

Relationship Between Principals' Conflict Resolution Techniques and Morale of Senior Secondary School Students in Taraba State, Nigeria

¹Irisim, S. A., ²Yohanna, J., ³Ruth S. M. A. & ⁴Abubakar M. A.

^{1,2,3&4}Taraba State Post Primary Schools Management Board,
Jalingo.

Article DOI: 10.48028/ijprds/ijormsse.v9.i2.20

Abstract

This study was investigate the relationship between principals' conflict resolution techniques and morale of senior secondary school students in Taraba state, Nigeria. Three research questions and two null hypotheses were formulated and tested at 0.05 level of significant to guide the study. The population of the study was 6,606; that was made up of 269 principals and 6,337 students. Taro Yamane formula was used to select a sample size of 640, which comprised of 40 principals and 600 students: using multistage sampling technique. Two questionnaires titled "Principals' Conflicts Resolution Techniques Questionnaire (PCRTQ)" and "Senior Secondary Schools Students' Morale Questionnaire (SSSSMQ)" was used to gather data. The instruments were face and content validated by four experts. The reliability of the instrument was determined after trial testing, which revealed a reliability coefficient of 0.72 obtained using Cronbach's Alpha. The data obtained were analysed using mean and standard deviation to answer the research questions, while Linear Regression was used to test the hypotheses at a significant level of 0.05. The findings of the study were that principals principals' mediation technique, considering the grand mean of 3.28 and standard deviation of 0.86. ' negotiation technique, considering the grand mean of 2.56 and standard deviation of 0.79. The study recommends amongst others that State Ministry of Education through the State Post Primary School Education Board should make provision in the school's curriculum; so that students would be taught the importance of conflict resolution. Also, that government should organize workshops and seminars regularly for principals and teachers, where techniques and methods of conflict resolutions will be taught.

Keywords: Conflict Resolution Technique; Negotiation Technique; Meditation Technique; Students' Morale;

Corresponding Author: Irisim, S. A.

Background to the Study

Conflicts manifest themselves in different ways and at different levels of organization. However, there is no difference between the causes/ sources and the types of conflict for most researchers. Therefore, for some writers, both are the same and for others they are not. In addition, according to some researchers, the types of manifestation of conflict are: intrapersonal conflict, interpersonal conflict, conflict between units/section/department, strategic conflicts, subordinate conflicts, overlapping conflicts, it a conflict at the individual level that concerns only the uncertain individual of the work that is supposed to be done (Okoro, 2007). In interpersonal conflict, which is used in this research by the researcher, school organizations are made up of many people with basic training, personality traits, ethnic and religious affiliations, gender and especially unique characteristic.

In this sense, conflicts are inevitable, since the members of this largely mixed group must work together to achieve similar organizational objectives. For example, the conflict between the principal and the teachers, principals and the students, teachers and the students, the principal and the administrator, students and the community, teachers and parents or community is unavoidable, It occurs between two people, between groups and even within an individual. Conflict occurs in every organization including educational organizations. Conflict resolution is seen by Miller (2003), as a variety of approaches aimed at terminating conflicts through the constructive solving of problems, distinct from management or transformation of conflicts. The idea of conflict resolution connotes a sense of finality, where the parties to a conflict are mutually satisfied with the outcome of a settlement and the conflict is resolved in a true sense. Best (2008), opined that some conflicts, especially those over resources, are permanently resolvable. From the point of view of needs, a conflict is resolved when the basic needs have been met with necessary satisfiers, and their fears have been allayed.

However, others like those over values may be non-resolvable and can be transformed, regulated or managed. Nigeria had their ways of preventing conflicts, peace building, conflicts monitoring, and peace education. Shedrack (2014), argues that the resolution of conflict using peaceful, non-violent methods has long existed in Nigeria. There has always been a peaceful settlement of conflicts in communities across Nigeria; there is an enormous amount of peaceful and non-violence settlement of conflict taking place at different communities in Nigeria. The peaceful methods exist in two broad categories. The first is the proactive category, which entails methods that aim to prevent the occurrence of conflict in the first instance. Examples include undocumented community-based trust and confidence building measures, communication, good governance, interparty collaboration. The second category is reactive, dealing with responses to situations that have already turned conflictive or are potentially so. These include third party interventions like mediation, negotiation, arbitration and litigation. Devon C. and Paul, (2018).

