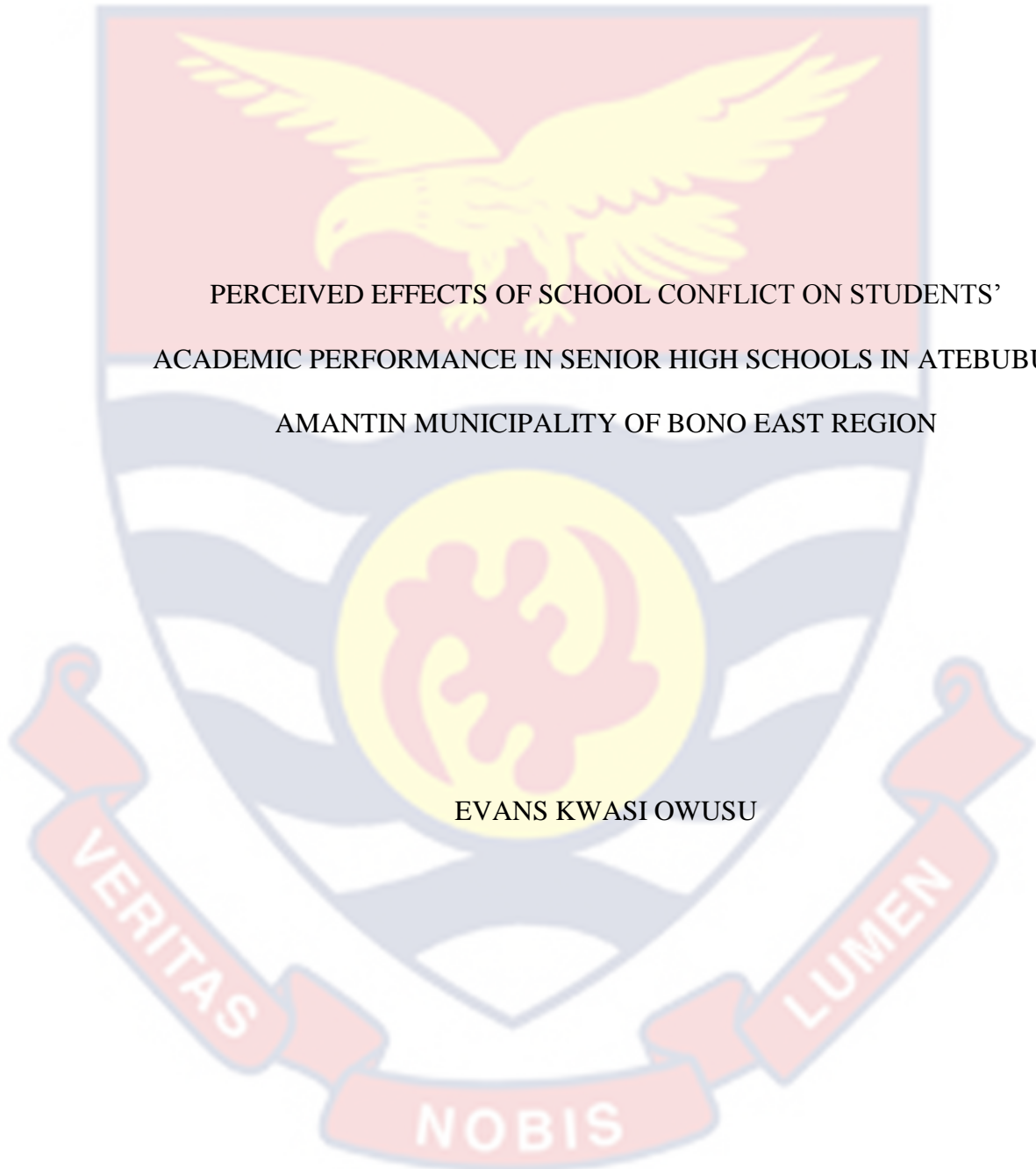UNIVERSITY OF CAPE COAST

PERCEIVED EFFECTS OF SCHOOL CONFLICT ON STUDENTS'

ACADEMIC PERFORMANCE IN SENIOR HIGH SCHOOLS IN ATEBUBU-

AMANTIN MUNICIPALITY OF BONO EAST REGION

EVANS KWASI OWUSU

2022

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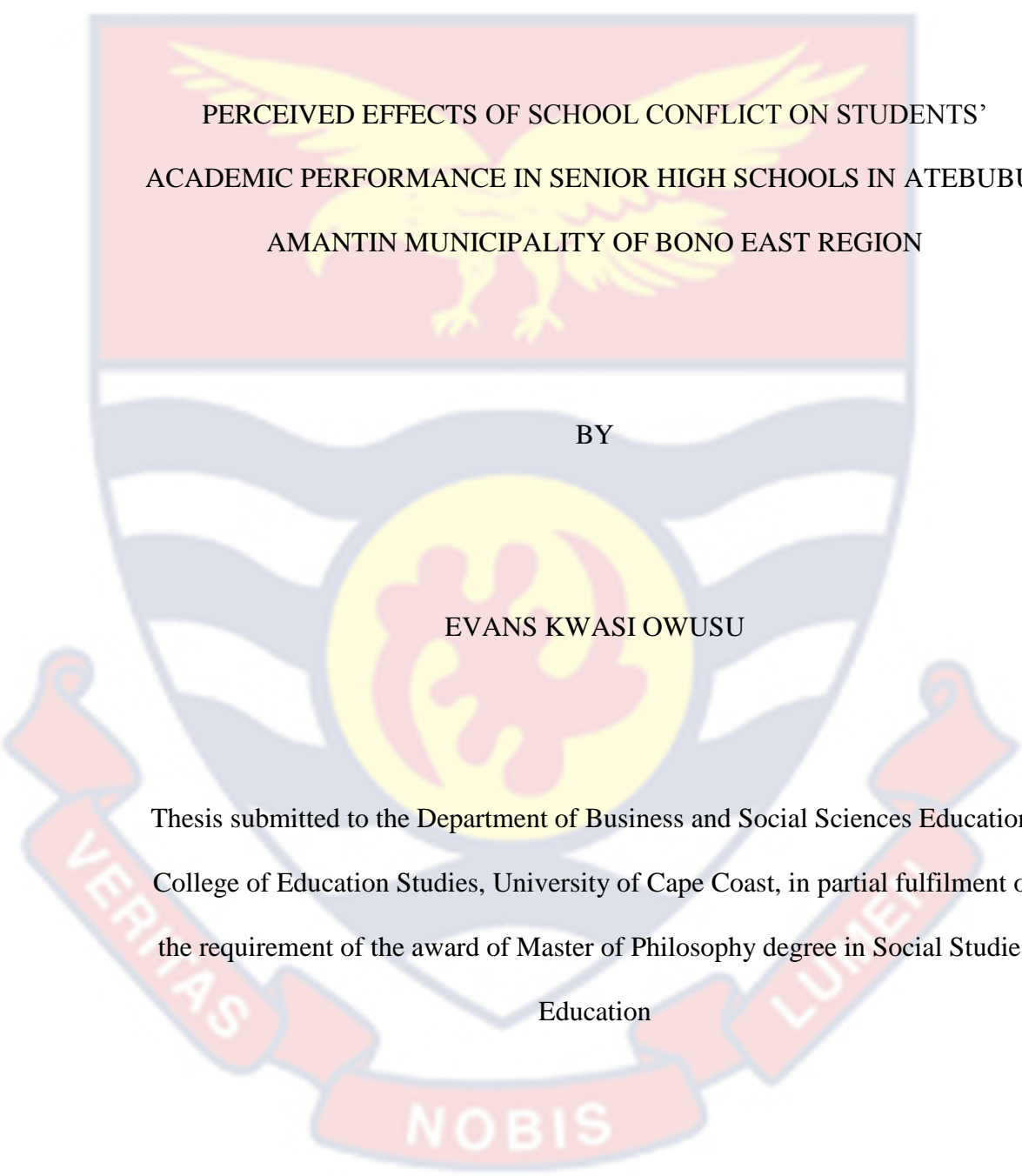
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BY

EVANS KWASI OWUSU

Thesis submitted to the Department of Business and Social Sciences Education,

College of Education Studies, University of Cape Coast, in partial fulfilment of

the requirement of the award of Master of Philosophy degree in Social Studies

Education

MAY 2022

DECLARATION

Candidates' Declaration

I declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……………………… Date: ………………………..
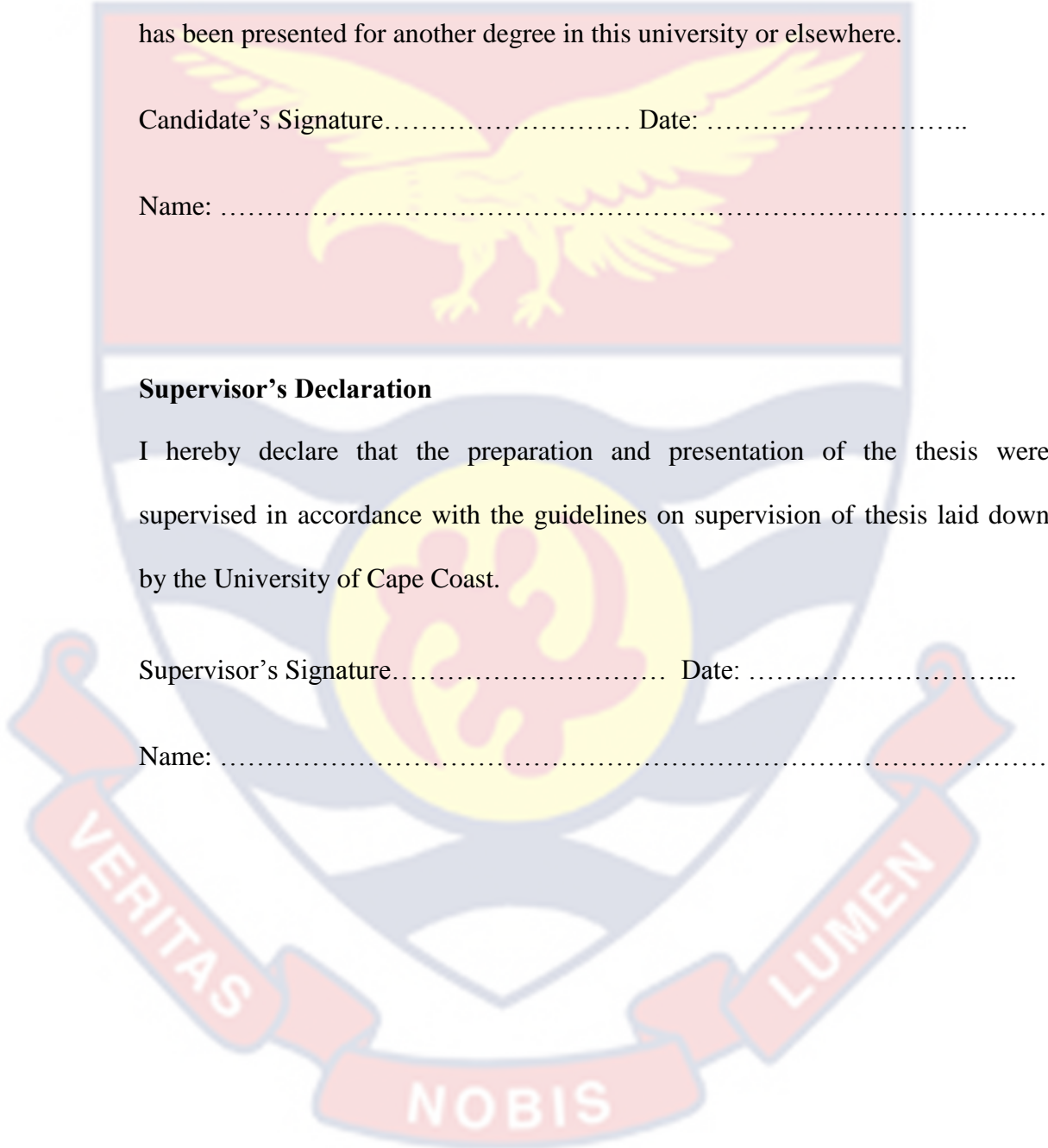
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature………………………… Date: ………………………...

Name: …………………………………………………………………………

ABSTRACT

The goal of the study was to assess the perceived effects of conflict on academic performance of students in senior high schools and to identify conflict solutions in the Atebubu-Amantin municipality. Descriptive survey design within the quantitative research approach was applied in this study. The population for the study was 190 teachers and 2,172 students. A proportional stratified sampling technique was used to select 127 teachers and 325 students for the study. Data was collect from teachers and students using questionnaires. The data collected were managed and analysed with descriptive statistics namely frequencies, means, percentages, and standard deviations. It was found out from both teachers and students that there is a high occurrence of disputes among teachers and students in the schools. The study also revealed that both teachers and students believe that many sources of conflict include, drug misuse, discipline crises, and leadership approaches in the school. It was established from both teachers and students that, conflicts can be caused by abusive language, use of corporal punishment, poor accountability. It was revealed after the analyses that effects of conflicts as suggested by most teachers and students include absenteeism, poor quality of education, leadership disruption, and poor academic performance. Finally, it was revealed that conflicts can be resolved through constructive methods which include negotiation, accommodation, investigate issue in conflict etc. Based on the findings, it was recommended that the district education authorities must appoint an accountant to each selected school in the district to control the school's finances.

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KEY WORDS

Academic Performance

Conflict

Conflict Management

Student Conflict

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Professor Kankam Boadu, my great supervisor, for his direction, counselling, and support throughout my work, I am very thankful. His insightful criticisms, ideas, suggestions, and recommendations provided me with a wealth of information on this study.

I also appreciate the time and effort put in by the headmasters, teachers, and students of Atebubu SHS, Amantin SHS, and Konkrompe SHS in assisting me with my study and responding to the items on the questionnaires. Finally, I have wanted to direct my thankfulness to David Arhin for his assistance and efforts in helping me complete this research.

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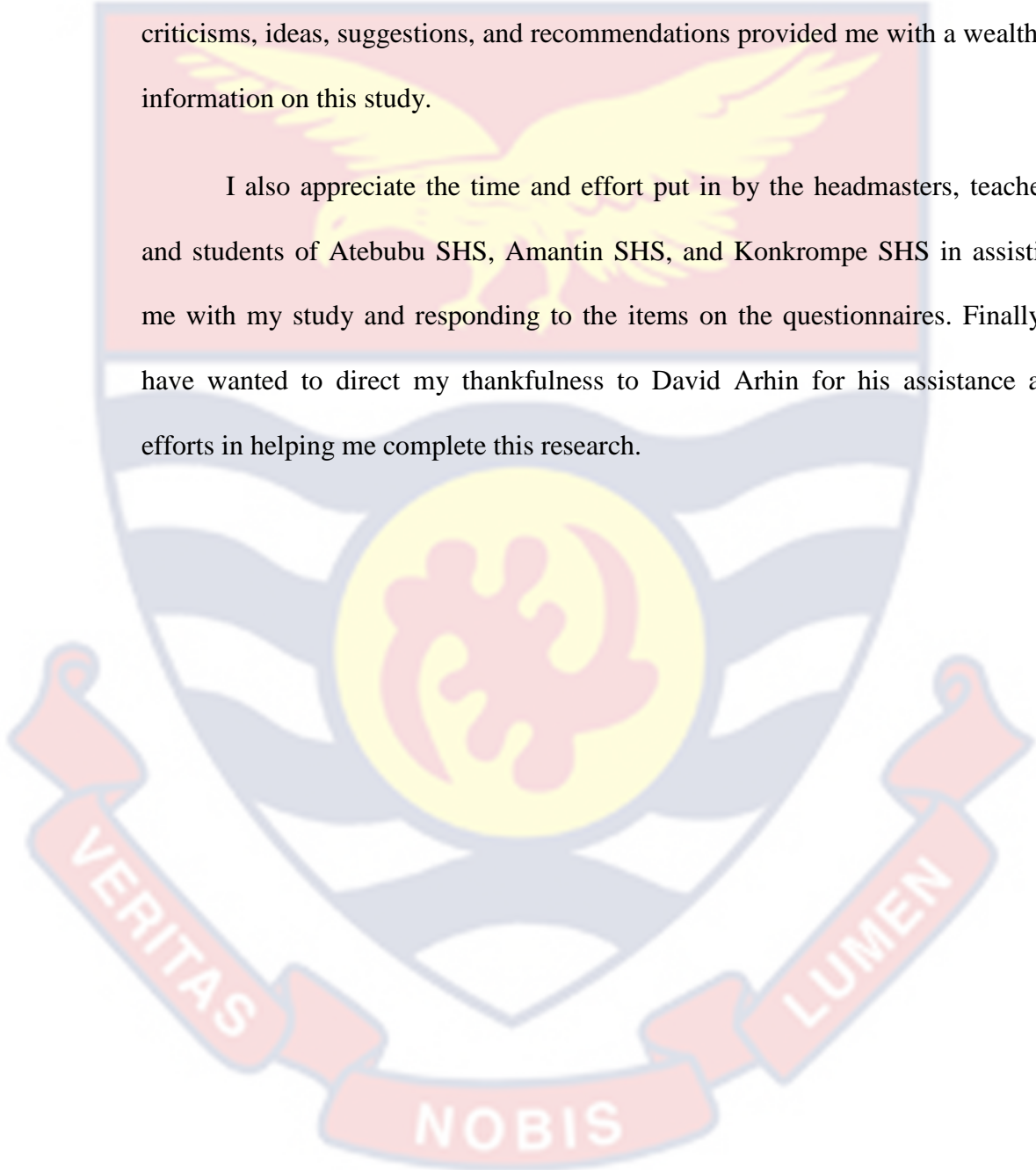
DEDICATION

To my three children, Owusu Joseph, Owusua Adjei Konadu, and Owusu

Acheampomaa Harriet.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The conclusion that violence lowers academic performance because it destroys classroom and school infrastructures, has been unique in the previous studies and this was significant strategy implications, particularly during post-conflict states (Swee 2015; Monterio & Rocha, 2017; Michaelsen & Sarardi 2018). As a stakeholder in education, though, I have discovered that this is not always the case in senior high schools, I would set up different objectives to re-investigate this issue. In current years, the issue of conflict in our schools has dominated round table conversations among opinion leaders, administrators, teachers, and students about how to address it. Every activity in the school appears to cause some sort of time issue. For instance, general sporting activities are likely to cause physical conflict among learners.

