

Influence of Transformational Leadership Style on Principals' Conflict Management in Secondary Schools in Enugu State Nigeria.

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ABSTRACT

The study examined the perceived influence of transformational leadership style on principal's conflict management in secondary schools in Enugu State. Descriptive survey research design was adopted for the study. Three research questions and three null hypotheses guided the study. The population for the study was 302 secondary school principals in Enugu State. The sample for the study comprised 116 male and 186 female given the total number of principals in Enugu State using simple random sampling technique. The instrument used for data collection was self structured questionnaire developed by the researchers consist 26 items. The four point scale has values of 4,3,2,1 respectively. Validation of the instrument was done by three experts, two from Educational Management and one in Measurement and Evaluation unit of the Department of Maths and Computer Education ESUT. Reliability of the instrument was determines using Cronbach Alpha method. Alpha values for clusters one, two and three were .79, .84 and .75 respectively. The overall reliability index was .81 indicating a high reliability of the instrument for data collection. Mean and standard deviation were used to answer the research questions and t-test statistics was used to test the hypotheses at .05 level of significance. Results of data analysis indicate that transformational leadership style influence principals' conflict management in Enugu State especially in areas of idealization, inspiration and intellectual stimulation. Recommendations include; organizing conferences and seminars on transformational leadership for principals amongst others.

Keywords: Conflict Management, Conflict Management, Leadership, Transformational Leadership.

INTRODUCTION

Conflict has become the most visible face of all human organizations. As long as variables such as job pride, self-esteem, ego, sense of purpose and competition exist, there is conflict, thus, conflict seems inevitable in all social organizations, secondary schools inclusive. Hence, secondary school administration like any other human organizations, is neck-deep into the valley of complex challenges (Thomas, 2015). These challenges are fruits of the factors affecting the population explosion, gender disparity, paucity of basic teaching and learning facilities, poor funding, politicization of teaching staff appointments, absence of teaching staff

development policy, demonization, poor salary structure, patronage-brand of promotion, illegal charges, notion of heavenly rewards for teachers, un-conducive learning environment, organizational inexperience, blurred leadership style, weak communication channel and inadequate personnel, to mention but a few. Faced with these challenges, principals are clothed with herculean tasks in the leadership of secondary schools and ensuring that the system discharges its responsibilities of turning out competitive students that will not only be useful to themselves but also to the society, in other words, there is a need for effective leadership of secondary



schools. Principals do adopt different leadership style for this management of conflicts (Adimora, 2012).

The concept of conflict has to do with disagreement, struggle or contest between people's beliefs, values and interests which are likely to clash with those of others in the course of human events and interactions because of diversity in needs and personality types (Ratrim, 2013), (Gardiner & Simons, 2013), (Wall & Callister 2016) (Ezegbe 2017) and (Nye, 2014). According to Obi (2014) conflict reflects human and social problems which involves mutual hostility and differences, opposition, and use of violence, turning point or crises which can escalate to the level of psychological warfare or physical or any other war. Obi further posited that conflict occurs whenever an action by one person or group of persons prevents, obstructs, interferes injures or in some way makes less likely the desired action of another person or group of persons. This implies that conflict is bound to occur whenever people are latent; when the underlying conditions are yet to be recognized and perceived, as well as when the condition recognized is felt with the development of tension and manifested through open aggression or even physical combat. It shows the degree of disparity in levels of people's perception of issues and reaction to matters that negatively affect them.

According to Enyi (2013) and Obi (2014) agreed that conflict engenders hostility, hinders school effectiveness. They traced the level of school effectiveness to leadership failure which is manifested in increased conflict between principals and staff, principals and students, and school authority and students. From all indications conflict is inevitable in every human organization including the school organization sequel to individual and group differences. Obasi (2018) stated that school

