

Conflict Analysis and Resolution Among the Participants in Curriculum Planning

BY

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Abstract

Human experience of conflict in the developing and developed countries of the world continues to move through a plethora of phases based on diverse perspectives of conflict theorists and conflict parties. This has often led to tense traumatic and violent approaches to issues in various facets of life where such conflict is not seen as an opportunity to change. In the education terrain, curriculum planning process involves different stakeholders of education coming together to formulate a workable curriculum for any target audience. As a result, conflicting situations are bound to emerge. As an attempt for peaceful co-existence among curriculum planners involved in Nigeria education, this paper focused on conflict analysis and resolution among the participants in curriculum planning. It delved into curriculum planning and the participants, human perception of conflict, conflict types and theories of conflict vis-a-vis some ugly situations in which conflict might emerge during the curriculum planning process. As a mechanism for conflict resolution, the author recommends that conflict should be dealt with using any means that would prevent conflict escalation among which is Diagnosis Progress Therapy (DPT).

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