The intervention techniques for conflict resolution, whether positively or negatively, is the main concern regarding the outcome of the conflict? Several intervention techniques like litigation intervention techniques, negotiations intervention techniques, arbitrations intervention techniques and meditations intervention techniques for conflicts resolution have been developed for use by management in resolving conflicts in secondary schools. As a social intervention technique for resolution of conflict early recognition of social and emotional problems in students by principals is necessary for best developmental outcomes (Crow & Richie, 2008).

However, social and emotional difficulties continue over time and are highly resistant to change. Thus, it is not surprising that a strong relationship exists between student behavioural problems, law-breaking, and later criminality (Enyi, 2002). However, if these social and emotional problems in students are left unattended, they create impairment which places students at high risk of persistent social and emotional problem, underachievement, school dropout and ultimately delinquency. Young students' ability to learn and eschew conflict is assured by a sense of security and stability and continuous relationship with teachers including their families and communities (Okoro in Mhehe, 2007). Therefore, management early identification of student's social and emotional problem of morale on these social and emotional problems of students can have a significant impact on the developing students. Principals develop students socially and emotionally by helping them to identify and understand their own feelings; accurately read and comprehend emotional reactions from others; manage strong emotions and their expression in a constructive manner; control one's own behaviour; develop compassion for others; establish and maintain relationships (Casey & Owne, 2007).

However, when management help students to achieve the above feat, continual physical aggression, high school drop-out rates, adolescent delinquency and antisocial behaviour which are associated with students' conduct will be ameliorated. The students' years in the school are a vulnerable period for learning to control development of aggression which ushers in conflict (Oputa, 2003). It is evident that students who display high level of physical aggression in school are at the highest risk of taking part in violent behaviours as adolescents or adults. This calls for management intervention in restructuring the students' way of behaviour; morale is a way of preventing conflict in the secondary school system. As management intervention technique for resolution of conflict in secondary schools, teachers can address student's morale to avoid or escape a difficult academic task by teaching the students to use better acceptable escape behaviour (Greenhalgh, 2009). An example is asking for help, which must be available once the students ask for it, it is usually ineffective and often unethical to use aversive technique to control students' behaviour e.g. corporal punishment.

To this extent, punishment such as suspension should only be considered in extreme cases; examples when the students' behaviour severely endangers his or her safety or the safety of others; the management should try every possible positive intervention (for an appropriate length of time, remembering that behaviour may get worse before it gets

better) before considering punishment. According to Oputa (2008), the mediation intervention techniques to be embraced by the teacher in handling students' problem should include knowledge of counselling techniques, confidentiality procedures, behaviour modification techniques and knowledge of legal procedure rules techniques. The school management equally uses negotiation technique and mediation techniques in order to resolve conflicts in the secondary schools.

Negotiation is a process that may allow the parties to arrive at a mutually agreeable solution. The parties may be represented by legal or other counsel. Mediation is a process that involves a neutral third party in facilitating conflicts resolution. It is generally more structured than negotiation and the discussions and process are facilitated by the mediator, however the parties still maintain control over the final outcome (Kuala Lumpur, 2015). Arbitration is a process in which disputing parties agree to refer a conflict to a neutral third-party arbitrator or panel of arbitrators for resolution.

Litigation effectively delegates power and control of the resolution of the dispute to a third party and the parties involved do not retain full control over the dispute. Some litigating parties become relatively passive, disempowered and often disillusioned by the entire process. Teachers teach students perspective taking, self-control and social behaviour such as sharing as a way of moral intervention techniques for resolving conflict. However, there is general agreement that teachers' effective and mature moral skills must have some capacity to control students' behaviour. Teachers teach students self-discipline, along with empathy which is the two building blocks of character. Teachers equally teach the students the ability to carry out their moral vision which is one of the four central ingredients in their cognitive developmental model of moral maturity, which is parallel to moral will for conflict resolution in secondary schools (White, 2007).

