ASSESSMENT OF PRINCIPAL TEACHER CONFLICT IN PUBLIC SECONDARY SCHOOLS IN DELTA AND EDO STATES

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DECEMBER, 2015

DECLARATION

I, declare that this is an original research carried out by me in the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

Signature: **...**

Date: **……………………………………..**

CERTIFICATION

We certify that this study was carried out by Ugbejeh, Samson Onyemaeki in the Department of Educational Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

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DEDICATION

This thesis is wholeheartedly dedicated to my children; Prince Ekene Ugbejeh and Princess Isioma Ugbejeh and my dear wife, Mrs. Stella Ugbejeh.

ACKNOWLEDGEMENTS

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ABSTRACT

The research focused on the assessment of principal/teacher conflict in public secondary schools in Delta and Edo States. The purpose of the study was to find out the types, causes, aspects of secondary school influenced by conflicts, effects and management strategies that were adopted in resolving conflicts in public secondary schools in Delta and Edo States. Eight research questions were raised and answered and eight hypotheses were also generated and tested at 0.05 levels of significance. Ex-post facto design with descriptive survey was adopted. The population of the study comprised all 16,225 principals and teachers in 719 public secondary schools in Delta and Edo States, from which 2956 principals and teachers were randomly selected, using the multi-stage random sampling technique. The Instrument used for data collection was a self-structured questionnaire titled ''Principal/Teacher Conflict Questionnaire (PTCQ)", with modified 4 types Likert rating scale of SA, A, D, SD with 2.50 cut off point, while the reliability of the instrument was ascertained with the Split half co-efficient reliability test, using Pearson Product Correlation Co-efficient to give it measure of internal consistency. Data obtained were analysed with the use of descriptive statistics, mean scores, Standard Deviation at the decision level of 2.50 to answer research questions while z-test statistical analysis was used to test the hypotheses at 0.05 alpha levels. The findings of the study revealed different types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States which include interest conflicts, induced conflicts, misattributed conflicts, conflicts, realistic and non realistic conflicts, retributive conflicts, issues conflicts, interaction conflicts, institutionalized and non institutionalized conflicts, intra personal conflicts, inter personal conflicts, intra group conflicts, inter group conflicts and intra organizational conflicts. There were also different causes of conflicts encountered which include objective interferences, competition, personality differences, differences in perceptions, poor communication network, structural and human factors, differences in traits, goals, backgrounds, role conflicts, role ambiguity, dependence on limited resources, factor intrinsic to the job, and work flow design as well as different types of management strategies adopted in resolving conflicts, such as, distributive management style, integrative problem-solving management style, use of bargaining style, avoidance style, compromise style, delegation of duties, negotiation style, confrontation style, smoothing style, forcing style and open door policy by the principals. It also revealed aspects of secondary school administration affected by conflicts to include curriculum implementation, planning of time table and finance administration of public secondary schools; and effects of conflicts which could either be functional or dysfunctional as well as management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States. Following the findings, the researcher therefore recommended that there should be free flow of information, delegation of duties, proper funding of schools to enable schools meet their goals and objectives, participatory approach, collective bargaining and democratic style of leadership, involvement of teachers and parents in decision making, training and retraining of principals and teachers in public secondary schools in Delta and Edo States.

CHAPTER ONE
INTRODUCTION

Background to the Study

The 1952 education ordinance was enacted to reflect the changes brought about by the Macpherson Constitution of 1951 which made education regional affairs. As a result of the regionalization of education, many regions started pursuing different educational policies subject to the fund available to them (Itedjere 2005). The Western region which, the defunct Bendel State (now Delta and Edo States) belonged to, introduced the Universal Free Primary Education in 1955, while the Eastern region introduced hers in 1957 but had to abandon the project after one year because of lack of funds. In the Northern region, the pace of western education was very slow due to cultural and religious factors. Its expansion was therefore tie to the availability of teachers and western education personnel. Education was free in most government and native authority schools. Scholarships were given by native authority to those unable to pay their fees. By 1958, there were 31 secondary schools and 36 teachers' colleges spread across the Northern region of Nigeria.

However, as a result of the introduction of UPE, there was a correspondent increase in the establishment of more secondary schools across the nation especially in the Western, Midwest and Eastern regions of Nigeria. Moreover, the introduction of Universal Basic Education (UBE) in 1976; the Second Republic Era (1979-1983) free education in Nigeria which was adopted by the then defunct Bendel State (Delta and Edo States) government, added to the massive unplanned increase in the number of schools in Delta and Edo States.

The increasing population of school aged children, parents and general awareness of the importance of education as a veritable tool for wealth creation, social awareness, transformation of characters, socialization, adaption,

advancement, growth and development; as well as state government determination to ensure total eradication of illiteracy and poverty among the people, greatly added to the massive expansion of secondary schools in Delta and Edo States.

The success of any organization depends very largely on the extent to which its goals are achieved. In addition, the secondary school as a social organization is established primarily to train and educate the youths so that they can be useful to themselves, useful to the society, respect the dignity of labour, respect the views of other people and contribute meaningfully to the development of the society (National Policy on Education (NPE) 2004). These goals when properly articulated are aimed at creating a harmonious relationship and atmosphere of peace in the school system.

But over the years, secondary schools in Nigeria have been overwhelmed with crises attributed to unplanned expansion of schools, problems of human and material resources, inadequate funding, and lack of teaching and learning materials. Lack of discipline, staff problems, inadequate infrastructures and equipment, poor supervision, lack of training and retraining of teachers, low motivation, high rate of teachers' turnover and poor incentives in the teaching profession are problems militating against the progress of educational system. Other problems include conflicts of interests among the staff, poor leadership styles, cultism, poor supervision and evaluation, inadequate accommodation, students discipline, parents' interference, different curriculum, unstable policies and programmes.

Secondary schools as educational institutions have become large and more complex organizations, made up of people with different backgrounds, orientations, interests, values, perceptions, knowledge behavioral styles, status, goals, aspirations, prejudices and skills. It is expected that under such state of diversity, individuals and groups are bound to have conflicts on certain issues even with emotional intensity (Egwunyenga, 2000).

These are the major problems affecting teaching and learning in public secondary schools. These factors have been the reasons of all conflicts among principals and teachers, supervisory ministries and agencies, school board, union leaders, and all other stakeholders within the educational system in Delta and Edo States.

However, the achievement of goals depends very much on those in positions of authority, such as the school administrators, inspectors of education, principals, supervisory ministries, teachers, union leaders, Parents'/Teachers' Associations (PTA) and their relationship with their subordinators and students. In fact, where there are lapses in relationships between principals and teachers, poor communication network, lack of human and material resources, mistrust, poor infrastructural decay, lack of motivation, ambiguities in role play and expectations, poor leadership styles, mismanagement, highhandedness, misunderstanding, poor teaching-learning environment, conflicts are bound to occur. The inevitability of conflicts forms part of changes encountered every day.

In the school system, there are interactions among teaching, non-teaching staff, principals, parents, students, community and the supervisory ministries. Conflicts in schools take different dimensions and forms. The heterogeneous nature of the school demands defined roles to be played by each group and when such roles are not properly defined and structured, there are bound to be conflicts. The principals and teachers have a stake in the operation and management of the school. The task of conflict management consists of recognizing the divergent views and interests of these groups as well as striking a credible balance to ensure that conflicts are properly and adequately handled as well managed.

In fact, the success of principals' management strategies depends much on teachers than any other groups. The teachers constitute the main medium through which the learning process of students is affected. The teachers also function as operational resources through which the principal achieves the short and long term goals of the school. The principal, therefore, oversees all the

activities in the school and ensure effective management and administration of school.

These inform the reasons for the researcher to carry out this study with a view to contribute to knowledge as well as examined different types of conflicts encountered in schools, causes of such conflicts, effects and aspects of school administration mostly affected, as well as different management strategies adopted in resolving conflicts in secondary schools.

The researcher is aware of the fact that much has been done by both the state and federal governments in the area of improving the quality of education at the secondary school level but the problems of ineffective administration, indiscipline, poor calibre orientation, unconducive atmosphere for teaching and learning, inadequate teaching and learning materials, unplanned expansion, inadequate funding, inadequate human and material resources, poor attitude to work, poor leadership style, improper supervision, poor communication network, conflict of interest, objective differences, hostile atmosphere and lack of proper incentives to teaching profession still remain unresolved. It is obvious that over the years, that attempts have been made by government and spirited individuals to solve these problems all to no avail. These have been the bane of conflicts in our secondary schools administration.

Therefore, assessing principals and teachers' conflicts in public secondary schools however seems to be one of the vital tools that has the potential for providing answers to conflicts in schools, and serves as instrument through which principals and teachers perform their assigned roles creditably. The study will assist to fill the gaps other scholars have failed to fill, serves as resource material for consultation and enhance much needed reforms in the educational sector in Delta and Edo States.

Statement of the Problem

Conflicts are inevitable and occur among individuals, groups, institutions and organizations. The researcher observed that there have been conflict relationships between school principals and classroom teachers in public secondary schools in Delta and Edo States.   Principals and teachers work in close relationships with other staff; and in collaboration while carrying out their duties and responsibilities. Despite this close relationship, conflicts and crises characterize their relationships, and it takes good administrator to manage conflicts effectively in order to achieve the set academic goals.

It is obvious that in the school setting, conflicts result from mere misunderstanding and disagreement among principals and teachers. It could result from teacher-teacher relationships, teacher-student, teaching and non-teaching staff, parents' interference with schools' rules and regulations, staff and teachers' poor attitude to work, poor implementation of policies and programmes. More so, conflicts occur also as a result of poor state of infrastructures, inadequate funding, sharing of scarce resources, lack of teaching aids, lack of motivation on the part of teachers, poor communication network and communication gap, staff welfare, poor leadership styles, role play, performance and task expectations. Conflicts in schools, if not properly handled causes more and continue conflicts, lower morale, and inappropriate behaviour and reduced productivity.

The attendant disparity of income and non-implementation of certain policies and programmes, non-payment of allowances, unsatisfactory conditions of service, non-provision or inadequate provision of amenities, poor teaching method and lack of training, poor communication network, inadequate human and material resources etc, have produced great dissatisfaction and agitations among secondary school teachers. These conflicts situation have become major concern to school administrators, parents, government, teachers, supervisory ministries, boards and agencies in public secondary schools and has greatly affected the administration of secondary schools in Delta and Edo States. The

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better school principals, teachers, parents and other stakeholder understand the nature of conflicts, the better able they are to manage conflicts constructively.

Subsequent upon the observations mentioned above, if there are effective macro level strategies designed to minimize the occurrence of conflicts in public secondary schools in Delta and Edo States, could this improve the level of relationships between principals and teachers in schools? Would principals' administrative style of leadership and teachers' attitude to work have effects on the administration of public secondary schools in Delta and Edo States?

Therefore, this study critically examined the types, causes, aspects of secondary schools' administration mostly affected and effects of conflicts between principals and teachers as well as determined appropriate management strategies and resolution adopted in resolving conflicts in public secondary schools in Delta and Edo States.

Research Questions

To guide the study eight research questions were raised and answered. Thus:

1.   What are the types of conflicts encountered by school principals and classroom   teachers in public secondary schools in Delta and Edo States?

2.   Does location of schools influence the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States?

3.   What are the causes of conflicts between principals and teachers in public secondary schools in Delta and Edo States?

4.   What aspects of public secondary schools administration are mostly influenced by conflicts between principals and teachers in Delta and Edo States?

5. Does conflict between principals and teachers have any significant effects on the administration of secondary schools in Delta and Edo States?

6. What are the management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States?

7. Does location of schools influence the types of management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States?

8. Does principal's years of teaching experience influence the management strategies adopted in public secondary schools in Delta and Edo States?

Hypotheses

To further guide the study eight null hypotheses were formulated and tested at 0.05 levels of significance. These null hypotheses were:

i. There is no significant difference in the views of principals and teachers on the types of conflicts encountered in public secondary schools in Delta and Edo States.

ii. Location of schools does not significantly influence the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States.

iii. There is no significant difference in the opinions of principals and teachers on causes of conflicts in public secondary schools in Delta and Edo States.

iv. There is no significant difference in the opinions of school principals and classroom teachers on aspects of secondary schools administration mostly influenced by conflicts in public secondary schools in Delta and Edo States.

v. There is no significant difference in the opinion of principals and teachers on the effects of conflicts on the administration of public secondary schools Deltaand Edo States.

vi.   There is no significant difference in the views of principals and teachers on management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

vii.   Location of schools does not significantly influence the types of management   strategies adopted in resolving conflicts in public secondary schools Delta and   Edo States.

viii. Principal's years of teaching experience does not significantly influence the   management strategies adopted in resolving conflicts in public secondary   schools in Delta and Edo States.

Purpose of the Study

The purpose of this study was to fill the gap, contribute to knowledge, and assess principals-teachers' conflicts in public secondary schools and with specific objectives to find out the types, causes, aspects of secondary schools' administration influenced by conflicts, effects of conflicts, location of schools (i.e. urban and rural), experienced and less experienced principals as well as management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States. Specifically, the study aimed to:

i.   Find out if any significant difference exists in the opinions of principals and teachers on the types of conflicts encountered in public secondary schools in   Delta and Edo States?

ii.   Ascertain if location of school influences the types of conflicts encountered by   principals and teachers in public secondary schools in Delta and Edo States

iii. Ascertain the causes of conflicts between principals and teachers of public secondary schools in Delta and Edo States.

iv.   Identify aspects of the secondary schools' administration influenced by conflicts   between principals and teachers in public secondary schools in Delta and Edo   States.

v.   Establish whether any significant difference exists in the opinion of principals   and teachers on the effects of conflicts on the administration of public secondary schools in Delta and Edo States.

vi.   Determine effective management strategies adopted in resolve conflicts in public secondary schools in Delta and Edo States.

vii.   Ascertain whether location of schools influences the types of management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

viii.   Find out if principal's years of teaching experience influence the management   strategies adopted in resolving conflicts in public secondary schools in Delta   and Edo States.

Significance of the Study

Several benefits would be derived from the study. It would be very significant to all stakeholders in the education sector, including principals, teachers, parents, school administrators, Parents/Teachers Association, (PTA), education inspectors, supervisory ministries, board and agencies. Education is a veritable tool for socio-economic, political and technological advancement. But when there is conflict between principals and teachers in public secondary schools, it affects the smooth administration of the school system as well as teaching and learning.

Therefore, the study also would help stimulate greater understanding of emergent structure of conflicts and their influences on secondary schools administration in Delta and Edo States. It predicated on the need for peaceful atmosphere conducive for teaching, learning and other academic activities. However, from the types of conflicts, causes of conflicts, influence of conflicts, theories of leadership and management strategies, the study would help inculcate the spirit of mutual relationships among principals, teachers, school

community, parents and enhances good teaching-learning environment, as well as achievement of academic goals.

The study would help the principals and teachers to avoid inter-personal, inter-group and intra-group conflicts in schools, reduce communication gap, hostility and low morale among teachers and staff in secondary schools, which negatively affects effective administration processes.

The findings of the study would help stimulate further studies and assist to ascertain the level of relationships between school principals and classroom teachers. It would further help promote stability, achievement of goals and objectives of education; and ensure reforms in the education sector. It would also enable the governments to be aware of their responsibilities especially in the areas of provision of essential facilities needed for effective teaching and learning processes.

Finally, the study would add to the stock of existing literatures as it would be useful to students, teachers, parents, organizations, institutions and the general public, as well as serves as a veritable tool to school principals and teachers in the discharge of their duties, especially in crisis management situation.

Scope and Delimitation of the Study

The main focused of this study was to assess principals and teachers' conflicts in public secondary schools in Delta and Edo States.   The research study specifically identified the various types of conflicts such as: intra personal conflict, inter personal conflict, inter group conflict, intra group conflict, role conflict and intra organisational conflict found in public secondary schools. Causes of conflicts encountered by school principals and classroom teachers as a result of administrative lapses, poor implementation of policies and programmes, poor attitude to work, objective differences, unfulfilled objectives, agitation of staff welfare, communication problem, poor salary structure and

salary disparity, issue of resource control, allocation of courses, poor teaching method, lack of motivation and non-involvement of teachers in decision making. The study was also limited to aspects of secondary schools administration affected by conflicts such as curriculum implementation, planning of time table and financial administration as well as effects of conflicts which are either functional or dysfunctional.

The study examined various types of conflicts management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States. The scope was further limited to certain variables such as status, location of schools and principal's years of teaching experience and was also limited to only public secondary schools' principals and teachers in Delta and Edo States.

Definition of Terms

The following terms are operationally defined as used in the study:

School principals - - School principals are the school heads in charge of the secondary schools administration.

Classroom teachers - These are persons who are employed and in this instance, to teach in secondary schools.

Conflicts management strategies: - Techniques that principal will adopt in solving problems or management styles that would be employed in resolving crises in schools.

Experienced principals - These are principals who have been in the job for over 10 years and above.

Conflicts - - - This refers to a state of crisis or disagreement between principals and teachers in schools.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

This study assesses the types, causes and effects of conflicts between principals and classroom teachers in the course of carrying out their functions in schools, with a view to finding effective management strategies that would be adopted to resolve these conflicts in secondary schools in Delta and Edo States. This chapter presents the review of related literature under the following sub-headings:

- Theoretical Framework

- Concept of Conflicts

- Contribution of Theories of Conflicts

- Types of Conflicts in the School System

- Causes/Sources of Principals and Teachers Conflicts

- Conflicts at the Grassroots Level

- Effects of Principals and Teachers Conflicts in Schools

- Conflicts Resolution and Management Strategies

- Aspects of Secondary Schools Administration Affected by Conflicts

- Problems Facing Secondary Schools Administration

- Management Process by Principals in Schools

- Appraisal of Review of Related Literature

Theoretical Framework

The theoretical framework adopted in this study was Conflicts Process Theory proposed by Goldman (1966). The principal assumption of this theory is that the substantive issues of conflicts arise from and have consequences for basic structural components of organizations. The theory provides a way to classify the substantive issues of social and political conflicts and observes the organizational consequences of the resolution and non-resolution of these

conflicts. It takes record of developmental trends associated with sequences of conflicts cycles and ultimately provides an empirical basis for designing strategies of conflicts resolution and avoidance.

The theory assumes that social and political conflicts between two or more (adversary) parties are initiated and concluded by events of a decisional character; the sequence of events from the initiating one to the concluding one may be referred to as a conflicts cycle. At least one of the three types of substantive topics may be found as issues in all social and political conflicts and such substantive topics include, disagreement about the 'task expectation' associated with a position or office; disagreement about the 'role-performance' of particular incumbents in the position; disagreements about the conditions of 'incumbency' of the person in the position (Duze, 2012).

The theory holds that conflicts cycles are resolved by decisions about one or more of these substantive topics. Sequences of resolving decisions about task-expectations produce a 'formalization' process. When the decisions are on role-performances, they produce a 'socialization' process, while the decisions on incumbency conditions produce an 'investiture' process. Formalization means that task-expectations should not be verbal or assumed but should be formally and clearly stated and presented to the officer in-charge of each position. Socialization requires that role-performances should declare the way and manner by which the officer should perform the duties assigned to the position including induction; while investiture should involve formal installation into and celebration of the officer's position. These will ensure that the officer knows very well what to do, how to do it, where the limits come, all in a more conducive atmosphere.

The Conflicts Process Theory also states that the observation of conflicts pertaining to major organizational offices is a reliable procedure for sampling the developmental tendencies of the organization as a whole. . Therefore, when secondary schools experience positive/non-destructive role conflicts, innovations and creativity should emerge, which will further lead to better conflicts resolutions and conflicts avoidance, thus improving the administrators' effectiveness and

efficiency in accomplishing set aims and objectives of the secondary schools (NPE, 2004).

The theory postulates that individuals will normally adjust to a given structure in an organization but any change in the structure of the organization causes conflicts and destabilizes the organization. Conflicts should be minimized by minimizing structural changes in order to maintain stability with both the individuals as well as the institutions (Duze, 2012)

The implication is that secondary schools should be mindful of their organizational charts and careful at making changes that may not be easily accepted by the school community. The theory reflects a systems approach where each part has one or more functions to perform. This is usually the case with academic administrators in the secondary schools, who double-function as academics and administrators. Institutions are sub-systems made up of roles and each role is associated with a particular set of expectations. Roles in institutions are occupied by individuals who have their own personalities, perceptions, orientations and need dispositions, but who must act according to the set of expectations associated with their roles to be able to achieve the institution's goals and objectives.

It is therefore obvious that under such state of diversity as found in secondary schools, individuals or groups could disagree on issues that directly or indirectly pertain to them, sometimes with emotional intensity as they perform their various roles. When these disagreements are left unresolved, they become destructive. However, this theory sees conflicts as dysfunctional, abnormal, and as a disease which can be endemic to schools if not properly managed.

This implies that role conflicts could be constructive if well managed in organizations. The theory therefore advocates issues that will maintain the state of equilibrium and collaboration in an organization. This study therefore examined the types, causes and influence of conflicts that exists between school principals and classroom teachers as well as proffered strategies for effective management of conflicts in public secondary schools (Duze, 2012).

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Conclusively, it is obvious that no meaningful development can be accomplished in an atmosphere of crisis in any organisation, and as such, in secondary school system, the principals and teachers should be mindful of their organizational charts. There should be proper explanation of the various responsibilities and proper definition of roles assigned to individuals and groups in order to avoid crises in the discharge of responsibilities

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Concept of Conflicts

According to theorists, conflict management means constructive handling of differences. It is an art of designing appropriate institutions to guide inevitable conflict into peaceful channels. The importance of conflict management cannot be overemphasized. It is when leaders and states fail to address important issues and basic needs that violence brews. Nowhere is conflict management and peaceful resolution of conflict more important than in schools. School principals should take a second look at their behaviour and policy choices. Emphasis here should be on discouraging mismanagement, authoritarian leadership, corruption, embracing transparency, open door policy, delegation of duties, and good management of scare resources, proper allocation of time and courses and good governance

The under-listed theories not only articulate varying approaches to intervention, but also reflect different conceptualizations of conflicts.

a. **Conflicts Management Theory**
b. **Conflicts Resolution Theory**
c. **Conflicts Transformation Theory**
d. **Frustration and Aggression Theory**
e. **Social Learning Theory**
f. **Macro Learning of Theories of Conflicts**

Conflicts Management Theory

The conflicts management theory sees conflicts as inevitable because of differences of values and interests within and between individuals, groups and communities. The propensities of violence arise from existing institutions and historical relationships as well. Resolving such conflicts are unrealistic, the best that can be done is to accept them and manage them so as to reach amicable compromise in which violence may be laid aside and normal politics continued.

Conflicts management is the act of appropriate intervention to achieve political settlements by those having the power and resources to bring pressure on the conflicting parties in order to induce them to settle. It is also an act of designing appropriate institutions to guide the inevitable conflicts in appropriate channels according to Bloomfield & Reilly (1998). They further see conflicts management as positive and constructive handling of differences and divergence. Rather than advocating conflicts removal, it addresses more realistic approaches of managing it in a more constructive way, through co-operative process, and bringing together opposing sides in order to achieve constructive management of differences (Burton, 1987 and Ackermann, 2000).

Khun & Poole, (2000) established a system of group conflicts management. In their system, they split Kozan's confrontational model into two sub models: distributive and integrative.

- **Distributive** - Here conflicts are approached as a distribution of a fixed amount of positive outcomes or resources, where one side will end up winning and the other losing, even if they do win some concessions.

- **Integrative** - Groups utilizing the integrative model see conflicts as a chance to integrate the needs and concerns of both groups and make the best outcome possible. This model has a heavier emphasis on compromise than the distributive model. Khun and Poole found that the integrative model resulted in consistently better task related outcomes than those using the distributive model.

DeChurch & Marks(2001) examined the literature available on conflicts management at the time and established what they claimed was a "meta-taxonomy" that encompasses all other models. They argued that all other styles

have inherent in them into two dimensions - activeness ("the extent to which conflicts behaviours make a responsive and direct rather than inert and indirect impression") and agreeableness ("the extent to which conflicts behaviours make a pleasant and relaxed rather than unpleasant impression"). High activeness is characterized by openly discussing differences of opinion while fully going after their own interest. High agreeableness is characterized by attempting to satisfy all parties involved

In the study they conducted to validate this division, activeness did not have a significant effect on the effectiveness of conflicts resolution, but the agreeableness of the conflicts management style, whatever it was, did in fact have a positive impact on how groups felt about the way the conflicts was managed, regardless of the outcome

Conflicts Resolution Theory

Conflicts resolution involves the reduction, elimination, or termination of all forms and types of conflicts. When people talk about conflicts resolution they tend to use terms like negotiation, bargaining, mediation or arbitration. Conflicts resolution minimizes the negative outcomes of conflicts and promotes the positive outcomes of conflicts with the goal of improving learning in an organization (Rahim, 2002).

The resolution theorists reject this political view of conflicts, arguing that in communal and identity conflicts, people cannot compromise on their fundamental needs. They argued that it is possible to transcend conflicts if parties can be helped to explore, analyze, question and reframe their positions and interests. It emphasizes interaction by skilled but powerful third parties, working unofficially with the parties to foster new thinking and new relationships. They seek to explore what the roots of conflicts really are and to identify creative solution or measures of solutions that the parties may have missed in their commitment to entrenched positions.   Conflicts resolution is about how parties can move from zero sum destructive patterns of conflicts to positive cum constructive

outcomes. This aimed to develop processes of conflicts resolution that appeared to be acceptable to parties in dispute (Azar & Burton, 1986, Kona, 1999; Mial, Oliver & Tom, 1999; Duze, 2012 & Behfar, Peterson, Mannis & Trochim , 2008).

Frustration- Aggression theory

Like most pioneering theories, the innate theories gave way to more sophisticated and scientific hypotheses over time. One important development of this work was the evolution of the Frustration- Aggression theory. The basic assumption of the Frustration-Aggression theory is that all aggression, whether interpersonal or intergroup, has its root causes in the frustration of one or more actors' goal achievement. That is to say that conflict can be traced to the unfulfilment of personal or group objectives and the frustration that this breeds. Since the demand for basic human needs has always exceeded the supply, all human conflicts can be traced to an actor's failure to obtain what it needs. The Frustration-Aggression theory rests on the basic stimulus-response hypothesis. The questions that this theory raise are: does all frustration lead automatically to aggression, and can all aggression and conflict be traced to some catalytic frustration? These questions, as well as the challenge of insufficiency of causal link to aggression, and other insights into human behaviour, have led to the discrediting of the Frustration-Aggression theory and the subsequent development of other theories such as the Social Learning and Social Identity theories (Adams, 1995; Cash, 1996 & North, 1997).

Social Learning Theory

Social learning theory is based on the hypothesis that aggression is not innate or instinctive but actually learned through the process of socialization. It is obvious that one acquires aggressive attributes by learning them at home, in school, and by interaction with their environment in general. Interaction in society helps to focus and trigger stored aggression onto enemies. This is an important concept, particularly when the conflict is ethno-national or sectarian in

nature. Social learning theorists have tried to understand the relationship of the individual in their environment and how this relates to group aggression. Socialisation into a violent environment has detrimental effects on childhood development. This is the precursor to aggressive and anti-social behaviour in the teen and early adult years. Children who grow up watching their parents and neighbours being hassled by the police, army or 'other' community often become petrol bomb wielding teens. This aggression can escalate if unchecked or encouraged according to Whyte (1983), Kegley (1990), Bryan (1995)and Dunn (1995);

Macro Theories of Conflict

In divided societies, ethnic affiliations are powerful, permeative, passionate and pervasive. Macro theory focuses on the interaction of groups, specifically on the conscious level. Early political theorists, from Thucidydes and Sun Tsu to Machiavelli and von Clausewitz, have chosen one particular element to concentrate on power. The use and exercise of power is a central concept of macro theory of conflict. Macro theorists would agree that power comes in many forms: economic, political, military, even cultural. The common assumptions of macro or classical theories are that the roots of conflict stem from group competition and the pursuit of power and resources. These assumptions operate on conscious motivational factors in a material oriented environment. Classical theory capitalises on observations of group phenomena for single events in order to study the problem in depth, and to determine the importance and relationships of many variables, rather than using few variables for many cases. The predominant methodologies used are historical or case study approaches (Taifel, 1981;Gallagher, 1991; Bruce, 1994; Elliot & Sydney, 1994; Sandole & Hago, 1994),

Conflicts Transformation Theory

The transformation theorists argue that contemporary conflicts require more than the reframing positions and the identification of win-win outcomes. The very structure of parties and relationships may be embedded in a pattern of conflicting relationships that extend beyond the particular site of conflicts. Conflicts transformation involves processes of engaging with and transforming relationships, interests, discourses, that support the continuation of violent conflicts (Rupesinghe, 1995; Barnet, 2003 and Okon, Inaja & Udo, 2005).

