SCHOOL CLIMATE, PRINCIPALS' CONFLICT MANAGEMENT APPROACHES AND ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN NORTH CENTRAL, NIGERIA

KAYODE DAVID KOLAWOLE
FACULTY OF ECONOMIC AND FINANCIAL SCIENCES, WALTER SISULU UNIVERSITY, MTHATHA, PRIVATE BAG X1, UNITRA, 5117, SOUTH AFRICA.
kolawolekayode@yahoo.com
ORCID ID: https:orcid.org/0000-0002-6704-2673

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Secondary schools, North-Central, school climate, conflict management, principals, administrative effectiveness

Abstract

This study investigated the relationship within the coverage of secondary schools in the North-central zone of Nigeria. Using a cross-sectional survey, the research targeted 1836 school heads and 29201 teachers from government-owned secondary schools in the North-central zone of Nigeria. The sample comprised 899 respondents containing 139 school principals and 760 teachers, who completed a questionnaire called the School Climate, Principals' Conflict Management Approaches and Administrative Effectiveness Questionnaire (SCPCMAAEQ). The reliability coefficients for the questionnaire sections were 0.76, 0.82, and 0.84, respectively, determined using Cronbach's alpha. The mean and standard deviations were employed in answering the research questions, while inferential statistics, like the multiple regression analysis and Pearson's Product Moment Correlation were adopted in testing the formulated hypotheses at 0.05 significance level. The results indicated that school climate, principals' conflict management approaches, and administrative effectiveness were at favourable levels, with mean scores of 39.18, 37.96, and 25.75, respectively. Additionally, there was a significant correlation between school climate, principals' conflict management approaches, and administrative effectiveness, evidenced by an R2 value of 51%. The study also identified meaningful relationships among the physical environment, safety and school size, social environment, affective environment, and administrative effectiveness, all with significant values of 0.001, which is below the 0.05 threshold. Furthermore, a significant correlation was found among the various conflict management methods and administrative effectiveness, again with significant values of 0.001. In conclusion, the findings highlighted that a supportive school climate, effective conflict management by principals, and high levels of administrative effectiveness are interconnected.

Introduction

The human development and advancement can be attributed to the importance of education. The totality of individual's development at cognitive, affective and psychomotor domains remains the fulcrum of education. It is a foundation for the development of humans through which career capacities are nurtured, talents are found and potentials are empowered. Every country of the world aims at developing her human capital and hinges this on education of her citizenry because it is an instrument of transformation and sustainability. During the World Conference on "Education for All" as outlined by Power and Scott (2015), attendees emphasized the crucial role of education as an inherent entitlement for every individual, irrespective of gender or age, across the globe. They highlighted that education serves as a cornerstone in guaranteeing a multitude of benefits, including safety, improved health outcomes, enhanced economic prosperity, and the fostering of environmental sustainability. By imparting knowledge and skills, education not only empowers individuals to lead safer and healthier lives but also equips them to have impactful contribution in the development of the environment and preservation of the planet's resources.

An organization such as a school comprises intricate networks or relationships among individuals who engage in actions and interactions, sometimes aligning with the official purpose and at other times diverging from it. Within formal organizations like schools, a specific individual holds the designated role of administrative head, such as the principal in a secondary school, who holds considerable significance akin to the organization itself (Hoppler, et al., 2022). The efficacy of this administrator, more so than any other single factor, profoundly influences the organization's ability to fulfil its stated objectives. The administrator assumes responsibility for managing resources that are both human and non-human, employing strategic oversight in realizing the organization's predetermined objectives. As such, the competence and leadership of the administrator perform a fundamental function in attaining success or failure in achieving the organisation's mission and objectives.

Numerous scholars, including Larson, et.al, (2020); Huang, et;al., (2020); Dursun, et al, (2022) have identified school climate as a critical component of school organization. They argue that a poor school climate within secondary schools significantly impacts teachers' productivity, consequently diminishing the quality of secondary school graduates. An environment characterises a conducive atmosphere where both students and teachers feel happy, comfortable, valued, accepted and secured. Such an environment is essential for achieving the objectives of education and maintaining high educational standards.

Thus, fostering a positive school climate is integral to ensuring a successful and enduring educational experience for all stakeholders in the system. The principal needs to adopt appropriate management techniques such as planning, organizing, directing, decision-making, and coordinating for effective and smooth-running of the school as well as ensure that the teachers who implement the curriculum at the classroom level are happy. A nicely-coordinated school climate can tremendously increase school's turning out of quality individuals that describes significantly the realisation of the overall educational goals.