However, the existence of conflict in the school when neglected can result to chaos, breakdown of law and order and decline in standard of education. What do you look for when we talk about improving student morale? How can you see it throughout your school? As you do class visits and as you walk down the halls? Is it just on the surface morale, or do you want to really know if good morale is there to stick? The need for students to partake in conflict resolution in secondary school cannot be over-stressed. Violence is also increasingly being reported in schools and this indicates a need to tackle the problem of violence through fostering moral values in the students. Schools focus highly on academic excellence. Values are only being referred to incidentally in the curricula and no plan has been worked out to inspire students to absorb in themselves all the desirable moral and social values.

This definition of educator morale's confirmed by a later explanation of the term by Evans (2001) is the impression that an educator is generally content with his/her work is an indication of a high morale. Conversely, evidence of disaffection and of widespread dissatisfaction, are described as low morale (Evans, 2001). The vocabulary function indicates that 'morale' is identical with "confidence", "self-esteem", "drive" (in other

words, 'motivation'), and “spirits” Morale can be explained as an attitude or general vision, Influence, and is influenced by certain variables such as optimism, confidence, and determination. What are you looking for when you talk about improving students' morale? How can you see it throughout your school? While doing class visits and walking through the corridors? Is it just a morale "on the surface", or do you really want to know if you need to maintain good morale? Improving students' morale every day indicates that good morale is illustrated by students who love the class and are not in a hurry to leave collaborate well with each other respect and think affectionately about their teachers go beyond what is required and participate in class and outside.

Morale is a by-product of an organization and often can be generated by small segments of the group. Naveen and Kumar (2016) defined morale as individual attitude in a group endeavour, this statement implies that both personal and social features are involved in the mental conditions; morale can be and low in others. The determinants of morale and pointed out that it can be understood in terms of four determinants Feeling of togetherness or group cohesiveness students in a normal work situation rarely function as totally isolated individuals, the students are likely to form a group or a number of sub-groups. Morale is difficult to define because it exists at different levels at different times. Kumar (2016) thought morale as relating to the problems that affect the feelings and emotions that arise as members in the classroom organization interact with one another with the teachers and with parents in the schools or at home. The emotions and feelings, of course, are experienced by individuals but they can have a combined effect that can be properly distributed to the growth of conflict resolution. There is a need to use effective educational strategies to nurture values and skills among students in schools if we want to strive for human excellence. It is based on this need that the researcher decided to carry out an investigation on relationship between principals' conflicts resolution techniques and morale of senior secondary school students in Taraba state education zone, using the mediation and negotiation intervention techniques.

Problem Statement

Conflict among management, staff and students at senior secondary school organization clog the wheel of progress, growth and development of the school. Unresolved conflict's hasty to persistent rift, quarrels and unfriendliness among management staff and students at a school. Conflict and its associated consequences in senior secondary school system have worsened because of lack of intervention techniques in conflict. Scott (2008) maintained that with most conflict, it is important to find a resolution. This seems like a statement of the obvious, but many people suppress their anger to get along. They think that by addressing a conflict, they are creating another and simply keep quiet when upset. Unfortunately, this is not a healthy long-term strategy.

For one thing, unresolved conflict can lead to resentment and additional unresolved conflict in the relationships. The United Nations International Children's Emergency Fund UNICEF (1995) lent credibility to this point: “conflicts when not dealt with constructively often explode into violence”. Generally, school management seems to play

a major role in conflict resolution in schools. At times the role in conflict may not be quite recognized, but to involve the techniques that will boost students' morale such as mediation and negotiation, techniques. The Jalingo communal clash, which occurred in 2000 and 2016, polarized both the staff and the students of G D S S Magami. The school had to be divided into two, one at the old school site and another at the Catholic Primary School. 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 G D S S Nukkai.

Most management handled conflicts by trial-and-error approach because there were no specific procedures and methods of managing conflicts. In the secondary school system in Taraba 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 resolution has reached the point where effective use of relevant strategies should be explored and employed such as Mediation and Negotiation Conflicts Resolution Techniques. Hence, the purpose of this study was to determine the relationship between principals' conflict resolution techniques and morale of senior secondary school students in Taraba State, Nigeria. Specifically, the study determines the;

1. Relationship between mediation technique and morale of senior secondary school students in Taraba State.
2. Relationship between negotiation technique and morale of senior secondary school students in Taraba State.