Constructive conflicts are seen as a catalyst for change, as people with the conflicts parties have contemporary roles to play in long term processes of peace building, rather than for the mediation of outsiders. It agrees that conflicts are transformed gradually through a series of changes by means of varieties of actors.

Lederach (1995) describes conflicts transformation as envision which includes respect and promotes human and cultural resources from within a given setting. This involves a new set of lenses through which we do not primarily see the setting and the people in it as the problem and the outsider as the answer, rather we understand the long term goal of transformation as validating and building on people and resources within the setting.

Contributions of Theories of Conflicts Transformation

There have been theories; each based on a certain interpretations of fact with strong assumption and belief. Although each situation may be different, these theories help frame debates, set priorities and provide alternative lens with which to view specific cases.

Theories of conflicts transformation draw on a variety of conceptual building blocks, some recent, some older, and some borrowed from other schools of thought. According to Galtung (1996) and Vayrynen (1991) conflicts have both life-affirming and life destroying relationships. They are contradictory in structure and manifest in attitude and behaviour once formed; it undergoes variety of transformational processes: articulation or disarticulation, complication

or simplification, escalation or de-escalation. The incompatibility which arises between parties may be eliminated by transcending the contradiction through compromise or by deepening or widening the conflicts structure and by associating or dissociating the actors.

Curle (1996) builds on Galtung's approach and traces how asymmetric relationships can be transformed, through a shift from unbalanced to balanced relationships achieved through a process of concretization, confrontation, negotiation and development. Azar's work (1990) on protracted social conflicts had an important influence on conflicts transformation theory by offering explanation for the protracted quality suited to the characteristics of contemporary conflicts in fragile states. Clark (2000) while expanding on the work based his contribution on non-violent approach by detaching the props sustaining it, such as group resistance.

It is important to see how other scholars conceptualized this concept prior to reviewing the relevant body of knowledge. Conflicts refer to perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition. Gilman (2002) states that conflicts are the natural tension that arises from differences, while according to Lussier (2000), conflicts exist whenever people are in disagreement and opposition. Similarly, others view conflicts as disagreement between two or more individuals or groups, while Hellriegel and Slocum (1996), see conflicts as opposition arising from disagreements about goals, thoughts or emotions within or among individuals, teams, departments or organizations.

Achoka (1990) defines conflict as any situation in which two or more persons or groups perceive that their goals are incompatible, while Slabbert (1987) describes conflict as a dynamic process of interaction between two or more people or groups competing for rare resources, whose objectives or needs have irreconcilable standards. Conflicts are natural. Conflicts, to differing degrees, occur daily in everyone's life. Conflicts are not necessarily good or bad. It is the way that they are handled that makes the outcome positive or negative.

Jones (1994) observes that if conflicts are handled effectively, they can create a good learning experience and if handled ineffectively, conflicts can quickly escalate to physical and emotional violence and even cause more conflicts.

Difference is an inevitable part of any organization, including schools. Principals, management teams and educators may be at variance when the actions of one person are interfering with or obstructing their work. Conflicts may be between individuals, individuals and teams, or between departments. Conflicts may arise from competition, personal differences or organizational roles. The situation may be at a moderate level of intensity. If the goals of the work group are threatened or sabotage is occurring, the principal must take action immediately. If individuals or group are in simple disagreement, a less immediate response is required (Plunkett & Attner, 1997and Truter, 2003).

Organizational conflicts occur when members of the organization engage in activities that are incompatible with those of colleagues who utilize the services of the organization. Conflict as an interactive process occurs as a result of disagreement, distrust, misunderstanding and incompatibility between individuals, groups organizations and institutions. Conflicts can also relate to incompatible preferences and goals and involve situation in which differences are expressed by interdependent people in the process of achieving their needs and goals. It also arises when a difference between two or more people necessitates changes in at least one person in order for their engagement to continue.

Conflicts affect the accomplishment of organizational goals due to their attending stress, and other undesirable factors when poorly handled. Conflicts are synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. Conflicts are an interactive process which manifests in incompatibility of disagreement, or difference within or between social entities such as individuals, groups and organizations. Conflicts are mostly associated with tension which emanate within the organizational system among departments, staff members, employees, complexities of the communication network and organizational structure (Lussier, 2000 and Truter, 2003).

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In order to enable any organization such as schools to perform well, individuals in the system must be interdependent. The various groups in the system must establish working relationships among themselves. They all have to depend on one another for information and assistance and in the process conflicts sometimes occur. Conflicts occur too when a party is required to engage in an activity that is incongruent with his need or interest, or holds behavioural preferences, the satisfaction of which is incompatible with another person's implementation of his preferences.

Conflicts could also occur when a party wants some mutually desirable resources, that are in short supply, or when a party possesses values, skills or goals that are salient which are exclusive to others. Conflicts may be defined as a breakdown or disruption in normal activities in such a way that individuals or groups concerned experience difficulties in working together (Schaller-Demers, 2008).

Conflicts could be behavioral or structural. These could be as a result of:-

a. **Differences in traits:** - Individuals or groups of people are known to possess different traits. While some are known to be simple, quiet and very sociable, others may be hostile and aggressive. Sometimes those who are aggressive always take the negative side of an issue.

b. **Differences in background: -** It has been observed that no two individuals can exactly be the same. This is why the various people you found in an organisation like a school differs in maturity, outlook, speeches and experience at work. They also differ in socio-economic status, education, achievement, experience and age. If school is therefore composed of these groups of people and who are supposed to have good working relationship in order to achieve academic goals, then this is likely to increase the degree of conflicts because of the various backgrounds which the personnel come from. Sometimes the differences in their background are likely to decrease their level of inter- personal relationships.

c.   **Differences in values: -**   Differences in what people value go a long way to   affect their thoughts and actions. When value conflicts occur in school then   prolonged academic problems will occur.

d.   **Feeling between parties involved: -** This type of conflict is caused by   prolonged misunderstanding among parties involved in the conflict as a result of   communication error. This type of conflict could also be referred to as affective   conflict.

e.   **As a result of ill-defined role: -**   Some conflicts are not located in the   behavioral matters but in the structural design of the organisation and its parts.   Those conflicts that come under ill-defined roles include, clear but conflicting   roles, work flow design and problem of resource allocation and poor   communication network.

However, other types of conflicts that may have positive effect on the individual and group performance which relate to disagreement are those relating to tasks, policies, and other organizational issues. Organizational members while interacting with each other will be required to deal with their disagreement constructively, which involves different conflict handling styles to deal with various situations effectively. Poor communication, competition for common but scarce resources, incompatible goals and so on, are likely sources of conflicts. Both individuals and groups have undeniable needs for identity, dignity, security, equity participation in decisions that affect them. Moreover, frustration of these basic needs becomes a source of social conflict. Plunkett & Attner (1989) state that shared resources, differences in goals, differences in perceptions and values, disagreements in role requirements, nature of work activities, individual approaches, and the stage of organizational development are sources of conflicts.

In   fact,   other   sources   of   conflicts   include;   limited   resources, interdependent work activities, differentiation in activities, communication problems, difference in perception and environment of the organization. There are other sources of conflicts which include; individual differences, unclear

authority structure, differences in attitudes, tasks symmetric, difference in time horizons, control over resources, preference and nuisances, values, beliefs, and nature of relationship between parties. Conflicts also occur as a result of divergence of interests, objectives or priorities between individuals, groups or organizations or non-conformity to requirements of tasks, activities or processes, and also, because of breakdown in the mechanism of decision making. The way and manner school management handles certain decisions in the administration of the school has always been a source of conflicts in schools.

However, some see conflicts as synonymous with violence but to the United Nations International Children's Emergency Fund (UNICEF, 1995), conflicts occur between people over ideas, values, positions and perspectives on a range of issues, while in the views of Kerzner (1998), conflicts can occur with anyone over anything. The nature of conflicts is often on the basis of the conditions that lead to the conflicts. As noted above, conflicts occur from a number of sources which are classified accordingly for the purpose of understanding and easy description.

Types of Conflicts in the School System

To clarify the concept of conflicts even further, Moore (1988) postulates that conflicts can have a positive side, one that promotes communication, problem solving and necessary change. Conflicts are thus neither good nor bad. The consequences in the organisation depend on a number of factors, such as the approach to resolving it and the level of its intensity. Bisno (1988) and Moore (1988) differentiate conflicts into various categories to include interest conflicts, induced conflicts, misattributed conflicts, illusionary conflicts, displaced and expressive conflicts. Interest conflicts refer to a genuine clash of opposing interests. Induced conflicts are intentionally created to achieve objectives which are not stated. Misattributed conflicts involve incorrect diagnosis of behaviour, while illusionary conflicts are based on misperceptions or misunderstandings. Displaced conflicts refer to antagonism being incorrectly directed to others who

are not offending parties, and expressive conflicts involve a desire to express hostility and antagonism.

Moore (1988) on the other hand lists the following categories to include relationship conflicts which are described as conflicts caused by negative emotions, misperceptions or stereotypes, or poor communication. Data conflicts occur as a result of inadequate information necessary to make a decision. They emerge when people are misinformed, when they disagree over data which are relevant or when they interpret information differently. Value conflicts: These result from perceived or actual incompatibility of belief systems. While people can live harmoniously even if their values differ, value conflicts may occur if one party imposes its values on the other. Structural conflicts: These are caused by issues in the structure. Role definitions, incompatible goals, time constraints, power sharing, unequal control of resources or limited resources, are some of these issues. Interest conflicts: These are caused by competition over perceived or actual incompatible needs. Clearly there are common categories of conflicts in the classifications by Bisno and Moore. Interest conflicts and illusionary conflicts are examples. Partly related to the structural category of conflicts are Hoy and Miskell's (1987) classification.

Hoy and Miskell identify role, personality and goal-conflicts, plus combinations of these, for example role-personality conflicts. It is clear that conflicts originate from one or more sets of areas. This view is confirmed by Kreidler (1984) when he states that in classrooms, conflicts will be of different types; the main ones of which would be those over resources, or over needs, or over values. Finally, conflicts can be latent, perceived or manifest. Bloch (1987) refers to latent conflicts, which are hidden, subtle and difficult to establish with certainty. Perceived conflicts are seen to be in existence where it may not be. Manifest conflicts are overt conflicts; which may be expressed verbally or physically. The types of conflicts described may be subsumed under any of these categories; interpersonal and inter-group conflicts which may be latent, perceived or manifest, or which may be subtle or fierce (Harber, 2005).

Intra-personal conflicts

According to Kroon (1991) conflicts within the individual (intra-personal) can indicate the presence of simultaneous, opposing, divergent and conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia. For example, a principal of a school might be task-oriented at the expense of human relations. This can cause stress within the principal if he has to decide whether to admonish an educator whose work is not up to standard.

It also occurs when an individual is faced with stress or frustration especially when there is a blockage or goal directed behaviours. In this scenario, the individual adopts defense mechanism, aggressive behaviour, transfer of aggression, withdrawal and so on. In fact, these types of conflicts are those which are felt within by being faced with two or more assignments to do at the same time.

Inter-personal conflicts

Inter-personal conflicts are broadly defined as disagreements, incompatible interest concerning goals, policies, rules and discordant behaviour that creates anger, distrust, fear and rejection or resentment. This is the most common divergence in schools and other organizations where people are involved. Inter-personal conflicts in an organization like a school are often more visible. The origins of such discord can also lie outside the school organization. For example, two colleagues may be competing for a particular position and this can be transferred to school activities (Van der Westhuizen, 1991).

It also involves strain or inter-role conflicts between two or more people. It occurs from interactive behaviours which, if not properly managed can degenerate into power struggle between individuals in an organization. According to Harber (2005), wherever there are people, personality conflicts will arise. All participants bring to school a unique set of needs and expectations, style of coping with stress and a rhythm of getting things done. Competition against

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scarce resources, power, prestige and reputation are major causes of inter-personal conflicts as conflicts erupt from role-related pressure.

Intra-group conflicts

Saddler (1998) describes intra-group conflicts as largely interpersonal conflicts between persons in a group. Intrapersonal conflicts are always present in groups because individuals differ in terms of values, beliefs, attitudes and behaviour. As a result some people are more attracted to some than to others. The better underlying relationships, the easier it is for people to work together.

Conflict in small groups can, however, play a constructive role since it can stimulate creativity and renewal in that the people start to communicate and work together as a unit. Working together promotes the spirit of good human relations including respect, caring, and love and so on. Thus, the reason why people form groups is to accomplish more than what they can do as individuals. Quite often, group members fail to work together harmoniously. Hodge and Anthony (1991) identify three basic types of intra- group conflicts to include; role conflicts, issue conflicts and interaction conflicts, which were also corroborated by Ukeje (1992).

Inter-group conflicts

Inter-group conflicts occur between different groups in the school, such as different departments and faculties, especially if they are competing for scarce resources like number of educators, time allocation for extra-mural activities, textbooks and other learning materials, teaching aids and so on (Van der Bank, 1995). Inter group conflicts also occur when people from different groups disagree with one another over issues of resource allocations, perceptions, values and interest, which affect the organizational goals (Jehn, 1995& Ukeje, 2001).

Intra-organizational conflicts

Intra-organizational conflicts occur when management and staff disagree about working conditions, goals, authority and decisions (Swart, 2001). While Van der Westhuizen (1991) states that this type of conflicts can also originate between certain groups in a school or school system it can occur between

members of subject interest groups, for example between Physics teachers concerning a certain approach to the work. When more than one person is involved, coalitions are created within the interest groups (Jehn, 1997).

Individual Institutional conflicts

According to Prinsloo (2001), school management is a social process. The concept brings along the realization of how radical conflicts can be between an individual's expectations and the demands of the school as a dynamic organization. No two individuals are alike. Each brings his specific needs and personal preference into the social system. The institution itself also has its own role to fulfill. This role is determined by its broader aims and objectives. When the ideals and aims of the two parties concerned differ greatly, an ideal climate for possible discord is created.

Conflicts between school and community

This conflict occurs when particular interest groups in the community often attempt to involve the school in order to facilitate the achievement of their aims. Sometimes these aims embody religious, social and political ideals (Saddler, 1998). Such school/community conflicts upset the system and because school activities cannot function normally, there is an unavoidable drop in standards which affects the culture of teaching-learning, as well as learner discipline.

Affective conflicts

This refers to inconsistency in inter-personal relationships which occurs when organizational members become aware of their feelings and emotions regarding some of the issues which are incompatible. It is also a condition in which group members have interpersonal clashes, characterized by anger, frustration and other negative feelings. This relationship conflictinterferes with task related efforts, causing members to be negative, irritable and resentful. Affective conflicts impede group performance, by limiting information processing ability and cognitive functioning of group members, (Bryk & Schneider, 2002).

Substantive conflicts

Substantive conflicts result when there is disagreement among group members within an organization about the task being performed. According to Jones (1994), a moderate level of substantive conflicts is good to stimulate discussion and debate which enhances organizational performance. It encourages better understanding of issues, better decisions, and alternative solutions.

Violent conflicts

This is simply a situation where a fight ensues eventually leading to destruction of school property and involvement of law enforcement agents to subdue the crises. These types of conflicts are devastating and destructive and if not carefully handled will lead to further conflicts. Example of such conflicts in the school system include students demonstrations and riots which in most cases lead to destruction of school property, loss of lives and closure of schools. The causes of these conflicts include demand for provision of some essential facilities and poor facilities (Schmid, 1997).

Non-violent conflicts

This involves mere verbal expressions of words in angry tones at one another and ends there and then. Ejiogu (1990) identifies three types of conflicts to include hierarchical stratifying of position, relationship between the objective state of affairs and the state of affairs as perceived by the persons or parties involved (Ury, 1999 and Thaina, 2001).

Functional conflicts

These are constructive conflicts that support organizational goals and aspirations. They improve performance and evolve changes that involve greater performance. This type of conflicts is very instrumental to the development of the school system. The need for conflicts management is very imperative and its absorption will help stimulate the structure of the organization. Conflicts in this context are constructive and proper handling will improve teaching and learning in our schools (Amason, 1996).

Dysfunctional conflicts

Dysfunctional conflicts hinder group performance are destructive in nature and result in a host of negative things; loss of attention to work, feeling of frustration and stress, energy used in blocking an opponent rather than working, poor communication, name calling and so on; the result is always unpleasant to any party involved. Dysfunctional conflicts are destructive and hinder performance. It is not good for the school system and should be avoided at all cost.

Vertical conflicts

These are conflicts that exist between persons and groups of unequal rank. For example, disagreement between teacher and principal over job orientation, punctuality or teaching load could cause conflicts in schools in school system, such conflicts emanate from flow of authority from the top to the bottom(Johnson, 2005).

Horizontal conflicts

This focuses on horizontal inequalities between identical groups as a major drive. It involves disagreement between groups of equal size in status over issues that might affect the development of an organization. The way out is to recommend policies that reduce inequalities, such as affirmative action and investment in under-privileged areas. This type of conflicts is more of value based and interest among managers within an organization.

Conflicts of interest

Conflicts of interest occur as a result of inconsistency between two parties, in their quest for the allocation of scarce resources. This is evident when the parties share the same idea of the situation. Conflicts of interest are virtually found in every organization. People working in an organization are people from different backgrounds, orientation and with different values and interests, and therefore react accordingly, (Johnson, 2005).

Conflicts of values

Differences in what people value go a long way to affect their thoughts and actions. For example, two principals in the same school may have different

opinions about which programme to discontinue and where the economy demands that expenditure be reduced. One of the parties may be in favour of laying off workers so that money could be saved to reduce disruption in the organization, and the other party may also wish to sell off some assets that are very old or not needed again in the school in order to generate more money for the school. This type of values are heard and become part of the organization and when they are in conflict, very serious and prolonged organizational problem may occur.

Realistic versus non-realistic conflicts

Realistic conflicts are associated with mostly rational or goal-oriented disagreement and in this type of conflict divergences will occur but all to the betterment of the growth and development of the school; while non-realistic conflicts deal with an end itself having little to do with the group in organizational goals and such conflicts are not goal oriented.

Goal conflicts

It occurs when a preferred outcome or an end stale of two social entities is inconsistent. It involves divergent preferences over all decision outcomes, constituting zero sum game. However, when there are goal conflicts, there is focus and target in the pursuance of academic goals.

Institutionalized and non-institutionalized conflicts

Institutionalized conflicts involve a situation whereby the member of staff and management follow explicit rules and display predictable behaviour and continuity relationship as in the case of line staff. Most racial conflicts are non institutionalized.

Retributive conflicts

This is a situation where the conflicting parties feel the need for drawn-out conflicts to punish the opponent. It is a dangerous trend and when it occurs it has negative consequences for the development of the organization especially in the school system.

Misattributed conflicts

This involves misplacement or incorrect assignment of causes to conflicts. It involves wrong attribute of superior (e.g. principal) to an employee (e.g. teacher) for an action not committed; such conflicts if not adequately redressed could cause dissatisfaction, low motivation and adversely affect productivity in an organization. The causes of misattributed conflicts occur as a result of poor communication, lack of feedback and poor leadership style.

Displaced conflicts

It occurs when the conflicting issues or parties either direct their frustration to social entities that are not involved in conflict issues. It is devastating and negative to the growth and development of an organization. This occurs as a result of transfer of aggression, frustration, anger, oppression and suppression by principals to teachers in schools.

Issue conflicts

This involves when members of a group come together to take decisions or solve a problem. There is the possibility that their individual values and orientations can conflict, especially when a member of the group has a different goal, that is not generally agreed upon by the group.

Interaction conflicts

This is a collaborative behaviour when working together as members enjoy success or failure together. If an individual (member) fails, members tend to blame others. Groups in this context are bound by a common principle, team spirit and goal orientation.

Other forms of conflicts include, induced conflicts, violent and non violent conflicts and these conflicts could be managed by recognizing the level they are operating, use of effective communication, challenging the topic, use of effective persuasion and re-establishing of mutual trust through honest desire in order to assist for smooth academic operation in schools.

Causes/Sources of Conflicts in Schools

In this research work focus will be on potential causes of conflicts between principals and teachers in schools. According to Robbins (2000), conflicts do not appear out of thin air. They have causes and these causes can be managed consciously and unconsciously, that is, positively or negatively.

Objective interference

In many situations, the achievement of one person's objective blocks the achievement of another's objective. Both people may have the same objective, but only one may attain it. Suppose for instance, a new office becomes available; two heads of department in the school want the office, but it can only be allocated to one.   Another example of objective inference might be the principal who wants to produce the maximum number of learners passing without worrying about the quality of the education they obtain (Mondy & Premeaux, 1993).

Competition

According to Plunkett & Attner (1997), competition can take the form of two individuals trying to out-perform each other. Competition can also erupt over a struggle for limited resources. This can lead not only to a lack of co-operation but to open conflicts as well. Conflicts can also arise from competition for awards associated with academic performance. Should principals manage this competition correctly, it can generate positive results enabling interpersonal relationships and commitment among educators to improve teaching and learning and learners to perform to the best of their ability within limited resources.

Personality differences

People have different personalities which result in their doing things differently. These diverse personalities in school can create the potential for conflicts. Because principals, teachers and staff differ in respect of their socio-economic backgrounds, values, attitudes, and expectations and because there is

usually little respect between people for each other's differences, conflicts potential is increased (Mondy, Sharplin & Premeaux, 1991).

In addition, Toby (1999) stipulates that by personality difference we mean the characteristics of a person and the way in which he expresses himself which clashes with that of other people. These people tend to blame others for their miseries. Some personality differences are stubborn, argumentative, complaining, non-assertive, and highly emotional and so on.

Differences in perceptions

Perception is the specific way in which each person experiences the world around him. Two members of staff in the same organisation or school may face the same conflict situation; each educator would experience the situation differently because they experience the reality subjectively. Values, attitudes, expectations and needs influence the teachers' perceptions of their situation in the school. Groups can come into conflicts because of different objectives and incorrect perceptions (Van der Bank, 1995).

Communication network

According to Achoka (1990) communication problems may also cause conflicts in schools. The difficulties involved include noise, semantic differences and insufficient exchange of information. Any distortion of information from either the sender or the receiver may cause unnecessary conflicts.

Plunket & Attner (1997) share these sentiments by saying that communication is seldom perfect, and imperfect communication may result in misperception and misunderstanding. Because the receiver is not listening actively, he may simply misunderstand the sender. The results can be a disagreement about goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague or as a show of authority by the principals. It is also observed that even when information is made available, such information may be inaccurate, ill-recorded, un-organized, un-stored and irretrievable. The unavailability and inability of school administrators, teachers, and students to handle most of the information

equipment such as computers and computer hardware also create serious problems (Swart, 1998; Erasmus, Swart & Morietta, 2000; Akinbola, 2006; Ebenebe, 2005 and Duze, 2009).

Personal differences

Robbins (2000) establishes that conflicts can evolve out of the individual who idolizes personal value systems. The differences that exist between some people make it hard for them to work together. Factors such as background, education, experience, and training mould each individual into a unique personality with a particular set of values. The result is people who may be perceived by others as abrasive, untrustworthy and strange. In this case some principals may find it difficult to work with some teachers in schools because of personal differences and therefore create conflicts.

Structural and human factors

According to Achoka (1990), structural factors related to the school cause conflicts. For instance, the size of the school correlates with the amount of disputes. That is the larger the school, the greater the number of differences and the higher the degree of conflicts intensity.

School bureaucratic characteristics like the degree of specialization correlates with conflicts. While people like educators are dissatisfied or cannot realize their status and aspirations, they can compensate for it by fostering discord within the school. Principals who are authoritarian but have low self-esteem tend to misinterpret the behaviour of others and initiate conflicts. Interest groups with different goals will run into differences some of the time, a situation, most of the time, also provoked by divergent perspectives (Achoka, 1990).

Behaviour Based Conflicts

The occurrence of conflicts is not only attributed to the way the school or organization is structured but to the personal behaviour of the individuals as they relate and interact with one another. According to Ikoya (2006) behaviour based conflicts in organization take the following dimensions:

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a. **Differences in traits**

Individuals or groups are known to possess different types of traits such as being simple, quiet, sociable, hostile, aggressive, and so on. For example, those people who are aggressive always take the negative side of an issue.

b. **Poor communication skills**

Poor communication may be a source of conflicts between individuals or groups. Effective communication brings about understanding, performance and achievement of set goals. But when there is ambiguity in interpretation, it may lead to conflicts and poor performance (Borisoff & Victor, 1989).

c. **Differences in background**

It has been observed that no two persons can exactly be the same. Different people in an organization differ in behaviour, maturity, outlook, experience, socio-economic status and educational background. If an organization is composed of these groups of people who are supposed to have good working relationship, then there is every possibility that conflicts will occur.

d. **Differences in perceptions**

Perception cannot give the accurate picture of reality. Different perceptions over what constitutes reality are a major source of interpersonal or group conflicts in an organization. In fact, what causes conflicts in most cases in schools are false information, self-conceived ideas and lack of consultations? What many conceive as rights in most cases tends to be wrong at the end when adequate and proper investigations have been conducted.

Structure Based Conflicts

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Some conflicts are not located in behavoural matters but in structural design of the organization and its parts, which come under the following role conflicts.

Role conflicts

Generally, conflicts could be intra-personal, inter-personal or inter-group. Conflicts become inter-personal or inter-group when they take the form of open actions such as hostile reactions, strike actions, against other persons or groups but until the hostile feelings are acted upon, it remains at the level of intrapersonal problem. In an organization a person's role can be in conflicts with another person's or group's expectations. Therefore role conflicts refer to the disagreements between individuals or groups emanating from the responsibilities entrusted to them.

Role conflicts arise as a result of role ambiguity where people are not clear about what they expect of each other or of one another. Where roles are not properly spelt out and individuals' or groups' responsibilities are not clearly stated, workers may not be able to build up expectations of one another because of role ambiguity.

Causes of Role Conflicts

The causes of role conflicts in secondary schools could be viewed from two dimensions, namely; structural and non-structural causes. The structure of a secondary school like any other organization is influenced by a number of factors including the size, the nature of the environment, and the characteristics of its technology. Thus the structural role conflicts are linked with issues that relate to these factors. This means that the structural causes of conflicts will include work interdependence, mutual dependence on limited resources, differences in performance criteria and reward systems, differences in units and subunits orientations and goals, and differences in status and jurisdictional ambiguities. The non-structural causes, referred to as personal or behavioural include

differences in background, personal traits, values, communications, perceptions, attitudes, emotions, and viewpoints.

Gilman (2002) sees role conflicts as all actions and mechanisms used by executives (or parties in conflicts or independent third parties) to keep conflicts from interfering with achievement of the enterprise's objectives. David (2006) maintained that conflicts in organizations arise as a result of goal incompatibility. The first step, therefore, in developing an effective strategy for conflicts resolution in any context lies in recognizing the underlying goals that the parties are seeking in the process and accepting the legitimacy of their efforts to pursue their goals. To effectively curb role conflicts there is need to understand how it works in organizations. Since role conflict is dynamic, it passes through some stages which Okpaleke (2004) identified as frustration, conceptualization, role conflicts behaviour, and outcome.

According to Okpaleke, frustration arises from the attempts or actual actions at opposing, hindering or blocking the achievement of one's or a group's objectives/goals by another. Such frustrating activities could be denial of requests, promotion, incremental allowance as well as undermining of interests and sabotage; Conceptualization according to Okpaleke is the subjective stage of role conflicts which is usually flittered through one's belief systems and values. At this stage the proposed actions and their consequences are considered. Role conflicts behaviour refers to the action or reaction taken to address the role conflicts. This can take the form of confrontation, attack and defeat or undermining or cooperation or appeasement as the case may be, which may involve yielding to demands, making concessions, or accepting conditions. Outcome is the actual consequence of the role conflicts. It could be in the form of resolution through agreement and settlement.