conflict as mutual hostility, can occur in the form of insult, name calling, defamation of character, demotion, marginalization, deprivation, violence and destruction among others. In the secondary school system, conflict can occur between the students and the school authority, between the teachers and the students, between the principals and the staff and even between the school and the community. Most times teachers' needs are likely to be incompatible with the demands of the schools. This might be expressed through name calling, insult or abandonment of duties. The way a school principal perceives a particular situation may differ from the perception of a classroom teacher. This might be expressed through marginalization or deprivation. Students who felt their needs are not met might express this through demonstrations//protest. Furthermore, communities which felt that their expectations from the school environment are not met are likely to fall out with the school authorities. Njoku (2014) is of the view that conflict in secondary schools could be attributed to lack of effective communication network, un-conducive atmosphere or work environment, leadership styles, inadequate furniture, teachers misusing their power, teacher's negligence of their duties among others. When the principal fails to communicate to his staff and students on his plan, day to day programmes and decisions or does not involve them in school matters, they indirectly paves way for conflict. Absence of participative decision making, poor planning, poor team spirit and egocentrism on the part of the principal also contribute to conflict. When the above conditions prevail in a school where there is absence of effective management, the system will be in a state of disorderliness.

Transformational leadership style is one leadership styles many authors have defined in various ways. According to Wysocki &

Kepner (2015), transformational leadership is a style of leadership where the leader works with employees to identify the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. It also enhances the motivation, morale, and job performance of followers through a variety of mechanisms. These include connecting the followers sense of identity and self to the project and the collective identity of the organization; being a role model for followers in order to inspire them and raise their interest in the project; challenging followers to take greater ownership for their work; understanding the strengths and weaknesses of followers and allowing the leader to align followers with tasks that enhance their performance. Transformational leadership style is associated with four major components which include charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This involves establishing one's beliefs and values and being consistent with it. A leader with idealized influence builds in subordinate's strong sense of purpose, champions existing new possibilities and inculcates in their respect, trust and faith (Heywood, (2012), Wysocki & Kepner, 2013). Researchers have enumerated different strategies for handling conflicts; these include Larson and Gray in Kamalakkannan (2014), Avolio, Bass & Jung (2013), Gurms (2014), Hornrigs (2014), Knouzes, Posner & Hornrig (2014) among others. These strategies include dialogue arbitration, boxing the problem, effective catharsis, super ordinate goals, and use of Gift theory, dominance and hierarchical appeal among others. The new science theories have equally advocated a paradigm shift in the management of conflict. This is seen in the application of quantum skills in conflict management, where conflict is encouraged and used for

organizational transformation. Transformational leadership style has various components. They are idealized influence, Inspirational motivation and intellectual Stimulation.

According to Bass & Avolin (2016) and Krishinan (2015) idealized influence involves both idealized behaviour and idealized attitudes. In a school setting, a principal with idealized influence instills pride in both staff and students; he/she acts as role model, emphasizes high moral standards and goes beyond self-interest for the good of the school.

Inspirational motivation involves a leader's ability to talk optimistically about what needs to be accomplished (Nayab, 2017). A school principal who exhibits this feature of transformational leadership style articulates the school's vision and inspires staff and students to strive for its attainment and expresses confidence of possibilities in an atmosphere of hitches (Jago, 2015), (Northouse, 2013), and (Ukeje, 2014).

Intellectual Stimulation according to Bass & Avolin (2010), Kelly (2013), Marurano & Dennison (2013), LXConsultant (2018) are problems, re-examine critical assumptions to questions and getting others look at problems from various angles. A school principal who allows teachers to air their views during staff meetings and seeks their opinions in handling school issues demonstrates intellectual stimulation. In the Enugu State public secondary schools, conflicts exist among principals, teachers, students and even the communities. In some cases, people see one another as adversaries not as those working towards a common goal of pushing the frontiers of knowledge in the society. Each of these entities tries to blame the other for the breakdown in the culture of teaching and learning. Alugbo in Achunine & Irondi (2016) asserted that "Some school principals have very poor

human relationship with their staff while some do not show any human feelings towards their students” The resultant effect in this situation is obvious, it is manifested in loitering about fighting with dangerous weapons, sexual abuse, bullying of younger students by their seniors among others. Teachers abandon their classes and engage in unnecessary discussions, they form cliques against the principal and only work for formality without dedication and commitment to duty. According to Njoku (2014) the conflict that arise in Enugu state secondary school system could be attributed to lack of effective communication, un-conducive working environment, administrative incompetence, poor team spirit, disagreement of goals among others. Daveraux (2015) view leadership styles of principals are major determinants of school organizational conflict.