Research Questions

The following research questions were raised to guide this study.

1. What is the level of mediation technique by principals in senior secondary schools in Taraba State, Nigeria?
2. What is the level of negotiation technique by principals in senior secondary schools in Taraba State, Nigeria?
3. What is the level of students' morale in senior secondary schools in Taraba State Nigeria?

Hypotheses

The following hypotheses were formulated and will be tested at a level of significance of 0.05.

- Ho₁.** There is no significant relationship between mediation technique and morale of senior secondary school students in Taraba State.
- Ho₂.** There is no significant relationship between negotiation technique and morale of senior secondary school students in Taraba State.

Methodology

The study adopted descriptive survey research design. The area of the study was Taraba state, which had nine educational zones (according to the Post Primary School Management Board, PPSMB, 2020). The population of the study comprised of 6,606 school personnel (that was made up of 269 principals and 6,337 students in public senior secondary schools in Taraba State).

Sample and Sampling Technique

The sample size for this study was 640, which comprised 40 principals and 600 students. The sample size was determined using Taro Yamane's formula. Hence, the study used a multistage sampling technique to select the sample. At the first stage, the study used a stratified sampling technique to divide the population into nine strata based on the educational zones. At the second stage, the researcher used a cluster random sampling technique to draw the samples needed for this study in three education zones in the state. At the third and final stage, a simple random sampling was employed through a lucky dip to select the three education zones for this study.

Instrument for Data Collection

Two questionnaires titled "Principals' Conflicts Resolution Techniques Questionnaire (PCRTQ)" and "Senior Secondary Schools Students' Morale Questionnaire (SSSSMQ)" was used as the instrument for data collection in this study. The instrument was structured into section A - F and rated on a 5-point Likert like response scale of; "VHL" for Very High Level, "HL" for High Level, "ML" for Moderate Level, "LL" for Low Level and "VLL" for Very Low Level. These letters were assigned values as 5,4,3,2, and 1 respectively with five (5) as the highest score, standing for VHL and one (1) as the lowest score representing VLL. The PCRTQ instrument had 10 items while SSSMQ had 20 items overall seeking to obtain responses from the respondents based on the research questions.

Validity and Reliability of the Instrument

The instruments were validated using face and content validation by four experts (who are Senior Lecturers and above) from the Department of Physical Science Education, School of Technology and Science Education, Modibbo Adama University of Technology, Yola. The reliability of the instrument was obtained using Cronbach's Alpha statistic formula. The computed result of the trial test data confirmed a reliability coefficient of 0.72.

Method of Data Collection and Analysis

The data was collected through administration of the structured questionnaire by the researcher with the help of three research assistants in the sampled three education zones of Taraba State. The data that was obtained in this study were analysed using mean (\bar{X}), standard deviation (SD) to answer the research questions, while Linear Regression was used to test hypotheses 1 - 2 at a significance level of 0.05. The decision rule for the research questions will be determined using the real limits of numbers as follows; 4.5 -

5.00 will be accepted as “VHL”, 3.0 – 4.49 will be accepted as “HL”, 2.5 – 2.99 will be accepted as “ML”, 1.5 – 2.49 will be accepted as “LL” and 0 – 1.49 will also be accepted as “VLL”. While the decision rule for the null hypotheses was; if $p \leq 0.05$ the null hypothesis was rejected, but if $p \geq 0.05$ then we do not reject the null hypothesis.

Results

Descriptive statistic of the Mean and Standard Deviation were used to answer the research questions as can be seen in the tables below.

Research Question 1: What is the level of mediation technique by principals in senior secondary schools Taraba State, Nigeria?

Table 1: Mean and Standard Deviation of the Level of Principals' Mediation Technique in Senior Secondary Schools in Taraba State, Nigeria.