According to Okpaleke (2004) three assumptions that underline role conflicts are:

i.   that conflicts are endemic in organizations because of lack of consensus as to   the expectations and prescriptions for rancor, organizational positions;

ii.   lack of uniform commitment to organizational goals/objectives, that while some conflicts are detrimental others are beneficial from the stand points of both individual and organizational goals/objectives

iii.   that the principle of minimizing conflicts as subscribed to by some managers and social scientists makes valid the existence of crisis in organizations.

These mean that the proper management of conflicts will require as the situation demands, bargaining, third party intervention, super-ordinate goals, removal of the key persons in the conflicts via transfer or termination of appointment (used as a last resort), appeal to hierarchy, appeal to higher authority, and the use of Ombudsman and the Alternative Dispute Resolution (ADR) mechanism. It explains that bargaining is a process whereby two or more parties appear to settle what each will give and take or perform and receive. It involves the presentation of demands or proposals by one of the parties and the evaluation of these by the other party or parties followed by counter proposals and concessions. The ultimate objective of bargaining is an agreement acceptable to both parties, that specifies how specific roles or resources are to be divided and or how a particular issue (role conflict) is to be resolved.

Third Party Intervention is a strategy adopted where the parties involved could not resolve the role conflicts themselves. This is occasioned by either party believing that their respective positions were correct and therefore unwilling to make any concessions. There results a stalemate which calls for the intervention of a third neutral party. The neutral third party can help resolve the conflicts by introducing an objective and positive attitude to the conflicts situation. Super-ordinate Goals arise in addition to existing ones and establishing them in role conflicts could help in resolution. It is a goal more important to each party in a role conflict situation than its independent goals and requires mutual dependence to achieve.

Co-operation resulting from the achievement of super ordinate goal can improve communication, trust and friendship. Removal of the key persons in the

role conflicts via transfer or termination of appointment could be useful in conflicts resolution. This strategy is used as a last resort. This is known as restructuring. Restructuring a group or organization can also effectively resolve role conflicts when the source of the role conflicts is restructured. In doing this, conflict administrators or groups can be re-located, task responsibilities re-defined and resources re-allocated.

Appeal to hierarchy involves the conflicting parties referring the matter to a recognized superior position in the organization structure. This superior listens to the parties in role conflicts and decides who is correct. It is not the same as a third party case. But where parties are not satisfied with the ruling or decision of the immediate superior in the hierarchy, they can appeal to a much higher authority. The decision here could be made binding on the parties to the dispute and the immediate superior. It is like going from the lower courts to the Supreme Court where the final decision is binding on all parties.

Ombudsman and the ADR mechanism help staff to overcome alienation as room is given to individuals to express their interests. It facilitates communication and ensures that lower levels in the hierarchy can bring their problems up to the top. This is a unique strategy because it is backed by law and parliament. It also stands outside the hierarchical structure. The key points in all these strategies are effective communication methods, preventive methods, and leadership techniques. Open communication allows the honest confrontation of differences between persons which can take the forms of: I win – you lose; I want out, I will withdraw; I will give in for good relations; I will meet you half-way; I can care and confront.

Preventive methods involve establishing from the outset, organizational conditions which stimulate collaboration rather than leadership and the development of high mutual influence among people which provides a counter balance to the probability of conflicts. Scholars (Bondesio, (2000), Park, Henkin & Egley (2005) and Jabri, (1996) revealed some basic administrative skills necessary in minimizing probabilities of conflicts.

These include the need to have sufficient technical skill to accomplish the mechanism of the particular job for which the administrator is responsible; sufficient human skill in working with others to be an effective group member and to be able to build cooperative effort within the team he leads; sufficient conceptual skill to recognize the inter-relationships of the various factors involved in his situation, which will lead him to take the action that is most likely to achieve the maximum good for the organization; sufficient advanced planning and co-ordination in especially over-bureaucratic forms of organization. Leadership strategies adopt techniques of organizational conditions which stimulate collaboration rather than competition while leadership techniques strategies adopt techniques of supportive leadership and the development of high mutual influence among people which provide a counter balance to the probability of conflicts (McOliver & Nwagwu, 2000).

Role ambiguity

The type of job that is not properly defined can always put stress on the individual that carries out the poorly designed task. This occurs too when the individual fails to behave as others want him to do because the role is not well defined or when many people depend on themselves and have no clear role relationship. Role ambiguity is detrimental in an organization as the individual concerned finds himself between the devil and the deep sea.

Dependence on limited resources

The allocation of scarce resources to numerous demands by different departments and units, purchase of operational machines, materials equipment, operating funds, are problem to management and often result in conflicts. This dependence on common scarce resources is always a potential agent of conflicts between management and staff, (Stoner & Freeman, 1989).

Work flow design

Conflicts occur as a result of work flow design, that is complex or unrealistic or poorly planned and uncoordinated by groups that lack proper co-

ordination and direction. Lack of proper planning is the beginning of failure. Today many organizations fail not because there is not enough capital but because the employer failed to adequately plan other aspects of the organizational structure

Factor Intrinsic to the job

When there is too much work schedule, whether quantitatively or qualitatively, conflicts are bound to occur. When a teacher is subjected to undue pressure in form of unrealistic deadline from the principal or subjected to multiple authority-directives and course allocations, conflicts are bound to occur.

Differences in goals

In every organization or school there is division of labour or task specification. This characterized formal organization narrows orientation towards goals. Conflicts between two units or departments can occur over goals in an organization. However, to resolve such conflicts there must be adequate consultations among heads of department. The issue of priority and scale of preference has to come into play; otherwise the goals will remain unachieved in the school.

Difference in status

Status in an organization is hierarchical in nature, and conflicts occur when some units come to be viewed as more important or relevant than others and rewarded accordingly. In the school system, some teachers see their areas of discipline as more lucrative or important than those of their colleagues, creating a sense of inferiority complex or conflict among them. Teachers should see themselves as authority in their areas of disciplines, adequately prepare their lesson plans and notes and give the best teaching to their students, then they will be at the top.

Collective decision making

Participatory decision making process among principals, teachers, students, parents and community permits greater opportunity of expression and promotes peace. Conflicts occur especially in schools when management takes

and implements decision without consulting other parties involved, for example, increase in school fees, examination fees and hostel accommodation without due consultation with the students and parents (Kuhn &Poole, 2000 and De Drue & Weingart, 2003).

Miles (1980) outlines eight contextual antecedents to conflicts to include, task dependence, status inconsistency, communication obstacle, dependence on common resources, jurisdictional ambiguities, differences in unit orientations and skills of key personnel. According to Miles, inter-dependence among units in an organization results in conditions under which conflicts become inevitable. Some positions are given more privilege and incentives, people of low status may not want to recognize those at the top positions, and when communication is limited there is absence of shared information, misinterpretation of goals which could create basis for perceived conflicts.

Dubrin (1978) identifies the following factors as causes of conflicts: aggressive tendencies of man, cut throat competition for scarce resources, poorly defined responsibilities and drives for power acquisition, clashes of values and interests, role based conflicts and innovation and organizational climate. Idumange (1996) further underlines five stages of evolution that characterize conflicts, which include:

a.   Growth through creativity marked by crisis of leadership.

b.   Growth through direction marked by crisis antonym (opposition).

c.   Growth through co-ordination marked by crises of red tape and delay.

d.   Growth through delegation marked by control and growth through collaboration marked by a new phase of crises.

According to Plunkett & Attner (1997), causes of conflicts include differences in goals, shared resources, differences in perception, values, nature of activities, individual approaches and slide organizational development and values. Therefore, it is observed that since individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decision on issues that affect them, which if not well handled cause conflicts.

Obilade (1986) notes that communication and structural factors can in part be controlled by a manager, while human factors are largely beyond the manager's control, and therefore underlines these following personality traits that correlated with conflicts:

a. High authoritarianism
b. High dominateeism
c. Low self-esteem
d. Organization-members dissatisfaction
e. Differing values or good system.

Conflicts at the grassroots level

Conflicts have been defined as a situation of struggle between two opposing principles, persons or forces. It is the state of lack of agreement, incompatibility and clash of feelings or interest. Conflicts are caused by the following factors; Competition for influence, hardship, high handedness, perceived sense of injustice, struggle for supremacy, scarcity of resources, values and interest. Man's behaviour stems from stimuli and passion of the mind such as anger, insecurity and greed, which occur as a result of infringement of one's rights. Thus, economic hardship, lack of jobs, lack of information and orientation result to anti-social and disruptive behavior (Greenberg & Robert, 2000 and Maccoby &Scudder, 2011).

In fact, unresolved conflicts can also negatively affect informally structured organizations where different sub units depend on one another for information in conflict situations. Therefore, communication between such sub units will suffer a setback, leaving each sub-unit unable to reach sound decisions (Stoner & Freeman, 1989).

Effects of Conflicts in Schools

Conflict is inevitable in an organization such as a school, and is inherently neither functional nor dysfunctional; According to Stoner and Freeman, (1989), conflict simply has the potential for improving or impairing organizational performance, depending on how it is managed or handled. The effect of conflicts

would be how functional and/or how dysfunctional it could be. Ivancevich and Matterson (1996) describe functional conflicts as when the result of conflict or confrontation between groups enhances and benefits the organization's performance. For instance, two principal officers in a school are in conflict over the most efficient and adaptive method of learners' discipline. The two officials agree on the goal, not on the means to achieve it. Whatever the outcome, there would be little commitment to change, and most groups likely would become stagnant.

To this end, functional conflicts can lead to increase awareness of problems, which need to be addressed, result in broader and more productive searches for solutions, and generally facilitate positive change, adaptation, and innovation. Similarly, in terms of the conflicts, if you act on the warning signs, you will prevent yourself and others from getting hurt.

Furthermore, when a disagreement prevents the organizational objectives from being achieved then it is dysfunctional. Dysfunctional conflicts are destructive in nature and lead to gradually worsening of interpersonal relationships, which decreases productivity, according to Swart (2001). Prinsloo (2001) agrees by saying that dysfunctional conflicts are destructive because they prevent goal achievement.

Van der Bank (1995) says that if educators in a school fight too much without resolutions, objectives may not be met and the school's performance will diminish thus contributing to the collapse of the school.

According to Stoner & Freeman (1989) and Fisher & Loreleigh (1991), organizational structure and conflicts management include breakdown of social co-operation, formation of social structures, attention to problem areas, desirable outcomes, re-enforcement of self-doubts, progress, active relationship with parties, and sense of identity, social progress and goal accomplishment.

Conflicts Resolution and Management Strategies

Khun and Poole (2000) established a system of group conflicts management. In their system, they came up with two sub models:

i.   **Distributive management strategy**: Here conflicts are approached as a distribution   of a fixed amount of positive outcomes or resources, where   one side will end up winning and the other losing, even if they do win   some concessions.

ii.   **Integrative management strategy**: Groups utilizing the integrative model see   conflicts as a chance to integrate the needs and concerns of both groups   and   make the best outcome possible. This model has a heavier   emphasis on compromise than the distributive model. Khun and Poole   found   that   the   integrative   model   resulted   in consistently better task   related outcomes than those using the distributive model.

DeChurch &Marks (2001) further examined the literature available on conflicts management and established what they claimed was a "meta-taxonomy". They argued that all other styles of management strategies are inherent in two dimensions:

i.   **Activeness** – connotes the extent to which conflict behaviours make a responsive and direct rather than inert and indirect impression. High activeness   is characterized by openly discussing differences of opinion while fully going   after their own interest.

Ii   Agreeableness - implies the extent to which conflict behaviours make a pleasant   and   relaxed   rather   than   unpleasant   impression.   High agreeableness is   characterized   by   attempting   to   satisfy   all   parties involved

In the study they conducted to validate this division, activeness did not have a significant effect on the effectiveness of conflicts resolution, but the agreeableness of the conflicts management style, whatever it was, did in fact have a positive impact on how groups felt about the way the conflict was managed, regardless of the outcome**.**

Maintaining a peaceful society or school is a difficult task, which depends on how personal and larger societal conflicts are managed. Managing conflict is to deal with disagreement, dissatisfaction between individuals or groups constructively. This involves handling conflicts in a manner intended to achieve the best values.

Conflict management does not necessarily imply avoidance, reduction or termination of conflicts. It involves designing effective macro-level strategies to minimize the dysfunctions of conflicts and enhancing the constructive functions of conflicts in order to enhance learning and effectiveness in schools. Several scholars have suggested the need for accommodating tension and managing conflicts constructively, otherwise the potential for collective learning will not be achieved. Conflicts management should be strengthened at a macro-level for encouraging learning and effectiveness (Cohen & Bailey, 1997; Ackermann, 2000; Galtung & Carl, 2000; and DeChurch & Marks, 2001).

Effective conflict management means that one must do what is possible to prevent conflicts from degenerating into disasters. It means maintaining peace in school or community. In fact, resolving conflicts requires a lot of complex skills. The first step is to have a listening ear; listen to your opponent, the other party. Poor communication and misunderstanding of information is the root of many conflicts. Effective communication is therefore necessary for contending parties. This will create understanding, accurate information, avoid misinterpretation of a situation and help create a better climate for the resolution of conflicts(Fisher, 2010).

Listening to the opposition is a sign of maturity, which implies that the individual recognizes that there are other views on the issues, and possibly recognizes some valid points or acquires new ideas. Even when you cannot argue, listening to each other will help those involved in conflicts appreciate the other position, result in a compromise and prevent conflicts from escalating to unmanageable dimensions. Poor handling of conflicts such as anger can easily cause conflicts. How one expresses anger without thinking can lead to more

conflicts. In conflicts solution, ability to understand that all human beings experience similar emotions, happiness, anger, fear, sadness, love, hate., will help realize that the opposition probably feels much the same as others are feeling about the situation; so the way emotions are expressed differs due to difference in upbringing, background, orientations, temperaments, gender, cultures and norms. Bloomfield (1997) observes that self respect and respect for others are qualities of a good leader; research has observed that those who respect themselves and have positive attitudes about their own worth are likely to treat others with respect. Those who think highly of themselves are inconsiderate, disrespectful and unrealistic in their expectations of others.

Highhandedness in making decisions contributes much to the degeneration of conflicts. When people or teachers take part in decision making on issues affecting them, they are more likely to abide by the decisions reached and bear constraints with a sense of ownership. In conflict situations, prejudice is a dangerous trend that must be avoided. Prejudice is a negative pre-judgement against individuals or groups based on generation and stereotypes (Kona, 1999).

Values and orientation

As a classroom teacher what you learn, what you do and teach your students matters much. The values and orientation passed to these young people will go a long way to preparing them for leadership position. Today, the value system has been eroded. There is lack of moral orientation among the students, lack of reading culture, poor attitude to work, and honesty thrown over-board, (Avwata 2002), simply because most of our leaders have failed in their duties and moral value has been thrown overboard, while corruption and nepotism have taken over the integrity of many leaders.

Effective Communication in Conflict Management

Communication is life, because what we know can either help reshape our lives or mar them. Communication is the transferring of information, ideas, and attributes from one person to another. In communication, there is a sender, a

message, a receiver and also a means or medium involved in sending the message. Message can only be said to be effective if there is a clear understanding between the sender and the receiver. However, when there is noise or ambiguity in the course of sending or interpreting the message or when there is no feedback, such communication cannot be said to be effective.

Communication is the epicenter of human society. It is a wheel of progress in which every human is involved. Communication is as old as history, everything God created was through mere pronouncement or communication; "let there be …. and it was so." Classification of communication includes intra-personal, inter-personal and mass communication, Taylor (2010). All these classifications are vital to human existence. Effective use of communication helps resolve or exacerbate conflicts at individual, society, school, state, or national levels. Blake and Mouton (1961) suggest four approaches to conflict management that school principals can adopt to manage their schools. These include:

- Forcing or dominance
- Smoothing or collaborating
- Compromise style
- Confrontation or integrative problem-solving style

Forcing style is the most uncivilized style of conflict management strategy. This depends on the power and superior knowledge of the manager to take decisions that could be satisfactory to only one of the parties. In the school system, the principal's management style is predicated upon the win-lose situation, which makes the principal to adopt punitive measures in handling matters, which dampens the morale of the teachers, (Leonhardt (2000).

In smoothing style, the principal glosses over the conflicts and appeals or sues for co-operation, emphasizes areas of convergent interests and plays down on areas of divergence. Smoothing style is a tactful way of dealing with conflicts and encourages the parties to submerge and avoid expression of their feelings. However, the approach could either raise or lower the morale of the parties

involved. This kind of conflict management could be adopted if it does not impede teaching-learning activities.

Compromise style is one in which the parties involved in the conflicts can reach an understanding through dialogue and negotiation. It is fifty/fifty or mid-way approach between parties. It is one of the best management strategies used to resolve conflicts. It reflects the midway point between accommodation and competition, which also involves give and take by the parties in conflicts. There is need in this process for both parties to gain and lose in the course of resolution. Confrontation style is integrative problem solving approach. The parties in the conflicts identify and rectify the source of the conflicts, the main issues are unraveled, conflicting viewpoints are shared and joint information-sharing, which enhances achievement of organization goals, is encouraged.

Negotiation style, according to Fisher & Loreleigh (1991), observes the sides of the coin in man. They noted that some people may be soft and accommodating when negotiating, while others may be too hard and very competitive. They therefore, came up with an axiom known as 'Principled negotiation,' which consists of four principles; people, interest, options and criteria. Generally, the term conflicts management refers to programmes that teach individuals concepts and skills for preventing, managing and peacefully resolving conflicts, (Pruitt, 1983; Pinkley, 1990; and Jones, 1994).

 According to Johannsen &Page (1996), conflicts management refers to the identifying of divergences of interest between groups or individuals and the constructive reconciliation or balancing of these divergences so that they are acknowledged and expressed. Robbins (2000) stipulates that conflicts management entails maintaining the optimum level of conflicts in a group. Too little conflict create stagnation, too much conflict creates disruption and indigestion. Both are dysfunctional because they undermine group performance. Davidoff & Lazarus (2002) describe the aim of conflicts management strategies as facilitating a process of conflicts self-reflection and commutation, where

participants can take part. Taking responsibility before blaming others is an important part of the management process.

Conflicts management has become an integral part of a principal's tasks. Principals are not required to suppress or resolve conflict, but to manage it. Unfortunately, there has been little research in conflicts management in "unrest situations" and in "normal" conflict situations (Bondesio, 2000). Individuals can learn new skills regarding disagreements. Although conflicts are a natural part of human existence, many educators and learners lack the skills necessary to effectively resolve them. Conflict management programmes have demonstrated that educators and learners in schools can quickly learn to use effective conflict management skills when they are given an opportunity to practice such skills. They are also encouraged to use their new skills in real life situations and to observe peers and people in authority modeling effective conflict management skills. The acquisition of conflict management skills empowers individuals to take responsibility for their own conflicts and for the resolution of those conflicts (Warters, 2004; Krippendorf, 1998and Senghaas, 1973).

Conflicts can be either destructive or constructive. Whether or not organizational conflicts are destructive or constructive depends to a large extent on how it is managed. Healthy, effective schools, which are characterized by well-developed problem solving mechanisms and collaborative decision making, are able to identify it and deal with it in a co-operative manner. Unfortunately, there is no best way of managing conflicts in schools although there are different ways to manage conflicts in schools depending on the particular situation. The basic principle in choosing the way of managing conflicts is to use the approach most likely to minimize the destructive aspects and to maximize the opportunities for growth and development of the school organization(Van der Bank, 1994 and Kriesberg, 1998). According to Everard & Morris (1995), principals need to develop certain conflict management skills and attitudes if they are to be effective. The way to develop these skills is by self-control and practice. Principals firstly, require the ability to confront, to be able to say 'No' when a

difference of opinion emerges. They should show by their attitude that they are open to reason, logical discussion and problem solving.

Secondly, they must be able to present ideas and feelings clearly, concisely, calmly and honestly. Thirdly, principals need to develop listening skills, which include the ability to show someone that they understand what has been said by "playing it back". The head teacher also needs to develop the habit of asking questions rather than making statements, remembering that successful people are those who ask questions.

Fourthly, the skill to evaluate all aspects of the problem is necessary; and finally, the principal needs to be able to articulate the common goals, so as to help both parties to rise above their differences about methods and to look to future achievement rather than past frictions (Everard et al, 1995). The principal can no longer ignore conflicts and should make provision for handling and resolving conflicts within the context of the school. Unresolved conflicts can be viewed as a significant barrier to learning. An environment in which conflicts are resolved effectively facilitates learning process, thus enabling the school to be more effective in meeting its primary goals (Kroon, 1991;Alpert Tjosvold & Law, 2000;Prinsloo, 2002;Sayed, 2005 and Lang, 2009).

Conflicts Management Styles

Consequently, emphasis is focused on conflict management styles. This is because conflict management has become an integral part of an effective management style, which includes:

Avoidance or withdrawal

One method of dealing with conflicts is to simply withdraw. Avoidance is a decision to do nothing. It is assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement. This attempt to maintain neutrality often annoys both parties, but it can be a useful technique for "cooling off" parties or preventing disputes about unimportant matters. Avoidance is not a successful method for achieving a long-term solution since the original

cause of the conflict remains (Tjosvold & Law, 2000; Sayed, 2005; Prinsloo, 2002; Lang, 2009; Truter, 2003 and Wilson, 2004). Therefore, the principal can use this style:

- When both parties involved regard the issue as a minor one.

- When the possible damage and cost that the conflict can cause outweighs the benefits of a solution.

- When additional time is required by both parties to cool off.

   The under listed management strategies are also relevant;

  - Obliging
  - Integrating
  - Compromising
  - Avoiding
  - Dominating

The dominating response win/lose

   This is an undesirable outcome for many situations, especially when the stakes are high for both parties as they often are in a school. The effects are often destructive because the conflicts are not resolved and might even be escalated.

   However, the undesirable effects of a dominating style may be offset by gains in organizational efficiency in some low-stake scenarios. The dominating style involves the use of power and aggressive behaviour in attaining self-concern. Such behaviour shows a lack of respect for the rights and feelings of others. It often displays hostility and sarcasm and forces personal feelings, beliefs, ideas, and decisions on others as well as often shifting responsibility from one's own actions to blaming others. Intense and tenacious enemies emerge as an aftermath to this response. Tactics and strategies include attacking others' ideas and beliefs, offering derogatory remarks, and demanding concessions from others. Nonverbal behaviour includes glaring or condescending eye contact, an

attacking or threatening body posture, and hostile facial expressions (Wheeler, 2005). The principal can use this style in the following situations:

*   In an emergency situation when quick decisive action is necessary.

*   When the school principal has to implement unpopular changes.

*   When all other methods have failed.

Integrative/collaborating, powerful-powerful, win-win

This style is characterized by mutual differences, but conflicts are natural and healthy. It requires open confrontation coupled with an objective search for a common solution to the problem. People hope and expect that various conflicting viewpoints can be integrated in a new, improved, viewpoint or aim. This style may be labeled as one of co-operation and win-win because the conflicts are not coloured by personal opinion, and a sincere and true attempt is being made to find a correct and real solution.   The educational leader plays a dynamic management role in creating the correct climate for co-operation, and training people in communication skills and group dynamics (Saddler, 1998). The principal can use this style in the following situations:

•   When the principal wants to merge the feeling and experience of people from   different backgrounds, perspectives and perceptions.

•   When the principal wants to resolve a long–standing conflict, which may have   a negative effect on the working relationship.

•   When the principal also expects the staff to be forthcoming with creative solutions for specific problems.

The obliging response is "lose/win"

A person responding in this way tries to absorb conflicts by ignoring, covering up, or playing down differences with the other person. Self-interest is ignored to satisfy the other's concerns. The obliging person has difficulty expressing ideas, beliefs, and feelings, is often unable to say "no" to unreasonable requests, feels guilty when saying "no" and will not make his/her own needs known. The long-term effect is for the obliging person to become a

pushover for anyone initiating conflicts. If the person is in a leadership position, the conflicts will eventually spread to other groups and persons, which will lead to a dysfunctional organization.

Tactics and strategies employed are to apologize and make excuses, be silent, use a soft hesitant voice, and conform to ideas of the opposing party. The obliged tends to avoid eye contact, display nervous body movement, and maintains a close body posture (Johnson, 2005). The principal can use this style in the following situations:

- When the relationship with the staff is more important.
- When the issue is not as important as it is to the other person.
- When one wants to encourage the other party to express his/her point of view.

Compromise win-lose-win-lose

Aims to solve conflict issues by having each party give up some desired outcomes in order to get mutually desired outcomes. The conflicting parties generally require a situation that offers both parties the chance to be in a better position or at least in no worse position after the conflicts are resolved. With compromise each person wins some major issues and loses others (Bartol & Martin, 1991).

The way in which people respond to conflicts tends to be a reflection of both their assertiveness and their tendency to collaborate. A person who tends to be non-collaborative and non-assertive will probably try to avoid conflicts. Also, a person who is collaborative and non-assertive will tend to oblige, and a person who is collaborative and assertive, will tend to negotiate and problem-solve (Donald, Lazarus& Lolwana, 1997 and Peuitt, 1983). The principal can use this style in the following situations:

i. When two parties involved have equal power. (Horizontal conflict).
ii. When the principal wants to achieve a temporary settlement in complexmatters.

Outcomes of conflict management

Lose-lose conflicts

Conflict management by avoidance or accommodation often creates lose-lose situation. Here, no one achieves his or her true desires, and the underlying reasons for conflicts often remain unaffected. Although lose-lose conflict may appear settled or even disappear for a while, it tends to recur in the future. Avoidance is an extreme form of non-attention (Lussier, 2000).

Win-lose conflicts

Competition, or authoritative command, and compromise tend to create win-lose conflicts. Here, each party strives to gain at the other's expense. In extreme cases, one party achieves its desires to the exclusion of the other party's wants. Because the win-lose method fails to address the root causes of conflicts, future conflicts of the same or similar nature are likely. For instance, one party wins as superior skills and outright domination allows her desires to be forced on the other.

Win-win conflicts

Collaboration, or problem solving, which tries to reconcile underlying differences, is often the most effective conflict management style. It is a form of win-win where things are resolved to the mutual benefit of all conflicting parties. This is typically achieved by negotiation of the issues and the willingness of those involved recognizing that something is wrong and needs attention (Lussier, 2000). Therefore, how leaders use these approaches to address conflict situations will be further looked at in the theories of leadership.

Types of leadership styles in school administration

Leadership can be defined as a process by which one individual influences others towards the attainment of group or organizational goals. Three points about the definition of leadership should be emphasized according to Luthans (2005). First, leadership is a social influence process. Leadership cannot

exist without a leader and one or more followers. Second, leadership elicits voluntary action on the part of followers. The voluntary nature of compliance separates leadership from other types of influence based on formal authority. Finally, leadership results in followers' behavior that is purposeful and goal-directed in some sort of organized setting. Many, although not all studies of leadership focused on the nature of leadership in the workplace. Leadership is probably the most frequently studied topic in the organizational sciences. Despite this, the precise nature of leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment, and performance is still uncertain, to the point where Luthans (2005) in his book *Organizational Behavior*, said that "it [leadership] does remain pretty much of a 'black box' or unexplainable concept."

Leadership should be distinguished from management. Management involves planning, organizing, staffing, directing, and controlling, and a manager is someone who performs these functions. A manager has formal authority by virtue of his or her position or office. Leadership, by contrast, primarily deals with influence. A principal of a school or a school administrator may or may not be an effective leader. A leader's ability to influence others may be based on a variety of factors other than his or her formal authority or position.

In this review, the development of leadership studies and theories over time is briefly traced. This will help assist to determine the types of leadership styles school administrators, principals, the heads of departments and other management staff could adopt in crisis situations especially in the administration of secondary schools.