The principal's leadership role is decisive in binding together human and organisational needs by establishing and maintaining members' perceptions on interrelationships and work. The outcome of the quality of teaching service provided is the same as the level of

administrative duties undertake in the school. Principals are the respective heads of secondary schools charged with the daily administration of the school and teachers and the entire staff in the schools whose primary duty is to inculcate knowledge and training in the learners. Approaches here are the adoption of appropriate administrative and motivational practices for the management of school climate. It was found that schools that have higher morale of teachers were likely to be seen in open tendency climate, while schools with low morale of teachers were also possible to appear in the climate tendency that is closed (Dursun, et al., 2022). Consequently, the teachers with open organisational climate exhibited high level of job performance than those of the closed organisational climate.

Voight and Nation (2016) emphasised the significant role of school climate as a crucial factor affecting students' performance academically. They suggested that the overall atmosphere within a school, encompassing elements such as relationships between students and teachers, peer interactions, safety, and support systems, has a vital role in producing students' academic performances. This implies that a positive and supportive school climate can increase students' motivation, engagement including sense of belonging and ultimately leading to improved academic performance. Conversely, a negative or unsupportive school climate may hinder students' academic progress by creating barriers to learning and diminishing their overall well-being. Therefore, understanding and cultivating a positive school climate is essential for promoting academic success and fostering a palatable learning atmosphere for all learners. Well-equipped schools with material resources have enhanced instructional process. The kind of climate shown to a student affect his/her capability to receive instructions and subsequently his/her academic performance. Conducive and smooth school climate when given leads to good thinking, better concentration and understanding and enhanced performance. An environment of noise, overcrowded and busy may affect the rate of students' concentration and reduce their performance academically.

Principal-led conflict management approaches play a fundamental role in fostering safe and good supportive school climates and conducive learning environments. Ajudeonu and Ossai (2022) asserted that these approaches encompass various approaches aimed at resolving conflicts within secondary schools. These entail compromise, accommodation, coercion, confrontation, collaboration, control of rewards, and reconciliation fostering a climate of trust, exercising formal authority, promoting effective communication, and employing tactics avoidance. Additionally, Ajudeonu and Ossai (2022) advocated for approaches grounded in the authority principles and unity of command to effectively address conflicts. It was argued by them that conflict prevention or resolution can be achieved through strategic measures such as recruiting suitable personnel, clearly defining job roles, establishing a hierarchical organizational structure, and implementing clear rules and procedures to address diverse scenarios. Akomolafe (2017) pinpointed some conflict management approaches like authority and command usage, solving of problems, making reference to organisational goals, effecting changes in the organisational structure, avoidance and caution, opportunities and resources'expansion and compromise.

Conflict disrupts the good and balance functioning of the teaching and learning process, yet when thoughtfully addressed and handled through effective principal administration, it can lead to an open school climate. However, conflict is an unavoidable aspect of organizational dynamics, and not all conflicts can be resolved or managed (Shanka

& Thuo, 2017). Nonetheless, according to Doe and Chinda (2015), school principals should possess adequate knowledge about the nature of conflicts, how they arise, and how to effectively respond or manage them to instigate positive changes and mitigate negative consequences. Olubunmi (2019) underscored the significance of addressing conflicts in schools due to their substantial costs and disadvantages, noting that conflicts are inherent in human interactions, particularly within educational settings. Similar to some organizations, conflicts in schools are bound to happen due to the diverse personalities of individuals involved. Conflict, if left unaddressed, can lead to detrimental outcomes such as breakdowns in communication, strain in work relationships, tension, arguments, decreased in the performance of the team, and hostility, which can impede the effective functioning of schools (Shanka & Thuo, 2017).