Globally, it can be seen that conflict has eroded country's peace, stability, and good academic achievement of students. According to Pianta and Struhlman (2004), this issue slows down development and socioeconomic progress in numerous districts and areas across country. Conflict at second-cycle schools, according to Jennings and Stuart (2004), can negatively impact students' academic performance by lowering their morale, the rate at which they learn and work, and increasing absenteeism. Moreover, our educational institutions' ideals of peace, harmony, mutual understanding, and stability for successful academic work have shattered on the rocks of conflict (Whetten & Cameron, 2005). This theory

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explains why kids who have a strained student-teacher connection in school perform poorly academically over time (Larson, 2012).

According to available empirical studies, the impact of conflict on education is very diverse. The magnitude and signs of impact are influenced by a variety of factors, including country details and violent events, student age and gender, and educational outcomes to consider (Blattman & Annan, 2010; deGroot & Goksel, 2011; Leon, 2012; Valente, 2013; Akbulut-Yuksel, 2014; Swee 2015; Monterio & Rocha, 2017; Michaelsen & Sarardi 2018). This study complement existing knowledge in many ways. Most studies to date have focused on the impact of war on the quantity of education (measured by admission, attendance, graduation), but conflict's effects on educational quality (measured by academic performance). The finding that violence damages school and classroom infrastructure and adversely affects school performance by deteriorating the learning and educational environment is unique in the literature, especially in post-conflict situations.

Indeed, anybody who works in a school setting is likely to have encountered disagreement with head teachers/masters, teachers, students, or all three at the same time. According to Koçel (2003), conflict can arise for a variety of reasons among two or more individuals or in a collection. Conflict has become inescapable in the twenty-first century. Conflict is an issue that school officials and teachers spend a lot of time discussing. Conflict, according to Aweoba (2009), has become ingrained in our modern societies' human institutions.

Disagreements, disparities, inconsistencies, and frictions based on differences in opinion, views, and interests can all be sources of conflict (Ipek, 2000; Soyalp, 2001). Conflict is defined by Wilmot and Hocker (2001) as an external conflict between at least two interdependent parties that sees resources being restricted, outside interference, and conflicting goals as obstacles to achieving their goals. Conflicts, according to Robbins and Judge (2012), are undesirable events to be evaded, but conflicts, according to conventional wisdom, are good services and required for organisations now to survive their reality.

Palmar and Bockler (2001) emphasised that disputes might be internal (between distinct factions within a community) or external (between different cultures) (between two or more societies). Internal conflicts, for example, have resulted in massive resident deaths, destabilised countries, and created vast swaths of displaced people and expatriates.

Studies on the micro-level consequences of ferocious conflict shows that the latter has a detrimental influence on schooling, as assessed by various consequences such as enrolment, attendance, and achievement of a school (UNESCO, 2011; Justino, 2012; Leon 2012). However, significant information gaps and unsolved concerns about the consequences of conflict on academic achievement remain. Furthermore, because high school learners resolve make up a large sum of the nation's imminent high-skilled staff, research into the things of conflict on high school learners is critical for a well thoughtful of conflict's influence on an economy's growth prospects. According to Rahim (2011), conflict in every organisation occurs as a result of a variety of variables, including power

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and position, beliefs, attitudes, wishes and preferences, and resource competition. When conflict is addressed, it leads to the formation of an imaginative interaction of notions, which can lead to conflict resolution (Mary, Gary, & Bryan, 2013).

In relations to cultural and social facets, as well as conservational and specific conditions, we have a plethora of positive and negative stimuli, and conflict is considered one of the themes on which they plug a slice of time. Teachers and superintendents who do not develop the necessary skills to deal with conflict situations will become entangled in one of the utmost substantial concerns that may distract time away from education (Argon, 2014). Homework, financial resources, out-of-class and in-class classroom activities and practices, assessment practices, punishment, rewards, exercise of power, political views, delays in class, absenteeism, negative personal attitudes, rating systems and grade level passing, legal issues, student behaviour, dressing rules, assignments, and staffing are some of the issues that can lead to conflicts at school (Karip, 2000).

Problems can occur between admins and teachers, teachers and teachers, teachers and stunts, parents and parents, and students and students. It is important to remember that, regardless of the type of dispute or the parties involved, the dispute can escalate and become difficult until it is resolved, and the parties may experience negative emotions (Argon, 2014). The various types of school conflicts that have occurred in Africa have done more harm than good, especially to children and women. For example, the Soweto Uprising, which began on the morning of June 16, 1976 and was a series of demonstrations and protests led by children from a black school in South Africa, resulted in the deaths of 17 students.

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Students from all over Soweto began to gather in the city of Soweto to protest the introduction of Afrikaans as a teaching language in local schools. To commemorate these events, June 16th was declared Youth Day in South Africa (Stuhlman, 2004). It takes place at work, in families, ethnic groups, institutions, and in the midst of most intimate interactions. According to Damien (2013), gunmen stormed a Mamudo secondary school in Mamudo, Yobe State, Nigeria, on July 6, 2013, killing at least 42 persons, including 30 students and 12 staff members, resulting in the school's closure for months. It may be deduced that conflicts typically occur as a consequence of ideological disagreements between various organisations, parties, and factions, which usually end in the loss of properties and lives.

Similarly, on the 10th of October, 2003, students at Aduman Senior High School forced the Headmaster to depart the school due to indiscipline concerns. To avoid any further action, these adolescent students set the education authorities a 48-hour deadline to remove the headmaster (Peacefmonline.com, 2003). Some senior high schools have recently encountered crisis situations that have jeopardised the social and academic lives of the schools involved. One example is what happened on June 6, 2020, when a KNUST Senior High School student died of a stomach ulcer. This sparked riots and demonstrations, which students said were in protest over bad treatment meted out to a colleague student who became sick and died at the hands of the school officials, and resulted in the destruction of school property (Donkor, 2020).

Every educational institution has always been interested in student academic achievement. There seems to be considerable disagreement over what role schools should play in this process, despite the fact that everyone thinks that they should play a big role. While some believe that schools should concentrate largely on students' academic preparation (Ampofo, 2019), others think that schools should work with other social institutions like families and communities to educate children (Linn & Miller, 2005).

Several studies on factors that influence school performance have been conducted at both world and local levels, and the results vary, but one thing is clear. According to Hannah and Simley (1999), academic progress is related to the physical infrastructure of the school. This study focuses on conflict and its impact on students' academic performance. This is a rare topic that has not been studied locally. Predictors of school performance depend on country, region, school demographics, and school type (Krueger & Lindahl, 2001). According to Smith (2003), school culture, discipline, learning opportunities, proper supervision, and domestic stress are the most important factors affecting school performance. There are few literature reviews demonstrating the effect of conflict on the quality and quantity of education, and it is evaluated based on numerous educational results like school admission, enrolment and grades (UNESCO, 2011). The finding that violence adversely affects school performance and worsens learning and classroom environments by damaging classroom and school infrastructure is unique in the literature and has significant political implications, especially in post-conflict situations.

Statement of the Problem

Academic performance and conflict are abstract terms and can only be quantified or evaluated by different approaches. Learners are usually subject to continuous evaluation or evaluation, but in some circumstances other criteria such as sports, skills, and others may determine a student's grades. There is increasing debate about what defines student success in school and what is the best indicator to quantify it. According to Rubin, Bukowski, and Parker (2009), the concept of academic performance has become known as a major measure of academic performance because it has been advocated by many scholars and researchers. The technique is just as important. The problem under study was that conflicts in schools and among stakeholders in schools have impede academic performance in many instances. For example, conflict between teacher and student may cause the student not to attend or concentrate on the lesson of the said teacher he or she had conflict with.

In the Atebubu Amantin municipality, routine linguistic and non-verbal interactions between teachers and students, and students adversely affect education and learning, school effectiveness and performance. Controversies arose in high schools usually result in destroying school property, killing students, and reducing academic performance. On May 7, 2018, Atebubu High School students attacked the Atebubu police station with stones and clubs after police arrested five students for threatening to destroy school properties. The students injured the police officers on duty and destroyed the police car (Daily Guide, May 7, 2018). The peace, tranquillity, and strong academic performance of the

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Atebubu Amantin community depends on the quality of the connections between teachers and students, among teachers, students, and between schools and local communities. It's bad, so it is steadily getting worse.

It is, therefore, necessary for this study to assess the causes of conflict and its perceived effects on students' academic performance as well as the strategies for managing conflict that can be adopted to resolve the conflict in the Senior High Schools in the Atebubu-Amantin municipality. There is desire by stakeholders to avoid future confusion, many causes of conflict and their impact on the academic performance of students in the community though, no study have been carried out in the municipality to present significant findings to aid the process. Moreover, most of the studies presented in the background literature were not specific on the independent variable (conflict). The present study would consider school conflicts (among administrators, staff and learners, teacher-teacher, teacher-learners, learners-learners). It is against this background that this study sought to assess the effects of conflict on academic performance among senior high schools' students.

Purpose of the Study

The purpose of this study was to assess the perceived effects of school conflicts on high school academic performance and management strategies to resolve conflicts in the Atebubu Amantin community.

Research Objectives

Specifically, the researcher sought to achieve the following, to;

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1. find out how students perceive the school conflict between high school students and teachers.

2. investigate the various sources of school conflicts experienced by senior high school students.

3. investigate the root cause of the school conflict in high school in Atebubu Amantin District.

4. assess how school conflicts affect high school performance in the community.

5. identify various school conflict resolution strategies that can be used to resolve conflicts and improve high school performance

Research Questions

The study sought to provide answers to the following questions:

1. what perceptions do students have on conflict between students and teachers?

2. what are the various sources of school conflicts experienced by senior high school students?

3. what are the causes of school conflicts in Senior High Schools in the Atebubu-Amantin municipality?

4. what are the effects of school conflict on students' academic performance in Senior High schools in the Atebubu-Amantin municipality?

5. what school conflict management strategies can be employed0 to address conflicts in Senior High Schools in the municipality?

Significance of the Study

This research would give useful information and recommendations to education stakeholders so that they may develop policies that will assist teachers

and students in improving their conflict resolution skills in order to improve academic achievement.

First, the findings from the study would prompt stakeholders like Ministry of Education, Ghana Education Service, parents to be aware of how teachers and learners perceive school conflicts and the adverse effects they have on academic performance. The importance of this study is that it would provide policymakers in Ghana's Education Service with a better understanding of the perspectives of teachers and students regarding conflict in senior high schools.

The study would present the various sources of school conflicts. This would make stakeholders to be aware of various sources and guide their directions in discussion making when it comes to school conflict resolution.

The findings on cause of school conflicts would assist the direct stakeholders like heads, teachers, learners etc to become aware of their possible actions that might trigger this dire act and desist from them. It would also serve as a foundation for future reference for policymakers within the organisations. The study's goal is to gather data and information that will help people better understand conflict and its perceived effects on student academic performance.

The findings on the effects of school conflicts would be presented. Early warning indications of conflict are required of school officials, who are expected to intervene quickly to avoid negative repercussions. Conflicts would be resolved sooner rather than later, before they erupted into strikes and school violence. The findings of the study would assist secondary school Guidance and Counselling department recognise tensions and manage bottled-up emotions among students,

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particularly teens. Early warning indications of conflict are required of school officials, who are expected to intervene quickly to avoid negative repercussions. Conflicts would be resolved sooner rather than later, before they erupted into strikes and school violence.

Finally, the findings would present conflict resolution strategies that would be needed to aid resolving conflict. These findings would assist secondary school Guidance and Counselling department, GES, teachers and learners recognise tensions and manage bottled-up emotions among students, particularly teens. The findings might lead to the implementation of effective disciplinary procedures in secondary schools, which would assist to reduce student disputes and other types of conflicts. To minimise disputes, administrators would use excellent governance techniques in the schools.

Delimitation of the Study

All planned research studies have flaws; none is ideally conceived, Marshall and Rossman (2006, p.42) stated. In light of this, it's important noting that the study's focus was on the consequences of conflict on academic achievement. Conflict was studied in all three senior high schools in the Atebubu-Amantin municipality in Ghana's Bono East Region. This study focused on various perceptions, sources, causes, effects, and high school dispute resolution methods of disputes regarding student academic performance. The research was also delimited to only the learners and teachers from three selected SHSs to response to questionnaire items of the study. This is because conflicts normally

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occur in those schools and so the respondents have in-dept knowledge regarding conflict in the SHSs.

Limitations of the Study

Limitations are variables outside of the researcher's control that may restrict the study's conclusions and their applicability in other contexts, according to Best and Kahn (2006). Some respondents expected to be influenced by their colleagues when completing the survey because they were presented to respondents who could fill in at any time. Some survey participants were hesitant to share details, limiting the amount of data that could be collected within the time provided. This can undermine the basic premise that individuals are free to express their point of view.

This study focuses on three high schools in the Atebubu Amantin in the Bono East region, which may limit the applicability of the results nationwide. Due to the limited sample size, it was not possible to transfer the findings to similar situations in different parts of the country. Therefore, the researcher sought to relax these restrictions to ensure the reliability and validity of the results. The measures that were taking included orientation sessions for the learners and the teachers to be aware of the beneficence of the study and its findings.

Definition of Operational Terms

Conflict is a social phenomenon that can occur in an individual, group, or organizational relationship.
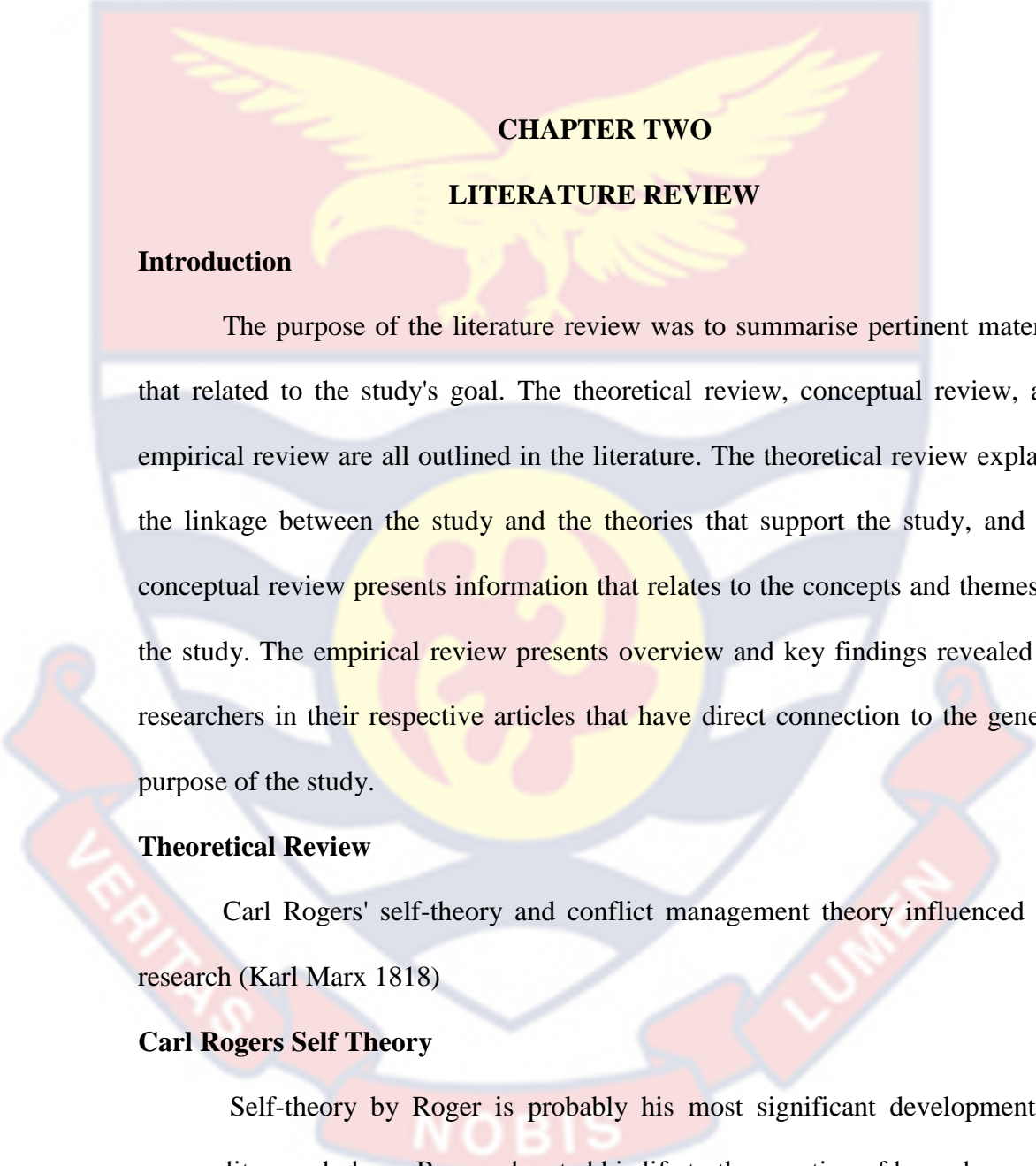
Conflict management refers to a set of technologies or processes used to resolve a dispute.

