25	0.85
44	involving clients in adopting the best option for resolving conflicts	2.10	0.11	2.29	0.35	2.14	0.06	2.28	0.06	2.20	0.99
45	putting yourselves in clients' shoes	2.27	0.25	2.29	0.35	2.31	0.16	2.30	0.25	2.29	0.26
	GRAND	**2.24**	**0.21**	**2.19**	**0.38**	**2.23**	**0.14**	**2.22**	**0.13**	**2.22**	**0.16**

From table 3 the grand mean value for male and female were 2.24 and 2.19 respectively and those of urban and rural were 2.23 and

2.22 respectively. While the overall grand mean value was 2.22. This result indicates that the principals adopt Paraphrasing Strategy for conflict management in secondary schools in Enugu state to a Low Extent.

Table 3 above indicates the mean ratings of male and female principals in urban and rural schools in Enugu State. The mean ratings of male principals ranged from 0.21 to 2.24 while those of female principals ranged from 0.38 to 2.19. again the mean ratings of principals in urban schools ranged from 0.14 to 2.23 while those of principals on rural schools ranged 0.13 to 2.22.

Hypothesis one

There is no significant difference between the mean ratings of male and female principals on the extent to which they adopt Allow the Client to Explore (ACE) strategy for conflict management in urban and rural secondary schools in Enugu state.

Table 4: HO$_1$: ANOVA analyses

Source of Variation	Sum of Squares	df	Mean Squares	F-ratio	Sig (.05)	Remark
Between school location	128.77	1	128.77	3.1299	.1101	Not Significant do not Reject Hypothesis
Between Gender	114.78	1	114.78	2.7898	.1020	Not Significant do not Reject Hypothesis
Interaction (Location Gender)	129.23	1	64.615	3.1411	.1110	Not Significant do not Reject Hypothesis
Within samples (Error)	12013.50	292	41.1421			
Total	12386.28	295				

From Table 4 above, school location as main effect yielded an f-value of 3.1299. This is significant at .1101 level. Since .1101 is greater than .05 level set for this study, the researcher concluded that the f-ratio (3.1299) is not significant at .05 level of significance. Gender as main effect gave an f-value of 2.7898. This is significant at .1020 level. Since .1020 is greater than .05 level set for this study, we conclude that the f-ratio (2.7898) is not significant at .05 level of significance.

Hypothesis Two

There is no significant difference between the mean ratings of male and female principals on the extent to which they adopt Using Silences in the Relationship (USR) strategy for conflict management in urban and rural secondary schools in Enugu state.

Table 5 HO$_2$: ANOVA analyses

Source of Variation	Sum of Squares	df	Mean Squares	F-ratio	Sig (.05)	Remark
Between school location	83.14	1	83.14	1.0985	.1502	Not Significant do not Reject Hypothesis
Between Gender	98.52	1	98.52	1.3017	.1131	Not Significant do not Reject Hypothesis
Interaction (location*Gender)	103.49	1	103.49	1.3673	.2001	Not Significant do not Reject Hypothesis
Within samples (Error)	22100.68	292	75.6873			
Total	22385.83	295				

The interaction effect (school location*Gender) yielded an f-value of 1.3673 this is significant at .2001 level. Since .2001 is greater than .05 level set for this study, the researcher concluded that the f-ratio (1.3673) is not significant at .05 level of significance. From the foregoing, hypothesis 2 is not rejected as stated because male and female principals in urban and rural secondary schools in Enugu state did not differ significantly on the extent to which they adopt Using Silences in the Relationship (USR) strategy for conflict management in their schools.

On the extent of principals' adoption of Allow the Client to Explore (ACE) as a strategy for conflict management in secondary schools in Enugu state, it was found in this study that the Principals

adopt Allow the Client to Explore (ACE) Strategy for conflict management in secondary schools in Enugu state to a low extent. The finding agrees with the finding of Lee and Phyla (2017) who found that principals adopt Allow the Client to Explore (ACE) Strategy to a low extent. However, the finding is in disagreement with the findings of Abiodun (2016), and Lankey (2017) who found in their separate studies that Principals adopt Allow the Client to Explore (ACE) Strategy to a great extent.

On the influence of Principals' gender, it was found in this study that male and female Principals did not differ significantly on the extent to which they adopt ACE Strategy in conflict management in their schools., agrees with the findings of Lee and Phyla who also reported that principals in urban and rural schools did not differ significantly on the extent to which they adopt ACE Strategy for conflict management in their schools.

Using Silences in the Relationship (USR) as a strategy for conflict management in secondary schools.
It was found in this study that the Principals adopt Using Silences in the Relationship (USR) strategy for conflict management in secondary schools in Enugu state to a low extent. This finding is consistent with the finding of Akan (2014) who reported that principals adopt (USR) strategy to a low extent. Contrarily, Tsui (2016) and Bordin (2016) found in their separate studies that principals adopt USR strategy to a great extent, thereby, disagreeing with the finding of this study. Result on influence of Principals' gender, showed that male and female principals did not differ significantly on the extent to which they adopt USR strategy for conflict management in their schools. This finding disagrees with the findings of Bordin (2016) who found that male principals adopt USR strategy more than their female counterpart.

Using Paraphrasing strategy for conflict management in secondary schools
On the extent of principals' adoption of Using Paraphrasing strategy for conflict management in secondary schools in Enugu state, it was found in this study that the principals adopt Using Paraphrasing strategy for conflict management in secondary schools in Enugu state to a low extent. This finding contradicts the findings of Ikechi (2016), and Omotere (2014). Ikechi found female principals adopting Paraphrasing Strategy more than their male counterparts. Omotere found male principals adopting Paraphrasing Strategy more than their female counterparts. But like this study, Modo (2013) found no significant difference on the extent to which male and female principals adopt Paraphrasing Strategy counterpart.

Conclusion

Based on the results emanating from this study and observations, the following conclusions were drawn:
ACE as a strategy for conflict for conflict management in secondary schools in Enugu State is necessary because it enhances the client's level of motivation to change.

USR as a strategy for conflict management in secondary schools in Enugu State is desirable because it permits both the counsellor and

the client to get closer, and share feelings, thoughts, and emotions. This enhances stability in human behaviours.

Paraphrasing strategy as conflict management is important in secondary schools because it encourages the client to open up in terms of additional thoughts, new expressions, and more understanding of both the immediate and remote causes of the conflict.

Recommendations
Based on the findings of the study, the researcher made the following recommendations:
1. Relevant Education Boards, Agencies, Parastatals, and Ministry of Education should institute awards for Secondary School Principals that adopt any of the counselling strategies for conflict management.
2. Relevant Boards, Agencies, Parastatals, and Ministry of Education should be organizing yearly seminars, conferences, and workshops for principals with emphasis on the adoption of counseling strategies for conflict management.
3. Good Knowledge and capacity to adopt counseling strategies for conflict management should form measurable aspects of screening for Principals before an appointment.
4. Curriculum planners should develop conflict management through counselling strategies as area of specialization at post-graduate levels for counsellors.

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