This is in agreement with Ogbonna (2016) who found out that school principals have poor organizational experience and are ineffective leaders who embezzle funds in their schools. From the researcher’s personal experience, there are instances of illegal collection of fees by some public secondary school principals ranging from equipment to examination fees including fees for “miracle centre. Parents on several occasions have confronted the school authorities as regards the levies which students were asked to pay. When such issues are not peacefully resolved, it will no doubt amount to conflict. The prevalence of conflict and its traumatic effects on school conflict cannot be ignored. Functional educational settings like the secondary school will require an adequate conflict management strategy to arrest such ugly events that emanate from conflict situation. Such conflict may only be effectively managed by principals well-grounded in the knowledge of educational administration and planning more precisely in the styles of leadership. Against this background the

researchers investigated the extent to which transformational leadership style enhances principals’ conflict management ability. This forms the gap this study intends to fill.

Statement of the Problem

In all organizations including secondary schools, conflict has been and is still a constant issue effective or ineffective conflict management defines to a great extent the success or failure of such schools especially as it concerns achieving stated objectives. It is uncertain the extent to which transformational leadership style influence principals’ conflict management in secondary schools in Enugu State.

Purpose of the Study

The purpose of the study was to determine the extent to which transformational leadership style enhances principal’s conflict management in secondary schools in Enugu State. The specifics are to determine whether;

1. Idealized influence enhances principals’ conflict management in secondary schools in Enugu State.
2. Inspirational motivation enhances principals’ conflict management in secondary schools in Enugu State.
3. Intellectual stimulation enhances principals’ conflict management in secondary schools in Enugu State.

Research Questions:

The following research used guided the study:

1. To what extent does idealized influence enhance principals conflict management in secondary schools in Enugu State?
2. To what extent does inspirational motivation enhance principals conflict management in secondary schools in Enugu State?

3. To what extent does intellectual stimulation enhance principals conflict management in secondary schools in Enugu State?

Hypotheses:

The following Ho was formulated to guide the study and will be tested at 0.05 level of confidence

- Ho₁:** There is no significant difference between the mean scores of male and female teachers on the extent to which idealized influence enhances principal's conflict management in secondary schools in Enugu State.
- Ho₂:** There is no significant difference between the mean scores of male and female teachers on the extent to which intellectual stimulation enhances principals conflict management in secondary schools in Enugu State.
- Ho₃:** There is no significant difference between the mean scores of male and female teachers on the extent intellectual stimulation enhances principals' conflict management in secondary schools in Enugu State.

Methods

The researcher adopted a census descriptive survey research design. Survey research design according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be a representative of the entire group. The survey design specifies how such data will be collected and analyzed. This design was used in the study because the data was used to collect data based on the opinion of teachers on the extent transformational leadership style enhances conflict management in secondary schools in Enugu state. The population for the study was 302 secondary school principals in Enugu State. The sample size of the study was comprised 116 male and 186 female principals in

public secondary schools in Enugu State. There was no sampling technique because the population was manageable. The instrument for data collection was self structured questionnaire developed by the researchers titled Influence of Transformational Leadership Style on principals' Conflict Management Questionnaire (ITLSPCMQ) contained A and B. section A focused on the personal data of the respondents while section B dealt with the questionnaire items that guided the study. Part II has 3 clusters. Cluster A has seven items on the extent idealized influence enhances principals' conflict management in secondary schools. Section B contained seven items on extent inspirational motivation enhances principals' conflict management in secondary schools in Enugu State. Section C contained eight items on the extent individualized consideration enhances principal's conflict management in secondary schools in Enugu State. All the items are of four point response options. Specifically, the response options are Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) with numerical value of 4, 3, 2 and 1 assigned to them respectively.