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Academic Performance: This can be characterized as a high level of grade in all scientific disciplines.

Student Conflict: A situation in which a student behaves violently in public and violates school operations. This can take the form of protests, riots, strikes, etc.

Organisation of the Rest of the Study

There are five chapters in the research report. The second chapter follows the chapter one. Chapter Two included literature reviews, conceptual reviews (controversy and academic performance issues and ideas), theoretical frameworks, and empirical reviews, all of which were relevant to the purpose of the research. In Chapter Three, the researcher explained the research method of the survey. The Methodology chapter described study design, population, study areas, sampling and methods of sampling, data collection tools, effectiveness and reliability, ethical considerations, data processing and analysis. Results and discussions of results were reported in Chapter Four. Finally, Chapter Five presents an executive summary, key findings, conclusions, recommendations, and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of the literature review was to summarise pertinent material that related to the study's goal. The theoretical review, conceptual review, and empirical review are all outlined in the literature. The theoretical review explains the linkage between the study and the theories that support the study, and the conceptual review presents information that relates to the concepts and themes of the study. The empirical review presents overview and key findings revealed by researchers in their respective articles that have direct connection to the general purpose of the study.

Theoretical Review

Carl Rogers' self-theory and conflict management theory influenced the research (Karl Marx 1818)

Carl Rogers Self Theory

Self-theory by Roger is probably his most significant development in personality psychology. Rogers devoted his life to the question of how changes in personality could occur (Ismail & Tekke, 2015). His main concern was the transformation process (McLeod, 2007). Carl Rogers, who lived from 1902 to

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1987, was an advocate of a psychotherapy-focused approach to human development (McLeod, 2014). According to MacLeod, Rogers believed that people were good in nature and that creativity was driven by a humanity perspective.

Rogers agrees with core theory of Abraham Maslow, but according to Rogers, honest (self-disclosure and openness), acceptance (unwaveringly genuine appreciation), and empathy (hearing and understanding) are needed in order to grow. He suggested that an environment of acceptance was needed (Maslow, 2014). Rogers also believed that self-actualizing people could achieve their life goals, desires, and ambitions. Rogers' personality theory revolves around the notion of self or self-concept. According to Murray (2001), Rogers used the terms self and self-concept interchangeably.

According to Rogers (2004), one's perception of oneself is shaped by how others perceive oneself. He went on to say that when a child experiences conditional positive gratitude from his parents, he develops his parents' values. This can lead to a contradiction between self and experience if one's self-concept also depends on the values of others. Rogers believes that in the process of growth, he develops in terms of interpersonal relationships and desires good interpersonal relationships (DeRobertis, 2006). As children grow older, they become more focused on their future growth and who they want to be. Rogers used the phrase "ideal self" to describe this essential trend in the future. The ideal self is the one you want to be in the future. They are harmful only if weak self-images or external restrictions overwhelm the viewing process. Efforts to achieve

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goals and aspirations are represented by the ideal self. In other words, it's a constantly changing goal (Ismail & Tekke, 2015).

Rogers believed that in order to achieve self-actualization, one must be in a state of congruence. The effects of one's body image are organically incorporated into the real self (self-image). The way a person sees himself is very important for psychological well-being. In other words, Ismail and Tekke (2015) suggest that one can find himself attractive or ugly, good, or terrible. How individuals feel about themselves directly affects how they feel, think, and act in the world. Self is the most accurate representation of who and what a person is. Even if it's not perfect, it's the aspect of every individual who feels the most authentic (Grice, 2007). According to Rogers, young children have two main needs. It is the need for respect from others and the need for positive self-esteem. Being liked and accepted about who you are is brought about by positive gratitude. Young children act in a way that demonstrates their urgent need for acceptance and affection from those who care for them. To gain respect, they make important behavioural adjustments (Engler, 2003). In an ideal environment, positive gratitude is unconditional. It is not what they are doing, but is given voluntarily to the children because they are. Of course, parents should have high expectations for their children, but they should not base their love on their ability to achieve those goals (Rogers, 2004).

Conflict Management Theory

According to Karl Marx, human society is made up of conflicting interests, groups and people, each with their own motivations and expectations.

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The expectations, values and interests of all members of society are not the same. These depend on status, preferences, skills, social class and money. People with similar privileges are more likely to reach an agreement. This will undoubtedly lead to an uneven distribution of scarce resources and opportunities. As a result, society divides and leads to hostility and hostility. There are numerous sub-theories in this theory. The following are a few of these sub-theories:

The Human Needs Theory

Human Wants Theory is based on the idea that all humans have basic demands that they strive to fulfil in life, and that the failure or aggravation of these needs by other groups or individuals can have an impact on them, resulting in conflict (Rosati 1990). Inadequate fulfilment of basic human wants was blamed for causing conflict in civilizations, according to the human needs' hypothesis. Physical, social, and spiritual requirements are among the basic human demands that cause conflict. Human desires or needs, according to this idea, should be viewed as a system of interconnected pieces. Appropriately, all human wants and aspirations are intertwined to the point that granting access to one while limiting access to others creates fertile ground for conflict. Recognition, identity, security, autonomy, and connection are among the non-negotiable human wants and aspirations.

Physiological requirements, safety needs, belongingness and love, esteem and self-actualization are all recognised as human fundamental needs in Maslow's motivation and personality theory. Human needs theory proponents argue that human needs are met in different ways, and that different "satisfiers" are

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necessary for different human needs at different times. This indicates that, in order to avoid disagreement that leads to violence, trade-offs must be the driving principles in the needs-satisfaction process. In most cultures, the inability of individuals or groups of people to meet their requirements due to a lack of resources becomes a major trigger for conflict. According to Gurr (1970), when participants in a needs-based conflict believe that the circumstances in their life are not providing them with the advantages to which they are legally entitled, they are experiencing relative deprivation. Relative deprivation is defined as being deprived in comparison to another person or group. Relative deprivation is not the lack of essential requirements that a group of people or an individual should have in life, but rather the perception that others are doing better while one group is suffering. When benefits (such as political, religious, and ethnic rights, as well as economic well-being) fall, so does the desire for relative deprivation. As a result, when the majority of the population suffers from relative deprivation at the same time, they will want to fight for their own advantage, which will inevitably lead to war.

Burton (1990), a proponent of the human needs' theory, sees a relationship between frustration (which leads people to adopt unfavourable attitudes) and the necessity (people meeting their fundamental needs). Burton agrees that individuals or groups of people cannot be trained to accept or tolerate activities that harm their reputation. Individual wants and desires include survival, protection, affection, understanding, involvement, creativity, and identity, which all people share. Conflict is more likely to start when someone, a group, or a

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political or social institution seeks to frustrate or repress the wants and desires of others. Nonetheless, human needs theory fulfils a broad range of human wants; they all share the belief that concern and worry about their requirements obstruct the actualization of collective and individual potentials, resulting in conflict. The tension between deprivation and potential, according to proponents, lies at the heart of conflict. The core premise of the human needs' theory is that conflicts among people in communities are goal-driven and target-specific: individuals and groups of people fight to satisfy their selfish basic human wants.

Structural Violence Theory

Structural violence, according to Winter and Leighton (2001), is generally unseen, implicit, and may be shaped by particular community institutions and leaders. Political, legal, economic, and cultural practises disfavour individuals or groups of people, resulting in structural violence. Inequality and injustice in the social context inflict significant harm to individuals inside structures, resulting in structural violence against residents of a certain region. As a result, direct violence will be generated and brought about on a personal level, as individuals who have been wronged will resort to direct action in line with the law (Winter, 2001).

Saidemen (2010) agrees that in split societies, impacted groups would want self-determination and, as a result, will engage in violent conflict to obtain their share of scarce resources and power. Human rights violations and detention for human needs are commonly associated with structural violence (Leighton, 2004). When a person or a group of individuals perceives their human rights

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being violated at the expense of others, structural violence ensues. The preceding study illustrates how structural and direct violence are linked to unfulfilled human needs and human rights abuses.

Scarborough (1998) agreed with this claim and stated that when existing institutions in a community favour one pattern or line at the expense of others, violent communal conflict is likely to arise or intensify if not effectively controlled. According to the structural violence theory, the reasons of conflict in educational institutions are strongly linked to society's social, political, and economic structure, as well as the form and strength of social networks within and across community groups. When a single person or a group of individuals, in their wisdom, monopolises social, political, economic, and cultural processes, the conditions for people to choose adversarial ways to dispute become more prevalent. Limited resources, according to Kothari (1979), are the primary cause of violence between people and groups, as well as within nations where a small group takes power.

Inequality in the ownership and utilisation of natural resources is at the root of the world's escalating dilemma. According to Scarborough (1998), when current institutions benefit one group while disadvantaging another, conflict will arise until appropriate steps are taken to remedy the situation. The main limitation of structural theory is that it focuses on the availability of material resources and power as the root causes of conflict, which is not always the case. The core thesis of structural conflict theory is that conflict is based on how societies are constructed and organised to satisfy people's goals. The structural violence

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hypothesis focused on societal issues or phenomena, ignoring economic and political exclusion, exploitation, poverty, injustice, sickness, and unfairness as origins of conflict (Gaya, 2006, p. 41). Structuralists continued to claim that conflict begins as a result of human society' exploitative and unfair character, or as a result of smaller groups. Karl Marx makes this argument, accusing capitalism of being an exploitative system based on society's divide into proletariat and bourgeoisie. Gaya (2006) goes on to say that capitalist systems are accused of being exploitative, and that such exploitation leads to conflict. This is, without a doubt, the most radical approach to conflict theory.

Generally, the theories presented are useful in directly support the development of the present study. It has been previously said that natural resource conflicts entail concerns of survival, and hence the theories are acceptable to be utilised as the study's theoretical review. The theories are in line with how people perceive, relate and reflect on things. These would be keen in the issue of school conflicts' perception, causes, effects and resolution strategies.

Conceptual Review

Definition and Concepts of Conflict in School

Conflict has been generally accepted as a normal aspect of life, and it may happen between people, individuals and groups, and groups. Conflict, according to Hotepo, Asokere, Abdul-Azeez, and Ajemunigbohun (2010), is often seen as dysfunctional, but it may also be beneficial since it causes a problem to be presented from many perspectives. It is a good idea to extend the definition of conflict by thinking of it as a collaborative process that results in misalignment,

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divergence, or disagreement among or between people (i.e., person, group, society, etc.). Although calling conflict a cooperating procedure does not eliminate the possibility of intra-individual conflict, it is well recognised that an individual frequently interacts with himself and, of course, with others. This claim is considerably broader, implying that conflict might arise from incompatible preferences, objectives, and more than simply actions. Conflict, according to Warren (2005), is a situation in which one individual or a group of individuals steadfastly refuses to acknowledge the problem or competes with the change in the agent's request. Individuals in conflict have significant standards, traditions, attitudinal differences, and credibility differences as a result of their dispute. The parties' inability to accept and contract with basic concern on the ground, in one manner or another, forces the disputing parties to attack dispositions rather than solve the real problem.

Conflict, according to Cannie, Sasse, and CFCS (2002), is a dispute or struggle between two or more people over opposing philosophies. According to Heit (2002), conflict is characterised by anger, incompatibility, or irreconcilability between two or more persons or groups of people, which is occasionally justified by physical violence or attack. Conflict, according to Meek, Heit, and Page (2005), is a dispute between two or more persons or two or more sorts at the same moment with the purpose of subduing the other. It may be extrapolated that when players or participants fail to deal with issues at stake thrusts, it will lead to competing parties attacking characters rather than dealing with the relevant concerns.

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Conflict may be defined as a competition of forces or powers opposing each other, a brawl to oppose or conquer one another, based on the preceding concepts. This means that anytime contradictory perceptions or behaviours occur, a conflict occurs. Conflict may be defined as a scenario in which individuals or groups of people have conflicting aims, conceptions, thoughts, or emotions, resulting in hostility. One of the most essential aspects of these definitions is expressed struggle, which emphasises that for a dispute to exist, two individuals must speak about the problem. Again, conflict usually arises from people's perceptions of others. Both sides may only see their objectives, resources, goals, and interference as competing with one another.

Characteristics of Conflict in School

McCorkle and Mill (1992), Lulofs (1994), and McKinney, Kimgsley, and Fuller (1995) all proposed that conflict has distinct structures, which are summarised below:

1. Apart from intra-personal conflict, which happens within one's own self, all types of conflict often involve two or more people.

2. Conflict obviously includes feelings of pain or unsuitability, as well as perceived differences in objectives, aims, or ideals.

3. Measures, whether overt or covert, are an important aspect of conflict. Conflict is latent and lurks under the surface until an action or expression occurs.

4. In a dispute, the capacity to influence or the effort to influence is unavoidable.

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Conflict develops, according to Covey (2002), when an individual determines that things are not going as they should and wants a change, but the other side refuses to accept it. This indicates that a person must begin or express conflict in order for other people to be strained into it. Similarly, Tannen and Debora (2003) argued that when a change is made without the consent of others, conflict is likely to arise since conflict is a natural component of the change process. Conflict, according to Tannen and Debora, is the main point through which revolution occurs in society. Page (2005) also stated that conflict may be seen in many aspects of human life. Conflict occurs in families, communities, and educational institutions, according to Page. Conflict may also arise within oneself, and it can be ascribed to the desire for unrelated wants and ideals. This may be explained using Sigmund Freud's id, ego, and super ego ideas, which he established in the 1920s.

According to the preceding claims, conflict occurs when people are used to clear patterns in their families, communities, and schools, and they resist change that affects their normal way of doing things. It's important to remember that youngster's study or imitate their parents' attitudes about fighting, talking, stealing, and being trustworthy (good and bad morals). Obviously, if two or more individuals meet, there is a high likelihood of confrontation. If the conflict is intrapersonal, it could manifest in a person's way of thinking or interactions with other people, and it might even affect others who aren't directly involved. When initiatives are adopted or when decision-making in a family, a home, institutions, community, or country changes, conflict can arise. This is due to the fact that

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attempts to modify the way people live and adapt to particular ways of doing things are unpleasant, which can lead to conflict. As a result, the research is critical because it identifies critical measures to reduce conflict and increase productivity in schools and institutions.

Types of Conflict in School

Many authors characterize conflicts in different ways. According to Hotepo et *al.* (2010) conflicts are in two types: Vertical collision and horizontal collision. Vertical conflicts occur when groups of individuals at different levels of the hierarchy, such as bosses and sales reps, collide, and horizontal conflicts occur when managers from the same organization and people at the same level meet. Occurs. Because these characteristics tend to balance each other at similar hierarchy levels, the difference in power and status between groups is often greater in vertical competition than in horizontal competition. The causes of vertical conflicts between operational employees and authorities are:

1. *Psychological distance*: people do sense that they are entangled in the organization or that their needs are unmet;

2. *Power and status*: persons feel abandoned and unsympathetic;

3. *Differences in value and ideology*: this difference reflects the fundamental opinions about the purposes and aims of an organization.

4. *Scarce resources*: dispute about pay, incentives and working conditions.

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The four other main forms of conflict are also classified. There are four types of conflicts: interpersonal conflicts, intrapersonal conflicts, intergroup conflicts, and intragroup conflicts.

Intrapersonal Conflict in School

As stated earlier those conflicts have been described in different ways by many authors where Hotepo et *al.* (2010) asserted that there are two forms of conflict: vertical conflict and horizontal conflict. When groups of people at different levels of the hierarchy, such as bosses and sales reps, claim, vertical conflicts occur, and horizontal conflicts occur when managers in the same organization and people at the same level meet. In vertical disputes compared to horizontal conflicts, the disparities in status and power between the parties are typically larger. These properties tend to balance each other at similar hierarchy levels. Conflicts within an individual occur when one's beliefs, as mentioned above, have good and bad consequences and conflicting consequences. Imagine if a person can choose between working in a future unsafe and profitable overseas job or in a future safe and well-paid government job. This situation creates tension within the individual.

Therefore, we can conclude that this kind of conflict occurs within the individual. An individual's personal desires and aspirations create conflicts within the individual by manipulating and acting in a particular way that suits his / her girlfriend. This is generally reflected in many demands on individuals that result in choices made at the expense of other desires. For example, the professional perception of teachers that they should stay in school rather than leave school to

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pursue their personal interests. People experience anger, suspicion, emotional tension, compassion, and depression as a result of these types of conflicts that spill over into the facility.