Three main theoretical frameworks have dominated leadership research at different points in time. These include; the traits approach (1930s and 1940s), the behavioral approach (1940s and 1950s), and the contingency or situational approach (1960s and 1970s). In addition, more theories were added to the study. These theoretical frameworks helped determined the most effective management

styles that school principals and administrators adopted at each point in time in any given crisis situation (Peter, 2001)

Trait approach

The scientific study of leadership began with a focus on the traits of effective leaders. The basic premise behind this traits theory was that effective leaders are born, not made, thus the name sometimes applied to early versions of this idea, the "great man" theory. Many leadership studies based on this theoretical framework were conducted in the 1930s, 1940s, and 1950s. Leadership traits approach examined the physical, mental, and social characteristics of individuals. In general, these studies simply looked for significant associations between individual traits and measures of leadership effectiveness. Physical traits such as height, mental traits such as intelligence, and social traits such as personality attributes were all subjects of empirical research. The initial conclusion from studies of leadership traits was that there were no universal traits that consistently separated effective leaders from other individuals. In an important review of the leadership literature published in 1948, Ralph Stogdill concluded that the existing research had not demonstrated the utility of the traits approach.

Several problems with early trait research might explain the perceived lack of significant findings. First, measurement theory at the time was not highly sophisticated. Little was known about the psychometric properties of the measures used to operationalize traits. As a result, different studies were likely to use different measures to assess the same construct, which made it very difficult to replicate findings. In addition, many of the traits studies relied on samples of teenagers or lower-level managers. Early traits research was largely atheoretical, offering no explanations for the proposed relationship between individual characteristics and leadership.

Finally, early traits research did not consider the impact of situational variables that might moderate the relationship between leader traits and measures of leader effectiveness. As a result of the lack of consistent findings

linking individual traits to leadership effectiveness, empirical studies of leader traits were largely abandoned in the 1950s.

Leader behavior approach (Behavioural approach)

Consequently, as a result of the disenchantment with the traits approach to leadership that occurred by the beginning of the 1950s, the focus of leadership research shifted away from leader traits to leader behaviors. The premise of this stream of research was that the behaviors exhibited by leaders are more important than their physical, mental, or emotional traits. The two most famous behavioral leadership studies took place at Ohio State University and the University of Michigan in the late 1940s and 1950s. These studies sparked hundreds of other leadership studies and are still widely cited.

The Ohio State studies utilized the Leader Behavior Description Questionnaire (LBDQ), administering it to samples of individuals in the military, manufacturing companies, college administrators, and student leaders. Answers to the questionnaire were factor-analyzed to determine if common leader behaviors emerged across samples. The conclusion was that there were two distinct aspects of leadership that described how leaders carry out their roles.

Two factors, termed consideration and initiating structure, consistently appeared. Initiating structure, sometimes called task-oriented behavior, involves planning, organizing, and co-coordinating the work of subordinates. Consideration involves showing concern for subordinates, being supportive, recognizing subordinates' accomplishments, and providing for subordinates' welfare.

The Michigan leadership studies took place at about the same time as those at Ohio State. Under the general direction of Rensis Likert, the focus of the Michigan studies was to determine the principles and methods of leadership that led to productivity and job satisfaction. The studies resulted in two general leadership behaviors or orientations: an employee orientation and a production orientation. Leaders with an employee orientation showed genuine concern for

interpersonal relations. Those with a production orientation focused on the task or technical aspects of the job.

The conclusion of the Michigan studies was that an employee orientation instead of close supervision yielded better results. Likert eventually developed four "systems" of management based on these studies; he advocated System 4 (the participative-group system, which was the most participatory set of leader behaviors) as resulting in the most positive outcomes.

One concept based largely on the behavioral approach to leadership effectiveness was the Managerial (or Leadership) Grid, developed by Robert Blake and Jane Mouton. The grid combines "concern for production" with "concern for people" and presents five alternative behavioral styles of leadership. An individual who did emphasize neither production nor concern for people was practising "impoverished management" according to the grid. If a person emphasized concern for people and placed little emphasis on production, he was termed a "country-club" manager. Conversely, a person who emphasized a concern for production but paid little attention to the concerns of subordinates was a "task" manager. A person who tried to balance concern for production and concern for people was termed a "middle-of-the-road" manager.

Finally, an individual who was able to simultaneously exhibit a high concern for production and a high concern for people was practising "team management." According to the prescriptions of the grid, team management was the best leadership approach. The Managerial Grid became a major consulting tool and was the basis for a considerable amount of leadership training in the corporate world.   The assumption of the leader behavior approach was that there were certain behaviors that would be universally effective for leaders. Unfortunately, empirical research has not demonstrated consistent relationships between task-oriented or person-oriented leader behaviors and leader effectiveness. Like traits research, leader behavior research did not consider situational influences that might moderate the relationship between leader behaviors and leader effectiveness.

Contingency (situational) approach

Contingency or situational theories of leadership propose that the organizational or work group context affects the extent to which given leader traits and behaviors will be effective. Contingency theories gained prominence in the late 1960s and 1970s. Four of the more well-known contingency theories are Fiedler's contingency theory, path-goal theory, the Vroom-Yetton-Jago decision-making model of leadership, and the situational leadership theory.

Fiedler's contingency theory introduced in 1967, was the first to specify how situational factors interact with leader traits and behavior to influence leadership effectiveness. The theory suggests that the "favorability" of the situation determines the effectiveness of task- and person-oriented leader behavior. Favorability is determined by:

*   The respect and trust that followers have for the leader.

*   The extent to which subordinates' responsibilities can be structured in order to   effective performance.

*   The control the leader has over subordinates' rewards. The situation is most   favorable when followers respect and trust the leader, the task is highly

structured, and the leader has control over rewards and punishments.

Fiedler's research indicated that task-oriented leaders were more effective when the situation was either highly favorable or highly unfavorable, but that person-oriented leaders were more effective in the moderately favorable or unfavorable situations. The theory did not necessarily propose that leaders could adapt their leadership styles to different situations, but that leaders with different leadership styles would be more effective when placed in situations that matched their preferred style.

Fiedler's contingency theory has been criticized on both conceptual and methodological grounds. However, empirical research has supported many of the specific propositions of the theory, and it remains an important contribution to the understanding of leadership effectiveness. Path-goal theory was first presented in a 1971 *Administrative Science Quarterly* article by Robert House. Path-goal

theory proposes that subordinates' characteristics and characteristics of the work environment determine which leader behaviors will be more effective. Key characteristics of subordinates identified by the theory are locus of control, work experience, ability, and the need for affiliation. Important environmental characteristics named by the theory are the nature of the task, the formal authority system, and the nature of the work group.

The theory includes four different leader behaviors, which include:

- Directive leadership

- Supportive leadership

- Participative leadership

- Achievement-oriented leadership

According to the theory, leader behavior should reduce barriers to subordinates' goal attainment, strengthen subordinates' expectancies that improved performance will lead to valued rewards, and provide coaching to make the path to payoffs easier for subordinates. Path-goal theory suggests that the leader behavior that will accomplish these tasks depends upon the subordinate and environmental contingency factors.

Path-goal theory has been criticized because it does not consider interactions among the contingency factors and also because of the complexity of its underlying theoretical model, expectancy theory. Empirical research has provided some support for the theory's propositions, primarily as they relate to directive and supportive leader behaviors. The Vroom-Yetton-Jago decision-making model was introduced by Victor Vroom and Phillip Yetton in 1973 and revised by Vroom and Jago in 1988. The theory focuses primarily on the degree of subordinate participation that is appropriate in different situations. Thus, it emphasizes the decision-making style of the leader.

There are five types of leader decision-making styles, which are labeled Ai, Aii, Ci, Cii, and G. These styles range from strongly autocratic (Ai), to strongly democratic (G). According to the theory, the appropriate style is determined by answers to up to eight diagnostic questions, which relate to such contingency

factors as the importance of decision quality, the structure of the problem, whether subordinates have enough information to make a quality decision, and the importance of subordinate commitment to the decision.

The Vroom-Yetton-Jago model has been criticized for its complexity, for its assumption that the decision makers' goals are consistent with organizational goals, and for ignoring the skills needed to arrive at group decisions to difficult problems. Empirical research has supported some of the prescriptions of the theory. The task of a principal is to create a conducive atmosphere for the teachers to operate and achieve progress in teaching and learning and also for teachers' participation in decision making. The way and manner a principal relates with his staff will affect teachers' output on the job.

Situational leadership theory

The situational leadership theory was initially introduced in 1969 and revised in 1977 by Hersey and Blanchard. The theory suggests that the key contingency factor affecting leaders' choice of leadership style is the task-related maturity of the subordinates. Subordinate maturity is defined in terms of the ability of subordinates to accept responsibility for their own task-related behavior. The theory classifies leader behaviors into the two broad classes of task-oriented and relationship-oriented behaviors. The major proposition of situational leadership theory is that the effectiveness of task and relationship-oriented leadership depends upon the maturity of a leader's subordinates (Graeff, 1983).

Situational leadership theory has been criticized on both theoretical and methodological grounds. However, it remains one of the better-known contingency theories of leadership and offers important insights into the interaction between subordinate ability and leadership style. A leader emerges depending upon circumstances. There are four areas of situational leadership which include;

- Structural properties of the organization
- Organization climate
- Role characteristics

- Subordinate characteristics

Sayed (2005) observes that the ability of a leader depends on group task situation and the degree to which the leader's personality fits the group. It is also observed that many principals assume leadership positions based on this factor, especially when the incumbent retires and the most senior head teacher assumes the position.

Recent developments

Although trait, behavioral, and contingency approaches have each contributed to the understanding of leadership, none of the approaches has provided a completely satisfactory explanation of leadership and leadership effectiveness. Since the 1970s, several alternative theoretical frameworks for the study of leadership have been advanced. Among the more important of these are:

- Leader-member exchange theory (LMX)
- Transformational leadership theory
- The substitutes for leadership approach
- The philosophy of servant leadership

Leader-member exchange theory

Leader-member exchange (LMX) theory was initially called the vertical dyad linkage theory. The theory was introduced by George Graen and various colleagues in the 1970s and has been revised and refined. LMX theory emphasizes the dyadic (i.e., one-on-one) relationships between leaders and individual subordinates, instead of the traits or behaviors of leaders or situational characteristics. The theory's focus is determining the type of leader-subordinate relationships that promote effective outcomes and the factors that determine whether leaders and subordinates will be able to develop high-quality relationships.

According to LMX theory, leaders do not treat all subordinates in the same manner, but establish close relationships with some (the in-group) while remaining aloof from others (the out-group). Those in the in-group enjoy

relationships with the leader that is marked by trust and mutual respect. They tend to be involved in important activities and decisions. On the contrary, those in the out-group are excluded from important activities and decisions.

Leader member exchange (LMX) theory suggests that high-quality relationships between a leader-subordinate dyadic will lead to positive outcomes such as better performance, lower turnover, job satisfaction, and organizational commitment. Empirical research supports many of the proposed relationships (Stoner et al., 1996). In our school system some principals have close relationships with some selected members of staff and teachers they trust, work with and take decisions on certain issues affecting the development of the school, especially when it comes to very sensitive matters.

Transformational leadership theories

Beginning in the 1970s, a number of leadership theories emerged that focused on the importance of a leader's charisma to leadership effectiveness. Included within this class of theories are House's theory of charismatic leadership, Bass's transformational leadership theory, and Conger and Kanungo's charismatic leadership theory (Babalola, 2006). These theories have much in common. They all focus on attempting to explain how leaders can accomplish extraordinary things against all odds, such as turning around a failing company, founding a successful company, or achieving great military success against incredible odds or improving the fallen standard of education. The theories also emphasize the importance of leaders' inspiring subordinates' admiration, dedication, commitment and unquestioned loyalty through articulating a clear and compelling vision.

Transformational leadership theory differentiates between the transactional and the transformational leader. Transactional leadership focuses on role and task requirements and utilizes rewards contingent on performance. By contrast, transformational leadership focuses on developing mutual trust, fostering the leadership abilities of others, and setting goals that go beyond the short-term needs of the work group. It is creative, innovative and eventful. It

involves imaginative ingenuity and intellectual stimulation of the school principal to bring out something out of nothing in teachers under his leadership.

Bass's transformational leadership theory identifies four aspects of effective leadership:

- Charisma

- Inspiration

- Intellectual stimulation

- Consideration.

A leader who exhibits these qualities will inspire subordinates to be high achievers and put the long-term interest of the organization ahead of their own short-term interest. Empirical research has supported many of the theory's propositions. Lashway (2002), Barbuto (2005), Babalola (2006) and Simic (2003), see transformational leadership as that in which leaders and followers raise one another's achievement, morality, motivations and challenges in order to attain optimal results in the pursuance of their goals.

Transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group and when they stir employees to look beyond their own self-interest for the good of the group. Barbuto further views transformational leadership as that which engenders trust, admiration, loyalty and respect among their followers. This form of leadership requires that leaders engage with followers as whole people rather than simply as employees. It emphasizes actualization of followers.

Learning to become an instructional leader is a complex, multidimensional task. If principals believe that growth in student learning is the primary goal of schooling, then it is a task worth learning. In today's rapidly changing world that means becoming a leader of leaders is by learning and working with teachers, students, and parents to improve instructional quality. The leadership of the principal is pivotal in ensuring that the process of learning is followed, especially those which relate to students' instruction. The three major areas where learning

is required, if the principal is to become an instructional and transformational leader, include, knowledge base, task understanding and appropriate skills.

Recent studies on transformational leadership have shown how principals' leadership style influences their school works and thus its rewards. Effective transformational and instructional leadership positively impacts staff motivation, commitment and empowerment, such leadership practices also benefit the school as a whole by fostering shared purposes and goals, schools structure, networks and collaborative organizational culture and programme coherence (Bodtker & Jameson, 2001; Lashway, 2002 and Ishak & Ballard, 2012).

Substitute for leadership theory

The theory's focus is concerned with providing an explanation for the lack of stronger empirical support for a relationship between leader traits or leader behaviors and subordinates' satisfaction and performance. The substitutes for leadership theory suggests that characteristics of the organization, the task, and subordinates may substitute for or negate the effects of leadership, thus weakening observed relationships between leader behaviors and important organizational outcomes (Podsakoff, 1993).

Substitutes for leadership make leader behaviors such as task-oriented or relationship-oriented unnecessary. Characteristics of the organization that may substitute for leadership include formalization, group cohesiveness, inflexible rules and organizational rewards not under the control of the leader.

Characteristics of the task that may substitute for leadership include; routine and repetitive tasks or tasks that are satisfying. Characteristics of subordinates that may substitute for leadership include; ability, experience, training and job-related knowledge

The substitutes for leadership theory have generated a considerable amount of interest because it offers an intuitively appealing explanation for why leader behavior impacts subordinates in some situations but not in others.

However, some of its theoretical propositions have not been adequately tested. The theory continues to generate empirical research.

Servant leadership

This approach to leadership reflects a philosophy that leaders should be servants first. It suggests that leaders must place the needs of subordinates, customers, students and the community ahead of their own interests in order to be effective. Characteristics of servant leaders include empathy, stewardship, and commitment to the personal, professional and spiritual growth of their subordinates

Servant leadership has not been subjected to extensive empirical testing but has generated considerable interest among both leadership scholars and practitioners. Although much has been learnt about leadership since the 1930s, many avenues of research still remain to be explored as we get into enter the twenty-first century and the application of these theories is also found in the secondary school administration (Akpan, 2003).

Principal leadership style

Education is an instrument for national development. Nigeria's educational goals have been specified in the National Policy on Education (FGN 2004) stating their relevance to the needs of individuals and the society at large. The broad aims and objectives of the National Policy on Education were to facilitate educational development, foster national unity, raise a generation of young people who can think for themselves, respect dignity of labour, appreciate those values as specified under the broad national goals, among others.

In fostering these aims and objectives, the school principal has important roles to play. The achievement of these goals depends very much on effective leadership in the administration of secondary schools, thereby enhancing better job performance among teachers. How effective the principal performs his roles is a factor that will enhance academic performance, (Ige, 2006 and Babayemi, 2006).

It is disheartened to note that many principals have not considered their style of leadership as determinants of teachers' job performance and academic achievement among students in their respective schools (Akpan 2006). Leadership is a process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Mouton, 2001). It involves a force that initiates actions in people and the leader. Murphy (1994), sees leadership as the ability to get things done with the assistance and co-operation of other people within the school system.

Teachers' involvement in decision making

Decision making is very crucial in the administrative process of any organization. It is the heart of administrative process and leadership in schools. Principals and teachers in schools are faced with enormous challenges in the course of administration and teaching which negatively or positively affect the achievement of educational goals and objectives. These problems therefore required the effort of both principals and teachers for effective administration of schools.

However, the success or failure of any school depends upon the inter-relationship between various groups, and effective use of resources available for development. According to Akpan, Okey & Esirah (2006), the importance of involvement of teachers in decision making process include commitment to duties, and absolute support of the principal in the realization of organizational (school) goal and further observes too that, when teachers are neglected and not involved in decision making, it negatively affects their behaviours and commitment to work. The teachers will feel neglected and this will dampen their morale in the course of discharge of their duties.

Luthans (2005) rejects the Pseudo-democratic types of leadership where principals claim to want participation from their teachers but never articulate, or accept their suggestions. Accordingly, participative decision making means soliciting employee's ideas for turning the situation in an organization around and makes people understand the issues better to accept results readily. The

involvement of teachers in decision making is therefore a form of empowerment, resourceful, increase in job satisfaction, staff cooperation, collective decision that leads to better results.

However, there is a deliberate break from the traditional order where decisions are made at the top management level alone, but now include the involvement of low level individuals on issues affecting the organization breed harmony and peace. Teachers' co-operation is indispensable to the school principals, while their involvement in decision making could ease the enormous problems faced by the principals as they jointly and intellectually resolve it together (Uyanga, 2008 and Vasutheson & Hee, 2004).

Comparatively, it is good that teachers should be involved in decision making on issues concerning them such as fringe benefits, staff development and general conditions of service. Two heads, they say are better than one. The involvement of teachers in decision making is like when two men cooperate to roll a stone that neither could have rolled, making the job easier for them. Lack of involvement of teachers in decision making could lead to general ineffectiveness, truancy, absenteeism, excessive excuses, complaints, inefficiency, low productivity and non-achievement of school goals.

Conflicts are inevitable. There is great opportunity for expression of ideas, occasions for disagreement and agreement, because people have to disagree in order to reach amicable settlements. Non-involvement of teachers in decision making could ruin an intention of the principal and even lead to conflicts in schools. Teachers in Nigeria expressed willingness and great desire for more involvement in issues affecting their welfare and those agitations could reduce conflicts, enhance peace and lead to effective school administration. It is also believed that teachers' participation in decision making could lead to higher performance which is a basic instrument for economic survival, while non involvement of teachers in decision making process could lead to frustration, boredom and staff turnover.

Aspects of Secondary Schools Administration

Conflicts are either functional or dysfunctional, depending on how they are handled or managed. Conflicts affect virtually all aspects of secondary schools' administration, but notable areas are:

Administrative set up

i.   **The secondary school is headed by a principal, preferably a graduate in education and a postgraduate diploma in education or a master's degree in education. A school principal must have taught for a considerable period of time and must also have vast administrative experience. A non-education graduate with several years of experience, a post graduate diploma in education, administrative experience and other attributes expected of a school principal could also head a school.**

ii.   **The principal is usually assisted by a deputy, the vice principal, who is usually in   charge of administrative and academic matters. Next in line of authority in the   administration of a school are the teachers who teach the students. The functional duties of the principal, the vice principal and teachers are interlinked   and aimed at the pursuance of a common goal. The teachers should maintain a   link   with   the   vice-principal, and the vice-principal with the school head in essence,   the principal should serve more of advisory roles.**

iii.   **Next in the administrative set up of a model post-primary institution are the non- teaching staff members. They include the typist(s), clerks, driver(s), security guards, janitors etc. they are important members of the administrative staff as   they make administration easier.**

The most important member of the school system is the student body. The administrative line in essence will be composed of the

principal, the vice -principal, the teachers, the non-teaching staff members and students.

This is understandable, because where there are lapses in relationships between principals and teachers, poor communication network, lack of human and material resources, infrastructural decay, lack of motivation, ambiguities in role play and expectations, poor leadership styles, mismanagement, highhandedness, misunderstanding, poor teaching-learning environment, conflicts are bound to occur.

Admission procedure

Admission into schools depends basically on the aims and objectives of the school and the type of school. In public secondary schools, it is owned by government. The school authority will have no choice as to the number and type of students to be admitted, or even their level of intelligence.

Registration and students' records

The first step taken after a student must have been admitted is registration. Each student must have a personal file which should contain the following informations which are very important for record purposes:

(a)   **Name of students**

(b)   **Age – the birth certificate or age declaration to be attached**

(c)   **Name & address of parents / guardian**

(d)   **Medical history of the student (if any)**

(e)   **Previous school(s) attended with dates**

(f)   **Subjects offered at previous school and grades scored**

(g)   **Subjects which he/she intends to undertake etc – all these are vital information necessary for adequate planning.**

(h)   **Each student must be given an admission number after registration (for   record purpose)**

Record keeping is one of the basic instruments for successful administration in any organisation, and where information are not well

disseminated, records not well kept and retrieved, there are bound to be conflicts.

The school curriculum

It comprises of all the activities (academic and non – academic), which the school plans for the year for the students. It includes the following:

(a)   **Teaching / Lessons plans**

(b)   **Sports plan**

(c)   **Staff Meetings**

(d)   **Parents / Teachers Association meetings**

(e)   **Founder's Day Anniversary**

(h)   **Co-curricular activities**

(i)   **Valedictory Service**

(j)   **End-of-year activities.**

The heterogeneous nature of the school demands defined roles to be played by each group and when such roles are not properly defined and structured there are bound to be conflicts.

Time table

It is the duty of the timetable committee to prepare the timetable for the whole school that is, for all classes or forms in the school. In privately owned institutions the committee headed by the vice principal prepares the school timetable as well as the examination timetable for each academic session. The following factors must be put into consideration when planning a time table:

(a)   **Number of teaching staff in the school and the subject(s) for each teacher**

(b)   **Number of classes and arms available in the school**

(c)   **Number of subjects taught in the school.**

(d)   **Special consideration for key subjects like English and Mathematics and other   brain-sapping subjects such as Physics, Chemistry, Further Maths etc.**

(e)   **An ideal timetable should be devoid of clashes – to this end, after the timetable   has been prepared, it should be viewed vertically and horizontally to see if there   is any clash and if any, steps would then be taken   to   rectify   it**

        For example, in preparing an ideal timetable, special consideration should be given to key subjects such as English Language and Mathematics – preferably a double period each time and also in the morning. Also the science subjects are better taught in the morning when the brain is still fresh. They require a lot of concentration and they cannot be well grasped when the weather is hot and the brain saturated.

        Besides, when all these factors are not taken into consideration, conflicts are bound to occur in schools.

Financial administration

        . One of the major problems facing our education sector is poor funding and mismanagement of resources. Our secondary schools are overwhelmed with decayed infrastructure, poor funding, lack of teaching and learning materials, lack of equipment and good structure, lack of human and material resources. This is because there is no enough funding to meet the demand of schools across the states.

        In fact, where records are not well kept, fund not available or mismanagement or corruptly diverted such could cause conflicts in secondary schools.

Conflicts and secondary school administration

        Surprisingly, most school systems experience institutional conflicts traceable to leadership styles of principals and teachers' attitudinal approach to work (Devereaux, 2003; Duze, 2009; Eregha, 2006). Structural changes in

schools (Ma & Williams, 2004; Lawal, 2006 and Yakubu 2006); and employee unionism (Vasutheven & Hee, 2004; Taiye, 2003 and Ahmed 2003 and Foster & Hilaire, 2004) are other areas of institutional conflicts. Whatever the causal agents to institutional conflicts, principals, teachers, parents and other stakeholders in the education sector, should work out effective management strategies which will help to minimize the dysfunction of conflicts in the school. It is important for school administrators to pay attention to this call because studies by Lynch (2000), Amaize (2007) and Onoyume (2007) show that when conflicts are not adequately resolved, or when there is unnecessary delay in resolution of conflicts, it results to further conflicts and led to destruction of properties, lives and academic hours of unimaginable magnitude are lost in school (Burton & Duke, 1990 and Duetsch, 1993, Wadd, 1997; Abia, 2000; Collard, 2003 and Abosede, 2006,)

Similarly, there are several reports of decreased teacher productivity in school organizations riddled with conflicts David (2006) and Onye (2006). Equally, Akpan et al (2006) reported increased productivity and school effectiveness in institutions with low organization conflicts, where there are little or no conflicts between school principals, classroom teachers and staff. There is every need for education managers to give a sizeable portion of their time to conflicts management. However, more contemporary scholars like Blau (1986), Osunde (2008) and Arubayi (2007) have demonstrated significant relationships between organizational conflicts and system effectiveness. It is obvious that students appear to learn better in a school environment with minimum conflicts. Thus, schools are more effective and achieve high academic standards in an environment where there is harmony between and among school management, staff, teachers and students. Accordingly Henkin, Cistone & Dee (2000), Bryk and Schneider (2002), Lam (2004), Park et al (2005) and Adenipekun (2007) reported that team work and teachers' commitment to duty is linked to school organizational climate, arising from trust and team commitment.

Therefore, more studies appear to focus on issues concerned with harmony, and reduced conflicts in school systems. Study perspectives on school conflicts in Nigeria, have however tended to focus most often on extrinsic management of school organizational conflicts (Rust 1991). This approach is quite incomprehensible in Nigeria, just like most developing African countries, riddled with inter-ethnic, inter-communal, religious, economic, and leadership crises (Ige, 2006 and Akinola, Aziken & Ehijiafor, 2007).

Normally, these external aggressions are transferred to the school systems. This assumption according to Ogbonna (2006), Ijeoma and Osagie (2006) could be a major reason why current studies on school conflicts in Nigeria have paid special attention to these extrinsically motivated factors. Therefore, Embugus (2005) reported a high incidence of conflicts in schools located in regions that are economically poorly endowed, which according to Jike (2000) and Ikoya (2006) linked school organizational conflicts to regional turbulence, especially in the Niger-Delta region involved in agitating for resource control, fiscal federalism, improved economic and social conditions (Ukeje, 2001; Egwunyenga & Enueme, 2005 and UNDP, 2006).

It is obvious, according to Burns (1998), Rowan (1990) and Harris (2004) that many studies have explored intrinsic determinants of school organizational conflicts but not many studies have paid particular attention to conflicts between school management staff and classroom teachers. Secondary school in Nigeria stands as a bridge between the primary and tertiary levels. Secondary education has its broad aims and objectives as specified in the National Policy on Education (NPE 2014). The aims of secondary education among others are to prepare a generation of young people for useful living within the society and for higher education. The importance of secondary education is to provide quality secondary education to all those who can benefit from it.

According to Omoregie (2005), it appears that the secondary schools have not lived up to expectations as specified in the National Policy on Education, especially in the course of discharging its responsibilities. The nature of the

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schools and the fallen standard in performance by the products of today's secondary school system can neither fulfill the stated goals of producing useful citizens, nor respect the views of others. The management of secondary school is a chain of inter-relationships and inter-dependence for the achievement of educational goals. Conflicts occur in the course of these inter-relationships. In the administration of secondary schools, the principal plays a very vital role as the centre focus.

However, by virtue of his position, the principal is an administrative leader, manager, instructional leader and administrator who receives all praises when there is progress and also receives blame when there is failure. The role of the principal today is said to be between various roles. Often times, more attention is accorded to managerial and administrative tasks while that of instructional task (i.e. teaching and learning) is delegated to others in the hierarchy, even though the core business of school is teaching and learning. However, in order to cope with the ever rising challenges and achieve excellence in national development; the school principal must be ready to see himself as a role model and as a potent agent of change (Ahmed, 2003 and Galtung, 1996).

Education in Nigeria has reached a crossroads (Adeyemi, 2008 and Omoregie, 2005). Secondary education in Nigeria is beguiled with crises, paralysis of structures, and poor academic performance in both internal and external examinations, poor management and unstable curriculum. School administration involves managing, administering the curriculum, teaching, discipline, assessment, evaluation, examinations, resource allocation, planning, staff appraisal, and relationship with the community, and use of practical skills, decision-making, negotiation, bargaining and communication (Ojo, 1999). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal or administrator who must ensure they are all directed towards efficient and effective teaching and learning in the school, so as to be able to produce quality outputs. By implication, the principal of a school is a planner,

director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002).