Cronbach Alpha was used to establish the reliability of the instrument, using Statistical package for Social Science version 6.00 (SPSS). The Cronbach Alpha was used because the questionnaire contain polychotomous items. The reliability coefficient yielded; 0.92, 0.61 and 0.85. The grand coefficient was 0.77 indicating that the instrument was reliable for use in data collection. This is in line with Uzoagulu (2015) who noted that reliability coefficient above 0.6 and above indicates that the instrument is reliable. The researchers with the help of two research assistants who are prospective graduates of Department Education Management in (ESUT) helped to administer the instrument directly to the

respondents. The research assistants were briefed on the modality on how to administer and collect the instrument and to be polite to the respondents. Data collection last for one week. Copies of filled questionnaire were collected on the spot which gave 100% return rate.

The data collected from the respondents were analyzed using the mean and standard deviation to answer the three research questions. The t-test was used to test the null hypotheses at .05 level of significance and at the appropriate degree of freedom. The decision was based on the principle of lower and upper limit of the mean, thus;

- Very Great Extent (VGE) 3.50 – 4.00
- Great Extent (GE) 2.50 - 3.49
- Low Extent (LE) 1.50 – 2.49
- Very Low Extent (VLE) 1.00 – 1.49

t-test statistics was used to test the null hypothesis at .05 level of significance. The null hypothesis was significant where the probability value of two tails significant was less than the .05 significant level at appropriate degree of freedom.

Results

The results of the study were derivatives from the answers to the research questions and the testing of hypotheses.

Research Question 1: To what extent does idealized influence enhances principals conflict management in secondary schools in Enugu East Senatorial District?

Table 1: Mean ratings and standard deviation of the teachers on the extent idealized influence enhances principals conflict management in secondary schools in Enugu State

S/ N	extent idealized influence enhances principals conflict management in secondary schools including;	Male Teachers N=116		Female Teachers N= 186		Overall		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_G	SD _G	
1	Considers the moral and ethical consequences of decisions	2.85	0.68	2.77	0.65	2.80	0.66	GE
2	Acts as a role model to both staff and students	2.95	0.68	2.91	0.68	2.93	0.68	GE
3	Goes beyond self interest for the good of the school	2.86	0.73	2.87	0.71	2.86	0.72	GE
4	Makes personal sacrifice for the benefits of others	3.05	0.68	3.05	0.69	3.05	0.68	GE
5	Instills pride in others for being associated with him/her	2.86	0.63	2.84	0.62	2.85	0.62	GE
6	use constructive and edifying words when correcting teachers	3.01	0.61	2.98	0.65	2.99	0.64	GE
7	avoid hasty decisions in disciplinary matters	3.21	0.70	3.28	0.68	3.25	0.69	GE
Cluster Mean/SD		2.97		2.96		2.96		GE

The analysis of data presented in Table 1 above, the male teachers means range from 2.85 to 3.21 with a cluster mean of 2.97 and

standard deviation of 0.67 while those of female teachers ranges from 2.77 to 3.28 with cluster mean of 2.96. The overall

cluster mean of the respondents was 2.96 with a standard deviation of 0.67. This demonstrates that idealized transformational leadership influence enhances principals conflict management in secondary schools in Enugu State to a great extent. The low level of standard deviation shows that the respondents are homogenous in their responses.

Hypothesis 1

There is no significant difference between the mean scores of male and female teachers on the extent to which idealized influence enhances principal’s conflict management in secondary school in Enugu East Senatorial District.

Table 2: Summary of t-test Analysis of Mean Ratings of Mean Scores of Male and Female teachers on the extent to which idealized influence enhances principals’ conflict management in secondary school.

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	116	0.218	300	0.828	0.08343	0.38308	NS
Female	186						

The result of t-test analysis in Table 2 shows that the t-value at .05 level of significant and 300 degree of freedom for the 7 items is 0.218 with a significant value of 0.828. Since the significant value of 0.828 is more than the .05 level of significant the null hypothesis is not significant. This means that there is no significant difference regarding the 7 items on the mean scores of male and female teachers on the extent to

which idealized influence enhances principal’s conflict management in secondary school in Enugu State.

Research Question 2

To what extent does inspirational motivation enhances principals’ conflict management in secondary schools in Enugu State?