Interpersonal Conflict in School

Mildred (2000) defines interpersonal conflict as when one or more people see a conflict with the intended outcome (goal) and / or attitude, values, or behaviour. In interpersonal conflicts, Orlich (2001) states that the values of different people or groups are open to each other. According to Larson and Meek, Heit and Page (2005), interpersonal conflict happens when two or more individuals fight for limited resources. Therefore, interpersonal conflict can be considered to occur frequently between two people who have opposite philosophical views. This form of discussion is the broadest and most obvious form of school conflict. This usually happens when there is a teacher-teacher conflict, a principal-teacher conflict, a teacher-student conflict, or a student-student conflict. The most common causes are personal attitudes that result from conflicting goals of attitudes, priorities, activities, political interpretations, and professional behaviour. This type of discussion has a direct impact on the school's institutional goals and functions. **Intra-group Conflict in School**

Conflicts within a group (or internal battle) is a term used in sociology to describe disagreements involving two or more teammates or group members. The research on conflict and group dynamics has recently paid a lot of attention to intra-group conflict. According to Larson and Mildred (2002), conflicts within a group are conflicts between group members that often affect how the group

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moves forward effectively. At school, conflicts can occur within a group of children in the same class are sitting close to each other and communicating with each other.

Another cause of conflict is school staff who have conflicting views on the guidelines that best characterize the best approach to education. As a result, some teachers may agree to adopt the Lerner Centred approach, while others may disagree with that approach.

Intergroup Conflicts in School

Group Conflicts occur when two or more groups of individuals, schools, or colleges compete, according to Wilmet and Hocker (1998). Such conflicts are extremely intense and costly for groups and organizations. According to Larson and Mildred (2002), conflicts between groups are defined as conflicts and conflicts between two or more groups. Vertical and horizontal conflicts are closely related. The battle between levels of organization is known as the first type. When the principal tries to exercise excessive authority over the teacher and the teacher resists, a vertical conflict arises at the school.

Conflicts between personnel groups at the same hierarchy level within an organization are called horizontal conflicts. For example, in a school environment, horizontal competition can occur if the office wants to take a larger portion of the scarce resources to the detriment of other departments. The line-staff conflict is another form of conflict that can be characterized as a power-related struggle. According to Jennings and Wattam (2004), different management tasks in the line and staff departments can undoubtedly lead to

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friction between line staff. An example is when the personnel department (staff function) makes personnel decisions that the production department does not agree with (line function). As a result, inconsistencies within the organization can occur at many levels, making conflict resolution more important for successful operations management.

Sources of Conflict

The causes of conflict identified by Van Tonder, Havenga, and Visagie (2008) include differences in beliefs, knowledge, or core values. Competition for status, recognition or power. The need for relaxation; the pursuit of autonomy; personal dislike; institutional structures, different role structures, workforce heterogeneity, environmental changes, different goals and different perceptions or characteristics caused by personal disgust. According to some experts, disputes are generally seen as a result of diverse personalities and personal incompatibilities and poor management. Analysts suggest that different types of conflicts can occur if an organization collectively has its own composition.

According to Ackroyd (2007), institutional coups and rebellions are likely to occur. Therefore, in practice, the notion of a particular conflict of interest is used instead (Swedburg,2003). Conflicts between people, groups and groups are what we empirically capture. What they have to discuss is very different. However, historically notable examples, disagreements between employers and employees are widespread due to issues such as length of working days, strength of work, equipment and materials used in the work. (Ackroyd & Thompson,

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1999). This scenario fits well with the assumption that conflict starts from a predefined hatred of private capitalism.

General Causes of Conflict

The causes of conflict can be attributed to a number of reasons, according to literature. This means that conflict does not arise out of nothing. According to Sannie (2004), there are certain common reasons that generate conflict in partnerships. They believe that the settings or circumstances in which individuals find themselves, whether it is a person's personality or the personality of a group of people, as well as the drive or desire for power, are important. Cassen (2003) identifies three elements that contribute to conflict.

Personality Factors

Personality variables, according to Cannie and CFCS (2002), stem from a person's or an individual's intrinsic distinctions. Personality is a collection of actions, thoughts, and feelings that evolve through time as a result of biological and environmental factors. Everyone, of course, has their own set of values, qualities, beliefs, and lifestyle choices. Personality conflicts usually emerge over issues such as table manners, rituals, and a person's way of life, according to Covey (2002) in his contribution. This personality feature of one person may have an impact on another's personality, resulting in conflict. Personality characteristics in the classroom may include a predisposition to be chatty, dragging of feet, restlessness, and fidgeting.

Situational Factors

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Situational variables, according to Burke (2000), can be dealt with when the scenario or condition changes. Although a situational conflict may be strong at first, it is typically just temporary. current circumstances describing someone's life or an occurrence in a particular location, community, or nation, according to Microsoft Encarta Dictionary Tool (2007), is referred to as a situational element.

Power Factors

According to Cannie and CFCS (2002), power considerations cause conflict when people's desires for their position or power require them to intimidate others into accepting their point of view. Larson and Mildred (2002) point out that if the dependency is one-sided rather than reciprocal, the risk of conflict rises. In a school setting, for example, the headmaster appears to have complete control over incentive distribution and absolute control over decision-making. When one person tries to impose his or her ideals, ideas, or interests on another, conflict is unavoidable. In a scenario when a person or group of individuals uses power to intimidate or threaten others in order to obtain what they want, power considerations may certainly generate conflict.

Academic life is still riddled with squabbles. Schools appear to be hotbeds of conflict on a regular basis, and they may also be a reflection of larger social ills. Various academics have linked school disputes to various types of student conflicts in schools. Riots, strikes, demonstrations, and other kinds of indiscipline are examples of these confrontations (MOE, 2001). High-handed management, a lack of discussion, and inflexible regulations, according to Awuor (2008), are to blame for the rise in student dissatisfaction. School riots are exacerbated by

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political involvement, narcotics, and overall societal chaos. When stress is intense and persistent, most respondents noticed that certain teenagers get overwhelmed, resulting in self-destructive and antisocial behaviours. As a result, they acquire protective behaviour patterns, have antagonistic attitudes against adults, and have a threatening interpersonal demeanour at school. This has an impact on performance since a lot of time is wasted dealing with discipline concerns.

According to Kiruma (2004), poor communication channels, peer pressure, lack of guidance and counselling, governors, political influence, curriculum overload, medicine, bad food, lack of role models, school rules, Lord Absence, lack of necessary equipment, bad results media and demon worship are some of the factors leading to student strikes in the Mukuluini district. Finally, student strikes at public secondary schools in the Mukuluini district were widespread and effective education and learning could not be achieved without discipline and had to be addressed.

Good discipline begins in the classroom, and schools play an important role in helping students grow into disciplined members of society. Muthee, Kaniaru and Kangara (2013) investigated the reasons for strikes in northern Muranga and found that school strikes were a problem for Kenya's educational system. According to the survey, cases of school disorder included drug and alcohol addiction, school strikes, theft, fights, bullying, school refusal, homosexuality, and gang participation. Companion pressure, exam pressure, indifference, weak socio-economic background of children and parents, poor school management and influence are other reasons for lack of school discipline.

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The survey needs to closely monitor students, make schools more friendly, provide opportunities for undisciplined student participation, revise guidance and counselling programs, introduce peer counselling, and implement mentoring programs.

The school, as an institution made up of individuals, cannot avoid conflict since it is made up of people who have opposing viewpoints. According to Siann and Ugwuegbu (2000), teachers and parents are the two major pillars of practically every child's development. When it comes to teaching, teachers are regarded to be the most significant individuals, whereas parents are thought to be the most important people when it comes to getting to know a child better. To put it another way, the community and school's relationships are still strong long after the quarrel has ended. Because the child's education is crucial, one key aspect to consider in a conflict situation is that one party should feel like a loser while the other feels like a winner.

Causes of Conflict in Schools

Classroom management, punishment, and disruption are some of the common causes of disputes in schools, according to research.

Classroom Management

Santrock (2001) stated that excellent classroom managers are required at all levels of education in order to plan and regulate student behaviour to encourage instruction and learning. According to Orlich, and Callahan (2001), the classroom is a social, physical, and learning environment that must be regulated to maintain law and order. They went on to say that one of the primary

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responsibilities of a teacher is to create a classroom climate that avoids issues from arising both inside and outside the classroom. They also discovered that the classroom is a location for energy systems of interactions between teachers and learners, as well as among students, where verbal and nonverbal behaviours that arise on a daily basis should be managed to promote teaching and learning. It may be inferred that creating and sustaining a conducive classroom atmosphere includes developing and maintaining classroom ideals and norms, encouraging students to participate, and successfully dealing with an issue.

Disruption

Disruption is an issue that causes an action, event, or process to be disrupted. This is defined as an inappropriate or abrupt interruption in a course or activity by Microsoft Encarta Dictionary Tool (2007). According to Siann and Ugwuegbu (2000), disruption is defined as disturbing behaviours of kids in schools that are always motivated by poor self-esteem, but other variables may also play a role. Similarly, Braine, Kerry, and Pilling (2003) asserted that disturbance in the classroom setting disrupts the regular and expected classroom routine. This explains why a youngster with poor self-esteem often expresses the belief that the only way to be noticed is to engage in heinous behaviour. In conclusion, teachers are in a good position to intervene in children's behaviour in the school setting and have a significant impact on students' classroom behaviour during their formative years (Santrock, 2001).

Punishments and Discipline

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Discipline is the employment of any type of penalty or consequence to deal with employees who break the rules. However, according to Beck and Betz (2002), not all corrective processes involve punishment or penalties. They went on to add that if an employee's frequent absences from work result in a four-day suspension, the individual in suspension will not find the suspension unpleasant since he or she dislikes their job and chooses to stay at home. In this circumstance, the person who was admonished was not suspended. According to Cameron and Thorsborne (2001), punishment is one of the key drivers of conflict in organisations such as schools. They go on to say that when the harshness or intensity of punishment, as well as the morality underlying it, are not lawful, it causes conflict. Some people's opposition to punishment is founded on moral reasons, according to them, with the moral stance being that suffering is bad and should be avoided. Conflict arises as a result of a scenario in which competing forces or powers fight to oppose or overpower one other.

Concept of Academic Performance

Academic performance can be defined as successful achievement or accomplishment in a certain academic area. It may be observed in descriptive interpretation grades, marks, and scores (Hawis & Hawes as cited in Dimbisso, 2009). Academic performance, they said, is related to how students manage their studies and how they manage or accomplish different duties allocated to them by their instructors throughout the course of an academic year or a certain period of time. Academic performance, according to Marian (2013), is defined as students' capacity to learn and retain facts, as well as their ability to transmit knowledge

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vocally or on writing. Poor academic performance, according to Adane (2013), refers to students performing poorly in assessments such as the West African Senior School Certificate Examination (WASSCE) as a result of knowledge acquisition being low and falling short of what is needed to successfully complete lower levels of education and progress to higher levels.

Academic achievement, according to Hersen (2004), should be measured in terms of superior results and behaviours, which are easier to define and monitor than personal characteristics. Academic performance, once again, refers to how well a student completes their task. As a result, academic achievement may be defined as "all of the behaviours or interactions that students engage in while at school" (Jex, 2002, p. 88).

Factors Influencing Academic Performance

Different people have different views on the factors that influence children's academic success. Educationally, it should be noted that effective or predominant schools set high standards for work and success. Students are specifically taught that the school is a learning environment and that all classrooms require dedicated learning. According to Adoom (2007), the main problem facing teachers is the large number of classes. This prevents you from giving anything to improve your student's academic performance in class assignments, assignments, and education scoring.

He went on to say that the teacher's driving style reflected the student's grades at school. Despair due to mistakes made by some students in certain courses prevents them from continuing to master those subjects. This suggests

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that the student who made the most mistakes on a particular topic lost interest in that topic. According to Volkman and Bye (2006), children's academic performance is environmentally sensitive. This means that children who are doing very well at school are more likely to attend a school with a generous atmosphere, proper and learning materials, and qualified teachers. Students in our media-centric culture grew up in stimulating objects such as television, radio, and special effects films, and the technology used by Moore (2005) has made them accustomed to high levels of stimulus on a daily basis. This will improve your understanding of the lesson scenario or experience. This means that many students will find a classroom. The classroom is very exciting, boring and dull, limiting the motivation for learning and achievement. It is known that the nature of human needs also affects academic performance in order to deepen understanding.

Family background and student origin are important factors influencing academic performance and educational success. According to this statement, parents with a stable financial base have the opportunity to influence their children's performance. According to Danesty and Okediran (2002), rowing on the street among students has a significant psychological impact on student performance. He associated this issue with sexual network behaviour and juvenile delinquency behaviour. Both of these occupy a significant portion of a student's school time and negatively impact academic performance and dropouts. Shittu (2004), on the other hand, found that inadequate parenting, coupled with lack of social and economic demands on children, usually leads to poor academic

performance, but effective parenting can improve high academic performance. Insisted that it could be done.

According to Yinusa and Basil (2008), building markets and shopping centres near schools is another factor that hinders or threatens good academic performance. Danesty and Okediran (2002) found that a combination of a strong financial base, a comfortable environment, and a good school environment with good educational support and motivational incentives improves school performance, but without these factors. I agree to reduce student grades. Etsey, Amedahe and Edjah (2005) conducted a survey of 60 urban and rural (31) schools in Ghana with more effective or efficient work monitoring to improve the performance of private schools. It has shown to be superior to public schools. School teachers are the best people to use to encourage active learning because they are qualified and in the best position to do so.

Active learning is about attracting and maintaining student attention so that it is attracted to all classroom activities. Moore (2005) agrees that non-academic and professionally qualified teachers adversely affect the teaching and learning of his subject. Academically and technically competent teachers who work in difficult environments are less engaged and therefore less productive than unskilled teachers who work in suitable environments. Students who are enthusiastic about their studies and extracurricular activities are said to have poor grades at school. According to McCluskey, Bynum, and Patchin (2004), extracurricular activities can interfere with or distract students from their studies, so time should be limited to achieve academic performance. Accordingly, the size

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of the class and the numerical strength of the class have a great impact on the performance of the students in the class.

Effects of Conflicts on Academic Performance

Hocker and Wilmot (1995) posits that conflict is seen by people as a negative force that impedes the success of group and community goals. Organizations can suffer conflicts, which can also help, depending on the nature of the disagreement. Improving the quality of decision-making, increasing participation in conversations, and increasing group cohesion are all positive consequences of conflict. In addition, conflicts can be harmful to an organization, especially if it distracts people from other productive tasks of the organization. Conflicts, on the other hand, can disrupt the group's processes, create numerous interpersonal conflicts, and prevent group members from hesitating or collaborating to achieve organizational goals.

Unresolved disputes tend to develop into larger disputes, and the longer they remain unresolved, the more difficulties accumulate (Knippen & Green, 1999). Similarly, poor cooperation, poor communication, waste, and contagious conflicts are some of the problems that can arise as a result of conflicts (Rahim, 2002). Rahim further stated that substantive disagreements are associated with positive outcomes and promote deeper knowledge of the problem, which leads to better decision-making. First, he argues that groups that admit substantive controversy are more capable of making decisions than groups that do not. The second point is that organizations that report significant discrepancies tend to work better.

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Strategies for Conflict Management in Schools

According to Wayne, Hui, and Miskel (2001), the right approach to resolving or managing disputes between peopleIt is crucial to understand and know the conflict's early warning signs and its root causes. Here are some of the strategies:

1. Collaboration: According to Wheeler (2002), collaboration is a method of conflict management that allows individuals to collaborate and give everyone a chance to win. People who use this approach instinctively seek solutions that help everyone meet their needs and maintain positive connections. Collaboration can also be defined as the process by which a group of individuals work on an activity or project to achieve a common goal. According to Larson and Mildred (2002), collaborative style is defined as very collaborative and energetic behaviour that shows mutually beneficial attitudes in conflict resolution.

2. Whetten and Cameron (2005) also agree with this strategy. This is a "problem-solving technique" that seeks to resolve all concerns of both parties in a way that both sides feel they have won the proceedings. It can be concluded that this technique is used by a group of people who are enthusiastic about achieving their goals but are worried about others.

3. Competitive Style: According to DeVault, Sayard and Yarber (2002), the competitive dispute resolution style is one in which one person or group prioritizes their own interests over the interests of others. As Connie and CFCS (2002) states, do everything with your power to win the debate.

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Olson and DeFrain (2001) also posits that people who use competitive dispute resolution styles are aggressive and uncooperative, focusing on their problems at the expense of others. In other words, those who adopt a competitive style gain power through face-to-face conflicts and make every effort to win without changing their goals and desires in the light of their goals and desires.

4. Uncompromising style: According to Whetten and Cameron (2005), compromise is an attempt to give both sides imperfect joy. That is, both parties get the traditional "half bread ..." and therefore both parties achieve a common goal.

5. Avoidance Style: According to Wayne, et al (2001), the avoidance approach is a method of conflict management from a safe emotional distance. Similarly, emotional separation as part of an avoidance approach makes it difficult to emphasize or wear someone else's shoes. According to Connie and CFCS (2002), one of the most important aspects of using workarounds is to give time and space to the discussion. This is because some people are mood-driven and can make a big difference in their willingness to participate in a short amount of time. In a productive dispute. However, when it comes to avoiding style, as the saying goes, time heals some wounds, the timing is right to decide when a problem will occur or when a dispute will be resolved. It is important. Olson and DeFrain (2001) agree with this claim, stating that the dispute may not last indefinitely, especially if both parties are actively involved in the matter.

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At this point, the party in question may find that the topic of concern in the past is no longer relevant.

6. Accommodation Style: According to Connie and CFCS (2002), accommodation style is defined as giving up one's tastes, needs and desires so that the needs of others are met. Similarly, Olson and DeFrain (2001) argue that people who use adaptable styles tend to put their own interests first and give way to others. This is a loose situation. Individuals or groups of individuals with this mindset feel that maintaining a positive relationship with others is of utmost importance. Whetten and Cameron (2005) agree that the containment method addresses the other party's problems while ignoring itself.