The principal is the person on whose shoulders rest the entire administration; success or failure of the school. The principal identifies and sets goals and objectives of the school, which are in line with the national objectives, analyses tasks and shares responsibilities of the staff according to specialization and expertise.

Roles of principal in school

The roles of principal according to Maduabum (2002) include:-

i. **Principal as a curriculum and instructional supervisor***:* The duties of a school principal as a supervisor include: obtaining and making available for teachers all educational information; visiting classrooms often to observe the teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement. It is observed that in the process of carrying out their responsibilities conflicts ensue especially between principals and teachers as a result of multiple directives, overloaded assignment, poor performance and poor communication.

ii. **Management of school finance***:* The principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing to the school and ensuring judicious utilisation of Parent Teachers Association (PTA) levy. In order to raise fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Governors, Old Students' Association, Companies and Non-Governmental Organisations for fund raising activities. Conflicts can also ensue as a result of allocation of resources to various departments and units in the school.

iii. **Principal as a motivator***:* Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted

with the principles that guide and control administrative processes. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best in achieving educational goals through effective teaching-learning process. Motivation enhances job performance (Ajayi 2002) and can also be done through training and retraining of the teaching and non-teaching staff in the school.

iv.   As a role model: Principal must display qualities that are amiable, disciplined   and accommodating. He is motivator, organizer, planner, visionary, and   operates open door policy but where there is lack of cordial relationship between principals and teachers, lack of staff development etc, conflicts can   occur.

v.   Provision and maintenance of physical facilities*:* Principals must be fully   concerned with the physical environment and other facilities around the school.   Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and   lawns, dingy and dark buildings, etc have demoralising effects on people,   especially the adolescents (Obidoa, 2006). As a result, the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the   meagre resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective   teaching (Babayemi, 2006), but where there is inadequate or lack of these   facilities conflicts can result.

vi.   Principal as a change facilitator: The principal is the critical person in making   change to occur. According to Uyanga (2008), since a school is known to be an   instrument of change and reforms in the society, the principal is said to be the   pivot of such reforms and changes. This responsibility is very obligatory and the   principals are expected to deploy the managerial skills in adapting to this   change and effecting it in the school system. The principal is the key supporting   agent for change, (*European Journal of Educational Studies 2(3), 2010 191*)   and must deploy appropriate leadership skills to handle crisis in the school.

vii.   As curriculum and instructional leader: School principal as an instructional leader must possess the following qualities such as provide for learning and working with others, improve instructional qualities, create strong school culture   and involve teachers in decision making.

viii.   Maintenance of physical facilities: The school principal ensures maintenance of   physical environment and other facilities in and around the school such as   dilapidating buildings, leaking roofs; provision of boards, abandoned projects,   and principal ensures that school facilities are in good shape and meet the   needs of the school, (Babayemi 2006).

ix.   As a facilitator: Principal makes changes as at and when due. As a good manager, and agent of change he deploys managerial skills and staff to areas of needs.

Although principals have a duty to accomplish management tasks such as planning, organizing, leading and controlling, one of their important tasks is to know how to manage and deal with conflicts in the school. Although there is no best way to manage conflicts in the schools, the principal must be able to choose the most appropriate conflicts management style for a particular situation.

Principals who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They expose the conflicts, acknowledge the feelings and views of all sides, and then redirect the energy towards a shared ideal. This according to Napodia (2000) is creation of mutual understanding, interdependent and mutual relationships among various structures in schools.

Problems facing secondary school administration

As stated earlier, secondary education in Nigeria is beguiled with series of crises which affect the national goals of education. These problems emanate from the following factors:-

Inadequate funding

This has been the bane of academic progress in Nigeria. The expansion and success of any school depends very much on resources available. The

increasing population of school children cannot be matched with the resources available to the education sector. The annual budget to education is far below 26% of UNESCO/UN recommendations for education sector. Inadequate funding of secondary school education has resulted to poor teaching, brain-drain from the profession to other profession, poor structure, lack of teaching facilities and poor conditions of service (Aghenta, 1984; Jaiyeoba & Atanda, 2003; Omoregie, 2005 and Ejiogu, 1990).

Poor assessment and evaluation

Effective evaluation, supervision and assessment by educational administrators, inspectors and school heads will enhance effective instructional delivery. The essence of supervision and evaluation of performance is to ensure standard and to maintain high level of academic discipline in schools. This is seriously lacking in our school system.

Unstable policy

Frequent changes in educational policies led to unstable academic structures and undefined courses of action as specified in the National goal of education. This has bastardized the academic structure and engendered poor academic achievement.

Inadequate facilities

Ahmed, (2003) comments on poor nature of infrastructure provided in secondary schools as a result of poor funding which negatively affects performance. The poor and un-conducive environment, lack of basic learning and teaching materials hinders academic progress among school children. The level of infrastructural decay in most of Nigerian secondary schools has reached such a high level dimension that learning in such an environment remains impossible (Jaiyeoba & Atenda, 2003)

Poor condition service

Teachers are bridges between the principal and the students. Teachers are medium through which principals achieve their successes. The poor conditions of services occasioned by poor salaries and non-payment of

allowances dampen teachers' morale and interest on the job. When teachers are not motivated, their level of commitment on the job will be affected (Fadipe, 2003).

The combination of these functions is to ensure effective and efficient teaching and learning in the school so as to achieve quality outputs. The principal is a centre focus on whose shoulders rest the entire administration, success or failure of the school. The principal is seen as a goal setter, who identifies and sets goals and objectives of the school, analyzes tasks and delegates responsibilities to staff. The non-availability or inadequate provision of these aforementioned facilities in schools causes conflicts between school management staff, that is, the principals and classroom teachers in secondary schools.

Investment in education

National and economic planners always place great emphasis on investment in education because of its direct impact with increase in the productive capacity of the nation, through the inculcation of saleable skills which are required for economic growth and transformation. Investment in education is totally an investment in human beings, because the best legacy any nation could bequeath to its citizen is quality education. It assists for quality education, training of scientists, technologists, engineers, lawyers, educationists, school administrators, principals, teachers, doctors etc. The quality of education is the composite of the properties involved in an output. Quality education improves the quality of work by raising the levels of its skills and efficiency. It gives a nation access to the word's body of knowledge which result in the adoption and adaptation of the existing technology to specific environment. It enables individuals to express more fully their potential capacities intellectually.

Political variable

The quality of education a nation offers is greatly influenced by the political party in power. Education has become a veritable tool political parties need to win the minds of the electorate, and it has taken a sizeable percentage of public

resources as a result of expansion and improvement of the existing facilities, to improve qualitative education. The introduction of Universal Basic Education in 1976 and second Republic era (1979 - 1983) when there was free education in Nigeria and also when states like the defunct Bendel State government adopted the free education policy. With the introduction of Universal Free Primary Education (UPE) in operation in Nigeria the federal government spent about 26% of its annual budget on education (National Budget, 1980) and states like Bendel State (now Edo and Delta States) where such policy were practised budgeted about 40% of its annual budget on education.

Quantity versus quality

The concept of quantity versus quality education should be given adequate consideration. Development in education has shown that it is very difficult to differentiate between the two concepts or bring about qualitative change than quantitative change, because it is difficult to increase educational effort sharply and enhance quality simultaneously. The quality of education in Nigeria especially at the secondary school level has deteriorated as a result of decayed, dilapidated, deteriorating and inadequate teaching and learning facilities, lack of equipment and ill prepared teaching forces, which lead to lower educational standards, low productivity and general inefficiency; yet the enrolment of school children kept increasing tremendously.

Implications for educational planning and policy

The historical development of educational policy in Nigeria has a lot of implications for educational planners and benefactors. Most of the colonial educational policies had lots of shortcomings hence, there were many educational reforms. The peculiar failure of the colonial educational policies was their failures to take into account the local peculiarities and non involvement of Nigerians in policy formation.

Nigeria with its multiplicity nature requires the integration of all stakeholders in policy formation. The participatory model of planning education

and formulating educational policies is the most appropriate model for a multi ethnic and complex nation like Nigeria. Nigeria is made up of about 250 ethnic nationalities and each of these groups strives to get the best and also share the best with its citizens.

In fact, the genesis of educational crises in Nigeria was the marginalization and neglect by the colonial masters. Therefore, to minimize conflicts in our educational sector, it is imperative for educational planners and policy makers to involve adequate representatives of stakeholders, educational planners, policy makers, community leaders, administrators in educational planning and policy formulation. This will go a long way to address the academic crises especially between the principals and teachers in the administration of secondary schools in Delta and Edo States.

Principal in the management of secondary education

The following are the duties of the principal in ensuring that the multi-faceted problems facing the secondary school system do not hinder the efficient service delivery towards producing quality outputs in schools. The principal plays a cardinal role in the management of any school. The principal is the most important and influential individual in the school (Akpan, Okey & Esirah, 2006). This decisive position encompasses a wide spectrum of complex functions pertaining to management and conflicts management. The management of conflicts in schools can be either destructive or productive, depending on the skills of those managing the context (Tomlinson, 2004). Preedy, Glatter & Wise (2004) agree by saying that this is evidenced by the nature of principalship, the position, role, and power of the principals who differ between schools and between systems. This influences the way in which the principal handles conflicts in the school. A head-teacher faces myriad external pressures and expectations, deals with conflicts and stress, and tries to keep up with the ever-increasing technological and social changes.

Technology and social revolutions which have overtaken some communities to varying degrees affect our curriculum, school organization, discipline, students' behaviour, teachers' attitude, community relations and the very nature of the teaching-learning process. Furthermore, the community, the school councils, the central government, and teachers look upon the principal as the person responsible for exercising leadership in his school (Mampuru, 1992). Achoka (1990), states that the school principal must accept the fact that conflicts are part and parcel of all social organizations. The school depends on the principal's ability to resolve conflicts. Failure to do so could be the result of misunderstanding the cause of the discord or ignorance about which course to take. The principal must also be aware of the type of divergence involved. Each type of conflict brings lessons to be learned, but they must each be resolved (Gray & Strake, 1984).

The principal has to use literal knowledge and experience to generate better ways to resolve conflicts. The school is a place where different people with unique values and attitudes meet. All staff, therefore, may not appreciate all conflicts resolution mechanisms used by the principal. Nonetheless, the possibilities for resolving conflicts must be continually sought. A noteworthy point is that each conflict might warrant a different resolution technique. But this is not to discredit principals who have institutionalized conflict resolution mechanisms that become accepted by staff, and as such, form part of the school regulations. An unmanaged or mismanaged conflict has the tendency to escalate and become independent of its initial cause after all has been forgotten (Ibukun, 1999).

There is no luck in conflictresolution. Successful conflict management involves artistic sensitivity. This grows out of both theoretical knowledge and the experience of the administrator. No action taken in the resolution of discord will ever satisfy all concerned. However, this is not an excuse. The school principal must, above all, have ability, technical skill and artistic insight into conflicts resolution (Achoka, (1990). School principals devote a significant portion of their

time dealing with conflicts. Principals who look for the sources of these tensions may find out that many of them reside in the principal's own interpersonal behaviour, which may be products of their leadership styles. Four important leadership variables related to the amount and degree of conflicts are:- conflicts response styles, problem solving, communicator styles, and bases of social power. Each of these dimensions can be partitioned into two domains: - concern for self and concern for others.

The degree and consistency to which concern for others is operational determines the depth of expertise of the principal's conflict management. Expert school leaders have developed a healthy approach of running their schools. Conversely, novice school leaders employ knowledge and skill gained to support only self-survival in the principalship, which will lead to personal and professional disappointment (Johnson, 1997; Murphy, 1994; Maduabum, 2000; Normore, 2004 and Mouton, 2001).

In this research study, emphasis was laid on what management entails. The school is an organization consisting of principal, vice principals, teachers and pupils. In order to realize the goals of educative teaching it is essential that the school is organized properly, which means that management of the school is essential. Management is a particular kind of activity and to manage effectively specialized knowledge is necessary (Roman, 1997; Ogbodo, 1998 and Omoregie, 2005).

General management

Management is about coping with complexity. Good management consists of drawing up formal plans, designing rigid organization structures and monitoring results against the plans and so brings about order and consistency (Van der Bank, 1994). Huse (1982) states that management refers to an individual's engagement in planning, organizing, controlling and directing the efforts of members of an organization and using organizational resources in order to achieve stated goals. Hodgetts & Kuratko, (1991) define management

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as a process of setting objectives and co-ordinating the efforts of personnel in order to attain them.

In addition, Ivancevich and Matterson (1996) define management as the process undertaken by one or more persons to co-ordinate the work activities of other persons to achieve high quality results not attainable by only one person acting alone. Secondary school administration entails all these processes with the principal at the helm of affairs with other chains of coordinating activities, delegation of responsibilities and division of labour.

Education management in school administration

Van der Westhuizen (1991) describes education management as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority, in a specific field or area of regulation, so as to allow formative education to take place. The above description implies that everything the stakeholders (that is the principal, staff, teachers, parents, governing body, ministries and others) in education do with regard to specific management areas should be aimed at enhancing the teaching and learning activities in a school. (Adeyemi, 2008). Education management is the process of working with and through people to accomplish school (educational) goals efficiently (Van der Bank, 1994).

Management Skills in Secondary School Administration

According to Van der Bank (1995) a skill can be defined as the ability to do something well as a result of practice. For the purpose of this study management skills that are needed by principals are divided into four main categories:

• Technical skills, which refer to the use of procedures and techniques in a specialized field

• Human relations skills, which involve the ability to work with individuals and groups so as to understand, motivate and co-operate with people

• Conceptual skills that refer to the intellectual ability to coordinate and integrate all the interests and activities of the school

- Institutional skills, which involve the ability to represent the school in the community and in other organizations.

Management process by principals in schools

The management process consists of four fundamental management tasks which, according to Preedy et al, (2004), are:

- **Planning:** firstly, plan it, that is, what must be done?
- **Organizing**: secondly, organize it, that is, how and by whom will it be done?
- **Leading/guiding**: thirdly, give guidance, that is, when and how will it be executed?
- **Controlling:** lastly, implement controls to assess whether the aims have been achieved, that is, have the outcomes been achieved?

Planning is the process by which human technology directs administrative and financial activities to achieve organizational objectives (Hannaway and Hunt, 1992). While organizing means the creation of an organizational structure for the institution to indicate how people and resources should be utilized to achieve the vision, mission and objectives (Le Roux, 2003). However, Bov'ee, Thrill, Wood & Dovel, (1993) define leading as the process of influencing and motivating others to work together in order to achieve organizational goals. In addition, Ivancevich et al (1994) state that controlling ensures that actual activities are planned activities.

Planning in a school, according to Kerzner (1998), is vital because it links curriculum to teaching and learning. The role of the principal and the School Management Team (SMT) is to transform general curriculum and to put it into action through teaching and learning. This is done through planning of the school curricula, making decisions, solving problems, staffing and provision of materials and equipment, and the drawing up of policies. In organizing the resources and executing the school plan, the school management team needs to delegate responsibilities and co-ordinate duties to other members of staff. Planning and

organizing are regarded as the thinking tasks of management, where principals of schools have to strive to see that objectives of the school are achieved. This can only be done by drawing up policies and delegating duties within the school. With regard to leadership, the principal should formulate the policies and management plans (Dee & Henkin, 2001; Donald, Lazarus & Lolwana, 1997 and Ememe & Emele, 1995)

All these aspects should be communicated to the relevant stakeholders such as principals, teachers, PTA, PPEB, CIEs and supervisory ministries. In so doing, proper monitoring of the situation by the principal will contribute to efficient evaluating and the following of corrective steps (Kgole, 2003). Consequently, leading and controlling are regarded as the doing tasks of management where the real action takes place within the school as an organization. All stakeholders work towards the attainment of the objectives/outcomes (Obidoa,2006).

The history of Nigerian education has been plagued by political unrest. This political instability has greatly affected the development of the education system. The poor funding of education, shortage of human and material resources, shortage of classrooms, few infrastructural facilities, and lack of qualified manpower are some of the major causes of conflicts in schools (Ahmed, 2003). These problems of conflicts are more pronounced at the secondary school level. In 1997, the Federal Ministry of Education embarked on a nationwide tour of the schools, and observed that the basic infrastructure in schools such as classrooms, libraries, teachings facilities, equipment, laboratories were in a total mess and decayed, while the physical structure and surroundings were pathetic sights.

To address this issue, the country needs to re-examine its past and focus on development plans. Reflectively, the new democratic government has demonstrated its political will to transform the education sector through series of reforms, rebuilding the Nigeria economy and technical assistance. In fact, successful implementation will greatly depend on the availability of adequate resources, greater participation of shareholders, sharing of responsibilities

among different levels of government, community, teachers' and students' participation. The system of education no doubt has undergone various transformations and growth within the context of an unstable economy. The economic crisis has played a key role in the decline of the quality of education offered.

The National Policy on Education of 1977 revised in 1981, 1990, 2004 and 2014 remains the base for the education system. The policy addresses the issues of provision of education in different regions of the country with regard to quality, access, resources and gender.

Secondary school education in Nigeria is structured as follows;
-      6 years of primary education
-      3 years of junior secondary education
-      3 years of senior secondary education
-      4 years of tertiary education

The Federal Ministry of Education has the responsibility for the establishment and structuring of the policy and programmes of education, and for ensuring that the local state policies operate within the ambit of the national policy. The national political office holder appropriated to oversee the affairs of education and policy making isthe Minister of Education at the federal level or Commissioners of Education at the states level.

The responsibility for the management of education is shared between the three tiers of government; federal, state, local and the fourth tier is the private organizations. The National Council of Education which includes all the states' Commissioners of Education is advised by Joint Consultative Committee on Education made up of all Federal, State Directors of Education and Chief Executives of Education Statutory bodies.

The Ministry of Education has the major responsibility for education, but there are other ministries, like Ministry of Information and Ministry of Women Affairs that also help in publication of educational policies and programmes and promoting the education of women and the girl child. The National Secondary

Education Commission (NSEC) and National Mass Literacy, Adult and Non-Formal Education Commission are in change of secondary education in Nigeria.

The funding of secondary education in Nigeria is shared between the federal and the state governments. The federal government funds the federal government colleges across the states while the state governments fund the rest. The administrative management and funding are shared between the state ministries of education, the National Secondary Education Commission and other agencies as prescribed in the legislation. Secondary Education is divided into three years of junior secondary school and three years of senior secondary school. The purpose is to prepare students' exit school with the necessary skills for employment and also prepare those who are intelligent enough to continue with their academic pursuits in higher institutions.

The students' placement into different streams is determined by the results obtained from the continuous assessment processes and tests that are supposed to determine academic ability, aptitude test and vocational interest. Moreover, a formula aiming at achieving 60% for senior Secondary Schools, 20% for Technical Colleges, 10% for Vocational Training Centres and 10% for apprenticeship schemes is used. Integrated curriculum was adopted while a comparative study and adaptation centre was established in 1984 to provide a guideline for integrated approach. However, due to lack of in-training for teachers there was a failure in the implementation approach.

In 1970s, there was rapid increase in the secondary education sub sector because of increase in demand for places in secondary schools, following the introduction of Universal Primary Education scheme. A quota system for admission into the federal controlled secondary schools based on merit, geographical zone and discretion was introduced due to shortages of space in schools. Inadequate funding and planning, poor management, as well as inadequacies of the maintaining processes for the implementation of National Policy on Education, contributed to a lack of classroom space in the sub sector

(Babayemi, 2006). These are the genesis of academic problems in the Nigerian educational system, especially at the secondary school level.

The school, just like any other organizational institution, is a system of social interaction. Conflicts are inevitable in any work environment such as school. Conflicts are not merely destructive but can also be a useful tool in stimulating creative solutions to problems and should be embraced rather than be terminated or rejected when it occurs.

Appraisal of Reviewed Literature

The review of related literature formed chapter two, which established conflicts process theory as an appropriate theoretical framework for the study. The theory took into cognizance the positive and negative influences of conflicts and proposed dynamic strategies of maintaining stability with both individuals and the institution. The Conflicts Process Theory postulates that individuals will normally adjust to a given structure in any organization.

Change in the structure of the organization however causes conflicts and destabilizes the organization. Conflicts could be minimized by minimizing structural changes in order to maintain stability with both the individuals as well as the institutions. This theory reflects a systems approach where each part has one or more functions to perform. True with secondary school principals and teachers, who double-functions as academics and administrators; that is, principal role expectations and teacher role expectations. Teachers constitute the main medium through which students' learning occurs and also function as operational resources through which the principal achieve the short and long term goals of the schools.

The study assessed the concept of conflicts, types of conflicts, causes and aspects of secondary school administration conflicts mostly affected, effects of conflicts as well as different management strategies adopted in managing conflicts in secondary schools. Conflicts are inescapable among individuals and in schools because there areinter relationships and interactions among parties

who differ in perceptions, objectives, role play, values, interests, experiences, backgrounds, orientations and understandings. Conflicts are either functional or dysfunctional depending on how they are handled. However, functional conflicts are good, acceptable and desirable because they result to better improvement of the organization, good learning experience, and good working relationships.

Conflict management does not necessarily mean avoidance or termination of conflicts. It simply means designing effective macro-level strategies to minimize the dysfunctions of conflicts and enhancing the constructive functions of conflicts in order to enhance effective, efficient and more productive administration of secondary schools. There is no one definite way of managing conflicts. The most adequate strategy for conflicts management will depend on the specific situation involved.

The study would enable principals take second look at their behaviour and policy choices, discouraging mismanagement, autocratic leadership, corruption, embracing transparency, open door policy, delegation of duties and good management of resources.

The study underlined the need to design an appropriate institution to bridge the gap of relationships between principals and teachers as well as to guide the eruption of conflicts through proper communication strategies, good leadership style, identifying the set goal and objectives, share responsibilities of staff according to specialization and expertise.

One important development of this study was the evolution of frustration and aggressive theory. Whether inter-personal or inter-group conflicts, all have their root causes or are traced to unfulfilled personal or group objectives and the frustration that this breeds. Since the demand for basic needs always exceed the supply, all human conflicts can be traced to acts of failure to obtain what is needed.

To resolve this, the study also recommended conflict transformation, which involves processes of engaging with and transforming relationships,

interests and discourses, promoting human and cultural resources from within a group setting

CHAPTER THREE
RESEARCH METHOD AND PROCEDURE

This study was designed to assess the types, causes, aspects of secondary school administration influenced by conflicts, effects of conflicts, as well as management strategies adopted in resolving conflicts by principals and teachers in public secondary schools in Delta and Edo States. This chapter, therefore, describes the research design, population of the study, sample and sampling technique, research instrument, validity and reliability of instruments, method of data collection and method of data analysis.

Research Design

The study adopted the ex-post facto design with descriptive approach. This involves looking into the past of an existing event to determine the causes and influence of conflicts encountered by principals and teachers in public secondary schools. Conflicts exist in schools and there are different management strategies principals deployed. What the researcher was interested was to collect the available data in order to determine or find out the types, causes of conflicts, aspects of school administration mostly affected, effects of conflicts and management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

The Population of the Study

The population of the study comprised all the 16,225 principals and teachers in 719 public secondary schools in Delta and Edo States, with a total number of 15,506 teachers and 719 principals in the 43 Local Government Areas and 6 Senatorial Districts in Delta and Edo States.

Table 1:

      Population of the Study

S/n	States	No. of Schools	Principals	Teachers	LGAs	Districts
1.	Delta	420	420	11,046	25	3
2.	Edo	299	299	4,460	18	3
	Total	719	719	15,506	43	6

Sources: Post Primary Education Board, Asaba and Benin City, 2015.

Table 2

Population Size of Delta State Public Secondary Schools

Senatorial districts	Local government areas	No. of teachers	No. of schools
Delta North	Aniocha North	345	18
	Aniocha South	386	17
	Ika North East	810	19
	Ika South	768	18
	Ndokwa East	179	20
	Ndokwa West	299	21
	Oshimili North	322	10
	Oshimili South	801	15
	Ukwuani	343	13
Delta Central	Ethiope East	*474*	22
	Ethiope West	326	17
	Okpe	284	12
	Sapele	866	24
	Udu	374	11
	Ughelli North	1152	41

	Ughelli South	405	21
	Uvwie	1013	19
Delta South	Bomadi	72	8
	Burutu	114	16
	Isoko North	320	17
	Isoko South	319	19
	Patani	85	8
	Warri North	92	8
	Warri South	210	21
	Warri South East	97	5
	Total	**11,446**	**420**

Sources: Post Primary Education Board Asaba 2015.

Table 3

Population Size of Edo State Public Secondary Schools

Senatorial districts	Local government areas	No. of teachers	No. of schools
	Akoko Edo	120	27
	Etsako Central	62	6
Edo North	Etsako East	91	14
	Etsako West	313	26
	Owan East	139	15
	Owan West	125	10

Edo Central	Esan Central	150	13
	Esan North East	167	11
	Esan South East	137	17
	Esan West	262	17
	Igueben	90	10
Edo South	Egor	499	11
	Ikpoba Okha	804	19
	Oredo	814	13
	Orhionmwon	244	29
	Ovia North East	321	29
	Ovia South West	99	11
	Uhunmwode	252	21
	Total	**4779**	**299**

Sources: Post Primary Education Board Benin City 2015

Sample and Sampling Technique

There were 16,225 school principals and classroom teachers in 719 public secondary schools in Delta and Edo States at the time of this study.2956 public secondary schools principals and classroom teachers (18%) were randomly selected. Of this number,360 secondary school principals (i.e. 50%), 2596 classroom teachers (i.e. 17%) and 20 local government areas (47%) were randomly selected respectively from the 43 local government areas and 6 senatorial districts in Delta and Edo States. Multi-stage random sampling was adopted as sampling technique to ensure that the selected sample were devoid of any preconception.

Table 4

Sample According to Local Government Areas; Principals and Teachers

States	Local Government Areas	No. of Principals	No. of Teachers
Delta	12	200	1502
Edo	8	160	1094
Total	**20**	**360**	**2596**

Source: Researcher's Field Work 2015

From the table 4 above, 12 local government areas were selected out of 25 local government areas from Delta State, while 8 local government areas were selected from the 18 local government areas of Edo State. From the sampled 360 principals selected from Delta and Edo States 200 were selected from Delta State, while 160 principals were selected from Edo State. Out of 2596 selected teachers, 1502 were selected from Delta State, while 1094 were selected from Edo State. However, the reasons for these disparities in figures were because Delta State has 25 local government areas as against Edo State with only 18 local government areas, while Delta State has 420 principals Edo 'State has only 299 principals. Delta State has 11,446 teachers in the state while Edo State has only 4,779 teachers across the state. However, these samples collected from Delta and Edo States were not separated but all the data collected were sum together for data analysis in .chapter four..

Research Instrument

The Instrument used for data collection was a self-structured questionnaire titled ''Principal/Teacher Conflict Questionnaire (PTCQ)" which was properly validated by the supervisors and three other experts in the Faculty of Education.It was designed by the researcher after a thorough review of local and international related literatures on conflicts and conflicts management. The questionnaire was divided into two (2) sections, namely **A and B.**

Section (A) Seeks demographic information of the respondents such as; status, location of schools and principal's years of teaching experience. **Section B** was further divided into five parts:

{**Bi}** Deals with types of conflicts in public secondary schools

(**Bii)** Deals with causes of conflicts in secondary schools

(**Biii}** Focuses on aspects of secondary mostly affected by conflicts

{**Biv}** Focuses on the effects of conflicts in secondary schools

{**Bv}** Provides information on conflicts management strategies adopted in resolving conflicts in public secondary schools.

Modified Likert four-point-type rating scale (**SA = 4; A = 3; D = 2; and SD = 1)** was used to elicit responses from the respondents. SA = (4) represents highest attribute, which indicates positive, while SD = (1) indicates very high negative reaction to the questions. Therefore, the decision level for evaluating the rating scale was 2.50cut off point.