Table 3: Mean Ratings and Standard Deviation of Teachers on the Extent Inspirational Motivation Enhances Principals' Conflict Management in Secondary Schools in Enugu State

S/N	extent inspirational motivation enhances principals' conflict management in secondary schools includes;	Male Teachers N=116		Female Teachers N= 186		Overall		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_G	SD _G	
8	Talking optimistically about the future	3.27	0.61	3.32	0.62	3.31	0.62	GE
9	Articulating compelling vision of the future	3.06	0.64	3.16	0.63	3.12	0.63	GE
10	Expressing confidence that goal will be achieved	3.27	0.68	3.24	0.70	3.25	0.69	GE
11	Taking a stand on controversial issues	3.34	0.69	3.29	0.72	3.31	0.71	GE
12	Talking enthusiastically about what needs to be accomplished	3.34	0.70	3.29	0.72	3.31	0.71	GE
13	using positive reinforcement to strengthen good behavior	3.41	0.51	3.37	0.52	3.38	0.51	GE
14	removing privileges to stop a negative behavior	3.25	0.45	3.24	0.49	3.25	0.47	GE
Cluster Mean/SD		3.28	0.61	3.27	0.63	3.28	0.62	GE

The data presented in Table 3 indicates that the male teachers mean rating range from 3.06 to 3.41 with cluster mean of 3.28 and standard deviation of 0.61 while those of female ranges from 3.16 to 3.32 with a cluster mean of 3.27 and standard deviation of 0.63. The overall cluster mean rating of the respondents is 3.28 with standard deviation of 0.62. This depicts that inspirational motivation enhances principals' conflict management in secondary schools in Enugu State. The low

standard deviation shows that the respondent's opinions do not differ remarkably to the itemized.

There is no significant difference between the mean scores of male and female principals on the extent to which inspirational motivation enhances principal's conflict management in secondary school in Enugu State.

Table 4: Summary of t-test analysis of mean scores of male and female principals on the extent to which inspirational motivation enhances principal's conflict management in secondary school Enugu State.

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	116	0.069	300	0.945	0.02892	0.41982	NS
Female	186						

	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	116	0.807	300	0.420	0.34066	0.42215	NS
Female	186						

Research Question 3

To what extent does intellectual stimulation enhance principal's conflict management in secondary schools in Enugu East Senatorial District?

Table 5: Mean ratings and standard deviation of the teachers on the extent intellectual stimulation enhances principal's conflict management in secondary schools in Enugu State.

S/N	extent intellectual stimulation enhances principal's conflict management in secondary schools including;	Male Teachers N=116		Female Teachers N= 186		Overall		Decision
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	\bar{X}_G	SD_G	
23	Seeks differing perspectives when solving problems	3.18	0.38	3.19	0.42	3.19	0.41	GE
24	Get others to look at problems from many different angles	3.19	0.54	3.17	0.55	3.18	0.55	GE
25	Encourages subordinates to be creative and innovative	3.08	0.69	3.03	0.68	3.05	0.68	GE
26	Suggest new ways of looking at how to complete assignment	3.14	0.72	3.10	0.72	3.12	0.72	GE
27	Re-examines critical assumptions to questions whether they are appropriate	3.05	0.78	3.04	0.76	3.05	0.77	GE
28	thoroughly and fully investigate the circumstances and facts in decision making	3.05	0.67	3.06	0.69	3.05	0.68	GE
29	Encourages shared vision and team spirit	3.03	0.66	3.06	0.69	3.05	0.68	GE
Cluster Mean/SD		3.10	0.63	3.09	0.64	3.10	0.64	GE

The result of data analysis presented in Table 5 above shows that the male teachers mean ratings range from 3.03 to 3.19 with a cluster mean of 3.10 and standard deviation

of 0.63, while those of the female teachers ranges from 3.04 to 3.19 with a cluster mean of 3.09 and standard deviation of 0.64. The overall cluster mean of the respondents is

3.10 and standard deviation of 0.64. This indicates that intellectual stimulation enhances principal’s conflict management in secondary schools in Enugu State. The low standard deviation shows that the respondents have similar opinion to the items.

Hypothesis 3

There is no significant difference between the mean scores of male and female teachers on the extent to which intellectual stimulation enhances principal’s conflict management in secondary school in Enugu East Senatorial District.