7. They maintain amicable relationships rather than thoroughly assessing the problem and maintaining personal taste, one of the main drawbacks of frequent use of the adaptable approach. We conclude that is a priority. According to Larson and Mildred (2002), adaptive styles include common but non-aggressive behaviours that are selfless and long-term to get people to cooperate or give in to the interests of others. May imply a goal. They explain that hosts are often seen positively by others, but can also be considered weak and obedient.

Empirical Review

Perception of Conflict Among Students and Teachers

In an article published in 2006, Galletti and Wilson conducted a study investigating student and teacher views on conflicts in primary school and how

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they deal with them. Announced. It turns out that teachers and students have an equal view of conflicts and approaches to dealing with interpersonal problems at school. Conflicts were often regarded as a terrible experience. In addition, teachers and students often use a limited range of solutions, most often focusing on known retrospective dispute resolution processes. Conflict resolution by compromise and problem solving was rare. The way students and teachers see conflicts has influenced the way they deal with conflicts. It emphasizes the need to reconsider the importance of conflict as a good force for learning and living in and out of the classroom. The literature plays an important role in discussing the results.

Opoku-Asare, Takyi and Owusu-Mensah (2015) show how interpersonal conflicts affect education and learning at the level of primary education learners and managers, teachers, and children as direct beneficiaries. At 30 public basic schools in 10 counties in the Ashanti Region, the results showed a high prevalence of conflicts between students in combat, bullying, heckling, and other forms of relationships. A tense relationship between teacher and student with arrogant, disciplined and offensive language. And teacher-couple-teacher relationship. Teachers can exclude affected students from educational and learning activities, deny the right to ask and answer questions, and mark class exercises. As a result, students' self-esteem may be reduced, their concentration during class may be reduced, and they may lead to passive participation in learning activities. School refusal and dropout. By strengthening the leadership

process and facilitating peer mediation, districts may be able to improve their education standards by reducing class struggle.

Nkomo, Mavondo, Moyo, Mkwanazi, Chikuse and Onias (2020) posited that conflict is a crucial social structure that occurs in most civilizations when people with different backgrounds live in the same place. Schools must provide a semi-independent environment from other societies and the resulting conflicts must be managed. Independent conflict resolution requires training and skills that are not part of the education and learning curriculum in situations where children are likely to interact with adults. Urban schools are neither urban nor rural, but they are both affected and therefore a fertile land of conflict. The nature and resolution of the conflict can take different forms in urban and rural situations, depending on the tactics observed or used.

Therefore, the survey investigated the position of school teachers in conflict resolution at eight representative schools in the Mberengwa district. The survey sample included eight principals, 32 disciplinary committee members for the school, and 24 junior class practitioners. Both quantitative and qualitative methods were employed in this research. Interviews with the school principal and members of the school's committee for disciplinary matters, which make up the school's leadership team, included focused group discussions and open-question questions. Elementary school teachers received a private questionnaire to collect quantitative data. School principals were chosen using a stratified random sampling procedure, and school principals and members of the school rules were selected by targeted random sampling. In this study, compared to other causes of

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conflict in primary school, lack of communication (100%), fraud (87.5%), lack of resources (100%), role conflict (70.3%), lack of governance (87.5%), And political illness (87.5%) was the main cause.

According to 30 members of the Disciplinary Action Committee (100%) and 24 teachers in urban schools, disagreements between students, teachers and teachers are higher than other types of disputes (92.2%). It was common. Damaged relationships of conflict (100%), causes of discrepancies (100%), impaired education and learning (88%) time consuming (78%), poor performance (78%), causes of stress and hypertension (100%) 100%), and turned attention from important activities (100%). (100 percent). The italicized results show that everyone is equally aware of the conflict. Therefore, it is important to include that discovery in the debate.

Various Sources of Conflicts

According to Ghaffar (2009), conflict is an important and inevitable human event, as relationships can be personal likes and dislikes. Individuals and organizations are at odds with each other because of agreement and disagreement. Conflicts are neither destructive nor constructive, but how you deal with them determines whether the dispute is good or harmful. Schools, like other groups of humans, tend to be in conflict in many ways. Several conflict management methods are used to deal with conflicts. The most vital of these are negotiation, mediation, cooperation, and avoidance. The research is the focus of this present project. This study focuses on the nature of academic discrepancies, their causes, and the strategies used to address and resolve them.

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According to Valente, Lourenco and Nemeth (2020), conflict is also closely associated with people and is an important part of their moral and emotional development. They can be found at any school. Schools are in a conflict-stricken atmosphere and are becoming more important due to the diverse interpersonal relationships in the school environment. Therefore, conflict is an inevitable part of school life and teachers need to be able to handle it effectively.

It is important to be able to deal with and resolve conflicts with skills for effective conflict management and constructive solutions, collaborative alliance formation, and the generation of integrated resolutions. Gratitude and harmony should coexist in the classroom, and disagreements should not disrupt the teaching and learning process. The review of this study emphasizes the importance of building teacher conflict management skills during initial training. Other studies have identified what causes the conflict as the cause of the conflict. However, in my opinion, the two terms are treated differently in this study.

Causes of Conflicts in School

Afful-Broni (2012) first investigated the role of school directors in conflict resolution. In a descriptive survey, researchers used questionnaires, interviews, and observations to collect responses from Winneba high school students about the causes, impacts, and management of conflicts. The principal and her two assistants, five caretakers and five caretakers, ten department heads, thirty trainers, thirty parents and legal guardians, and 70 students are his 173 choices was configured. In this study, he used a mixed technique approach and composed

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most of the results with quantitative data. He analysed the data using frequency and percentage.

According to the survey, "school conflicts arose from neglect of teacher-student needs, threats to student autonomy, and struggles for authority and scarce resources." Despite the fact that conflict delayed development initiatives and created suspicions and conflicts between staff and the community, some disagreements had positive consequences like employee and student awareness. Principals claim and blame staff and children when problems arise by building consensus, meeting key stakeholders when they see the beginning of a conflict, and seeking help from Ghanaian education services and counsellors which they should avoid doing it "(P.69-74). The lack of a summary of some components of the research report, such as analytical and instrument reliability figures, suggests that the conclusions are neither reliable nor real. However, the results were consistent with the results of other extensive and reliable studies. Therefore, it was important to include them in the empirical assessment to support my explanation in Chapter four.

Similarly, Chui (2016) set out to assess the impact of student conflict on academic performance in research. During her August vacation study, she targeted an entire research unit consisting of ongoing practicing teachers with a master's degree in education and administration and a graduation from Mount Kenya University. Two hundred and twenty students were enrolled. The questionnaire was the only tool used in the descriptive design. However, she does

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include both open and closed in the list. This means she used qualitative and quantitative data analysis techniques to collect and analyse the data.

She used descriptive statistics (percentage and frequency) and Pearson's product-moment correlation to show the relationship between school conflicts and school performance in quantitative studies. She analyses topics in qualitative analysis to determine the most important new topics. According to a survey, "Conflict is a known phenomenon in schools and manifests itself in many ways. For example, an incident can be an indicator of an underlying soldering conflict, and in the absence of discipline, it is the basis. It may be a sign of a soldering dispute. If these disputes are not resolved and resolved, they will prevent students and the school as a whole from achieving their educational goals and negatively impact their school performance.

Unresolved Conflicts lead to student absenteeism in classes that affect school performance, conflicts lead to increased teacher absenteeism that affects student performance, and conflicts cause a decline in the quality of education, can fluctuate head teachers, disrupt leadership, and affect student performance. Conflicts create a crisis of student loyalty and registration, conflicts at the individual or school level cause destruction of school buildings, cause educational and learning resources, and conflicts lead to school closures that disrupt the learning calendar. "(P.262-266). Researchers are concerned about this subject, as conflicts can be speculated and threaten academic performance. The results of the study are interesting, but not as specific as stopping them. The study finds it important to set goals and provide compelling data to get stakeholders to take

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action, as threats can have a significant impact on academic performance. I also think that the open-ended item, where respondents can express their opinions, was a decent effort and should have allowed researchers to provide more thorough results.

To support previous studies before, Göksoy and Argon (2016) sought to identify school conflicts, their causes, implications, and responses to conflicts, from a teacher's perspective. The survey was conducted by combining a descriptive survey design with embedded qualitative research techniques. Fifty-seven class and subject teachers from the central district of Bol participated in the 2014-2015 academic year study. They collected research materials and analysed the contents in a semi-structured interview.

According to the study, "teacher and school conflicts are a bad situation that results from difficulties, common grounds and disagreements, tensions, disagreements, lack of communication, and the formation of groups of like-minded disagreements based on idealistic conflicts. " Conflicts are most often caused by a lack of communication, followed by political, personal, organizational and ideological factors. Conflicts have positive and negative psychological, social and organizational consequences. Teachers involved in conflict experience negative emotions such as disappointment, insensitivity, tension, depression and discomfort, dislike employment, have low motivation and morale, form equal groups of individuals and perform poorly. Teachers facing conflict can argue, avoid problems, use violence, or remain inactive. After a thorough review, it was found that the design used was incompatible with the

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method and equipment. With equipment and technology in mind, the design had to be a qualitative grounded theory rather than a quantitative study. However, the cited literature is very important in preparing for this study.

Effects of Conflicts on Academic Performance

Initially, Hotepo, et al (2010) conducted a survey on the impact of organizational conflicts on corporate performance. This study focused on the causes, types, reasons, and tactics for resolving disputes at many service companies in Nigeria with the aim of identifying opportunities to improve individual performance and productivity. This was a descriptive survey design study using questionnaires to collect data from 96 managers of various airlines, carriers and insurance companies in the big cities of Lagos. They analysed the data using frequency and percentage.

Limited resources are one of the main cause of conflict, the study found. Conflicts have positive and negative impacts on an organization, but when properly addressed, positive impacts can be used to drive organizational innovation and promote collaboration between organizations. The investigation was based on empirical evidence and included factors such as causes, consequences, and management techniques. The available results were decisive for the preparation of the literature review of this study. In addition, despite the small sample size, it is thorough enough to generalize the results. Based on this, the study hopes to repeat with a small sample size to confirm the act of generalizing the results if the results are consistent with the results of this study.

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In another study, Bahrassa, Syed, Su, and Lee (2011) studied risk and protection variables for poor academic performance of Asian-American freshmen. Researchers conducted a student survey to determine student proficiency before the first semester of college, and each grade was collected after the first semester.

After adjusting for high school ranks (Studies 1-3) and standardized test scores, more pre-university family conflicts result in lower GPA for the first semester of college, the results found. Psychological distress is associated with both family conflict and GPA, but did not act as an intermediary for the relationship between the two (Studies 2 and 3). The results show that life well-being diminished the negative impacts of family conflict on freshman performance (Study 3). "These results underscore the need to incorporate family factors and mental welfare into the academic success of Asian-American children in the transition from high school to college" (p. 420-424). The analysis of the study was extensive and thorough. Therefore, the result is considered reliable. Therefore, the results are suitable for discussion and generalization.

Nkirote and Marima (2018) used a case study of schools selected in the Kianbu district to explore the impact of marital conflict on the academic performance of children in private and public secondary schools in Kenya. This study used Ericsson's theory, behavioural theory, and Abraham Maslow's theory of desire hierarchy. The descriptive survey design was selected. They collected data using a drop-and-pick questionnaire. They used frequency tables, charts, and graphics to display the data in the table in the appropriate way.

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Most respondents were poorly focused due to parent/guardian disputes, and the majority of respondents said that disputes between their parents' couples affected their academic performance. It is believed that the dispute between the couple had a negative effect on the child's academic performance. Parents or guardians suffering from family problems are suggested to seek advice quickly to minimize adverse effects on their children. "(P. 891-892). Conflict is defined as a marital problem, but the aim of this study is directly related to the study. Therefore, the essay serves as a useful guide for the development of my bachelor thesis. However, my research had some drawbacks that needed to be addressed in order to produce more reliable results. The sample size of 10% of the target population was too small to generalize and no studies supported it.

Brooke, Dimaio, and Miari (2019) investigated the impact of the Israeli-Palestinian conflict on many educational outcomes of Palestinian high school students on the west bank of the Jordan River during the Second Intifada (2000-2006). The study was based on spontaneous generation. "Conflict reduces the likelihood of passing the final exam, overall test score, and college admission by using school differences in the number of conflict-related Palestinian deaths during the school year. Conflicts indicate the timing and type of violent events that students are open to, regardless of the student at the top of the test score distribution. They are investigating numerous transmission mechanisms that can explain our most important findings.

The studies show that both the deterioration of school infrastructure associated with conflict and the deterioration of students' psychological well-

being due to the direct experience of violence play a role. In fact, this study confirms previous findings that conflict adversely affects academic performance, so I had no choice but to include this study in my literature review.

Managing Conflicts in Schools

Initially, Hotepo, et al (2010) conducted a survey on the impact of organizational conflicts on corporate performance. This study focused on the causes, types, reasons, and tactics for resolving disputes at many service companies in Nigeria with the aim of identifying opportunities to improve individual performance and productivity. This was a descriptive survey design study using questionnaires to collect data from 96 managers of various airlines, carriers and insurance firms in the big cities of Lagos. They analysed the data using frequency and percentage.

In addition, despite the small sample size, it is thorough enough to generalize the results. Based on this, the study hopes to repeat with a small sample size to confirm the act of generalizing the results if the results corroborate with the results of this study.

In another study, Bahrassa, Syed, Su, and Lee (2011) studied risk and protection variables for poor academic performance of Asian-American freshmen. Researchers conducted a student survey to determine student proficiency before the first semester of college, and each grade was collected after the first semester.

After adjusting for standardized test scores and high school ranks (Studies 1-3), more pre-university family conflicts result in lower GPA for the first semester of college, the results found. Psychological distress is associated with

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are investigating several transmission mechanisms that can explain our most important findings. Studies show that both the deterioration of school infrastructure associated with conflict and the deterioration of students' psychological well-being due to the direct experience of violence play a role" (p.1511-1533). In fact, this study confirms previous findings that conflict adversely affects academic performance, so I had no choice but to include this study in my literature review.

Chapter Summary

Based on several researchers' assessments of the causes and effects of conflict in Ghana's senior high schools, it is clear that conflict is a canker in our senior high schools, as well as other schools, colleges, and institutions, and that the government and other key stakeholders must take drastic measures to help resolve conflicts in our secondary schools. Conflict in senior high schools, according to the experts, is caused by bad teacher-student relationships, weak school rules and regulations, insufficient resources, and poor food preparation for students.

Conflicts, according to these researchers, have three impacts on students' academic achievement: failure in the final examination, poor performance in internal examinations, and student repetition. According to these experts, if conflict management methods such as accommodating, avoiding, compromising, and other strategies are used, disputes in our senior high schools will be resolved.

CHAPTER THREE

RESEARCH METHODS

Introduction

The research design, the research area, the population, the sample, and the sampling procedure used in the study are all discussed in this chapter. it also emphasises the establishment of instruments for data collection, research ethics, data collection technique, data processing, and analysis.

Research Design

According to Sileyew (2019), a suitable structure for a study is determined by the research design.. The research was a cross-sectional descriptive survey in which teachers and students were polled for their thoughts and ideas. The design is sorted within a quantitative research approach. A descriptive survey is a sort of research design that centers on describing the nature or state of the current situation in great detail (Walliman, 2009). According to Orodho (2005), a descriptive survey collects data at a given moment in time with the goal of establishing the benchmarks against which current conditions may be measured and discovered the links between specific occurrences. According to Amedahe (2002), descriptive research entails not only the precise description of actions, items, people, and processes, but the interpretation and description of the relationship between variables.

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The design was ideal for this study since it allowed the investigator to gather not only quantitative demographic data on student conflict, but more importantly the quantitative data on students' and teachers' perspectives on conflict and its impact on academic achievement. Furthermore, the descriptive survey was selected as the most appropriate method for conducting this research because it involves recording, describing, analysing, and explaining existing conditions, and the information gathered from it can be meaningful in diagnosing a problem. The descriptive survey was once again selected as the best method for doing this research since it deals with issues as they are now (Creswell, 2012; Ampofo, 2020).

The design was considered ideal for the development of the present study due to its benefits, according to Bhasin (2019). First, Bhasin stated that descriptive survey data is helpful in making major decisions since the data is generally gathered from a big sample. As a consequence, it is self-evident that statistical data may be gathered and analysed to get the required outcomes. Various descriptive research approaches, including surveys, observation, and study, may be used to acquire a variety of data. These research approaches produce a wide range of data that may be analysed to solve a research topic. Bhasin further mentioned that descriptive surveys have an advantage over other research designs in that they are less expensive and quicker to perform. It is not necessary for the researcher to have a large area dedicated only to research. Both quantitative and qualitative data may be obtained via descriptive research. The variety of data available enables for a thorough comprehension of the study's

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topic. Finally, he says that the concept can be implemented in real-life scenarios. There is no necessity that the study be conducted in a specific place.

However, there are several limits to the descriptive survey that must be understood in order to justify its use. As a result, descriptive research approaches are ineffective in establishing cause-and-effect correlations (Bhasin, 2019). However, descriptive survey was employed because the researcher was focused on the perceived effects of conflicts on students' academic performance.