S/N	Items	n=596	Mean	S.D	Remark
1.	Used PTA to settle the conflicts in the school.		3.88	1.05	ML
2.	Used community leader to resolve conflicts in his\ her school.		3.32	1.15	ML
3.	Peer mediation training is flexible and accommodates the schools in resolving conflicts.		3.07	0.98	ML
4.	Used educational offices in the ministry to resolve conflicts in school.		3.03	1.01	ML
5.	Involve school prefects to resolve conflict among junior students.		3.08	1.04	ML
	Grand Mean		3.28	0.86	ML

From the above table 1 shows that the level of principals' mediation technique in conflict resolution in the senior secondary schools in Taraba State, Nigeria. The participants' responses depicted a moderate level of principals' mediation technique, considering the grand mean of 3.28 and standard deviation of 0.86.

Research Question 2: What is the level of negotiation technique by principals in senior secondary schools Taraba State, Nigeria?

Table 2: Mean and Standard Deviation of the Level of Principals' Negotiation Technique in Senior Secondary Schools in Taraba State, Nigeria.

S/N	Items	n=596	Mean	S.D	Remark
1	To build a relationship with the parents, teachers, students where they side by side clarify the underlying interest of each one.		3.30	0.69	ML
2	Principals used the young trainer program for students to achieve their goals without violence.		2.32	0.86	LL
3	The ministry through the principals organizes negotiation workshops for parents and community members in resolving conflicts.		2.07	0.66	LL
4	The basic perception and thinking skills taught in negotiation courses help students understand that, in order to satisfy their own interests, they must identify with the interest of others.		2.03	1.09	LL
5	Listen to views of staff and students to resolve conflicts.		3.08	0.69	LL
	Grand Mean		2.56	0.79	LL

From the above table 2 shows that the level of principals' negotiation technique in conflict resolution in the Senior Secondary Schools in Taraba State, Nigeria. The participants' responses indicated a low level of principals' negotiation technique, considering the grand mean of 2.56 and standard deviation of 0.79.

Research Question 3: What is the level of senior secondary school students' morale in Taraba State Nigeria?

Table 3: Mean and Standard Deviation of the Level of Students' Morale in Senior Secondary Schools in Taraba State, Nigeria

S/N	Items	n=596	Mean	S.D	Remark
1.	Students are happy.		3.43	1.05	ML
2.	Students have equal opportunity		3.10	1.15	ML
3.	Use of appropriate teaching aids during lessons		3.50	0.98	ML
4.	Students are supported		2.73	1.02	LL
5.	Students' security		3.37	1.04	ML
6.	Level of students development of social skills		3.22	1.01	ML
7.	Level of parents'-teachers' communication		2.58	1.06	LL
8.	Level to which students' achievements are communicated		3.81	0.79	ML
9.	Level to which students' performances are addressed		2.63	1.08	LL
10.	Level to which school climate is conducive		2.56	0.86	LL
11.	Level to which students' are rewarded		2.68	0.95	LL
12.	Level to which quality teaching improves students' result		2.87	0.97	LL
13.	Friendliness of our principal		2.81	0.89	LL
14.	Feeling of sense of security		2.86	1.21	LL
15.	Cleanliness of the school environment		3.53	0.93	ML
16.	Emphasis on modernization		3.42	0.93	ML
17.	Level of principal-students interactions		3.44	0.84	ML
18.	Principal's checking of unethical behaviours		3.18	1.06	ML
19.	Level of self-discipline in the school		2.16	1.26	LL
20.	Level of students' collaborative teaching		2.51	0.98	ML
	Grand Mean		3.02	1.00	ML

From the above table 3 shows that the level of students' morale in Senior Secondary Schools in Taraba State, Nigeria. The participants' responses depicted a moderate level of quality assurance in the study area, considering the grand mean of 3.02 and standard deviation of 1.00.

Hypothesis Testing

Linear Regression Analysis was used to test the hypotheses at the 0.05 level of significance as can be seen in the tables below.

H₀₁: There is no significant relationship between mediation technique and students' morale in Senior Secondary Schools in Taraba State, Nigeria.

Table 4: Summary of ANOVA: Mediation Technique and Students' Morale

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	0.007	1	0.007	0.007	0.002 ^a
	Residual	599.400	595	1.009		
	Total	599.407	596			

a. Predictors: (Constant), Mediation Technique

b. Dependent Variable: Students' Morale

Table 4 shows linear regression analysis was conducted to test whether there is a significant relationship between principals' use of mediation technique and students' morale. The results show that the relationship between use of mediation technique to settle conflicting parties and the students' morale is significant, $F(1, 596) = 0.007, p = 0.002$. Therefore, the null hypothesis of no significant relationship was rejected since the p -value (0.002) is less than 0.05 level of significant. This implies that there is a significant relationship between mediation technique and students' morale.