Table 6: Summary of t-test analysis of mean scores of male and female principals on the extent to which intellectual stimulation enhances principal’s conflict management in secondary school in Enugu State

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	116	0.172	300	0.863	0.07388	0.42845	NS
Female	186						

The data obtained from the t-test analysis in Table 6 revealed that the t-value at 0.05 level of significant and 300 degree of freedom for the items is 0.172 with a significant value of 0.863. Since the significant value of 0.0863 is more than the 0.05 level of significant the null hypothesis is not significant. This means that there is no significant difference with respect to the items on the mean ratings of male and female teachers on the extent to which intellectual stimulation enhances principals’ conflict management in secondary schools in Enugu State.

Discussion of Findings

Extent to which Idealized Influence Enhances Principals’ Conflict Management in Secondary Schools

The result of data collected on research question one indicated that idealized influence enhances principal’s conflict management in secondary schools to a great extent. The findings of the study were in line with Krishinan (2010) that charismatic and idealized leadership is characterized by followers trust in the correctness of the leader, willingness to obey the leader, and motivational involvement in the mission of the organization. Krishinan (2010) pointed that this type of transformational leadership enhances conflict management in organization. The findings of the study indicated that there is no significant difference in the mean scores of male and female teachers on the extent to which idealized influence enhances principals’ conflict management in secondary school.

Findings of the Study

1. To a great extent, idealized influence enhance principals’ conflict management in secondary schools in Enugu State.
2. To a great extent, inspirational motivation enhance principals’ conflict management in secondary schools in Enugu State.
3. To a great extent, intellectual stimulation enhance principals’ conflict management in secondary schools in Enugu State.

Extent to which Inspirational Motivation Enhances Principals Conflict Management in Secondary Schools

The result of the study according to research question two indicated that inspirational motivation enhances principal's conflict management in secondary schools in Enugu State to a great extent. Therefore the secondary school principals need to adopt inspirational motivation in managing conflict in their institutions. The findings were in agreement with Nayab (2014) who vividly captured the importance of motivation as an indispensable component of transformational leadership.

Further, the findings indicated that there was no significant difference between the mean scores of male and female teacher on the extent to which inspirational motivation enhances principal's conflict management in secondary school.

Extent to which Intellectual Stimulation Enhances Principals Conflict Management in Secondary Schools

The findings of the study on research question three depicted that intellectual stimulation enhances principals' conflict management in secondary schools in Enugu State to a great extent. The findings of the study showed that intellectual stimulation enhances principals conflict management as it seeks differing perspectives when solving problems, get others to look at problems from many different angle; it equally encourages subordinates to be creative and innovative. The finding of the study is supported by Kelling (2013) that intellectual stimulation involves arousing and changing followers' awareness of problems and their capacity to solve new problem and controversial ideals without fear of punishment or ridicule. Marturano and Dennison (2013) outlined the qualities of leaders with intellectual stimulation as those which re-examine critical assumption to

questions appropriate seek different perspectives when solving problem, get others to look at problems from many different angles, suggest new ways of how to complete assignment, encourage non-traditional thinking to deal with traditional problem, and to encourage rethinking those ideas which have never been questioned before.

The findings of the study indicated that there was no significant difference between the mean scores of male and female teachers on the extent to which intellectual stimulation enhances principal's conflict management in secondary school in Enugu State. This is pertinent to improve the quality of teaching and learning of entrepreneurship conflict management in secondary schools. Principals and teachers need to intensify effort in order to improve the adoption of this leadership style in enhancing the management of conflict in secondary schools in Enugu State. The study concludes that the identified idealized influence, inspirational motivation and intellectual stimulation as fruits of transformational leadership are employed in enhancing conflict management in secondary schools.

Recommendations

1. Secondary schools principals should adopt idealized conflict management skills. Seminar, workshop and conference on transformational leadership style should constantly be organized for principals of secondary school in Enugu State.
2. The government, principals and relevant bodies should develop inspirational motivation approach in the management of conflicts in secondary schools.
3. Government and other stakeholders must embrace intellectual stimulation skills in the management of conflicts in secondary schools.

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