Study Area

The Atebubu-Amanten District includes Atebubu as its administrative headquarters, is one of the 27 districts of the Brong–Ahafo Region. The 2010 Population and Housing Census informs that "the population of Atebubu-Amanten municipality is 105,938, accounting for 4.6 per cent of the total population region. Males make up 50.7 per cent of the population, while females make up 49.3 percent. Rural areas account for around 53% of the population. The sex ratio in the district is 102.7. The overall age dependence ratio of the district is 89.4, with men having a greater age dependency ratio (91.0) than females (87.9). Also 55.7 per cent of the population aged 11 and above is literate, while 44.3 percent is illiterate. About 58 percent indicated they could write and read in both English and Ghanaian, while 35.5 said they could only read and write in English. Again, 37.4 per cent of the population of the district aged 3 and up has never enrolled in school, 41.6 per cent is presently enrolled, and 21.1 per cent has previously attended" (Ghana Statistical Service, 2014, p. x-xi, 1). The research was carried out at the Atebubu-Amantin municipality's three Senior High Schools.

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Atebubu Senior High School, Amantin Senior High School, and New Krokompe

Community Senior High School.
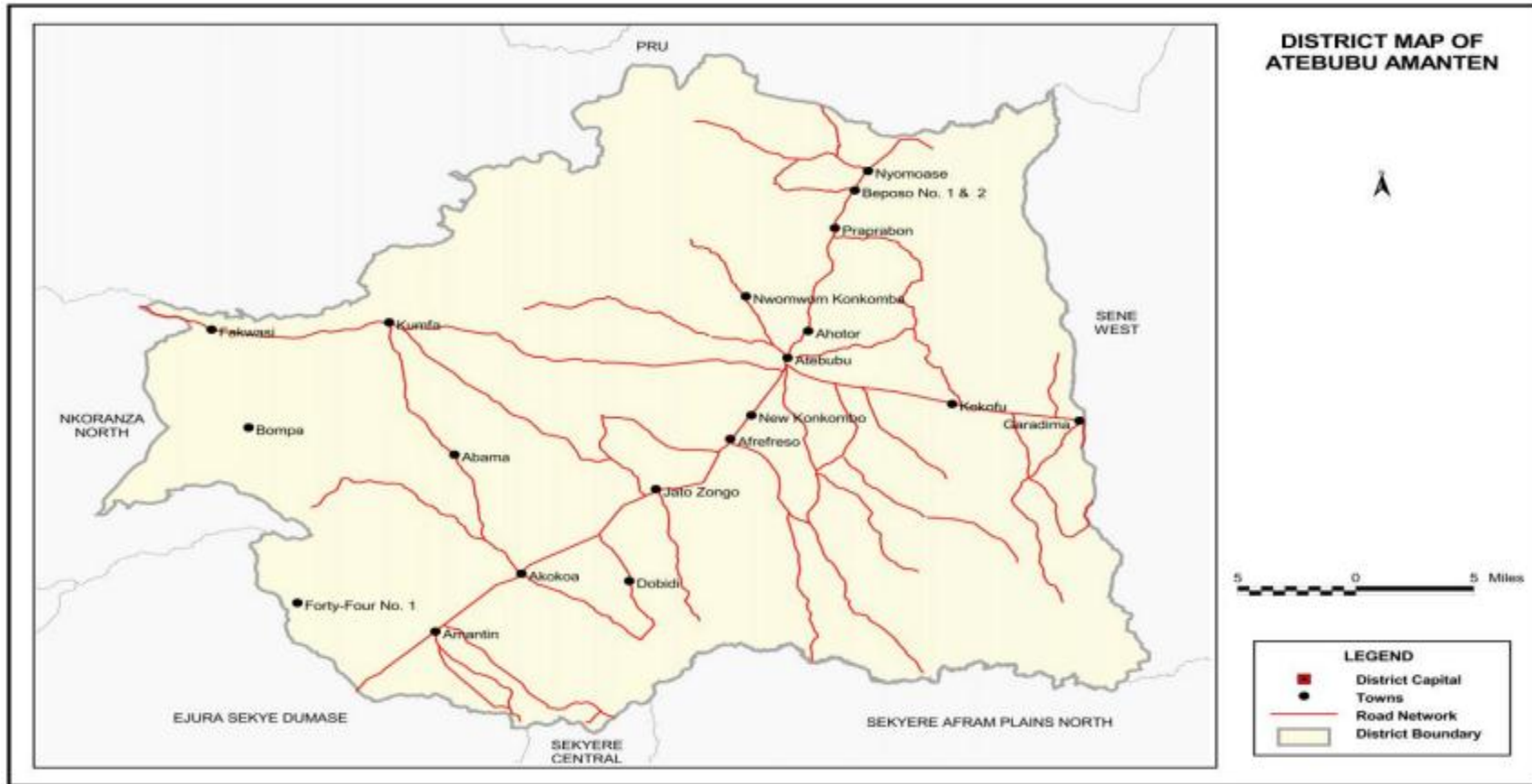
Figure 1: *District Map of Atebubu-Amantin Municipality*

Source: Ghana   Statistical   Service   (2014)

Population

Rafeedalie (2021) proposed that population may be defined as a complete collection of people, organisations, things, and so on that have a common trait that the researcher is interested in. The study population was SHS students and teachers in Ghana. The target population was SHS students and teachers in the Atebubu-Amantin municipality in Bono East Region. There were 190 SHS teachers and 2,172 SHS students from three public SHSs were the population for the study. All the teachers and the students in the three SHSs (Atebubu Senior High School, Amantin Senior High School, and New Krokompe Community Senior High School) were used as the population that is accessible. According to the Bono Region's District Education Office, the population of teachers and students at the three Senior High Schools is 190 and 2,172, respectively (EMIS, Atebubu-Amantin Education Directorate, 2021).

Sample and Sampling Procedures

The process of picking units from a population under study in order to derive a generalised conclusion from the sample is referred to as sampling (Trochim, 2006). Based on the sample size determination table created by Krejcie and Morgan (1970), it is recommended that a population of 190 and 2172 should have a sample of 127 and 325 respectively. Therefore, the researcher selected 127 teachers and 325 students for the study. The proportionate stratified sampling technique was employed to select both students and teachers from the three schools. This was owing to the three schools' unique enrollment of teachers and students. The schools were utilised as strata in the proportionate stratified sample

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approach, therefore there were three strata. The respondents were then chosen using simple random selection in each stratum. According to Badu (2010), simple random sampling is a strategy for sampling where each member of the sample size has an equal probability of being picked. Stratified random sampling is a form of simple random sampling where the population is separated into relatively homogeneous groups known as strata, and afterwards a simple random sampling is employed to choose people from each stratum (Ampofo, 2020). Simple random sample is meant to accurately reflect a group. Choosing a sample from a bigger population is considered a fair strategy since all members of the population has an equal chance of being picked.

The lottery technique was employed to choose the teachers and students: pieces of paper equalling the number of teachers and students were utilised. This was done in two halves, one for teachers only and one for students only. 'YES' was written on 127 and 325 pieces of paper, respectively, while 'NO' was likewise written on the remaining pieces of paper, totalling 190 and 2,172. In the case of the students, the selection was done in batches (based on school) due to their number. This is the total of the three schools' separate sampling exercises. For fairness, all of the pieces of paper were placed in a separate open container and mingled together. Each teacher and student were given an opportunity to select a piece of paper from the school's container. This process was continued until each teacher and student had an opportunity to select items from the container. Following that, all those who picked 'YES' were chosen for the research. The sample size was calculated using the number of teachers and students chosen in

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each stratum: n=127 teachers and n=325 students. Table 1 shows a summary of the sample details.

Table 1: Teachers and Students Distribution

School	Teachers		Students	
	Pop. (N)	Sample (n)	Pop. (N)	Sample (n)
Atebubu SHS	73	49	937	140
Amantin SHS	61	41	710	106
New Konkrompe CSHS	56	37	525	79
Total	190	127	2172	325

Source: Field Survey (2021)

Data Collection Instruments

Questionnaire was administered to collect data from the respondents. Two separate questionnaires were developed from the literature. One for the teachers and another for the students (See Appendix A & B). The questionnaire was a close-ended structured type having Four-point Likert scales ranging from Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), or Strongly Disagree (SD = 1). Both teachers' and students' questionnaires have two sections (A & B). Respondents' bio data (gender, age range, academic degree, and number of years of teaching experience) were elicited in Section A, while Section B contained 40 and 30 close-ended items on the study's five topics, respectively. According to Sidhu (2003), questionnaire produces and disseminates an obtain replies to a particular objective in a specified area. It was, therefore, appropriate to be used for data collection in the present study.

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The section B items were on a four-point Likert scale for realistic portrayal, with respondents ticking the appropriate cell whether they Strongly Agree (SA),

Agree (A), Disagree (D), or Strongly Disagree (SD) (SA). The Likert scale is seen as a tool that supports respondents in detecting the degree of agreement and how they feel about an issue with a variety of statements. It is the most popular instrument since it is simple to construct, administer, and score (Bryman, 2008).

Validity and Reliability of Instruments

Validity is defined as the correctness of interpretations and applications of instrument (Ntiko, 2001). Before data was gathered, my supervisor vetted the items on both teachers' and students' questionnaires for approval. This expert judgement validation on the suitability of each item and overall coverage of domains was carried out to guarantee face and content validity. The capacity of an instrument to demonstrate proper coverage of a topic is known as content validity, whilst the appropriateness of reducing the clunky nature of the questionnaires' presentation on hard copy is known as face validity. I also received feedback from colleagues regarding misunderstandings and misinterpretations of questionnaire items. This was verified prior to pre-testing.

The ability of a tool to consistently provide the same result when used is referred to as "reliability". (Ampofo, 2019). The questionnaires were pre-tested using 18 teachers and 30 students from Prang Senior High School, which has samilar socio-demographic as the three SHS under investigation, confirmed their reliability. After two weeks, they were given the same questions. To ensure

internal consistency, I calculated the Cronbach Alpha reliability co-efficient for both surveys. The teachers' questionnaire had a Cronbach Alpha coefficient of 0.982, whereas the questionnaire for students had a Cronbach Alpha coefficient of 0.986. Fraenkel, Wallen, and Hynn (2012) asserted that a reliability coefficient greater than or equal to 0.60 is appropriate to warrant good internal consistency.

Data Collection Procedure

I sought permission before beginning with data collection. Before any data was gathered, I secured letter of introduction and ethical clearance from the Department of Business and Social Science Education (DOBSSE), Faculty of Humanities and Social Sciences and the UCC Institutional Review Board (IRB) respectively. I visited the three schools upon permissions, initially from the District Education Office and subsquently from the headmasters of the individual schools engaged in the research. I requested authorisation from the headmasters of the schools to seek their consent as well as access to the school, students, and other materials that facilitated my research.

The headmaster of each school convened a meeting with students and teachers in turn, informing them of the study's objective and requesting their assistance. The location, time, goal, and how to complete the surveys were all explained to the respondents. The respondents were also assured of their identity and secrecy. Because the survey was conducted exclusively for academic purposes, all respondents were not identified by their names, but rather by codes when the results were disseminated. This was done to keep the issue of data collecting anonymity in mind. Because the respondents' anonymity and privacy

were guaranteed, any information or data supplied by them was kept private. Confidentiality is essential in research because it provides respondents the confidence to answer and share even the drawbacks or problems they face in the workplace. The respondents' participation and involvement in the study was entirely voluntary, and they were not subjected to any type of danger, coercion, or inducement in the form of any kind of money or other incentive. In addition, the researcher provided complete assurances for all reference materials used in the study.

To prevent delays and discrepancies in questionnaire administration, I administered the questions to the respondents personally. Instead of 127 and 325, I distributed 140 surveys to teachers and 358 questions to students. This was due to the fact that I noticed 10% attrition on both surveys, which required between 95 and 100 percent responses.

Ethical Consideration

Creswell (2008) advises researchers to request or acquire permission from the authorities in charge of the location to accessing data for the study when conducting research. In this study, the researcher discusses with the heads of the selected schools who, how, and when data would be collected from students and teachers. When access was given, other ethical issues were discussed with the respondents of the study.

It was crucial to obtain the informed consent of the study's target respondents after obtaining approval from the responsible parties for the schools. In order to comply with the ethical requirement of informed consent, respondents

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must be given all the information they might possibly need to make an informed decision about whether or not to engage in the research (Makore-Rukuni, 2001). The respondents have the right to refuse to take part at any point or to leave the study altogether (Tuckman, 1994). The researcher in this study explained the study's objectives to a group of chosen respondents. The decision to engage in the study or not was left up to the respondents.

Confidentiality was the next subject discussed as an ethical issue. According to Babbie & Mouton (2001), confidentiality refers to the researcher's moral duty to keep the respondent's name and comments private. The researcher in this study makes sure that the data is not distributed to any other users. The data were utilized for the investigation. The topic of anonymity was discussed as the next ethical concern. The "right to privacy" of the respondents was protected by using anonymity. Therefore, when the researcher or another individual cannot identify the respondents from the information provided, the respondent was considered anonymous (Cohen et al., 2007). By not requesting that participants put their identities on the questionnaires or mention their study centers or names during the interview, anonymity was accomplished in this study. Additionally, rather than using names to identify individuals in this study, alphabets were used instead. Data were grouped rather than providing individual responses to ensure anonymity.

Data Processing and Analysis

Data analysis techniques provided facts and numbers that made it possible to explain the results and draw conclusions from the results of the study. All

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survey points were coded. Items were rated on a 4-point Likert scale, with 4 being the highest and 1 being the lowest. The answers to the questionnaire were edited to be clear, easy to read, relevant and acceptable. The coded items were computed using the Social Science Statistics Package (SPSS) version 25.0 software. Data from respondents' biography was analysed using simple percentages and frequencies. The data for Survey Questions 1, 2, 3, 4, and 5 were analysed with mean and standard deviation.

Items were created and measured on a four-point Likert scale with 1- strongly disagree, 2- disagree, 3- agree, and 4- strongly agree, where 1 represents the least agreement to the statement and 4 indicating the strongest agreement. Means and standard deviations were used to study the responses of respondents. $4+3+2+14 = 104 = 2.50$) show that the majority of respondents agreed with the statement, whereas a mean value below 2.50 indicates that the majority of respondents disagreed with the assertion. The same baseline was employed for the subsequent analysis of research questions 2, 3, 4, and 5. This is due to the fact that the items used to answer these study questions were created and measured on a four-point Likert scale, with 1- strongly disagree, 2- disagree, 3- agree, and 4- strongly agree as the options.

Chapter Summary

This survey includes 127 teachers and 325 students from three high schools and uses a descriptive survey design and a quantitative approach were employeded to examine the perceived impacts of school conflicts on high school student academic performance. This chapter discusses the research methods used

to achieve the general purpose of the research. It was decided to carry out research design, research area, sampling methods, population, data collection tools and their validation, research ethics, data collection processes, data processing and analysis. As already mentioned, this research requires a descriptive study design using quantitative methods.

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CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the study's findings and discussion in relation to the five research themes. There are two primary sections: respondents' background information and analysis and discussion of study issues. Tables 2–7 contain the demographic information of teachers and students in the first section: background information of respondents.

Background Information of Respondents

This section presents the demographic data of the participants (teachers and students). The demographic data includes gender, academic qualifications, age, and teachers' years of teaching experience and gender and age of students. The demographic data of teachers is presented in Tables 2 and 3.

Table 2: Demographic Data of Teachers   *n=127*

Variable	Category	Frequency	Percentage (%)
Gender	Male	86	68
	Female	41	32
Age Range	26-30	17	13
	31-35	26	21
	36-40	47	37
	Above 40	37	29
Academic Qualification	Bachelor's degree	112	88
	Master's degree	15	12
Years of Teaching	1-5	5	04
Experience	6-10	8	06

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11-15	10	08
16-20	28	22
Above 20	76	60

Source: Field survey, (2021)

Table 2 revealed that there were (n=86, 68%) male teachers who were more than their female counterparts (n=41, 32%). It can be noticed that there were more male teachers for the study. Also, the table indicates that the majority of the teachers in the research (n=47, 37%) were between the ages of 36 and 40. This was followed by teachers over the age of 40 (n=37, 29%). Finally, a minority of the sampled teachers (n=17, 13%) were between the ages of 26 and 30. As a result, it can be inferred that the majority of the teachers sampled for the study were over 35 years old.

From Table 2, it is realised that the majority of SHS teachers in the municipality (n=112, 88%) had a bachelor's degree, with only a handful (n=15, 12%) holding a master's degree. None of the teachers was found to have a diploma or an HND qualification. It is reasonable to assume that a SHS teacher in the Atebubu-Amantin municipality holds a bachelor's or master's degree. Finally, the table shows that the majority of the teachers in the research (n=76, 60%) had been teaching for more than 20 years. It is followed by (n=28, 22%) of the teachers with 16 to 20 years of experience. Finally, just a small percentage of the sampled teachers (n=5, 04%) had taught for one to five years. As a result, it may be assumed that the majority of the teachers sampled for the study had been in the classroom for more than 15 years.

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Table 3: Demographic Data of Students

Variable	Category	Frequency	Percentage (%)
Gender	Male	182	56
	Female	143	44
Age Range	12-14	25	08
	15-17	205	63
	18-20	55	17
	Above 20	40	12

Source: Field survey, (2021)   n=325

Table 3 shows that there were more male students (n=182, 56.0 percent) than female students (n=143, 44%) among the 325 students. Male students were sampled in greater numbers for the research, as can be shown. From Table 3, it can also be seen that most of the students sampled for the study were aged between 15 years to 17 years (n=205, 63%). This was followed by (n=55, 17%) who were aged between 18 years to 20 years. Finally, few (n=25, 08%) of the sampled students were aged between 12 years to 14 years. It can, therefore, be inferred that most of the students sampled for the study were aged above 14 years.