The principal assumes a multifaceted role as the administrative and managerial leader of the secondary school. As noted by numerous experts in school administration (Sudarsana, 2016), the principal holds unparalleled influence over the entire school operation, serving as the head of administration, manager, community public relations representative, supervisor, instructional leader, innovator of curriculum, and a driving force toward set progress (Kotler & Armstrong, 2016). In essence, the principal functions as the head tasked with planning, organizing, making informed decisions, coordinating, and supervising all aspects of the school to ensure its smooth functioning. The students' academic performance and the achievements of teachers, and the overall effectiveness of the school hinge significantly on the managerial prowess of the principal (Hariyani et al., 2018). With responsibilities ranging from setting strategic directions to fostering a positive school culture, the principal plays a central role in shaping the educational environment and driving its success. The leadership role of the principal is decisive in combining human and organisational needs by starting and maintaining the perceptions of individuals on interrelationships and work. The outcome to the teaching service quality is the sum total of administrative service provided in the school (Ikediugwu, 2017).

In the secondary schools of the North-central, Nigeria, there exists a concerning observation regarding the behaviour of teachers and principals, as highlighted by Gidado et al. (2023). The behaviour exhibited by these educators is characterized by a lack of support, genuineness, and sincere engagement in the teaching and learning processes. This collective demeanour among faculty members and school administrators contributes to an unhealthy educational environment within these institutions. Collectively, these behaviours contribute to an overall unhealthy school environment, which can adversely impact the academic performance, well-being, and overall development of students. There are no balanced interpersonal relationships such as unity among teachers and principal, respect for diversity, teachers and principal support for students and collaboration among students are not readily available which often lead to conflicts among staffs, students and even principals. Hence, the need for principal to resolve conflict through conflict management approaches so as to create a more safe and supportive school climate.

The unprofessional attitudes of teachers like being absent from duty, lateness to work, trading at work and poor level of commitment to service appear to bring conflict between the teachers and the principal or conflicts among teachers, students and teachers. The principal's ability to settle conflicts brings about healthy school climate. The principal's conflict management approach is also an instrument for accomplishing administrative proficiency in secondary schools in North-central zone of Nigeria (Uduak & Bassy, 2017). The principal

in his administrative duties should give a guidance professionally to his/her teachers so as to make their teaching service more effective and improve the learners' growth and development. The principal's administrative effectiveness while discharging his/her duties helps the teacher to deliver efficiently in lesson plan and lesson notes' preparation before teaching the lesson, maximum usage of instructional materials and instructional aids, keeping and maintaining of school records, management of classroom and so on. Supervising the teachers as part of principal administrative effectiveness can give useful feedbacks and directions to teachers which may affect learning activities that occur within the classroom; hence, create a healthy school climate. The study, therefore, found out the influence of the school climate, principal conflict management approaches and administrative effectiveness in secondary schools in North-central Zone of Nigeria.

Methodology

The research was the cross sectional survey type. The design describes the attitudes, opinions, behaviours of a population based on the data collected from a sample or population.

This study's population comprised 1836 schools, 1836 principals and 29201 teachers of government-owned secondary schools in the North-Central Nigeria. Six states and the federal capital territory namely Benue, Kwara, Kogi, Nasarawa, Niger, Plateau and, Abuja constitute the North-central Zone.

The multi-stage sample technique was adopted in the study. The purposive sample random sampling technique was employed to select three out of the six states that constitute the North-central, Zone (Kogi, Niger and Kwara) to ease the research access to the pertinent information and for safety purpose as the other three states are volatile. The proportional sampling technique was adopted in selecting 174, 408 and 178 class tutors from Kogi, Kwara and Niger States respectively as the states do not have the same number of teachers. In addition, 49 schools were selected from Kwara, 41 from Kogi while 49 were also selected from Niger using the proportionate sampling technique thereby bringing the total number of sampled schools as 139. A random sampling technique was employed to select 41, 49, 49 principals from Kogi, Kwara and Niger respectively. Therefore, a total of 899 respondents were sampled in this study, consisting 139 school principals and 760 class teachers.

The act of choosing or creating measuring tools to collect the necessary data for educational studies is known as instrumentation (Jegede, 2020). A questionnaire titled "School Climate, Principals' Conflict Management Approaches and Administrative Effectiveness Questionnaire" (SCPCMSAEQ)". The questionnaire was divided into sections, A, B, C and D. Section A contained personal information of the respondents, B embodied an adapted questionnaire from Bochaver, et. al., (2022) on secondary school climate in North-central, Nigeria with 15 items. Four Likert scale style of response of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) point was adopted. This format allowed quick understanding of items. However, Section B has four subsection of physical environment; safety and school size; social environment; and affective environment.

However, the minimum score that was obtained from the Section B was 15, maximum score that was obtained from the Section B was 60 and range score of the score that was obtained from the Section B was 45. The range was divided by the two school climate of secondary schools in North-central, Nigeria (Conducive and unconducive).