Validity of the Instrument

The researcher subjected the instrument to test in order to ascertain the degree to which the test items cover the different units and objectives of the subject concerned. The instrument was therefore given to the supervisors of this research work and some experts in the Department of Educational Administration and Policy Studies, Faculty of 'Education, Delta State University, Abraka for proper scrutiny. To give the instrument authenticity, the corrections, suggestions and recommendations made by these experts were carefully effected by the researcher, to give the instrument the face and content validity it needed.

Reliability of the Instrument

In establishing the reliability of the instrument, the instrument was administered to a sample of 30 principals and teachers in College of Education Demonstration Secondary, Agbor who, were not part of the sample study. So there were two sets of scores, split into even and odd numbers, which were

correlated. The reliability of the instrument was ascertained with the Split half co-efficient reliability test, using Pearson Product Correlation Co-efficient which yielded a co-efficient index of 0.82.

This helped show some measures of internal consistency, because the figure was found to be high at 0.05 level of significance. *(Detail of the computation is shown in Appendix 3).*

Method of Data Collection

All the data for this study were collected by the use of questionnaire titled *"Principals-Teachers Conflicts' Questionnaire" (PTCQ).* The researcher, with the assistance of trained research assistants, visited the sampled secondary schools in Delta and Edo States to administer, distribute copies of the questionnaires which were filled by the respondents, and collected.

However, out of the 2965 questionnaire items that was distributed only 2956 were correctly filled and returned which were used for data analysis as shown in chapter four, representing 99.7% of the questionnaire retrieved. The 2956 of the sample size was the summation of the total respondents (principals and teachers) proportionately selected from Delta and Edo States, and used for data analysis. The data collected from both states were jointly used for data analysis and results.

Therefore, all the data collected from Delta and Edo States were summed together for statistical analysis in chapter four.

Method of Data Analysis

Analysis of data based on types, causes, aspects of schools administration affected by conflicts, effects of conflicts in secondary schools as

well as management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo states was done by the use of frequency tables and simple percentage. All the research questions raised were answered using mean score (x) and standard deviation (SD), while z-test was used to test the hypotheses at 0.05 alpha levels.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION

This chapter presents the analysis of data collected based on the research questions raised and hypotheses formulated to guide the study. The results of the data analyzed were presented in the tables below. The samples collected from Delta and Edo States were summed together for data analysis and interpretation.

DEMOGRAPHIC DATA

The respondents used for the study were presented according to status.

Table 5: Categorization of Sampled Respondents According to Status

Groups	Number	Percentages
Principals	360	50
Teachers	2596	17

Source: Researcher's Field Work 2015

The distribution in table 3 shows that 50% (i.e. 360) out of the 719 were principals while 17% represented 2596 teachers out of 15,506 teachers from both Delta and Edo States public secondary schools.

Table 6: Categorization of Sampled Respondents According to Location of Schools

Groups	Number	Percentages
Urban	1743	59
Rural	1213	41
Total	**2956**	**100**

Source: Researcher's Field Work 2015

The distribution of respondents according to location of schools in urban and rural areas shows that 59% representing 1743 respondents were from urban public secondary schools while 41% representing 1213 respondents were from the rural public secondary schools.

Table 7: Categorization of Sampled Respondents According to Principal's Years of Teaching Experience

Groups	Number	Percentages
Less than 10 Years of Teaching Experience	289	80
Above 11 Years of Teaching Experience	71	20
Total	**360**	**100**

Source: Researcher's Field Work 2015

The distribution above indicates that 289 principals representing 80%, out of 360 principals, had below 10 years of teaching experience, while 20% representing 71 principals were with above 11 years of teaching experience.

Analysis of Research Questions

Research Question 1

What are the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States?

Table 8: Types of Conflicts Encountered by Principals and Classroom Teachers in Public Secondary Schools in Delta and Edo States

S/N	Types of Conflicts in Public Secondary Schools	Principals (N=360)			Teachers (N=2596)		
		$\overline{X}$	SD	Assessment	$\overline{X}$	SD	Assessment
1	Intra-personal conflict.	3.09	.75	High	3.19	.63	High
2	Intra-group conflict	3.17	.74	High	3.29	.65	High
3	Inter-personal conflict	3.33	1.09	High	3.70	.79	High
4	Inter-group conflict	3.23	.70	High	3.29	.77	High
5	Horizontal conflict	2.74	.94	High	2.83	.83	High
6	Vertical conflict	3.19	.85	High	3.10	.92	High
7	Role conflict	3.01	.76	High	2.90	.78	High
8	Violent conflict	2.94	1.01	High	2.67	.99	High
9	Non violent conflict	2.76	1.04	High	2.58	1.09	High

10	Intra-organizational conflict (i.e. between management and staff)	3.08	.67	High	3.13	.59	High
11	Individual institutional conflict	2.17	.95	Low	1.79	.78	Low
12	Affective conflict	3.10	.76	High	3.18	.62	High
13	Substantive conflict	3.14	.72	High	3.17	.71`	High
14	Conflict of interest	2.96	.79	High	3.09	.81	High
15	Conflict of values	3.77	.57	High	3.77	.64	High
16	Realistic conflict	3.54	.86	High	3.75	.71	High
17	Non realistic conflict	2.72	.94	High	2.75	.90	High
18	Goal conflict	3.18	.85	High	3.32	.79	High
19	Institutional conflict	3.41	.65	High	3.11	.70	High
20	Retributive conflict	2.96	.81	High	2.99	.78	High
21	Misattributed conflict	3.59	.79	High	3.48	.86	High
22	Displaced conflict	3.15	1.00	High	3.03	1.05	High
23	Issue conflict	3.64	.80	High	3.09	.44	High
24	Interaction conflict	3.35	.87	High	3.26	.85	High

Source: Researcher's Field Work 2015

Table 8 shows the types of conflicts encountered in public secondary schools. Both the principals and teachers agreed to items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24 with a mean range of 2.58 - 3.89 which were above the cut-off point of 2.50 level of acceptance as the types of conflicts encountered in schools. The types of conflicts include intra-personal conflict, intra-group conflict, inter-personal conflict, inter-group conflict, horizontal conflict, vertical conflict, role conflict, violent conflict, non-violent conflict, intra-organizational conflict (i.e. between management and staff), affective conflict, substantive conflict, conflict of interest, conflict of values, realistic conflict, non realistic, goal conflict, institutional conflict, displaced conflict, issue conflict, and interaction conflict, while item 11 with a mean of 1.79 - 2.17 was disagreed on by principals and teachers.

Research Question 2

Does location of schools influence the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States?

Table 9: Assessment ofOpinions on Types of Conflicts Encountered by Principals and Teachers in Urban and Rural Public Secondary Schools in Delta and Edo States

S/N	Types of Conflicts in Urban and Rural Schools	Urban (N=1743)			Rural (N=1213)		
		$\overline{X}$	SD	Assessment	$\overline{X}$	SD	Assessment
1	Intra-personal conflict.	3.09	.81	High	2.76	.71	High
2	Intra-group conflict	2.79	1.02	High	2.57	1.06	High
3	Inter-personal conflict	3.29	.69	High	3.27	.77	High
4	Inter-group conflict	3.24	.77	High	3.15	.82	High
5	Horizontal conflict	2.96	1.29	High	2.76	1.46	High
6	Vertical conflict	3.02	.89	High	2.87	.92	High
7	Role conflict	3.05	.76	High	2.93	.78	High
8	Violent conflict	3.11	.78	High	2.99	.81	High
9	Non-violent conflict	3.35	.56	High	3.49	.50	High
10	Intra-organizational conflict (i.e. between management and staff)	3.39	.50	High	3.34	.47	High
11	Individual institutional conflict	3.59	.68	High	3.73	.69	High
12	Affective conflict	2.93	.68	High	2.74	.63	High
13	Substantive conflict	3.19	.91	High	3.22	.96	High
14	Conflict of interest	2.78	.72	High	2.93	.68	High
15	Conflict of values	2.55	1.05	High	3.20	.40	High
16	Realistic conflict	3.28	.77	High	2.66	1.38	High
17	Non-realistic conflict	3.15	.82	High	3.93	.37	High
18	Goal conflict	2.87	1.21	High	2.75	1.29	High
19	Institutional conflict	2.90	.92	High	2.46	1.50	Low
20	Retributive conflict	2.92	.77	High	1.45	.93	Low
21	Misattributed conflict	2.99	.81	High	2.34	.73	Low
22	Displaced conflict	3.48	.53	High	2.15	.42	Low
23	Issue conflict	3.24	.54	High	3.38	.71	High
24	Interaction conflict	3.70	.69	High	2.67	.57	High

Source: Researcher's Field Work 2015

Table 9 shows school location influence on the types of conflicts encountered in schools. Urban secondary school principals and teachers agreed

to items 19, 20, 21, 22 and 23 with a mean range of 2.90 - 3.48 which were above the cutoff point of 2.50 level of acceptance as the types of conflicts. That is institutional conflict, retributive conflict, misattributed conflict, displaced conflict and issue conflict; while items 19, 20, 21 and 22 were disagreed by rural principals and teachers with a mean range of 1..45 - 2.38. Both urban and rural principals and teachers agreed to items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 23 and 24 with a mean range of 2.57 - 3.93 which were above the cutoff point of 2.50 level of acceptance. That is, intra-personal conflict, intra-group conflict, inter-personal conflict, inter-group conflict, horizontal conflict, vertical conflict, role conflict, violent conflict, non-violent conflict, intra-organizational conflict (i.e. between management and staff), individual institutional conflict, affective conflict, substantive conflict, conflict of interest, conflict of values, realistic conflict, non realistic conflict, goal conflict, issue conflict and interaction conflict. Therefore location of schools influences the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States because the assessment was high.

Research Question 3

What are the causes of conflicts encountered by principals and classroom teachers in public secondary schools in Delta and Edo States?

Table 10: Perceived Causes of Conflicts by Principals and Teachers in Public Secondary Schools in Delta and Edo States

	Causes of Conflicts in Secondary Schools	Principals			Teachers		
		$\overline{X}$	SD	Assessment	$\overline{X}$	SD	Assessment
25	Appointment of staff.	3.12	.92	High	3.28	.79	High
26	Poor communication	3.14	1.03	High	3.50	.68	High
27	Payment of salaries	3.03	1.04	High	2.99	.76	High
28	Salary disparity	2.94	.91	High	3.11	.82	High
29	Issue of promotion	3.25	1.06	High	2.85	.75	High
30	Granting of annual leave	2.70	.77	High	2.77	.84	High
31	Granting of study leave	2.85	1.00	High	2.74	1.02	High
32	Teachers transfer	3.54	.71	High	3.14	.88	High
33	Staff welfare	3.56	.50	High	2.84	.76	High
34	Multiple directives	3.36	.51	High	2.91	1.04	High
35	Over-loaded assignment	3.02	.90	High	3.23	.84	High
36	Appraisal of staff	3.09	.71	High	3.32	.90	High
37	Resource allocation	2.88	.96	High	1.81	1.13	Low
38	Course allocation	2.84	.74	High	2.25	1.25	Low
39	Daily rosters	2.78	.74	High	3.02	.72	High
40	Date of academic resumption	2.64	1.08	High	2.77	.86	High
41	Allocation of extra-curricular activities	3.51	.50	High	3.18	.73	High
42	Involvement in sporting activities	3.61	.49	High	2.77	1.12	High
43	Poor classroom attendance	3.56	.50	High	2.94	.80	High
44	Sexual harassment of students	3.07	.72	High	3.05	.97	High
45	Poor lesson note preparation	3.75	.44	High	3.01	.70	High
46	Poor implementation of curriculum	2.78	.82	High	2.82	.75	High
47	Lateness to work	3.42	.49	High	3.12	1.18	High
48	Absenteeism to school	3.51	.61	High	3.07	.89	High
49	Drunkenness to school	2.77	.72	High	3.23	.80	High
50	Non adherence to rules and regulations	2.57	.106	High	2.84	.94	High
51	Lack of teaching materials	3.27	.77	High	2.79	1.16	High
52	Clashes in the allocation of time table	3.17	.82	High	3.11	.89	High
53	Poor results at terminal	2.73	.15	High	2.87	.94	High

	examinations						
54	Poor teaching methods	2.87	.92	High	3.19	.69	High
55	Lack of innovation	2.93	.77	High	2.87	.90	High
56	Poor attendance to classroom	3.00	.82	High	3.26	.75	High
57	Lack of effective time management	3.50	0.50	High	3.11	.92	High

Source: Researcher's Field Work 2015

Table 10, shows the causes of conflicts in secondary schools. Both principals and teachers agreed to items 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56 and 57, with a mean range of 2.57 - 3.75 which were above the cut off point of 2.50 level of acceptance as the causes of conflicts in schools. This means that; appointment of staff, poor communication, payment of salaries, salary disparity, issue of promotion, granting of annual leave, granting of study leave, teachers' transfer, staff welfare, multiple directives, over loaded assignment, appraisal of staff, daily rosters and date of academic resumption form parts of causes of conflicts between principals and teachers in secondary schools.

While other causes of conflicts include; allocation of extra-curriculum activities, involvement in sporting activities, poor classroom attendance, sexual harassment of students, poor lesson note preparation, poor implementation of curriculum, lateness to work, absenteeism to school, drunkenness to school, non adherence to rules and regulations, lack of teaching materials, clashes in the allocation of time table, poor results at terminal examinations, poor teaching methods, lack of innovation, poor attendance to classroom and lack of effective time management. While principals also agreed on all the items on the table including resource allocation and course allocation which were items 37 and 38 with a mean range of 2.84 - 2.88, the teachers disagreed with items 37 and 38 with a mean ranged of 1.81 - 2.25 which were below the cutoff point of 2.50 level of acceptance.

Research Question 4

What aspects of public secondary schools administration are mostly influenced by conflicts in Delta and Edo States?

Table 11: Aspects of Public Secondary Schools Administration Mostly Influenced by Conflicts in Delta and Edo States

	Aspects of Secondary School Administration mostly Influenced by Conflicts	**Principals**			**Teachers**		
		$\overline{X}$	**SD**	**Assessment**	**$\overline{X}$**	**SD**	**Assessment**
58	Financial administration	3.59	0.78	High	3.33	0.49	High
59	Planning of time table	2.92	.82	High	2.73	.89	High
60	Registration and record management	3.41	0.51	High	2.84	0.79	High
61	Administrative set up	3.22	.98	High	3.10	.31	High
62	The school curriculum	3.05	.94	High	3.03	.71	High

Source: Researcher's Field Work 2015

Table 11 as reflected above shows aspects of secondary schools administration that are mostly influenced by conflicts which include financial administration, planning of time table, registration and record management, administrative set up and implementation of curriculum, with a mean range of 2.73 - 3.59, above the decision level of 2.50. This further explained that conflicts

affect school administration positively or negatively depending on how they are managed.

Research Question 5

Does conflict between principals and teachers have any significant effects on the administration of secondary schools in Delta and Edo States?

Table 12: Perceived Effects of Conflicts by Principals and Teachers on the Administration of Public Secondary Schools in Delta and Edo States

	Effects of Conflicts in Secondary Schools	Principals			Teachers		
		$\overline{X}$	SD	Assessment	$\overline{X}$	SD	Assessment
63	Improving organizational performance	3.07	.57	High	2.99	.79	High
64	It leads to more productivity	2.67	.47	High	1.99	1.06	Low
65	Results in broader searches for solutions	3.10	.54	High	2.67	1.07	High
66	Improving organizational values	2.13	1.31	Low	3.06	.65	High
67	Increase awareness of problems	2.80	.70	High	2.86	.72	High
68	Facilitates positive changes	2.57	1.09	High	2.17	1.07	Low
69	It leads to more innovations	3.99	.10	High	2.59	1.03	High
70	Creation of cohesion among parties	3.34	.47	High	3.15	.76	High

71	Re-enforcement of self-doubts	3.19	.39	High	3.62	.55	High
72	Breakdown of social co-operation	3.62	.49	High	2.01	1.34	Low
73	Create sense of identity	3.25	.51	High	3.12	.69	High
74	Formation of social structure	3.36	.66	High	3.84	.56	High
75	Creation of understanding and accurate information	3.12	.57	High	3.49	.75	High
76	It makes a good leader	3.63	.62	High	2.15	1.18	Low

Source: Researcher's Field Work 2015

Table 12, shows the effects of conflicts on the administration of secondary schools. Principals and teachers agreed on items 63, 65,67,69,70,71,73,74 and 75 with a mean range of 2.59 - 3.99 which were above the cutoff point of 2.50 level of acceptance. The effects include increase in organizational performance, results in broader searches for solutions, increased awareness of problems, more innovations, creation of cohesion, re-enforcement of self-doubts, creation of sense of identity, formation of social structure and creation of understanding and provision of accurate information.

Principals disagreed on item 66 with mean value of 2.13 while teachers disagreed with items 64, 66, 68 and 72 with a mean range of 1.99 - 2.17 which were below the cutoff point of 2.50 of level of acceptance value. Therefore, conflicts could be functional or dysfunctional depending on how it is managed.

Research Question 6

What management strategies are adopted to resolve conflicts between principals and teachers in public secondary schools in Delta and Edo States?

Table 13: Perceived Management Strategies adopted in Resolving Conflicts in Public Secondary Schools by Principals and Teachers in Delta and Edo States

	Management	Principals	Teachers

	Strategies Adopted for Resolving Conflicts in Secondary Schools	X̄	SD	Assessment	X̄	SD	Assessment
77	Delegation of duties	2.77	.72	High	3.07	.92	High
78	Free flow of information	2.57	1.06	High	2.99	1.13	High
79	Proper funding of school	3.27	.77	High	2.92	1.10	High
80	Open door policy	3.17	.82	High	2.90	.92	High
81	Periodic seminar for staff and teachers	2.73	1.46	High	3.20	1.07	High
82	Improvement of teacher's welfare.	2.87	.92	High	2.66	.81	High
83	Training of teachers and principals	2.93	.77	High	2.86	.97	High
84	Prompt payment of salaries/allowances	3.00	.82	High	3.55	.72	High
85	Clear definition of roles	3.50	.50	High	3.57	.56	High
86	Involvement of teachers, staff and parents in decision making	3.33	.47	High	3.36	.63	High
87	Proper structuring of academic activities	3.73	.68	High	3.02	.91	High
88	Use of collaborative approach	2.73	.63	High	3.17	.74	High
89	Through bargaining approach	3.23	.96	High	2.69	1.02	High
90	Through compromise approach	2.93	.68	High	2.76	.80	High
91	Through smoothing approach	3.20	.40	High	2.81	.71	High
92	Through avoidance approach	2.67	1.38	High	2.64	1.05	High
93	Through use of force	3.93	1.36	High	3.49	.51	High
94	Motivation through rewards.	3.20	.98	High	3.59	.54	High
95	Promotion of inter-personal relationships	2.73	1.46	High	3.52	.57	High
96	Altering the human variables	2.87	.92	High	3.04	.74	High
97	Altering the structural variables	2.93	.77	High	3.69	.49	High
98	Use of third party	3.00	.82	High	2.77	.81	High

Source: Researcher's Field Work 2015

Table 13 shows that both principals and teachers agreed on all the items from 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97 and 98 with mean range of 2.57 - 3.90 which were above the cutoff point of

2.50 level of acceptance as measures required to redress conflicts in secondary schools. It is obvious that delegation of duties, free flow of information, proper funding of school, open door policy, periodic seminar for staff and teachers, improvement of teachers' welfare, training of teachers and principals, prompt payment of salaries/allowances, clear definition of roles, involvement of teachers, staff and parents in decision making are veritable instruments for conflicts management strategies in schools.

Moreover, proper structuring of academic activities, use of collaborative approach, through bargaining approach, through avoidance approach, through the use of force, motivation through rewards, promotion of inter-personal relationships, altering the human variables, altering the structural variables and use of third party function very well too as strategies for conflict management in schools.

Research Question 7

Does location of schools influence the types of conflict management strategies adopted in public secondary schools in Delta and Edo States?

Table 14: Comparison of Types of Management Strategies used by Principals and Teachers in Urban and Rural Public Secondary Schools in Delta and Edo States

	Location of Schools onConflict Management Strategies	Urban (N=1743)			Rural (N=1213)		
		$\bar{X}$	SD	Assessment	$\bar{X}$	SD	Assessment
77	Delegation of duties	3.01	.93	High	2.07	.85	Low
78	Free flow of information	2.39	.89	Low	2.73	.89	High
79	Proper funding of school	2.64	.70	High	2.88	1.19	High
80	Open door policy	3.43	.54	High	1.67	.47	Low
81	Periodic seminar for staff and teachers	3.15	.64	High	3.47	.49	High
82	Improvement of teacher's welfare.	3.52	,58	High	3.07	.44	High
83	Training of teachers and principals	2.99	.79	High	3.56	.49	High
84	Prompt payment of salaries/allowances	3.37	.54	High	2.79	.78	High
85	Clear definition of roles	3.33	.54	High	3.44	.49	High
86	Involvement of teachers, staff and parents in decision making	3.18	.44	High	3.43	.49	High
87	Proper structuring of academic activities	3.42	.54	High	3.10	.31	High
88	Use of collaborative approach	2.86	.74	High	3.49	.50	High
89	Through bargaining approach	3.61	.60	High	2.68	.70	High
90	Through compromise approach	2.52	.61	High	3.76	.43	High
91	Through smoothing approach	1.95	.82	Low	2.38	.49	Low
92	Through avoidance approach	2.47	1.01	Low	1.66	.47	Low
93	Through use of force	2.86	.89	High	2.08	.86	Low
94	Motivation through rewards.	2.05	.94	Low	2.73	.89	High
95	Promotion of inter-personal relationships	2.05	.85	Low	2.03	,71	Low
96	Altering the human variables	3.08	.77	High	1.67	.47	Low
97	Altering the structural variables	2.83	1.04	High	2.34	.73	Low
98	Use of third party	3.13	.69	High	2.15	.42	Low

Source: Researcher's Field Work 2015

Table 14 indicates location of schools influence on the use of conflict management strategies in secondary schools. Urban and rural respondents (i.e. principals and teachers) agreed on items 79, 81, 82, 83, 84, 85, 86, 87, 88, 89

and 90, with a mean range of 2.52 - 3.76 which were above the cut off point of 2.50 of level of acceptance. The items include Periodic seminar for staff and teachers, Improvement of teacher's welfare, training of teachers and principals, prompt payment of salaries/allowances, clear definition of roles Involvement of teachers, staff and parents in decision making, proper structuring of academic activities, use of collaborative approach, through bargaining approach and through compromise approach.

While the urban and rural respondents (i.e. principals and teachers) disagreed on items 79, 91, 92 and 95 respectively with mean range of 1.66 - 2.38 which were below the 2.50 level of acceptance value. These include proper funding of school, through smoothing approach, through avoidance approach, through avoidance approach and promotion of inter-personal relationships.

Urban respondents agreed with items 72, 75, 88, 91, 92 and 93 with range value of 2.83 - 3.13 above the 2.50 level of acceptance. These involve delegation of duties, open door policy, through use of force, altering the human variables, altering the structural variables and use of third party.

Urban respondents disagreed on items 73 and 89 while the rural respondents also disagreed on items 77, 80, 93, 96, 97 and 98 with range value of 1.67 - 2.39 which include delegation of duties, free flow of information, open door policy, through use of force, altering the human variables, altering the structural variables and use of third party.

Research Question 8

Does principal's years of teaching experience influence the management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States?

Table 15: Perceived Influence of Principal's Years of Teaching Experience on Management Strategies Adopted by Principals in Delta and Edo States

	Principal's Years of Teaching Experience on Conflict Management Strategies	Experienced Principals (N=289)			Less Experienced Principals (N=71)		
		$\overline{X}$	SD	Assessment	$\overline{X}$	SD	Assessment
77	Delegation of duties	2.10	.87	Low	2.77	1.00	High
78	Free flow of information	2.70	.88	High	2.90	.83	High
79	Proper funding of school	2.64	.70	High	2.88	1.19	High
80	Open door policy	1.66	.48	Low	3.10	.56	High
81	Periodic seminar for staff and teachers	3.51	.50	High	2.14	1.16	Low
82	Improvement of teacher's welfare.	3.08	.43	High	3.38	.70	High
83	Training of teachers and principals	3.55	.50	High	3.39	.64	High
84	Prompt payment of salaries/allowances	2.79	.74	High	3.52	.81	High
85	Clear definition of roles	3.44	.50	High	3.21	.83	High
86	Involvement of teachers, staff and parents in decision making	3.46	50	High	3.07	74	High
87	Proper structuring of academic activities	3.11	.32	High	3.06	.84	High
88	Use of collaborative approach	3.47	.50	High	3.10	1.03	High
89	Through bargaining approach	2.72	.74	High	3.10	.83	High
90	Through compromise approach	3.72	.45	High	3.07	1.40	High
91	Through smoothing approach	2.45	.50	Low	3.85	.36	High
92	Through avoidance approach	1.64	.48	Low	2.15	.44	Low

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93	Through use of force	2.12	.84	Low	3.62	.96	High
94	Motivation through rewards.	2.76	.90	High	3.00	.00	High
95	Promotion of inter-personal relationships	1.97	.72	Low	4.00	.00	High
96	Altering the human variables	1.68	.47	Low	3.85	.36	High
97	Altering the structural variables	3.77	.42	High	4.00	.00	High
98	Use of third party	2.56	.89	High	2.28	.70	Low

Source: Researcher's Field Work 2015

Table 15 shows the extent of the measures adopted in redressing conflicts in schools. Experienced principals agreed with items 81 and 98 with a mean range of 2.56 - 3.51 which were within the cutoff point of 2.50 level of acceptance. This means that there is periodic seminar for staff and teachers, use of third party in redressing conflicts in schools, while less experienced principals agreed on items 77, 80, 91, 92, 93, 95 and 96 with a mean range of 2.50 level of acceptance. These include delegation of duties, open door policy, through smoothing approach, through avoidance approach, through use of force, promotion of inter-personal relationships and altering the human variables in redressing conflicts in schools.

However, both experienced and less experienced principals agreed with items 78, 79, 82, 83, 84, 85, 86, 87, 88, 89, 90, and 97 with a mean range of 2.70 - 4.00 which were above the cut off point of 2.50 level of acceptance for redressing conflicts in schools. That is; free flow of information, proper funding of schools, improvement of teachers' welfare, training of teachers and principals, prompt payment of salaries/allowances, clear definition of roles, involvement of teachers, staff and parents in decision making, proper structuring of academic activities, use of collaborative approach, through bargaining approach, through compromise approach and altering the structural variables.

Moreover, both experienced and less experienced principals disagreed on item 92 with a mean range of 1.64 - 2.15 which was below the cutoffpoint of 2.50 level of acceptance.

Hypothesis 1

There is no significant difference in the opinions of school principals and classroom teachers on the types of conflicts encountered in public secondary schools in Delta and Edo States.

Table 16: z-test Analysis on the Views of Principals and Teachers on the Types of Conflicts Encountered In Public Secondary Schools in Delta and Edo States

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Principals	360	73.14	7.8	0.605	1.96	0.05	Accepted
Teachers	2596	72.87	8.87				

*P<.05; z-critical value = 1.96

Table 16 shows that the z-calculated value of the 0.605 was less than the Z - critical value of 1.96. Hence, the null hypothesis was accepted. This implies that there was no significant difference in the views of principals and teachers on the types of conflicts encountered in public secondary schools in Delta and EdoStates.

Hypothesis 2

Location of schools does not significantly influence the types of conflicts encountered between principals and teachers in public secondary schools in Delta and Edo States.

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Table 17: z-test Analysis on Location of Schools as It Influence the Types of Conflicts Encountered Between Principals and Teachers in Public Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-	Level of	Assessment

					Critical	Significant	
Urban	1743	73.28	8.69	3.00	1.96	0.05	Rejected
Rural	1213	72.29	8.92				

*P<.05; z-critical value = 1.96

The result in table 17 revealed that the z-calculated value of 3.00 was greater than the z-critical value of 1.96. Therefore, the null hypothesis was rejected. This indicated that location of schools significantly influenced the types of conflicts encountered between principals and teachers in public secondary schools in Delta and Edo States.