The demographic characteristics of the teachers and students are important in the current study since they can influence the extent to which they (teachers and students) would reason or think through the questions before they provide answers to the questions especially their ages.

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Main Results

Research question 1: What perceptions do students have on conflict among students and teachers at the senior high school level?

The goal of this study was to examine students' views of school conflict between students and teachers. Teachers and students were each given some items to elicit feedback on. The researcher believes that both teachers and students have a solid understanding of students' perceptions of student-teacher conflict, thus teachers and students were given specific questions to answer. Table 4 summarise the responses to research question 1.

Table 4: Perception about Conflict

SN	Statement	Teachers		Students	
		Mean	SD	Mean	SD
1	Conflict is inevitable in an organization and nothing can be done about it.	3.67	0.550		
2	Conflict is like a problem; we have to find the causes and take steps to find solutions.	3.71	0.631	3.68	0.540
3	In a conflict situation both the parties have to give up something in order to reach a solution.	3.72	0.470	3.54	0.659
4	It is better to give concessions to the opposite party to win its confidence.	2.80	1.120	3.23	0.728
5	The best way to deal with conflict is to withdraw from the scene for some	2.19	0.774	2.43	0.823

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time.

6	In a conflict situation, a party should leave to avert unpleasantness.	2.38	0.872	3.05	0.695
7	Compromise is the best strategy of managing a conflict.	3.72	0.483	3.80	0.430
	Mean of means/SD of Sds	3.06	0.694	3.35	0.625

Source: Field survey, (2021)

Table 4 shows that the majority of teachers (M=3.72, SD=.470) agreed with the statement. In a conflict situation both the parties have to give up something in order to reach a solution. Most of the teachers (M=3.72, SD=.483) agreed that compromise is the best strategy of managing a conflict. With (M=3.71, SD=.631), the majority of teachers agreed with the statement, Conflict is like a problem; we have to find the causes and take action to find solutions. Finally, with (M=2.80, SD=1.120), the majority of teachers agreed with the statement. It is better to give concessions to the opposing party to win its confidence.

Yet, the majority of the teachers (M=2.19, SD=.774) disagreed with the statement, the best way to deal with conflict is to stay away from the scene for some time. Also, the majority of the teachers (M=2.38, SD=.872) disagreed to that in a conflict situation, a party should leave to prevent unpleasantness. According to Table 10, the majority of teachers (Mean of Means=3.06, SD of SDs=.694) agreed that teachers perceive prevalence of conflicts among students and teachers in schools.

It is again showing in Table 4 that the majority of students (M = 3.80, SD = .430) agreed with the statement that "compromise is the best way to deal with

disagreements. The majority of students (M = 3.73, SD = .502) agreed that avoiding conflicts was the best way to go. The majority of students say, Conflict is like a problem. You need to find out why and take action to find a solution (M = 3.68, SD = .540). After all, the majority of students were of the view that in the event of a conflict, one should leave to avoid a disaster (M = 3.05, SD = .695).

Nevertheless, the majority of students (M = 2.43, SD = .823) the most appropriate way to tackle disagreements is to withdraw for a while. As you can see from Table 11, of the students' The majority agreed (average = 3.35, SD = 0.625) and the controversy between teachers and students is widespread in schools. As shown in Table 4 both teachers and students report a high incidence of teacher-student conflicts at school. The findings show that teachers and students have similar views on conflicts and skills as dealing with interpersonal difficulties in school, and conflicts are often perceived as a negative experience as it supports the findings of Wilson (2006).

The findings support Opoku-Asare, et al (2015) who revealed that student quarrels, hecklers, bullying and other forms of relationship conflicts are very prevalent. A tense relationship between teacher and student with arrogant, disciplined and offensive language. Likewise, the findings on teacher-couple-teacher relationship support Nkomo, et al. (2020) that dispute occurs between students, students, teachers and teachers between 30 members (100%) and 24 trainers of the disciplinary action committee. It was more common than other types of conflict.

Research question 2: What are the various sources of conflicts experienced by senior high school students?

The purpose was to look at the many types of disputes that students in senior high schools (SHS) face. Both teachers and students were given five items apiece to elicit comments. The researcher believes that both teachers and students had a strong awareness of the many origins of conflicts faced by SHS students, thus teachers and students were given certain questions related to this purpose. The summary is presented in Table 5.

Table 5: Various Sources of Conflict

SN	Statement	Teachers		Students	
		Mean	SD	Mean	SD
8	Substance abuse	3.27	0.718	2.83	0.821
9	Discipline crisis	3.18	0.597	3.60	0.573
10	Leadership approach in the school	3.66	0.567	2.91	0.804
11	Relationship between students and among other stakeholders	2.94	0.932	2.42	0.968
12	Ideological problem from influence of home environment and social-economic backgrounds of students	2.91	0.713	2.99	0.842

Source: Field survey, (2021)

Table 5 indicates that the majority of teachers (M=3.66, SD=.567) agreed with the statement, leadership approach in the school. The majority of teachers (M=3.27, SD=.718) agreed with the statement "Substance abuse. With (M=3.18,

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SD=.597), the majority of teachers agreed with the statement. discipline Crisis. Following that, the majority of respondents (M=2.94, SD=.932) agreed with the statement, relationship between students and among other stakeholders. Finally, with (M=2.91, SD=.713), the majority of teachers supported the statement, ideological difficulty from effect of family environment and social-economic backgrounds of children. According to Table 5, the majority of teachers (Mean of Means=3.19, SD of SDs=.705) agreed that various sources of conflicts include substance abuse, discipline crisis, leadership approach in the school, relationship between learners and among other stakeholders, and ideological problem resulting from influence of environment of their homes and students' socio-economic backgrounds.

It can also be seen in Table 5 that the majority of the students agreed with the statement, discipline crisis (M=3.60, SD=.573). The majority of students (M=2.99, SD=.842) agreed to the statement 'Ideological difficulty from effect of home environment and social-economic backgrounds of students. With (M=2.91, SD=.804), the majority of the students agreed with the statement "Leadership approach at the school. Finally, the majority of students (M=2.83, SD=.821) agreed with the statement "Substance misuse. However, with (M=2.42, SD=.968), the majority of the learners disagreed with the statement, Relationship between students and among other stakeholders.

According to Table 5, the majority of the students (Mean of Means=2.95, SD of SDs=.802) agreed that various sources of conflicts include substance abuse, discipline crisis, leadership approach in the school, and ideological problem

resulting from influence of home environment and students' socioeconomic backgrounds. The Table show that both teachers and students believe that many sources of conflict include drug misuse, discipline crises, leadership approaches in the school, and ideological problems resulting from the influence of students' home environments and socioeconomic backgrounds.

The finding is in line with Lourenco, and Nemeth's (2020) assertion that conflict is a normal part of school life, and teachers must be able to manage it effectively. They recognise a wide spectrum of school conflicts and explain the main causes in the classroom and in teacher-student interactions. As a result, they stated that harmony and appreciation should coexist, and that disagreement should not hinder the teaching and learning process. The finding, on the other hand, disputes are neither productive nor disruptive, according to Ghaffar (2009), but how they are managed determines whether they are good or destructive. The next section focuses on research question three.

Research question 3 What are the causes of conflicts in Senior High Schools in the Atebubu-Amantin municipality?

A goal of this study was to explore the causes of conflicts. Teachers and students were each given some items to elicit feedback on. The researcher believes that both teachers and students have a solid understanding of causes of conflicts, thus teachers and students were given specific questions to answer. Table 6 gives the summary responses to answer research question 3.

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Table 6: Causes of Conflict

SN	Statement	Teachers		Students	
		Mean	SD	Mean	SD
13	Theft	3.64	0.586	3.46	0.700
14	Absenteeism	2.85	1.016		
15	Use of Corporal Punishment	3.59	0.568	3.57	0.684
16	Abusive language	3.01	0.649	3.59	0.540
17	Collection of unauthorized monies	3.06	0.852	3.10	0.558
18	Maltreatment by seniors	2.50	1.090	3.10	0.829
19	Preparation of lesson notes	3.31	0.878		
20	Autocratic rule	3.25	0.845		
21	Poor accountability	3.46	0.602	3.28	0.539

Source: Field survey, (2021)

From Table 6 the majority of the teachers (M=3.64, SD=.586) agreed that theft may cause conflict in schools. This was followed by most of the teachers (M=3.59, SD=.568) agreed that use of corporal punishment" causes conflict in schools. With (M=3.46, SD=.602), the majority of the teachers agreed with the statement "Poor accountability. Also, most of the teachers supported the statement, Autocratic rule with (M=3.25, SD=.845). With (M=2.85, SD=1.016) said that conflict can be caused by absenteeism. Finally, with (M=2.50, SD=1.090), the majority of teachers agreed with the statement, Maltreatment by seniors. It can, therefore, be noticed from Table 6 that the majority of teachers (Mean of Means=3.19, SD of SDs=.787) agreed that conflicts in schools are cause by theft, absenteeism, use of corporal punishment, abusive language, collection of

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unauthorized monies, maltreatment by seniors, preparation of lesson notes, autocratic rule, and poor accountability.

In Table 6, the majority of students (M = 3.59, SD = .540) agreed that abusive language could cause conflict in school. After that, most students (M = 3.57, SD = .684) agreed that the use of corporal punishment, would cause conflict at school. At (M = 3.46, SD = .700), the majority of the students agreed to the theft statement. Most students also agreed with the statement that they were insufficiently accountable (M = 3.28, SD = .539). Students (M = 3.10, SD = .558) have shown that raising unauthorized funds can lead to conflicts. Finally, at (M = 3.10, SD = .829), the majority of the students agreed with the statement abuse by the elderly. Therefore, from Table 13, for the majority of students (mean = 3.35, SD = 0.642), school disputes are abusive language, corporal punishment, theft, lack of accountability, unauthorized fund debt collection.

The findings support the findings of Afful-Broni (2012), that school conflicts arose from neglect of teacher-student needs, threats to student autonomy, and the struggle for authority and limited resources. Similarly, the results found that school disputes were widespread events that manifested themselves in a variety of forms, including cases of discipline, disobedience, criminal activity, wasted time, school refusal, verbal or physical disability. Similarly, Göksoy and Argon (2016) revealed that differences, tensions, discrepancies, lack of communication, and idealistic conflicts are all factors that cause conflicts.

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Research question 4: What are the effects of conflict on students' academic performance in Senior High schools in the Atebubu-Amantin municipality?

A goal of this study was to examine the effects of conflict on students' academic performance. Teachers and students were each given some items to elicit feedback on. The researcher believes that both teachers and students have a solid understanding of effects of conflict on students' academic performance, thus teachers and students were given specific questions to answer. Table 7 give summary the responses to answer research question 4.

Table 7: Teachers' and Students' Perceived Effects of Conflict on Student's Academic Performance

SN	Statement	Teachers		Students	
		Mean	SD	Mean	SD
22	Conflict when unresolved leads to students' absenteeism in class which affects academic performance	3.81	0.393	3.80	0.398
23	Conflict causes higher teachers' absenteeism which affects performance of students or students	3.75	0.454	3.50	0.622
24	Conflict causes poor quality of education	3.54	0.500	3.48	0.591
25	Conflicts can cause principals or head teachers turnovers, leading to leadership disruption which interfere with students' academic performance	3.32	0.628	3.31	0.608
26	Conflicts causes students' retention and enrolment crisis affecting performance	3.47	0.640	3.15	0.868
27	Conflict at individual or school level causes destruction of schools' properties, teaching and learning materials	3.52	0.688	3.63	0.622
28	Conflict causes school closure which interferes with learning calendars	3.88	0.324	3.50	0.683
29	It brings about lack of cooperation between teachers and students	2.84	0.971		
30	It brings about poor productivity and performance	3.26	0.737		

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Mean of means/SD of Sds			
3.49	0.593	3.48	0.627

Source: Field survey, (2021)

As shown in Table 7, the majority of the teachers (M=3.88, SD=.324) agreed with the statement Conflict causes school closure which interferes with learning calendars. This was followed by most of the teachers (M=3.81, SD=.393) agreed with the statement Conflict when unresolved leads to students' absenteeism in class which affects academic performance. With (M=3.75, SD=.454), the majority of the teachers agreed with the statement, conflict causes higher teachers' absenteeism which affects performance of students.

Furthermore, most of the teachers agreed to the statement Conflict causes poor quality of education with (M=3.54, SD=.500). With (M=3.47, SD=.0640) agreed with the statement conflicts cause students' retention and enrolment crisis affecting performance. Finally, with (M=2.84, SD=.971), the majority of the teachers agreed with the statement. It brings about lack of cooperation among teachers and students. It can, therefore, be noticed from Table 7 that majority of teachers (Mean of Means=3.49, SD of SDs=.593) agreed that conflicts cause poor academic performance among students. It can be seen that the effects of conflicts as postulated by most teachers include absenteeism, poor quality of education, leadership disruption, students' retention and enrolment crisis, destruction of schools' properties, teaching and learning materials, school closure, and lack of cooperation between teachers and students. These effects at a long round cause poor academic performance.

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Again, it can be seen from Table 7 that the majority of students (M = 3.80, SD = .398) agree with the statement that "unresolved conflicts lead to student-student absenteeism and affects school performance.". Most students (M = 3.63, SD =, 622) then agreed with the statement that "conflicts at the individual or school level causes destruction of school property, teaching materials and learning materials. In the case of (M = 3.50, SD = .622), the majority of the students agreed with the statement that conflicts increase teacher absenteeism and affects student performance.

In addition, most students agreed with the statement that schools will be closed due to conflict and the learning calendar will be confused (M = 3.50, SD = 0.683). Again, most students agreed with the statement that conflict causes a reduction in the quality of education (M = 3.48, SD = .0591). Ultimately, the majority of the students supported the statement that conflicts lead to effective retention and registration crises among school children or students (M = 3.15, SD = .848). Therefore, Table 15 shows that the majority of the students (mean = 3.48, SD = 0.627) agreed that the conflict would lead to bad academic performance of the students. As most teachers suggest, the effects of conflict include absenteeism, poor education, disruption of leadership, student loyalty and admission threats, and school closures. These long-term effects lead to poor academic performance. From Table 7, it can be concluded that school conflicts have a negative effect on school performance, especially student academics.

Bahrassa et al (2011) found that after modifying standardized test scores and high school grades, the more pre-university family conflicts, the lower the

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college GPA is in agreement to the present finding. Similarly, Nokiat and Marima (2018) cited the majority of respondents that marital controversy between parents affected school performance. However, according to Hotepo, et al (2010), conflict creates limited resources and has both negative and positive impacts on the organization.

Research question 5: What conflict management strategies can be put in place to address conflicts in Senior High Schools in the municipality?

The objective of this study was to see conflict management strategies. Teachers and students were each given a set of items to get feedback on. Teachers and students were given particular questions to respond because the researcher believes that both teachers and students have a good awareness of the consequences of strategies for conflict management. Table 8 summarise the replies to research question number five.

Table 8: Conflicts Management Strategies

SN	Statement	Teachers		Students	
		Mean	SD	Mean	SD
31	There was negotiation so that, a compromise can be reached	3.71	0.506	3.92	0.267
32	To try to satisfy their expectations	2.12	1.110		
33	To be firm in pursuing the side of the issue	2.83	1.047	3.57	0.587
34	To attempt to avoid being "put on the spot" and try to keep a conflict with them to oneself	2.82	1.178		
35	To hold on to the solution to the problem	2.85	0.855	3.18	0.756
36	To accommodate their wishes and move on	3.65	0.542	3.37	0.757
37	To try to keep a disagreement with them to oneself in order to avoid hard feelings	3.11	0.838		

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Mean of means/SD of Sds				
	3.04	0.821	3.44	0.593

Source: Field survey, (2021)

The majority of teachers (M=3.71, SD=.506) agreed with the statement "There was negotiation so that, a compromise can be reached, as indicated in Table 16. Most teachers (M=3.65, SD=.542) agreed with the statement to accommodate their wishes and move on. The majority of the teachers agreed with the statement, to try to investigate the issue in conflict so as to find a solution acceptable to them (M=3.26, SD=.491). Furthermore, with (M=3.11, SD=.838), the majority of the teachers supported the statement, to try to keep a disagreement with them to oneself in order to avoid hard feelings. Finally, the majority of teachers agreed with the statement to attempt to avoid being put on the spot and try to keep a conflict with them to oneself (M=2.82, SD=1.178).

However, with (M=2.12, SD=1.110), the statement, to try to satisfy their expectations was disagreed upon by most teachers. Table 8 shows that the majority of the teachers (Mean of Means=3.04, SD of SDs=.821) believed that conflicts can be resolved through negotiation, accommodation, investigate issue in conflict and find acceptable solution, holding disagreement to avoid hard feelings, avoid being put on the spot, firm in pursuing the side of the issue, and holding on to the solution to the problem.

Also, Table 8 shows that the majority of the students (M = 3.92, SD = .267) agreed with the statement that negotiations were made to reach a compromise. Most students (M = 3.57, SD = .587) agreed with the statement consistently follow aspects of the topic. The majority of the students agreed with

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the statement fulfil your wishes and continue (M = 3.37, SD = .757). In addition, the majority of students (M = 3.18, SD = .756) agreed with the statement that they retain the solution to the problem. Finally, the majority of students agreed with the statement, investigate conflicting questions to find a resolution that is acceptable to them (M = 3.15, SD = .599).