Furthermore, section C contained questionnaire on principals' conflict

management approaches it was adapted from Edet, et. al., (2017).This Section consisted of 15 items with Likert's four scale response of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). This response format allowed quick understanding of items and Section C has four subsection of Compromising; Avoidance; Obliging; and Dominating. The reliability measured by Cronbach's alpha and reliability index reached was 0.62. On the other hand, the minimum score that was obtained from the Section C was 15, maximum score that was obtained from the Section C was 60 and range score of the score that was obtained from the Section C was 45.

Furthermore, the Section D on principals' administrative effectiveness was adapted from Momoh and Obiweluozor (2015) to measure principals' administrative effectiveness. This questionnaire consisted of ten items with Likert's four scale response of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). This response format allowed quick understanding of items. However, Section D has three subsections of staff personnel services; students' personnel services; effective maintenance of funds and facilities.

In addition, the minimum score that was obtained from the Section D was 10, maximum score that was obtained from the Section D was 40 and range score of the score that was obtained from the Section D was 30.

In order to successfully administer the instrument to the different respondents, because of the large numbers of secondary schools (North-central) and great distance to be covered, the researcher as well as three research assistants distributed the questionnaires. These research assistants were guided on how to conduct the research.

The respondents' demographic characteristics were described using percentage. The descriptive statistics of mean and standard deviation were employed in answering the research questions in the study, while inferential statistic of Multiple Regression and Pearson's Product Moment Correlation (PPMC) statistical tools were employed to test the hypothesis at significance level of 0.05.

The range was divided by the two principals' conflict management approaches in secondary schools in North-central zone, Nigeria (high and low) and the cut off was 22.5. Scores between 15 – 37.5 (minimum obtainable score + range) were regarded as high level of principals' conflict management approaches and scores between and 37.6 – 60 were regarded as low level of principals' conflict management approaches respectively.

The range was divided by the two principal administrative effectiveness in secondary schools in North central zone, Nigeria (high and low) and the cut off was 15. Scores between 10 – 25 (minimum obtainable score + range) were regarded as respectively

The total questionnaire printed and distributed were 976, out of which 899 which represented 92% were returned and analysed.

Presentation of Results

All the research questions raised were answered using percentage. The report is presented in Table 1.

Research Question 1: What is the nature of school climate in secondary schools in North-central, Nigeria?

Table 1 Cumulative mean of nature of school climate in secondary schools in North-central, Nigeria **n=899**

N	Items	Mean	Comment
1	Physical environment	10.46	Conducive
2	Safety and school size	10.43	Conducive
3	Social environment	10.32	Conducive
4	Affective environment	7.97	Conducive
	Overall Mean	**39.18**	**Conducive**

Source: Field Study, 2023

Results in Table 1 showed the school climate's level in secondary schools in North-central zone, Nigeria. Table 1 indicated that the level of school's climate in secondary schools in North-central zone, Nigeria was conducive. This is because the benchmark weighed a mean score of conducive school climate stood between 37.6 – 60 and their weighed mean score was 39.18, which is between the benchmark weighed mean score. This implies that the school climate's level in secondary schools in North-central zone, Nigeria was conducive.

Research Question 2: What is the nature of principal conflict management approaches in secondary schools in North-central Zone, Nigeria?

Table 2: Cumulative mean of nature of principal conflict management approaches in secondary schools in North-central zone, Nigeria **n=899**

S/N	Items	Mean	Comment
1	Compromising	10.32	High
2	Avoidance	9.15	High
3	Obliging	10.08	High
4	Dominating	8.41	High
	Overall Mean	**37.96**	

Source: Field study, 2023

Table 2 results indicated the level of principals' conflict management approaches in secondary schools in North-central zone, Nigeria. As revealed on Table 2, the level of principals' conflict management approaches in secondary schools in North-Central, zone, Nigeria was high, because the benchmark showed a mean score of high nature of principals' conflict management approaches stood between 37.6 – 60 and their weighed mean score was 37.96 which is between the benchmark weighed mean score. This reveals that the nature of principals' conflict management approaches in secondary schools in North-central zone, Nigeria was high.

Research Question 3: What is the nature of administrative effectiveness in secondary schools in North-central zone, Nigeria?