Table 5: Model Summary of Mediation Technique and Students' Morale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.50 ^a	0.42	0.30	0.00454

a. Predictors: (Constant), Mediation Technique

b. Dependent Variable: Students' Morale

The result in Table 5 reveals a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the mediation technique accounted for 42% of the variance in students' morale. Mediation technique and students' morale were found to have strong positive relationship which is indicated by r value = 0.50.

H₀₂: There is no significant relationship between negotiation technique and students' morale in Senior Secondary Schools in Taraba State, Nigeria.

Table 6: Summary of ANOVA: Negotiation Technique and Students' Morale

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	0.031	1	0.031	0.031	0.001 ^a
	Residual	599.376	595	.514		
	Total	599.407	596			

a. Predictors: (Constant), Negotiation Technique

b. Dependent Variable: Students' Morale

Table 6 shows linear regression analysis was conducted to test whether there is a significant relationship between principals' use of negotiation technique and students' morale. The result shows that the relationship between principal's use of negotiation technique to settle conflicting parties and students' morale is significant, $F(1, 596) = 0.031$, $p = 0.001$. Therefore, the null hypothesis of no significant relationship was rejected since the p - value (0.001) is less than 0.05 level of significant. This implies that there is a significant relationship between negotiation technique and students' morale.

Table 7: Model Summary of Negotiation Technique and Students' Morale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.61 ^a	0.52	0.40	0.07452

a. Predictors: (Constant), Negotiation Technique
b. Dependent Variable: Students' Morale

The result in Table 7 reveals a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the negotiation technique accounted for 52% of the variance in students' morale. Negotiation technique and students' morale were found to have positive relationship which is indicated by r value = 0.61.

Findings of the Study

The following are the summaries of findings of the study:

1. Principals' use of mediation technique correlates of students' morale in senior secondary schools in Taraba State, Nigeria is positive, strong and statistically significant, with $F(1, 596) = 0.007$, $p = 0.002$.
2. Principals' use of negotiation technique correlates of students' morale in senior secondary schools in Taraba State, Nigeria is positive, strong and statistically significant, with $F(1, 596) = 0.031$, $p = 0.001$.

Discussions

The study found that there is strong positive relationship between the principals' mediation technique and students' morale with $F(1, 596) = 0.007$, $p = 0.002$. The study was supported by Padilla-Walker, Harper and Jensen (2010) who examined the role of adolescents' self-regulation as a mediator between sibling relationship quality and adolescent outcomes, after controlling the quality of parent-child relationship. The study found that sibling affection was longitudinally and positively related to self-regulation and pro social behaviours, and negatively related to externalizing behaviours; while sibling hostility was positively, and having a sister was negatively related to internalizing behaviours. The finding disagrees with the findings of Stuewig, Tangney, Heigel, Harty and McCloskey (2010) who examined mediators for the link between morale emotions and aggression in four samples. They theorized that negative feelings associated with shame lead to externalization of blame, which in turn leads shame-prone people to react

aggressively. Guilt, on the other hand, should facilitate empathic processes, thus reducing outward directed aggression. They found that across all samples, externalization of blame mediated the relationship between shame proneness and both verbal and physical aggression. This shows there is a positive relationship between principals' mediation technique and students' morale in Senior Secondary Schools in Taraba State Nigeria. The result of the computed p-value (0.043) is less than 0.05 level of significance this indicates that the null hypothesis of no significant relationship is rejected and concluded that there is a significant relationship between principals' mediation technique and students' morale in the study area. The computed r-value (0.50) which is 42% of the relationship is accounted for by the principals' mediation technique used by the principals in conflict resolution.