Table 8 again revealed that the majority of students (mean = 3.44, SD = 0.593) can resolve disputes through negotiation, adaptation, dispute investigation, and finding acceptable solutions, and aspects of the problem. The results are consistent with Ramani and Zhimin (2010), who showed that most students facing personal problems choose constructive methods to solve them. They found that effective communication was important to analyze and identify the main reasons of conflict in public schools. Similarly, Muraa, Bonsignorea, and Diamantinia (2010) suggest in their findings that students with the most positive views on classmates are also more likely to use constructive dispute resolution methods.

Finally, Shanka and Thuo (2017) discovered that the principal needed to identify the cause of the conflict and provide a platform for staff to make their concerns known. They also hypothesized that executives need to develop leadership skills, be inclusive, be open to change, and provide employees with opportunities for improvement. From this, it can be concluded that strategies identified in this study are a constructive method of dispute resolution. This includes negotiation, coordination, coping with conflicts, finding acceptable solutions and disagreements, resolutely pursuing aspects of the problem rather than being "placed" and resolving the problem.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The chapter concludes with a summary of the study, including the important results, conclusions, and suggestions for further studies.

Summary of the Study

The goal of the study was to examine the perceived effects of conflicts on students' academic performance in senior high schools and to suggest conflict solutions in the Atebubu-Amantin municipality. To do this, the following research questions were developed to lead the investigation:

1. What perceptions do students have on school conflict among students and teachers at the senior high school level?

2. What are the various sources of school conflicts experienced by senior high school students?

3. What are the causes of school conflicts in Senior High Schools in the Atebubu-Amantin municipality?

4. What are the effects of school conflict on students' academic performance in Senior High schools in the Atebubu-Amantin municipality?

5. What conflict management strategies can be put in place to address school conflicts in Senior High Schools in the municipality?

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A quantitative technique was applied in the descriptive survey design. There were 190 teachers and 2,172 students from three senior high schools in the area. However, 127 teachers and 325 students were employed in the study. The sample size was determined using Krejcei and Morgan determination sample size. A multi-stage sampling procedure, with proportional stratified sampling dominating. Students' and teachers' questionnaires were used to collect data, with r = 0.982 and 0.986, respectively. With a ten percent attrition rate in mind, 140 questionnaires were given to teachers and 358 to students, however only 127 and 325 were included for the analyses. The collected data was analysed using descriptive statistics such as " percentages, frequencies, means, and standard deviations".

Key Findings

The key findings are presented per the objectives of the study as follows:

1. It was found out from both teachers and students that there is a high occurrence of disputes among teachers and students in the selected SHSs.

2. The study found out that both students and teachers believe that many sources of school conflict include drug misuse, discipline crises, leadership approaches in the school, and ideological problems resulting from the influence of students' home environments and socioeconomic backgrounds.

3. It was established from both teachers and students that, conflicts can be caused by abusive language, use of corporal punishment, theft, poor accountability, collection of unauthorized monies, maltreatment by

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seniors, absenteeism, preparation of lesson notes, and autocratic rule that occurs in the school setting.

4. It was revealed after the analyses that effects of conflicts as suggested by most teachers and students include absenteeism, poor quality of education, leadership disruption, students' retention and enrolment crisis, and school closure. These effects at a long round causes poor academic performance.

5. It was revealed that conflicts can be resolved through constructive methods which include negotiation, accommodation, investigate issue in conflict and find acceptable solution, firm in pursuing the side of the issue, and holding on to the solution to the problem.

Conclusions

Based on the findings of the study and the discussions made, the following conclusions were drawn:

In conclusion, it is perceived that conflict is on the higher rate at the SHS perhaps there is no frequent flow of information to students. It can also be concluded that conflicts can emanate through drug misuse, discipline crises, leadership approaches in the school, and ideological problems resulting from the influence of students' home environments and socioeconomic backgrounds. Again, it can conclude that if these factors (abusive language, use of corporal punishment, theft, poor accountability, collection of unauthorized monies, maltreatment by seniors, absenteeism, preparation of lesson notes, and autocratic rule) are not address promptly they will give rise to conflicts in the school setting.

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Now that people are aware of the sources and the causes of conflicts, they can desist from them to minimise its occurrences.

It can be concluded that conflicts in schools have negative impact on academic performance of students because of absenteeism, poor quality of education, leadership disruption, students' retention and enrolment crisis, and school closure conflicts may cause. The effects would cause a pelorus states and might escalate conflicts in all aspects and sectors of workplaces or institutions.

Finally, it can be concluded that when we adopt the following constructive methods in schools which include negotiation, accommodation, investigate issue in conflict and find acceptable solution, firm in pursuing the side of the issue, and holding on to the solution to the problem, we can resolve conflicts.

Recommendations

The following recommendations were made in response to the perceived effects of school conflict situations in schools of study in order to assist the district in resolving the key problems of conflict in schools while taking into account the results and conclusions.

1. Teachers, heads, parents, students, and communities need to know of the long-term and short-term adverse effects of conflict on education and learning. PTA meetings, durber, and symposiums can be beneficial in this regard. In this regard, school leaders should pay attention and ensure that teachers are properly supervised in their work. Teachers must be sanctioned for refusing to score activities performed by students due to disagreements with students. Teachers need to be advised on the need to build positive connections with

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students and the fact that teachers and students are interdependent in education.

2. It is also recommended that the Ministry of Education Services in Ghana should establish a dispute resolution team in each district to implement existing official dispute resolution procedures to resolve discrepancies at the SHSs.

3. It is recommended that the means by which school conflicts occur at the Senior High Schools should be addressed to avoid future conflicts.

4. Also, it is recommended that heads and teachers should know how to deal with students during riot. This would help to bring about win-win situation in time of school conflict.

5. Finally, since the study revealed the perceived effects of school conflict on students' academic performance, it is also recommended that school conflict should be a taken serious in our various SHS to avoid its negative consequences on students' academic performance.

Suggestions for Future Research

It is suggested that further researchers could conduct an in-dept study to employ a qualitative method to examine conflicts among students and teachers at the Senior High Schools.

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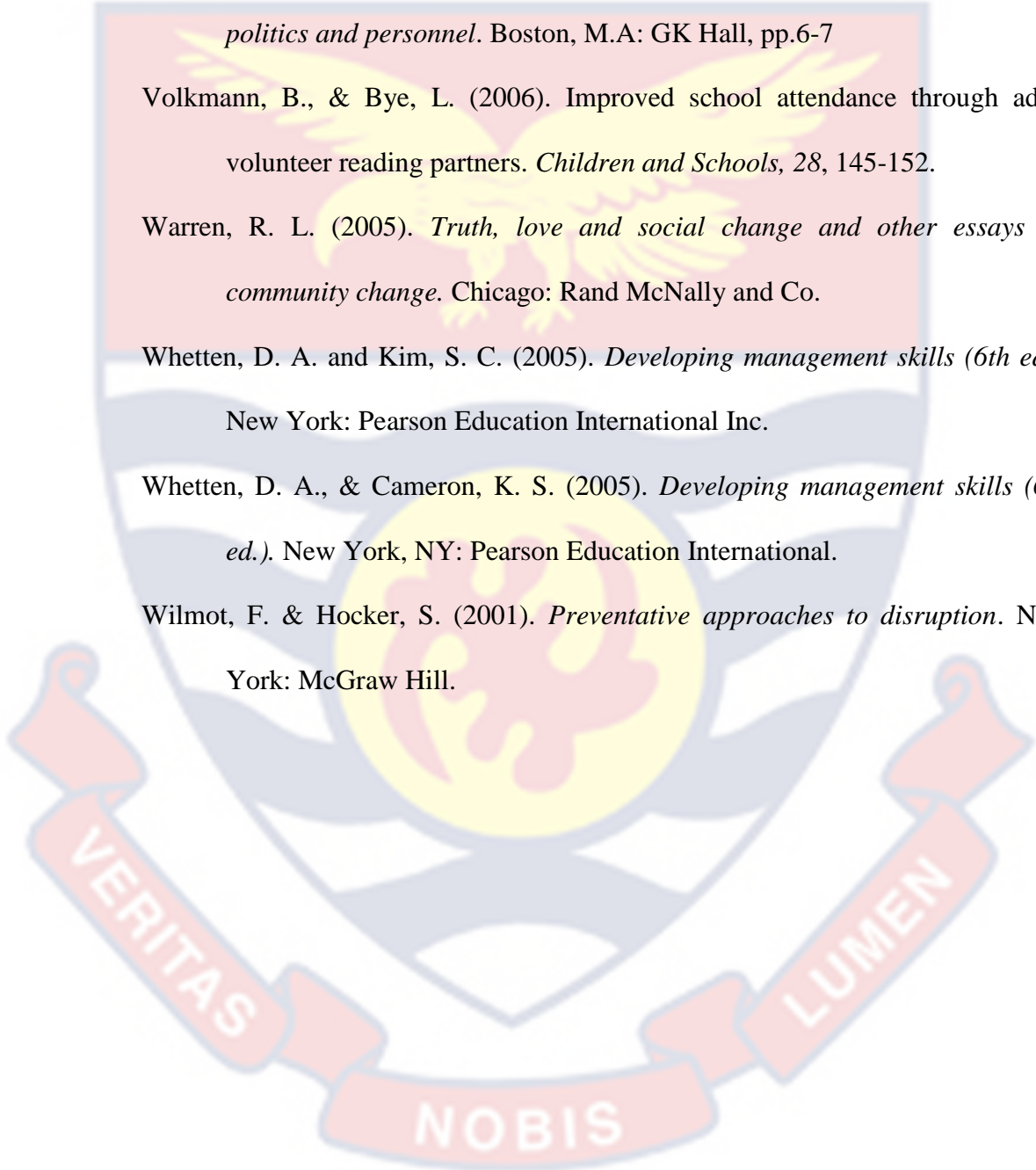
APPENDICES

ADDENDIX A

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

This survey is designed to get your feedback on the impact of conflict on students' academic achievement at Senior High Schools, as well as ways to avoid future disruptions. You are cordially asked to provide objective responses based on your perceptions of the challenges at your school. Please do not hesitate to ask any questions if you are satisfied. The information gathered would be kept as private as possible. Your replies will be much appreciated by the researcher.

Questionnaire Number………….   Date……………

SECTION A

BIO DATA OF RESPONDENT

Please tick (√) or provide the appropriate response.

1. Gender

   Male [ ]   Female [ ]

2. Age range

   20 – 25 [ ]   26 -30 [ ] 31 – 35 [ ] 36 - 40 [ ]   Above 40 [ ]

3. Teacher's Professional Qualification

Diploma [ ]   HND [ ]   Bachelor Degree [ ]   Master Degree [ ]

4. Teacher's Teaching Experience (years)

1 – 5 [ ] 6 – 10 [ ] 11 – 15 [ ]   16 – 20 [ ]   Above 20 years [ ]

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SECTION B

Indicate the extent to which you agree with each of the statements by ticking ().

Use the following scale to help you: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are the four levels of agreement (SD).

SN	Statement	SA	A	D	SD
Perception about Conflict					
1	Conflict is inevitable in an organization and nothing can be done about it.				
2	The best strategy is to avoid conflict.				
3	Conflict is like a problem; we have to find the causes and take steps to find solutions.				
4	Conflict can be solved only if one shows one's strength to the other party.				
5	In a conflict situation both the parties have to give up something in order to reach a solution.				
6	It is better to give concessions to the opposite party to win its confidence.				
7	The best way to deal with conflict is to withdraw from the scene for some time.				
8	In a conflict situation, a party should leave to avert unpleasantness.				
9	Compromise is the best strategy of managing a conflict.				
Various Sources of Conflicts					
10	Substance abuse				
11	Discipline crisis				
12	Leadership approach in the school				
13	Relational ship between students and among other stakeholders				

14	Ideological problem from influence of home environment and social-economic backgrounds of students				
Causes of Conflicts					
15	Theft				
16	Absenteeism				
17	Use of Corporal Punishment				
18	Abusive language				
19	Collection of unauthorized monies				
20	Maltreatment by seniors				
21	Preparation of lesson notes				
22	Autocratic rule				
23	Poor accountability				
Effects of Conflict on Student's Academic Performance					
24	Conflict when unresolved leads to students and students' absenteeism in class which affect academic performance				
25	Conflict causes higher teachers' absenteeism which affect performance of students or students				
26	Conflict causes poor quality of education				
27	Conflicts can cause principals or head teachers turnovers, leading to leadership disruption which interfere with students' academic performance				
28	Conflicts causes students or students retention and enrolment crisis affecting performance				
29	Conflict at individual or school level causes destruction of schools' properties, teaching and learning materials				

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30	Conflict causes school closure which interfere with learning calendars				
31	It brings about lack of cooperation among teachers and students				
32	It brings about poor productivity and performance				
Conflicts Management Strategies					
33	There was negotiation so that, a compromise can be reached				
34	To try to satisfy their expectations				
35	To try to investigate the issue in conflict so as to find a solution acceptable to them				
36	To be firm in pursuing the side of the issue				
37	To attempt to avoid being "put on the spot" and try to keep a conflict with them to oneself				
38	To hold on to the solution to the problem				
39	To accommodate their wishes and move on				
40	To try to keep a disagreement with them to oneself in order to avoid hard feelings				

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APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Dear respondent,

This survey is designed to get your feedback on the impact of conflict on students' academic achievement at Senior High Schools, as well as ways to avoid future disruptions. You are cordially asked to provide objective responses based on your perceptions of the challenges at your school. Please do not hesitate to ask any questions if you are satisfied. The information gathered would be kept as private as possible. Your replies will be much appreciated by the researcher.

Questionnaire Number………….   Date…………………

SECTION A

BIO DATA OF RESPONDENT

Please tick (√) or provide the appropriate response.

1. Gender

   Male [ ]   Female [ ]

2. Age range

   12– 14 [ ]   15 -17 [ ] 18 – 20 [ ] Above 20 [ ]

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SECTION B

For each of the statements, indicate by ticking (√) the extent to which you agree to them. Use the following scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

SN	Statement	SA	A	D	SD
Perception about Conflict					
1	The best strategy is to avoid conflict.				
2	Conflict is like a problem; we have to find the causes and take steps to find solutions.				
3	In a conflict situation both the parties have to give up something in order to reach a solution.				
4	It is better to give concessions to the opposite party to win its confidence.				
5	The best way to deal with conflict is to withdraw from the scene for some time.				
6	In a conflict situation, a party should leave to avert unpleasantness.				
7	Compromise is the best strategy of managing a conflict.				
Various Sources of Conflicts					
8	Substance abuse				
9	Discipline crisis				
10	Leadership approach in the school				

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11	Relational ship between students and among other stakeholders				
12	Ideological problem from influence of home environment and social-economic backgrounds of students				
Causes of Conflicts					
13	Theft				
14	Use of corporal punishment				
15	Abusive language				
16	Collection of unauthorized monies				
17	Maltreatment by seniors				
18	Poor accountability				
Effects of Conflict on Student's Academic Performance					
19	Conflict when unresolved leads to students and students' absenteeism in class which affect academic performance				
20	Conflict causes higher teachers' absenteeism which affect performance of students or students				
21	Conflict causes poor quality of education				
22	Conflicts can cause principals or head teachers turnovers, leading to leadership disruption				

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	which interfere with students' academic performance				
23	Conflicts causes students or students retention and enrolment crisis affecting performance				
24	Conflict at individual or school level causes destruction of schools' properties, teaching and learning materials				
25	Conflict causes school closure which interfere with learning calendars				
Conflicts Management Strategies					
26	There was negotiation so that, a compromise can be reached				
27	To try to investigate the issue in conflict so as to find a solution acceptable to them				
28	To be firm in pursuing the side of the issue				
29	To hold on to the solution to the problem				
30	To accommodate their wishes and move on				

APPENDIX C

LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233209408788   **UNIVERSITY POST OFFICE**
EXT. (268), Direct: 35411.
Telegrams & Cables: University, Cape Coast.

Email: **dbsse@ucc.edu.gh**

Our Ref: *DOBSSE/*
Your Ref: **DATE:** 27th August, 2021

INTRODUCTORY LETTER

(OWUSU KWASI EVANS)

THE CHAIRPERSON
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF EDUCATION
CAPE COAST

Dear Sir,

I am the Principal Supervisor to the above mentioned Mphil student who is seeking ethical clearance from your directorate to enable him undertake his field survey in the not-too-distant future. He has successfully defended his thesis proposal and has given the green light to collect his data. However, it is expedient that he applies for clearance since he would be using human beings as his subjects or respondents.

Hoping that this request would be acceded to by your outfit, accept the assurance of my highest regards. I have attached as abridged copy of my curriculum vitae.

Yours faithfully

Kankam Boadu (PhD)

(Proferssor)

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APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb.a ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1314
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

12TH APRIL, 2022

Mr. Evans Kwasi Owusu
Department of Business and Social Sciences Education
University of Cape Coast

Dear Mr. Owusu,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/107)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Assessing the Effects of Conflict on Students' Academic Performance in Senior High Schools in the Atebubu-Amantin Municipality of Bono- East Region, Ghana.** This approval is valid from 12th April, 2022 to 11th March, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
IITUTIONAL REVIEW BOARD
IVERSITY OF CAPE COAST

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