Hypothesis 3

There is no significant difference in the opinions of principals and teachers on the causes of conflicts in secondary schools Delta and Edo States

Table 18: z-test Analysis on the Opinions of Principals and Teachers on the Causes of Conflicts in Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Principals	360	72.42	9.16	1.136	1.96	0.05	Accepted
Teachers	2596	71.83	9.73				

*P<.05; z-critical value = 1.96

In table 18; the z-calculated value of 1.136 was less than the z-critical value of 1.96. However, null hypothesis was accepted. This shows that there was no significant difference in the opinions of principals and teachers on the causes of conflicts in secondary schools in Delta and Edo States.

Hypothesis 4

There is no significant difference between the opinions of school principals and classroom teachers on the aspects of secondary school administration mostly influenced by conflicts in Delta and Edo States.

Table 19: z-test Analysis on Views of Principals and Teachers on the Aspects of Secondary School Administration mostly Influence by Conflicts in schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Principals	360	70.68	7.61	0.785	1.96	0.05	Accepted
Teachers	2596	70.33	9.92				

*P<.05; z-critical value = 1.96

The result in table 19 indicated that the z-calculated value of 0.785 was less than the z-critical value of 1.96. Therefore, the null hypothesis was accepted. This revealed that there was no significant difference in the views of principals and teachers on the influence of conflict in the administration of secondary schools.

Hypothesis 5

There is no significant difference in the opinions of principals and teachers on the effects of conflicts on administration of secondary schools in Delta and Edo States.

Table 20: z-test Analysis on the Opinions of Principals and Teachers on the Effects of Conflicts on the Administration of Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Principals	360	74.99	8.00	1.749	1.96	0.05	Accepted
Teachers	2596	74.21	7.40				

*P<.05; z-critical value = 1.96

In table 20, the z-calculated value of 1.749 was less than the z-critical value of 1.96. Hence, the null hypothesis was accepted. This, however, indicates that there was no significant difference in the opinions of principals and teachers on the effects of conflicts on the administration of secondary schools.

Hypothesis 6

There is no significant difference in the views of principals and teachers on the measures required to redress conflicts in secondary schools in Delta and Edo States.

Table 21: z-test Analysis on the Views of Principals and Teachers on Measures Required to Redress Conflicts In Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Principals	360	71.97	8,30	1.579	1.96	0.05	accepted
Teachers	2596	71.22	9.42				

*P<.05; z-critical value = 1.96

Table 21 shows that the z-calculated value of 1.579 was less than the z-critical value of 1.96. It therefore revealed that the null hypothesis was accepted. This revealed too that there was no significant difference in the views of both principals and teachers on measures required to redress conflict in secondary schools.

Hypothesis 7

Location of schools does not significantly influence the management strategies adopted to redress conflicts in secondary schools in Delta and Edo States.

Table 22: z-test Analysis on Location of Schools Influence the Management Strategies Adopted to Redress Conflicts in Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Calc	Z-Critical	Level of Significant	Assessment
Urban	1743	74.06	9.06	3.056	1.96	0.05	Rejected
Rural	1213	73.01	9.28				

*P<.05; z-critical value = 1.96

In table 22, the z-calculated value of 3.056 was greater than the z-critical value. Therefore, the null hypothesis was rejected. This implies that location of

schools significantly influences the management strategies adopted to redress conflicts in secondary schools.

Hypothesis 8

Principal's years of teaching experience do not influence the management strategies adopted in resolving conflicts in secondary schools in Delta and Edo States.

Table 23: z-test Analysis of Principal's Years of Teaching Experience Influencing the Management Strategies Adopted in Resolving Conflicts in Secondary Schools

Variables	N	$\overline{X}$	SD	Z-Cal	Z-Critical	Level of Significant	Assessment
Experienced principals	289	72.67	9.67	0.232	1.96	0.05	accepted
Less Experience principals	71	72.35	10.59				

*P<.05; z-critical value = 1.96

Table 23 shows that the z-calculated value of 0.232 was less than the z-critical value of 1.96. Therefore, the null hypothesis raised was accepted. This shows that principals years of teaching experience does not in any way influence the management strategies adopted in resolving conflicts in secondary schools in Delta and Edo States.

Discussion of Results

The results obtained from the analysis of data are discussed under the following sub-headings:

Opinions of Principals and Classroom Teachers on Types of Conflicts Encountered in Public Secondary Schools

A major finding of this study shows that the opinions of both principals and teachers on the types of conflicts encountered in secondary schools do not differ. They see conflicts from the same perspective. These are clear indications that there are diversities of conflicts which aligned with the summation of Kroon (1991); Hodge & Anthony (1991); Saddler (1998); Swart (2001) and Harber (2005). They argued that in any social system or organisation such as the school, there are bound to be different types of conflicts, such as, intra personal, interpersonal, intra group and inter group, which occur when principals and teachers disagree about working conditions, goals, beliefs, and decisions. The way and manner principals and teachers perceive conflicts in secondary schools remains alike as they recognize the inevitability of conflicts, and circumstances that developed conflicts in schools. It is also observed that individual differences, objective differences, orientations, personality interests, values, background, sharing of resources, role play and individual perceptions according to Hodge & Anthony (1991); Idumage (1996); Plunkett & Attner (1997); McOliver & Nwagwu (2000); Lussier (2000) Gilman (2002) and Harber (2005); are basically factors that generate conflicts in schools.

Conflicts in schools could be viewed from two dimensions, namely: structural and behavioural dimensions. The structural dimension includes how conducive the school environment, school size, characteristics of its technology and how they affects the organisation of the school. The behavioural conflicts centre on differences in background, personal traits, values, communications, perceptions, attitudes, emotions and viewpoints. The issue of role ambiguity where the messages are not clear and expectation not achieved, principals and teachers do not differ in their discernments as conflicts of these natures can occur anywhere and anytime without prejudice.

Opinions of Principals and Classroom Teachers Residing in Urban and Rural Areas on Types of Conflicts Encountered in Public Secondary Schools

A person can only realize the essence of his being if he interacts with others. But in working out inter-personal relations, there are bound to be tension, disagreement and conflicts; with unique school organization, teachers play vital roles which according to Hoyle (1969) are a "coherent pattern of behaviour common to all persons who occupy the same position as expected by the members of society". Teachers exercise a great deal of control over pedagogical conventions, the curriculum, students and other extra-curriculum activities in schools. Teachers act as vehicle that moves the academic forwards, through teaching and learning.

According to Robins (1991) all levels and forms of conflicts are grouped into two types, functional and dysfunctional conflicts. Conflicts are neither good nor bad. It is the handling and the result that will determine whether it is functional or dysfunctional. Moreover, there is no one best method to handling conflicts; rather it is the situation that will determine the approach to be employed.

The result of data analysis, in respect of location of schools as it influences the types of conflicts encountered by principals and teachers, shows that there is significant difference in their opinions. There is no two schools that are the same. Every school has its uniqueness. Differences occur in size, population, types of technology, nature of the environment, community relationship, and level of awareness. Firstly, the population of schools, principals and teachers in urban areas are more than those in rural areas. More so, schools in urban areas are more accessible to information and highly connected to those in authority than schools in rural areas. Most female principals and teachers in urban schools are wives of Honourable Members of House of Assembly, Speakers, Judges, Magistrates, Honourable Commissioners, Local

Government Area Chairmen, Board Members, Permanent Secretaries, Directors, Special Assistants and top political aides.

It was observed that schools in urban areas have more access to infrastructures and teaching equipment, facilities amenities like electricity supply, good net work of roads, good housing, teaching aids, more teachers, and good water system. According to Mile (1980), lack of all these infrastructural facilities, jurisdictional ambiguity and structural imbalance are contextual antecedents to conflicts in schools. This informed too why conflicts differ between schools in urban and rural areas. Why principals and teachers in urban schools will be contending with problems of over population of students and staff, the rural schools will be contending with problems of shortage of teachers, lack of equipment, electricity to power equipment supply, bad roads and low turnout of students to schools (Ibukun, 1999 and Egwunyenga, 2000)

Conflicts could either be intra-personal, intra-group, inter-group, intra-organizational and inter-organizational conflicts but operate in different dimensions and according to school size and technology. This according to Prinsloo (2001) sees school management as a social process and noted how radical conflicts can be between individuals' expectations and demands of the school as a dynamic organization. Accordingly, no two individuals or schools are alike; each brings to bear his specific needs and personal preference into the social system. So, when the ideals and aims of two parties concerned differed greatly an ideal climate for possible discord is created. So, the setting of hostility in urban and rural schools differs significantly. Koontz (1984) concluded up that no matter how well designed an organizational structure is, people must understand it to make it work.

Views of Principals and Classroom Teachers on Causes of Conflicts in Public Secondary Schools

One of the findings of the study in hypothesis three revealed that there was no significant difference in the opinions of principals and teachers on the

causes of conflicts in public secondary schools. This result is accepted because conflicts in secondary schools are undeniable, functional or dysfunctional. The inevitability of conflicts forms part of changes encountered every day. According to Egwunyenga & Enueme, (2005) in the school system, there are interactions among teaching, non-teaching staff, principals, parents, students, community and the supervisory ministries. Prominent among these is the principal-teacher interactions. The heterogeneous nature of the school demands defined roles to be played by each group and when such roles are not properly defined and structured there are bound to be conflicts.

As a social system with different individuals and groups, conflicts are bound to occur because of diverse interests. According to the conflicts process theory, it is a process which evolves records of the developmental trends associated with sequence of circles (Azar, 1990 and Otodo, 2007).

Therefore, Mondy and Premeaux (1993) see objective interference as one of the major causes of conflicts because what constitutes an achievement to one person may be a block to another person. Competition, for example, occurs in every organisation. In schools, there are lots of competitions over various issues like limited resources, few teaching materials, while poor communication, late payment of salaries, salary disparity, competition for awards, granting of annual and study leaves, teachers' transfer, welfare of teachers and staff, multiple directives, overloaded assignment and appraisal of staff, formed major parts of conflicts between principals and teachers in secondary schools, especially if not properly handled.   Mondy et al (1991) and Toby (1999) see personality difference as another major cause of conflicts in schools. Groups can also come into conflicts because of difference in objectives and incorrect perceptions (Van der Bank, 1995; Joke, 2002; Abubakar 2006 and Bamigbose, 2009).

However, in the analysis of causes of conflicts between principals and teachers as shown in table 18, principals administrative style of leadership especially in the areas of appointment of staff, allowances, poor communication,

allocation of courses, time table, curriculum implementation, classrooms attendance, salary disparity, issue appraisal, promotion and teachers' welfare, delegation of duties, non-involvement of teachers and parents in decision making, allocation of extra-curriculum activities, involvement in sporting activities, sexual harassment of students, and non-adherence to schools rules and regulations are some of the major causes of conflicts encountered by the principals and teachers in secondary schools.

Further analysis of causes of conflicts revealed that teachers' attitudinal approach to work, especially in the areas of poor classroom attendance, absenteeism from school, sexual harassment, poor lesson note preparation, lack of teaching materials, non-adherence to school rules and regulations, and poor implementation of curriculum are also major causes of conflicts in secondary schools, as agreed by both parties in their responses.

While poor record keeping, lack of self discipline, involvement in cultism, unruly behaviour and lateness to work on the part of teachers, lack of effective time management, poor results from students at the end of terminal examinations, drunkenness to school among others, formed parts of causes of conflicts in secondary schools (Obalide, 1986; Idumage, 1996; Plunkett &Attner, 1997 and Greenberg & Robert. 2000).

Perhaps, these conflicts evolve processes as encapsulated in the conflicts process theory and if not properly handled and remain unabated, it could lead to further crises and break down of law and order in schools. In addition, if principals and teachers in schools are willing to disagree, fight too much without resolutions, objectives may not be met and secondary schools performance will diminish thereby, contributing to the collapse of the schools (Prinsloo, 2001 and McOliver & Nwagwu 2000).

It is also obvious that principals and teachers differ in their opinion in questions 38 and 39 on resource allocation and daily rosters simply because in public secondary schools salaries are paid by the government, contracts are awarded and supervised by the ministry of education with or without the input of

the principals and there is little or no extra allocation of resources, but where there is allowance or imprest to run the offices, it is at the jurisdiction of the principals alone.

Opinions of Principals and Classroom Teachers on the Aspects of Secondary Schools' Administration mostly influenced by Conflicts in Public Secondary Schools

Hypothesis four sought to find out the opinions of principals and teachers on the aspects of secondary schools administration mostly influenced by conflicts. The findings showed that there is no significant difference in the observation of principals and teachers on aspects of secondary schools administration mostly influenced by conflicts.

The principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilisation of Parent Teachers Association (PTA) levy. In order to raise fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of Governors, Old Students' Association, Companies and Non-Governmental Organisations for fund raising activities. Conflicts can also ensue as a result of allocation of resources to various departments and units in the school or how money accrue to the school is utilized (Perter, 2001; Akpan, Okey, & Esirah 2006 and Bbayemi, 2006).

The respondents strongly agreed that conflicts affect the financial administration of schools because of mismanagement of fund, wrong implementation or poor funding of schools, it was observed that conflicts bring disenchantment and low morale and psychological despair to teachers.

Planning of time table is one major aspect conflicts affect. It **is the duty of the timetable committee to prepare the timetable for the whole school, that is, for all classes or forms in the school and when time table is not properly done and time properly allocated, conflicts are bound to**

occur(Plunkett & Attner, 1997). **Implementation of school curriculum is another vital area of school administration conflicts affected. Curriculum implementation comprises of all the activities (academic and non – academic), which the school plans for the year for the students. The study shows that poor attitude of teachers and staff to work, indiscipline among staff, non adherence to school curriculum, poor lesson note, and unstable changes on curriculum, which positively or negatively affects the administration of secondary school in Delta and Edo States.**

Admission procedure into secondary schools depend basically on the aims and objectives of the school and the type of school. In government – owned, the school authority (i.e. principals) have no choice as to the number and type of students to be admitted, or even their level of intelligence. That is why some schools especially those in the state capitals in Delta and Edo States are overcrowded with students, teaching staff and basic facilities for teaching and learning, while those schools in rural areas lack essential teaching and learning facilities, faced with inadequate staff, and poor teaching-learning environment (Ajayi, 2002; Egwunyenga & Enueme, 2005 and Ogbonna, 2005).

Opinions of Principals and Classroom Teachers on Effects of Conflicts in Public Secondary Schools

Hypothesis five sought to find out the opinions of principals and teachers on the effects of conflicts in secondary schools. There is no significant difference in the opinions of principals and teachers on effects of conflicts in public secondary schools administration. According to Amason (1996) conflicts if well managed could improve school performance, result in broader search for solutions, increased awareness of problems so as to find right solutions, create cohesion among parties within the school system as well as create sense of identity and establish understanding and dissemination of accurate information

among individuals and groups within the school setting so as to evolve changes that advance greater performance.

According to Egwunyenga (2000) and Imhabekali (2001) functional conflicts could be very instrumental to the development of the school system, because if proper handled will improve teaching and learning in schools, create good working relationships, good learning experience, awareness of responsibilities and create solution to the problem.

Conflicts also could hinder group performance, destructive in nature and result in a host of negative activities, loss of attention to work, feeling of frustration and stress, energy used in blocking an opponent rather than working, poor communication and name calling. The result is always unpleasant to any party involved according to Ury & Thaina (2001).

However, according to Gray & Stake (1984) and Ibukun, (1999), the awareness of the types of conflicts in schools by the principals will bring lessons to be learned and be resolved, while unmanaged or mismanaged conflicts have the tendency to escalate and become independent of the initial cause after all have been forgotten.

Opinions of Principals and Classroom Teachers on Management Strategies Adopted in Resolving Conflicts in Public Secondary Schools

The analysis of hypothesis six focused on the opinion of principals and teachers on management strategies adopted in resolving conflicts in schools. There was no significant difference in the opinions of principals and teachers on types of management strategies adopted in secondary schools.

The major finding of this study was centred on proper funding of schools. Poor funding of education has been the main issue of agitation in all sectors of the educational system. Proper funding of education has remained as one of the veritable tools for the development of other sectors of our economy because of the roles education plays. According to Jaiyeoba & Atanda (2003) and Omoregie (2003), the money usually voted to education in Nigeria is always far below the

26% of UNESCO/UN recommendations. They noted that inadequate funding of secondary school education has resulted to poor teaching, brain drain and high rate of teachers' turnover from teaching profession to other professions. Aghenta, (1984) and Ahmed (2003) see poor structure, lack of teaching facilities and poor conditions of service as major problems to education in Nigeria.

To resolve these inane problems in our educational system, Udeze (2005,) suggests for free flow of information, which is the "*epicenter of human society*" which serves as veritable instrument for conflict resolution. Communication whether intra-personal, inter-personal, intra-group and mass communication, when effectively use help resolves conflicts at individual, society, school, community, state and national levels. While delegations of duties, open door policy and clear definition of roles are good measures use for resolving conflicts in schools.

Principals and teachers agreed that role conflicts occur as a result of role ambiguity where people do not fully understand what they are expected to do, when to do it and how to do it. Gilman (2002) advocates for conflicts management resolution in which all actions and mechanism used by executives will keep conflicts from interfering with achievement of the organizational goals and objectives. Miles (1990) observes that principals who undergo regular training, attend workshops, seminars and conferences are more likely to develop conflicts management skills, while Egwunyenga (2005) in her capitulation advocated for periodic seminars, workshops and conferences as panacea for conflicts management strategies in secondary schools.

Assessment of Principals and Classroom Teachers Residing in Urban and Rural Schools' Responses on Types of Management Strategies adopted in Public Secondary Schools

The results shows significant differences in the opinions of the principals and teachers on types of management strategies adopted in resolving conflicts in urban and rural secondary schools, therefore, rejecting the null hypothesis earlier

formulated. So, location of schools has significant effects on types of management strategies adopted in resolving conflicts in secondary schools in urban and rural areas.

Since conflicts are inevitable and can occur anywhere, the types of management strategies adopted differ from school to school. It was obvious that all schools experience conflicts in one way or another. According to Adenipeken (2007) and Uyanga (2008) conflicts are universal and the management of conflicts involves all parties, both the principals and the teachers, in order to make the school functional.

Differences and changes are inevitable parts of human existence and organisations, including schools. Principals, management teams, teachers and educators may be at variance when the action of one person is interfering with or obstructing their works. Therefore, instead of avoiding, we should learn to manage it because according to Egwunyenga (2005), good management of conflicts is a panacea to successful school organization.

Conflict management has become an integral part of an effective management style, which include avoidance, withdrawal, dominating, bargaining, compromise, smoothening, force, collaborative approach and integrative approach (Martin, 1991; Peuitt, 1997; Truter, 2003; Wilson, 2004 and Johnson, 2005).

The study observed that there is no one best way of managing or handling conflicts as every conflict has its uniqueness. Since no school is the same and each school have its peculiar problems and needs. It is therefore; clear that solution will differ accordingly. The heterogeneous nature of the school demands defined roles to be played by each group and when such roles are not properly defined and structured there are bound to be conflicts. The task of conflict management consist of recognizing the divergent views and interests of these groups, as well as striking a credible balance to ensure that conflicts are properly and adequately handled and managed (Luthans. 2005).

Because the principal is the person on whose shoulder rests the entire administration, success or failure and whose duty is to carry his teachers along the principal must identify the goals and objectives of the school, analyze tasks, and share responsibilities to staff according to specialization of academic goals. According to This according to Egwunyenga (2000), principals, instead of ignoring conflict; should make provision for handling conflict within the context of the secondary school.

Opinions on Principal's Years of Teaching Experience on the Use of Conflict Management Strategies in Public Secondary Schools

Hypothesis eight tries to find out if principal's years of teaching experience influence the use of conflict management strategies in secondary schools. There was no significant difference in the opinions of principal's teaching experience on the use of management strategies in schools.

This implies that in the application of management strategies, principals' number of years of teaching experience do not significantly count. Whether experienced or less experienced, principals pursue the same goals, aspirations, objectives and probably design similar strategies to tackle conflicts in schools. What differs is the application of the management strategies adopted in resolving conflicts in schools. Therefore, according to Van der Bank (1994) and Huse (1982) the need for good management is necessary, which consists of drawing plans, designing rigid organization structures and monitoring results against the plans, so as to bring order and consistency

According to Akpan (2006), involvement of teachers in decision making process by principals whether less experienced or experienced leads to commitment to duties and absolute realization of organizational goals, which according to Luthans (2005) summarized as a form of empowerment, resourcefulness, increase in job satisfaction, co-operation, collective decisions and leads to better results.

Teacher' co-operation, no doubt, according to Uyanga (2008), and Vasutheson & Hee (2004), is indispensable to principals because their involvement in decision making will help ease enormous problems faced by the principals as they jointly and intellectually tackle the problem together. Thus, schools are more effective and achieve higher academic standard and performance in an environment where there is harmony between principals and teachers, staff and students. Teachers' commitment to duty is linked to school organizational climate, arising from trust and team commitment (Dee & Ham, 2001; Bryk & Schneider, 2002; Lam, 2004; Park, 2005 and Adenipeken, 2007).

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECCOMNEDATIONS

The chapter presents the summary, conclusion, drawn from the findings. The chapter as well presents recommendations, contribution to knowledge based on the findings of the study and gives suggestions for further study.

Summary of the Study

The study was planned to add to the body of knowledge by providing necessary information on the assessment of principals and teachers' conflicts in public secondary schools in Delta and Edo States, with respect to such variables of status, location of schools (i.e. rural/urban) and teaching experience . More so, the study also find out the types of conflicts encountered by principals and teachers in secondary schools, the causes of such conflicts, aspects of secondary schools administration mostly affected by conflicts, its effects as well as different management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

However, to achieve the objective of the study, the following eight research questions were raised and answered:

1. What are the types of conflicts encountered by school principals and classroom   teachers in public secondary schools in Delta and Edo States?
2. Does location of schools influence the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States?
3. What are the causes of conflicts between principals and teachers in public secondary schools in Delta and Edo States?
4. What aspects of public secondary schools administration are mostly influenced   by conflicts in Delta and Edo States?
5. Does conflict between principals and teachers have significant effects on the administration of public secondary schools in Delta and Edo States?
6. What are the management strategies adopted in resolving conflicts in public   secondary schools in Delta and Edo States?
7. Does location of schools influences the types of management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States?

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8. Does principal's years of teaching experience influence the management strategies adopted in public secondary schools in Delta and Edo States?

Hypotheses

To further guide the study eight null hypotheses were formulated and tested at 0.05 level ofsignificance. These null hypotheses were**:**

i. There is no significant difference in the views of principals and teachers on the types of conflicts encountered in public secondary schools in Delta and Edo States.

ii. Location of schools does not significantly influence the types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States.

iii. There is no significant difference in the opinions of principals and teachers on causes of conflicts in public secondary schools in Delta and Edo States.

iv**.** There is no significant difference in the opinions of school principals and classroom teachers on aspects of secondary schools administration influenced by conflicts in Delta and Edo States.

v. There is no significant difference in the opinions of principals and teachers on the effects of conflicts on the administration of public secondary schools in Delta and Edo States.

vi. There is no significant difference in the views of principals and classroom teachers on management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

vii. Location of schools does not significantly influences the types of management strategies adopted in resolving conflicts in public secondary schools Delta and Edo States.

viii.. Principal's years of teaching experience does not significantly influence the management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States.

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The *ex-post-facto* research design with descriptive approach was adopted. The population of the study comprised all the 16,225 principals and teachers in the 719 public secondary schools in Delta and Edo States, 43 local government areas and 6 senatorial districts. 2956 principals and classroom teachers were randomly selected using multi-stage random sampling technique. The Instrument used for data collection was a self-structured questionnaire titled ''Principals Teachers' Conflicts Questionnaire (PTCQ)'' with modified 4 types Likert rating scale of SA, A, D, SD with 2.50 cut off point. The questionnaire was properly validated by the supervisors and three other experts in the Faculty of Education to give it face validity, while the reliability of the instrument was ascertained with the Split half co-efficient reliability test, using Pearson Product Correlation Co-efficient to give it measure of internal consistency. Data obtained were analysed with the use of descriptive statistics of mean scores and standard deviation at the decision level of 2.50 to answer research questions while z-test was used to test the hypotheses at 0.05 alpha levels.

Finding of the Study

The findings of the study include:

i. Different types of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States which include interest conflicts, induced conflicts, misattributed conflicts, affective conflicts, substantive conflicts, displaced conflicts, violent and non violent conflicts, vertical and horizontal conflicts, realistic and non realistic conflicts, retributive conflicts, issues conflicts, interaction conflicts, institutionalized and non institutionalized conflicts, intra personal conflicts, inter personal conflicts, intra group conflicts, inter group conflicts and intra organizational conflicts.

ii. Different causes of conflicts encountered by principals and teachers in public secondary schools in Delta and Edo States to include objective

interferences, competition, personality differences, differences in perceptions, poor communication network, structural and human factors, differences in traits, differences in goals, differences in backgrounds, role conflicts, role ambiguity, dependence on limited resources, factor intrinsic to the job, and work flow design.

iii.　Different types of management strategies adopted in resolving conflicts in public secondary schools in Delta and Edo States, such as, distributive management style, integrative problem-solving management style, use of bargaining style, avoidance style, compromise style, delegation of duties, negotiation style, confrontation style, smoothing style, forcing style and open door policy by the principals.

iv.　Aspects of secondary school administration affected by conflicts to include curriculum implementation, planning of time table and finance administration of public secondary schools in Delta and Edo States.

v.　Effects of conflicts on the administration of public secondary schools in Delta and Edo States which is either functional or dysfunctional.

vi.　How size of schools, types of technology and communication network influence the types of conflicts encountered by principals and teachers; and types of management strategies adopted in resolving conflicts in rural and urban public secondary schools in Delta and Edo States.

Conclusion

Based on the findings of the study, the following conclusions were drawn. It is obvious that conflicts are unavoidable in schools and result from different dimensions and forms, such as intra personal, inter-personal, intra-group and inter-group; and when it occurs, the result is either functional or dysfunctional.

Principal's administrative style of leadership, teachers' attitudinal approach to work especially in the areas of poor communication, and non involvement of

teachers, parents and staff in decision making, delegation of responsibility, especially by the principals, were the major causes of conflicts between principals and teachers in secondary schools. While teachers poor attitude to work in the areas of lateness to work, absence from school without permission, poor lesson note preparation, poor classroom attendance, sexual harassment of female students, non provision of some essential teaching materials and poor teaching methods were also factors that cause conflicts between principals and teachers in secondary schools.

Since conflict is inevitable and evolves through a process in school and very dysfunctional if not properly handled, the need for appropriate measures like proper funding of schools, prompt payment of salaries and allowances, delegation of duties, free flow of information, open door policy, involvement of teachers in decision making and motivation of workers through promotion and rewards, will positively help redress conflicts in our secondary schools.

Recommendations

Following the findings, the researcher therefore recommends that:-

a.   There should be proper funding of schools to enable them meet their goals and   objectives.

b.   There should be free flow of information, because, it is the live wire of any
        organization and once it is poorly delivered or hoarded there will be problem.   Free access to information brings uniformity, awareness and quick delivery of   services.

c.   Participatory approach, collective bargaining and democratic style of leadership   should be engaged regularly in order to create peace and tranquility in the secondary schools.

d.   Involvement of teachers, staff and parents in decision making should be
        encouraged in order to create a sense of belonging on issues affecting them or   the welfare of their children and wards.

e.   Prompt payment of salaries, training and retraining of principals and teachers,   regular seminars, conferences and workshops should be organized for   principals, teachers and staff on modern strategies in conflicts management.

f.   There should be regular staff meetings between principals, teachers, staff and   parents on issues affecting the growth and development of the schools.

g.   The principals and teachers should be trained in learning skills (listening skills, reading skills, speaking skills and writing skills). Listening is an important skill   and requires patience to achieve. Principals and teachers should learn to listen to   each other, bear each other's burden and feelings when there is issue to   dialogue.

h.   Teachers and principals should, through their teacher associations, establish   resource centres for effective management of resources and other related   matters.

i.   Where teachers need the principal's support in handling student conflicts,   principals should not do it alone.

j.   As part of staff development, principals and teachers should develop a wider range of methods for solving problems which give rise to conflicts. Methods   such as consensus, interest based bargaining, negotiation and integrative   decision making are critical examples

k.   Principals and teachers should try to keep communication channels open   between them. Where communication flows freely,it is easier to detect conflict   before it erupts into unsafe proportions. Furthermore, open communication is   one way to safeguard trust and clarify misperceptions, even during conflicts.   However, both principals and teachers need to develop schools as communities   and strive for a climate of team spirit with students.

l.   Staff issues and delegation of teachers to handle these, need to be well   prepared for by principals. Information must be communicated clearly and in   time to all concerned.

m.   Principals and· teachers could exercise preventive conflict handling as much as possible. This they can do through effective management of classes and   schools.

n.   Colleges of Education and Faculties of Education in the Universities should   introduce a course on conflict management for teachers. This could be part of   the School Administration Course. In teaching the course on conflict   management, case studies from conflicts in schools should be used. This would   infuse a practical component into theories of conflicts.

o.   A mandatory course for principals on conflicts management could be organized by the Post Primary Education Board and State Ministry of Education. This could be an integral part of Management Courses.