The negotiation Techniques has a strong positive relationship between principals' negotiation technique and students' morale with $F(1, 596) = 0.031, p = 0.001$. The findings conform to the findings of Roberts, Yeomans and Ferro-Almeida (2007) in their study introduced conflict resolution training at a middle school. They chose to focus on middle school students because these are the years when bullying is especially prevalent in school culture. This team of researchers and educators piloted a conflict resolution program, entitled Project WIN: Working out Integrated Negotiations, in a low-income, urban middle school in southeast Pennsylvania. The evaluation showed the program decreased reported violence and increased students' abilities to apply conflict resolution tools in hypothetical conflict situations. Specifically, the students learned to transform competitive situations into cooperative ones. Moreover, findings indicated greater competence in conflict-with-a friend, as contrasted to conflict-with-a-classmate. The relatedness of Roberts, Yeomans and Ferro-Almeida (2007)'s study is through the negotiation variable of the current study and the instrument used for data collection. The result indicates that the computed p-value (0.031) is less than 0.05 level of significance, the null hypothesis of no significant relationship is rejected and concluded that there is a significant relationship between principals' negotiation technique and students' morale in the study area. The computed r-value (0.61) which is 52% of the relationship is accounted for by the principals' negotiation technique used by the principals in conflict resolution.

Conclusion and Recommendation

Based on the findings of this study, it was concluded that principals' conflict resolution techniques (such as negotiation technique and mediation technique) significantly relates to students' morale in senior secondary schools in Taraba state. Based on the findings of the study, the following recommendations were made:

1. The government should organise workshops and seminars regularly for the principals and teachers where techniques and methods of conflict resolutions will be taught.
2. The State Ministry of Education through the state post primary school education board should make provision in the school's curriculum where the students will be taught the importance of peaceful coexistence.

3. The government should make provision in senior secondary schools the office of conflict resolution officer where conflicting students meet for negotiation
4. The state ministry of education should employ a conflict resolution officer for each school.

References

- Best, S. G. (2001). *Introduction peace and conflict studies in West Africa*, Spectrum Books Ltd, Ibadan.
- Crow, L. D. & Ritchie, H. E. (2008). *Educational management in secondary school*.
- Enyi, D. (2002). *Organizational and management*. Unpublished manuscript.
- Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation among education professionals. *Educational Management and Administration*, 29(3), 291-306.
- Greenhalgh, E. L. (2002). *The management of school system and individuals*. London: Wellington Press.
- Mhehe, E. G. (2001). *The role of school administrators in conflict management opinion paper*. Retrieved February 14, 2007 from // <http://edrerssorg/eric/ED408642.html>.
- Naveen, K. & Hemanh, S. (2016). *International journal of applied research classroom morale of adolescent students in relation to their gender, locality and type of school*.
- Okoro, I. B. (2007). *Remote and immediate causes of conflict*, Unpublished Master's Thesis: University of Nigeria, Nsukka.
- Oputa, C. (2003). *Peace building and non-violence conflict resolution approaches in Nigeria*. Guardian Newspaper's 13.
- Padilla-Walker, L. M., Harper, J. M. & Jensen, A. C. (2010). Self-regulation as a mediator between sibling relationship quality and early adolescents' positive and negative outcomes. *Journal of Family Psychology*, 24 (4), 419 – 428
- Roberts, L., Yeomans, P. & Ferro-Almeida, S. (2007). Project win evaluation shows decreased violence and improved conflict resolution skills for middle school students, *Research in middle Level Education Online*, 30(8), 1-14.
- Scott, M. S. (2008). *Conflict resolution skills for healthy relationships*, The Counseling and Mental Health Centre at the University of Texas at Austin.

Shedrack, G. B. (2014). *Introduction to peace and conflict studies in West Africa*, Ibadan: Spectrum Book Limited.

Stuewig, J., Tangney, J. P., Heigel, C., Harty, L. & McCloskey, L. (2010). Shaming, blaming, and maiming: Functional links among the moral emotions, externalization of blame, and aggression, *Journal of Research in Personality*, 44(1), 91-102.

United Nations International Children Education Fund, UNICEF (1995). *Education for development: A teacher's resource for global learning*. US: Hodder and Stoughton Educational.

White, G. I. (2003). *The resolution of inter group conflict: Conflict resolution in Nigeria educational system*, Benin City: AJK Publication.