Table 3: Cumulative mean of nature of administrative effectiveness in secondary schools in North-central zone, Nigeria **n=899**

S/N	Items	Mean	Remark
1	Staff Personnel Services	10.24	High
2	Students Personnel Services	10.31	High
4	Effective Maintenance of Funds and Facilities	5.20	High
	Overall Mean	**25.75**	High

Source: Field study, 2023

Table 3 results show the nature of administrative effectiveness in secondary schools in North-central zone, Nigeria. As revealed on Table 3, nature of administrative effectiveness in secondary schools in North-central zone, Nigeria was high, because the benchmark rated mean score of high nature of administrative effectiveness stood between 25.1 – 40 and their weighted mean score was 25.75, which is between the benchmark weighed mean score. This implies that the administrative effectiveness nature in secondary schools in North-Central Zone, Nigeria was high, as a greater number of the respondents who participated in this study fell within this range.

Hypothesis Testing

The formulated hypothesis was tested using the Multiple Regression and PPMC, all at 0.05 level of significance. The reports of the analysis are presented below.

H_0: There is no significant relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North central zone, Nigeria.

Table 4: Regression analysis showing relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-central zone, Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig	Comment
Regression	173.00	2	86.50			
Residual	167.34	896	.19	463.17	.00	S
Total	**340.34**	**898**				

a. Dependent Variable: Administrative Effectiveness
b. Predictors: (Constant), School Climate, Principal Conflict Management
Source: Field study, 2023

Results in Table 4 reported the F-calculated value of 463.17 and calculated significance of .00, in which the calculated significance is lower than 0.05 level of significance. Since the calculated significance (.00) is less than 0.05 significance level, the null hypothesis one is therefore rejected. This signifies that there was a significant relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North central zone. To further examine the contributions of the independent variable to the dependent variable, the Standard Error, Beta and t-values of school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-central zone, Nigeria, the report in Table 5 was presented.

Table 5: The Model summary of interactive relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-central zone, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.71	.51	.51	.43

a. Predictors: (Constant), School Climate, Principal Conflict Management
Source: Field study, 2023

Table 5 results revealed that the independent variables of school climate and principal conflict management accounted for .51 r^2 representing 51% of the variation in administrative effectiveness in secondary schools in North-central Zone, Nigeria. In order to reveal the relative contributions of school climate and principal conflict management separately to administrative effectiveness in secondary schools in North-central Zone, Nigeria. The Beta and t-values were computed and their outputs were reported in Table 6.

Table 6: Relative contributions of school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-central zone, Nigeria

Model	(B)	Std. Error	(Beta)	(t)	p-value
(Constant)	.75	.07		10.55	.00
School Climate	.34	.03	.36	22.43	.00
Principal Conflict Management	.46	.04	.42	13.09	.00

Source: Field study, 2023

Results in Table 6 revealed the contributions of school climate and principal conflict management separately to administrative effectiveness in secondary schools in North-central zone, Nigeria. This showed that achievement motivation contributes Beta weight of .36 and the t-value of 22.43 and ρ-value of .00, which is significant at 0.05 level of significance. In addition, principals' conflict management contributed Beta weight of .42, t-value of 13.09 and ρ-value of .00, which is also significant at 0.05 level of significance. This implies that school climate contributed more with t-value of 22.43, and the least is principals' conflict management with t-value of 13.09.

Discussion of the Findings

The study assessed the relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North central zone, Nigeria. From the analysis presented in the previous chapters, the following discussions of findings were made:

The first finding revealed the conducive nature of school climate in secondary schools in North-Central zone, Nigeria. The efficient leadership and administration of these educational establishments might be the major factor in the favourable school environment. A pleasant environment that fosters a sense of safety, respect, and belonging among staff members (teaching and non-teaching) and students could be created by strong leadership. An environment that is favourable for learning was frequently created by school administrators that place a high priority on communication, assist students' well-being, and promote an inclusive and collaborative culture. This finding aligns with the research conducted by Ihekoronye (2020), which reported a conducive nature of school climate within government-owned secondary schools situated in the Gwagwalada Area Council of Abuja.

Additionally, Ajisafe and Togunloju (2023) reported that a prevailing school climate in public secondary schools across South-west Nigeria was characterized as controlled. This

finding aligns with Silver's (2019) who reported that a controlled school climate fosters an environment where teachers feel compelled to assume responsibility for their duties, thereby stimulating increased productivity. Similarly, Fakunle and Ale (2018) reported that a controlled climate was a predominant feature across government-owned secondary schools in Ekiti State, Nigeria. Conversely, Edeh (2010) highlighted that the prevailing school climate types in secondary schools within the Enugu-East Education Zone, Enugu State were predominantly closed, paternal, and familiar, which were not conducive to fostering teacher motivation.

The second finding indicated that the nature of principals' conflict management approaches in secondary schools in North-central zone, Nigeria was high. One major reason for the high nature of principal conflict management approaches, could be the recognition of the importance of addressing conflicts promptly and effectively within the school community. Principals might have undergone training or professional development exercise that enhance their conflict resolution skills, enabling them to manage interpersonal conflicts among students, teachers, and staff efficiently. Additionally, a proactive approach to conflict management by principals contributes to a positive school climate and foster an environment conducive for learning. This result aligns with Suraju's (2019) research, which indicated a high nature of conflict management approaches utilized between teachers and principals in senior secondary schools located in Sokoto State, Nigeria. In addition, Bakwaph and Sr. Ezeh (2023) found that the perception of teachers and principals on the effect of conflict management approaches on effective and efficient teaching in secondary schools in Enugu State, Nigeria was high.

The third finding showed that the nature of administrative effectiveness in secondary schools in North-central zone, Nigeria was high. One main reason adduced for the high level of administrative effectiveness could be the implementation of efficient administrative processes and systems. School administrators might have established clear policies, procedures, and organizational structures that facilitate smooth operations and decision-making within the institution. Effective communication channels, appropriate resource allocation, and competent leadership can also contribute to administrative effectiveness, ensuring that the school functions optimally to support the academic and non-academic desires of students and staff. This discovery is consistent with the outcomes of Momoh and Obiweluozor (2015), who reported a high level of administrative effectiveness among heads in government-owned secondary schools across Edo and Delta States. Furthermore, Akomolafe (2012) reported a mid-level performance of administrative effectiveness in government-owned schools, contrasting with a high level observed in privately-owned secondary schools in Ekiti State, Nigeria.

Summary of the Findings

This work explored the relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-Central Zone, Nigeria. The summary of the findings is indicated that:

i. there was a conducive nature in the secondary schools in North-Central zone, Nigeria with overall mean of 39.18 points.

ii. the nature of principals' conflict management approaches in secondary schools in North-Central zone, Nigeria was high with overall mean of 37.96 points.

iii. the nature of administrative effectiveness in secondary schools in North-Central zone, Nigeria was high with overall mean of 25.75 points.

iv. there was a significant relationship among school climate, principals' conflict management approaches and administrative effectiveness in secondary schools in North-Central zone, Nigeria ($F=463.17$; $\rho = 0.000 < 0.05$).

Conclusions

The findings from this comprehensive study shed light on various aspects of secondary school education in the North-Central zone, Nigeria. Firstly, secondary schools in this region boast a conducive school climate, indicating a positive atmosphere that supports learning and fosters student well-being. Additionally, the high level of principals' conflict management approaches reflects a proactive approach to addressing conflicts within these educational institutions, contributing to a harmonious and conducive atmosphere for effective teaching and learning. Moreover, high level of administrative effectiveness observed underscores the competence and efficiency of school administrators in managing the day-to-day operations and promoting organizational success.

Furthermore, the significant relationships identified among school climate, conflict management approaches, and administrative effectiveness highlight the interconnectedness of these factors within the school's environment.

Recommendations

Based on this study's findings, the following recommendations were made so as to enhance secondary school education in North-Central Zone, Nigeria:

i. Given the conducive school climate identified, schools should prioritize maintaining and enhancing positive environments that support student well-being and academic success. This can be achieved through initiatives such as implementing anti-bullying programmes, promoting inclusivity and diversity, and fostering strong teacher-student relationships.

ii. With high levels of conflict management approaches observed, schools should continue to invest in training and professional development for administrators to equip them with effective conflict resolution skills.

iii. Additionally, creating channels for open communication and mediation can help address conflicts in a timely and constructive manner, preventing disruptions to the learning environment.

iv. To sustain and improve the high level of administrative effectiveness, schools should prioritize ongoing support and professional development for administrators. This may include training in leadership, organizational management, and data-driven decision-making to ensure efficient school operations and effective resource allocation.

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