Contributions to Knowledge

This research study titled ''Assessment of Principal/Teacher Conflict in Public Secondary Schools in Delta and Edo States'' has contributed to knowledge in the following ways:

i.   The study revealed different types of conflicts encountered by principals and teachers in public secondary schools to include misattributed conflicts, affective, interest conflicts, issue conflicts, displaced, violent and non violent conflicts, interaction conflicts and institutionalized conflicts.

ii.   The study established objective differences, personality differences, role conflicts, poor communication network, structural and human factor, differences in traits, backgrounds, status, values, and perceptions as causes of conflicts in public secondary schools in Delta and Edo States.

iii.   The study shown that there are different methods of managing conflicts which include distributive management style, integrative problem-solving management style, use of bargaining style, avoidance style, compromise style, delegation of duties, negotiation style, confrontation style, smoothing style, forcing style and open door policy by the principals.

iv.   The study has revealed that the size of schools, types of technology and level of communication network influence the types of conflicts and management strategies adopted in resolving conflicts in urban and urban schools

v.   The study revealed that conflicts affect the curriculum implementation, planning of time table, administrative set up and financial administration of secondary schools in Delta and Edo States.

Suggestion for Further Study

Since research is all about fact finding, it is suggested that:

1.   Similar research study should be carried out in other parts of the country and   other institutions like primary school, polytechnic, Universities and Colleges of   Education.

2.   In as much as there are diverse areas of conflicts, more studies should be focused on other conflict areas affecting the school system.

3.   The research should also be extended to other educational sectors like NANS,   NUJ, NUT, ASUP etc so as to help develop more pragmatic conflict management strategies.

4.   Since conflict is inevitable and found everywhere, our homes and churches   should also be researched into.

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APPENDIX 1

LETTER OF INTRODUCTION

Dept; of Edu; Admin; & Policy Studies
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Abraka

Sir/Madam,

ASSESSMENT OF PRINCIPAL/TEACHER CONFLICT

IN PUBLIC SECONDARY SCHOOLS IN DELTA AND EDOSTATES

I am a Doctorate Degree Student (Ph.D) carrying out a research study on the above subject headline under the Supervision of Department of Educational

Administration and Policy Studies, Faculty of Education, Delta State University, Abraka.

You are therefore requested to kindly answer the questionnaire attached. You are assured of absolute confidentiality of information provided.

Thanks for your co-operation.

Yours faithfully,

UGBEJEH, SAMSON .O.

ASSESSMENT OF PRINCPAL/TEACHER CONFLICT IN PUBLIC

SECONDARY SCHOOLS IN DELTA AND EDO STATES

SECTION A: Demographic Inventory

Please kindly tick ( ) beside the alternative provided.

Status: School Principal   (   )   Classroom teacher   (   )

Location: Urban   (   )   Rural   (   )

Years Work Experience: Less than 10 years ( ) 11 years and above (   )

SECTION B

Please read the statements below and tick (   )   options which agree with your opinion.

SA   =   Strongly Agree

A   =   Agree

D   =   Disagree

SD   =   Strongly Disagree

S/N	SECTION B				
	{Bi} TYPES OF CONFLICTS IN PUBLIC SECONDARY SCHOOLS	SA	A	D	SD
1	Intra-personal conflict.				
2	Intra-group conflict				
3	Inter-personal conflict				
4	Inter-group conflict				
5	Horizontal conflict				
6	Vertical conflict				
7	Role conflict				
8	Violent conflict				

9	Non violent conflict				
10	Intra-organizational conflict (i.e. between management and staff)				
11	Individual institutional conflict				
12	Affective conflict				
13	Substantive conflict				
14	Conflict of interest				
15	Conflict of values				
16	Realistic conflict				
17	Non realistic conflict				
18	Goal conflict				
19	Institutional conflict				
20	Retributive conflict				
21	Misattributed conflict				
22	Displaced conflict				
23	Issue conflict				
24	Interaction conflict				
	{Bii} **CAUSES OF CONFLICTS IN PUBLIC SECONDARY SCHOOLS**				
25	Appointment of staff.				
26	Poor communication				
27	Payment of salaries				
28	Salary disparity				
29	Issue of promotion				
30	Granting of annual leave				
31	Granting of study leave				
32	Teachers transfer				
33	Staff welfare				
34	Multiple directives				

35	Over-loaded assignment				
36	Appraisal of staff				
37	Resource allocation				
38	Course allocation				
39	Daily roasters				
40	Date of academic resumption				
41	Allocation of extra-curriculum activities				
42	Involvement in sporting activities				
43	Poor classroom attendance				
44	Sexual harassment of students				
45	Poor lesson note preparation				
46	Poor implementation of curriculum				
47	Lateness to work				
48	Absenteeism to school				
49	Drunkenness to school				
50	Non adherence to rules and regulations				
51	Lack of teaching materials				
52	Clashes in the allocation of time table				
53	Poor results at terminal examinations				
54	Poor teaching methods				
55	Lack of innovation				
56	Poor attendance to classroom				
57	Lack of effective time management				
	{Biii} **ASPECTS OF SECONDARY SCHOOLS ADMINISTRATION INFLUENCE BY CONFLICTS**				
58	Financial administration				

59	Planning of time table				
60	Registration and record management				
61	Administrative sep up				
62	Implementation of school curriculum				
	{Biv} **EFFECTS OF CONFLCITS IN SECONDARY SCHOOL**				
63	Improving organizational performance				
64	It leads to more productivity				
65	Results in broader searches for solutions				
66	Improving organizational values				
67	Increase awareness of problems				
68	Facilitates positive changes				
69	It leads to more innovations				
70	Creation of cohesion among parties				
71	Re-enforcement of self doubts				
72	Breakdown of social co-operation				
73	Create sense of identity				
74	Formation of social structure				
75	Creation of understanding and accurate information				
76	It makes a good leader				
	(Bv) **CONFLICT RESOLUTION AND MANAGEMENT STRATEGIES** --				
77	Delegation of duties				
78	Free flow of information				
79	Proper funding of school				
80	Open door policy				

81	Periodic seminar for staff and teachers				
82	Improvement of teacher's welfare.				
83	Training of teachers and principals				
84	Prompt payment of salaries/allowances				
85	Clear definition of roles				
86	Involvement of teachers, staff and parents in decision making				
87	Proper structuring of academic activities				
88	Use of collaborative approach				
89	Through bargaining approach				
90	Through compromise approach				
91	Through smoothing approach				
92	Through avoidance approach				
93	Through use of force				
94	Motivation through rewards				
95	Promotion of inter-personal relationships				
96	Altering the human variables				
97	Altering the structural variables				
98	Use of third party				

APPENDIX 111

Detail Computation of Split Half Co-Efficient Reliability Test, Using Pearson Product Correlation Co-efficientTechnique

S/N	GROUP X	X²	Y	Y²	XY
1	48	2304	46	2116	2208
2	49	2401	48	2304	2352
3	48	2304	49	2401	2352
4	46	2116	48	2304	2208
5	47	2209	45	2025	2115
6	40	1600	42	1764	1680
7	49	2401	44	1936	2156
8	47	2209	49	2401	2303
9	55	3025	57	3249	3135
10	44	1936	43	1849	1892
11	45	2025	44	1936	1980
12	43	1849	44	1936	1892

clxxx

13	44	1936	43	1849	1892
14	46	2116	45	2025	2070
15	48	2304	50	2500	2400
16	46	2116	44	1936	2024
17	44	1936	46	2116	2024
18	50	2500	51	2601	2550
19	45	2025	46	2116	2070
20	42	1764	40	1600	1680
21	46	2116	44	1936	2024
22	48	2304	46	2116	2208
23	44	1936	45	2025	1980
24	47	2209	44	1936	2068
25	48	2304	49	2401	2352
26	51	2601	50	2500	2550
27	48	2304	47	2209	2256
28	43	1849	46	2116	1978
29	41	1681	42	1764	1722
30	44	1936	40	1600	1760
	1386	**64316**	**1377**	**63567**	**63881**

N   =   30

$\sum x$ =   1386

$\sum y$ =   1377

xy   =   63881

X^2 =   64316

Y^2 =   63567

Using Pearson where:-

$$r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{30 \times 63881 - 1386 \times 1377}{\sqrt{[30 \times 64316 - (1386)^2][30 \times 63567 - (377)^2]}}$$

$$\frac{1916430 - 1908522}{\sqrt{}}$$

r =   [1929480 – 1920996] [1907010- 1896129]

        7908

r = $\sqrt{8484 \times 10881}$

        7908

r = $\sqrt{92314404}$

        7908

        9608.034

0.82

Appendix IV

Hypothesis 1

Mean and standard deviation of principals on types of conflicts encountered in secondary schools in Delta and EdoStates

Class interval	Mid point x	F	d	D^2	Fd	Fd^2
85-89	87	17	3	9	51	153

80-84	82	80	2	4	160	320
75-79	77	110	1	1	110	110
70-74	72	30	0	0	0	0
65-69	67	30	-1	1	-30	30
60-64	62	70	-2	4	-140	280
55-59	57	23	-3	9	-69	
		$\Sigma f = 360$			$\Sigma fd = 82$	$\Sigma fd = 893$

Mean ($\bar{X}$) = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f}i$

$$= 72 + \frac{(82)}{360} \, 5$$

$$= 72 + \frac{(410)}{360}$$

$$= 72 + 1.14$$

$\bar{X} = 73.14$

$$SD = i\sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5\sqrt{\frac{893}{360} - \left(\frac{82}{360}\right)^2}$$

$$= 5\sqrt{2.4806 - (0.2278)^2}$$

$$= 5\sqrt{2.4806 - 0.0519}$$

$$= 5\sqrt{2.4287}$$

$$SD_1 = 5 \times 1.56$$

$SD_1 = 7.8$

Variance $(S_1{}^2) = (SD_1)^2$

$= (7.8)^2$

$S_1{}^2 = 60.84$

Mean and standard deviation of Teachers on types of conflicts encountered in secondary schools in Delta and EdoStates

Class interval	Mid point x	F	d	d^2	Fd	Fd^2
85-89	87	241	3	9	723	2169
80-84	82	509	2	4	1018	2036
75-79	77	410	1	1	410	410
70-74	72	496	0	0	0	0
65-69	67	380	-1	1	-380	380
60-64	62	360	-2	4	-720	1440
55-59	57	200	-3	9	-600	1800
		Σf = 2596			$\Sigma fd = 451$	Σfd^2 = 8235

Mean $(\overline{X}_2)$ = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f}i$

$= + \dfrac{(451)}{2596}5$

$= 72 + (0.1737)5$

$= 72 + 0.87$

$\overline{X}_2 = 72.87$

$$SD_2 = i \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5 \sqrt{\frac{8235}{2596} - \left(\frac{451}{2596}\right)^2}$$

$$= 5 \sqrt{3.1722 - (0.1737)^2}$$

$$= 5 \sqrt{3.1722 - 0.0302}$$

$$= 5 \sqrt{3.142}$$

$$= 5 \times 1.773$$

$$SD_2 = 8.87$$

Variance $(S^2_2) = (SD_2)^2$

$$= (8.87)^2$$

Variance $(S^2_2) = 78.68$

$$Z - \text{Calculated} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

clxxxv

= 73.14 - 72.87

$$\sqrt{\dfrac{60.84}{360} + \dfrac{78.68}{2596}}$$

$$= \dfrac{0.27}{\sqrt{0.169 + 0.0303}}$$

$$= \dfrac{0.27}{0.1993 \quad \sqrt{}}$$

$$= \dfrac{0.27}{0.4464}$$

∴ Z – Calculation = 0.605

Hypothesis 2

Mean and standard deviation of principals and Teachers in Urban schools

Class interval	Mid point X	F	d	d²	Fd	Fd²
85-89	87	124	3	9	372	1116
80-84	82	320	2	4	640	1280
75-79	77	550	1	1	550	550
70-74	72	173	0	0	0	0
65-69	67	150	-1	1	-150	150

60-64	62	311	-2	4	-622	1244
55-59	57	115	-3	9	-345	1035
		Σf = 1743			Σfd = 445	Σfd^2 = 5375

Mean $(\bar{X}_1)$ = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f}$ i

$$= 72 + \frac{(445)}{1743}5$$

$$= 72 + (0.2553)5$$

$$= 72 + 1.277$$

$$\bar{X}_1 = \overline{73.28}$$

$$SD_1 = i\sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$SD = 5\sqrt{\frac{5375}{1743} - \left(\frac{445}{1743}\right)^2}$$

$$= 5\sqrt{3.0838 - (0.2553)^2}$$

$$= 5\sqrt{3.0838 - 0.0652}$$

$$= 5\sqrt{3.0186}$$

$$= 5 \times 1.7374$$

$$SD_1 = 8.69$$

$$\text{Variance } (S^1_1) = (SD_1)^2$$

$$= (8.69)^2$$

$$S_1^2 = 75.52$$

Mean and standard deviation of principals and Teachers in Rural schools

Class interval	Mid point x	F	d	d^2	Fd	Fd^2
85-89	87	190	3	9	570	1710
80-84	82	140	2	4	280	560
75-79	77	160	1	1	160	160
70-74	72	100	0	0	0	0
65-69	67	390	-1	1	-390	390
60-64	62	143	-2	4	-286	572
55-59	57	90	-3	9	-270	810
		$\Sigma f = 1213$			$\Sigma fd = 64$	$\Sigma fd^2 = 4202$

Mean ($\overline{X}_2$) = Assumed mean + $\dfrac{(\Sigma\, fd)}{\Sigma\, f}$ i

$$= 72 + \dfrac{(64)}{1213}\,5$$

$$= 72 + (0.0576)5$$

$$= 72 + 0.288$$

$$\overline{X}_2 = 72.29$$

$$SD_2 = i\,\dfrac{1}{\Sigma\, f}\sqrt{\dfrac{\Sigma\, fd^2}{\Sigma\, f} - \left(\dfrac{\Sigma\, fd}{}\right)^2}$$

$$= 5\sqrt{\dfrac{4202}{1213} - \left(\dfrac{64}{1213}\right)^2}$$

$$= 5\sqrt{3.464 - (0.05276)^2}$$

$$= 5\sqrt{3.464 - 0.2784}$$

$$= 5\sqrt{3.1856}$$

$$= 5 \times 1.7848$$

$$SD_2 = 8.92$$

Variance $(S_2{}^2) = (SD_2)^2$

$$= (8.92)^2$$

$$S_2{}^2 = 79.57$$

Z – Calculated $= \dfrac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1{}^2}{n_1} + \dfrac{S_2{}^2}{n_2}}}$

$$= \dfrac{73.28 - 72.29}{\sqrt{\dfrac{75.52}{1743} + \dfrac{79.57}{1213}}}$$

$$= \dfrac{0.99}{\sqrt{0.04333 + 0.0656}}$$

$$= \dfrac{0.99}{\sqrt{0.10893}}$$

$$= \dfrac{0.99}{0.3300}$$

$$\text{– Calculated} = 3.00$$

Hypothesis 3

Mean and standard deviation of principles

Class	Mid point	F	d	d²	Fd	Fd²

cxc

interval	x					
85-89	87	14	3	9	42	126
80-84	82	106	2	4	212	424
75-79	77	50	1	1	50	50
70-74	72	50	0	0	0	0
65-69	67	40	-1	1	-40	40
60-64	62	66	-2	4	-132	264
55-59	57	34	-3	9	-102	306
		$\Sigma F = 360$			$\Sigma Fd = 30$	$\Sigma f\,d^2 = 1210$

Mean ($\overline{X}$) = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f}$ i

$$= 72 + \frac{(30)}{360} + 5$$

$$= 72 + (0.0833)\,5$$

$$= 72 + 0.417$$

$$= 72.417$$

$\overline{X}_1 = 72.42$

$$SD_1 = \frac{i}{\Sigma f}\ \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\Sigma fd\right)^2}$$

$$= 5\sqrt{\frac{1210}{360} - \left(\frac{30}{360}\right)^2}$$

$$= 5\sqrt{3.3611 - (0.0833)^2}$$

cxci

$$= 5\sqrt{3.3611 - 0.0069}$$

$$= 5\sqrt{3.3542}$$

$$= 5 \times 1.8314$$

$$SD_1 = 9.16$$

Variance $(S^2_1) = (SD_1)^2$

$$= (9.16)^2$$

$$S^2_1 = 83.91$$

Mean and standard deviation of Teachers

Class interval	Mid point X	F	d	d^2	Fd	Fd^2
85-89	87	236	3	9	708	2124
80-84	82	466	2	4	932	1864
75-79	77	420	1	1	420	420
70-74	72	513	0	0	0	0
65-69	67	216	-1	1	-216	216
60-64	62	300	-2	4	-600	1200
55-59	57	445	-3	9	-1335	4005
		Σ fd =2596			Σ fd = -91	Σ fd^2 = 9829

Mean $(\overline{X})$ = Assumed mean + $\dfrac{(\Sigma\ fd)}{\Sigma\ f}$ i

$$= 72 + \frac{(-91)}{} 5$$

2594

$$= 72 + (-0.03508) \, 5$$

$$= 72 + (-0.1754)$$

$$= 72 - 0.175$$

$$\overline{X}_2 = \overline{71.83}$$

$$SD_2 = i \frac{1}{\Sigma f} \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{}\right)^2}$$

$$= 5 \sqrt{\frac{9829}{2596} - \left(\frac{-91}{2596}\right)^2}$$

$$= 5 \sqrt{3.7862 - \left(0.03508\right)^2}$$

$$= 5 \sqrt{3.7862 - 0.00123}$$

$$= 5 \sqrt{3.78497}$$

$$= 5 \times 1.945$$

$$SD_2 = 9.73$$

$$\text{Variance } (S_2^2) = (SD_1)^2$$

$$= (9.73)^2$$

$$S_2^2 = 94.67$$

$$Z - \text{Calculated} = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$= \frac{72.42 - 71.83}{\sqrt{\dfrac{83.91}{360} + \dfrac{94.67}{2596}}}$$

$$= \frac{0.59}{\sqrt{0.2331 + 0.0365}}$$

$$= \frac{0.59}{\sqrt{0.2696}}$$

$$= \frac{0.59}{0.5192}$$

Z – Calculated = 1.136

Hypothesis 4

Mean and standard deviation of principals

Class interval	Mid point x	F	d	d²	Fd	Fd²
85-89	87	21	3	9	63	189
80-84	82	34	2	4	68	136
75-79	77	28	1	1	28	28
70-74	72	123	0	0	0	0
65-69	67	80	-1	1	-80	80
60-64	62	48	-2	4	-96	192
55-59	57	26	-3	9	-78	234
		Σ f = 360			Σ fd = - 95	Σ fd² = 859

Mean $(\bar{x})$ = Assumed mean + $\dfrac{(\Sigma\, fd)}{\Sigma\, f}\, i$

$$= 72 + \dfrac{(-95)}{360}\, 5$$

$$= 72 + (-0.2639)\, 5$$

$$= 72 + (-1.3195)$$

$$= 72 + -1.3195$$

$\overline{X}_1 = \overline{70.68}$

$$SD_1 = 5\,\dfrac{}{\Sigma\, f}\sqrt{\dfrac{\Sigma\, fd2}{\Sigma\, f} - \left(\dfrac{\Sigma\, fd}{}\right)^2}$$

$$= 5\sqrt{\dfrac{859}{360} - \left(\dfrac{-95}{360}\right)^2}$$

$$= 5\sqrt{2.3861 - (-0.2639)^2}$$

$$= 5\sqrt{2.3861 - 0.0696}$$

$$= 5\sqrt{2.3165}$$

$$= 5 \times 1.522$$

$$SD_1 = 7.61$$

Variance $(S_1{}^2) = (SD1)^2$

$$= (7.61)^2$$

$S_1{}^2 = \underline{57.91}$

Mean and standard deviation of Teachers

Class interval	Mid point x	F	d	d²	Fd	Fd²
85-89	87	218	3	9	654	1962
80-84	82	401	2	4	802	1604
75-79	77	354	1	1	354	354
70-74	72	380	0	0	0	0
65-69	67	318	-1	1	-318	318
60-64	62	428	-2	4	-856	1712
55-59	57	497	-3	9	-1491	4474
		Σ f = 2596			Σ fd² = -855	Σ fd² = 10423

Mean ($\overline{x}_2$) = Assumed mean $\pm$ (Σ fd)i

Σ f

= 72 + (-855)5

2596 _____

= 72 + (-0.3294)5

= 72 + (-1.647)

$$\overline{x}_2 = 70.33$$

$$SD_2 = i \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5 \sqrt{\frac{10423}{2596} - \left(\frac{-855}{2596}\right)^2}$$

$$= 5 \sqrt{4.0150 - (0.2892)^2}$$

$$= 5 \sqrt{4.0150 - 0.0836}$$

$$= 5 \sqrt{3.9314}$$

$$= 5 \times 1.983$$

$$SD_2 = 9.92$$

Variance $(S_2^2) = (SD2)^2$

$$= (9.92)^2$$

Variance $(S_2^2) = 98.41$

$$Z - \text{Calculated} = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$= \frac{70.68 - 70.33}{\sqrt{\frac{57.91}{} + \frac{98.41}{}}}$$

$$360 \qquad 2596$$

$$= \frac{0.35}{\sqrt{0.1609 + 0.0379}}$$

$$= \frac{0.35}{\sqrt{0.1988}}$$

$$= \frac{0.35}{0.4459}$$

$$Z - \text{Calculated} = 0.785$$

Hypothesis 5

Mean and standard deviation of principals

Class interval	Mid point x	F	d	d²	Fd	Fd²
55-59	57	92	2	4	184	368
50-54	52	98	1	1	98	98
45-49	47	58	0	0	0	0
40-44	42	43	-1	1	-43	43
35-39	37	39	-2	4	-78	156
30-34	32	30	-3	9	-90	270
		Σ f = 360			Σ fd = 71	Σ fd² = 935

Mean $(\overline{X}_1)$ = Assumed mean + $\dfrac{(\Sigma\, fd)i}{\Sigma\, f}$

$$= 47 + \dfrac{(71)5}{360}$$

$$= 47 + (0.1972)5$$

$$= 47 + 0.986$$

$$\overline{x}_1 = 47.99$$

$$SD_1 = 5\sqrt{\dfrac{935}{360} - \left(\dfrac{71}{360}\right)^2}$$

$$= 5\sqrt{2.5972 - (0.1972)^2}$$

$$= 5\sqrt{2.5972 - 0.0389}$$

$$= 5\sqrt{2.5583}$$

$$= 5 \times 1.5995$$

$$SD_1 = 8.00$$

Variance $(S_1^2) = (SD1)^2$

$$= (8.00)^2$$

$$S_1^2 = 64.00$$

Mean and standard deviation of Teachers

Class interval	Mid point X	F	d	d2	Fd	Fd²
55-59	57	477	2	4	954	1908

50-54	52	661	1	1	661	661
45-49	47	570	0	0	0	0
40-44	42	460	-1	1	-460	460
35-39	37	238	-2	4	-476	958
30-34	32	190	-3	9	-570	1710
		$\Sigma f = 2596$			$\Sigma fd = 109$	$\Sigma fd^2 = 5697$

Mean $(\overline{X}_2)$ = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f} i$

$X_2 = 47 + \dfrac{(109)}{2596} 5$

$\quad\quad = 47 + (0.04199)$

$\quad\quad = 47 + (0.210)$

$\quad\quad = 47.21$

$X_2 = 47.\overline{2}1$

$SD_2 = i \sqrt{\dfrac{\Sigma fd^2}{\Sigma f} - \left(\dfrac{\Sigma fd}{\Sigma f}\right)^2}$

$\quad = 5 \sqrt{\dfrac{5697}{2596} - \left(\dfrac{109}{2596}\right)^2}$

$\quad = 5 \sqrt{2.1945 - (0.04199)^2}$

$\quad = 5 \sqrt{2.1945 - 0.00176}$

$\quad = 5 \sqrt{2.19274}$

cc

= 5 X 1.4808

$$SD_2 = 7.40$$

Variance $(S_2{}^2) = (SD_2)^2$

$$= (7.40)^2$$

$$S_2{}^2 = 54.76$$

Z – Calculated $= \dfrac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{S_1{}^2}{n_1} + \dfrac{S_2{}^2}{n_2}}}$

$$= \dfrac{47.99 - 47.21}{\sqrt{\dfrac{64.00}{360} + \dfrac{54.76}{2596}}}$$

$$= \dfrac{0.78}{\sqrt{0.1778 + 0.02109}}$$

$$= \dfrac{0.78}{\sqrt{0.19889}}$$

$$= \dfrac{0.78}{0.446}$$

Z – Calculated = 1.749

Hypothesis 6

Mean and standard deviation of Principals

cci

Class interval	Mid point x	F	d	d^2	Fd	Fd^2
85-89	87	26	3	9	78	234
80-84	82	42	2	4	84	168
75-79	77	53	1	1	53	53
70-74	72	69	0	0	0	0
65-69	67	98	-1	1	-98	98
60-64	62	40	-2	4	-80	160
55-59	57	32	-3	9	-96	288
		$\Sigma f = 360$			$\Sigma fd = -59$	$\Sigma fd^2 = 1001$

Mean $(\overline{x}_1)$ = Assumed mean + $\dfrac{(\Sigma fd)i}{\Sigma f}$

$$= 72 + \frac{(-59)5}{360}$$

$$= 72 + (-0.1639)\,2$$

$$= 72 + (-0.0269)$$

$$= 72 - 0.026$$

$\overline{x}_1 = 71.\overline{9}7$

$$SD_1 = i\sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma f\,d}{\Sigma f}\right)^2}$$

$$= 5\sqrt{\frac{1001}{360} - \left(\frac{-59}{360}\right)^2}$$

$$= 5\sqrt{2.7806 - (-0.1639)^2}$$

ccii

$$= 5 \sqrt{2.7806 - 0.0269}$$

$$= 5 \sqrt{2.7537}$$

$$= 5 \times 1.659$$

$$SD_1 = 8.30$$

Variance $(S_1^2) = (SD1)^2$

$$= (8.30)^2$$

$$S_1^2 = 68.89$$

Mean and standard deviation of Teachers

Class interval	Mid point x	F	d	d²	Fd	Fd²
85-89	87	234	3	9	702	2106
80-84	84	419	2	4	838	1676
75-79	77	366	1	1	366	366
70-74	72	343	0	0	0	0
65-69	67	487	-1	1	-487	487
60-64	62	417	-2	4	-834	1668
55-59	57	330	-3	9	-990	2970
		$\Sigma f = 2596$			$\Sigma fd = -405$	$\Sigma fd^2 = 9273$

Mean $(\overline{x}_2)$ = Assumed mean + $\dfrac{(\Sigma fd)i}{\Sigma f}$

$$= 72 + \frac{(-405)}{2596} \cdot 5$$

$$= 72 + (-0.15601) \cdot 5$$

$$= 72 + (-0.7801)$$

$$\bar{x}_2 = 72 - 0.7801$$

$$\bar{x}_2 = 71.22$$

$$SD_2 = i \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5 \sqrt{\frac{9273}{2596} - \left(\frac{-405}{2596}\right)^2}$$

$$= 5 \sqrt{3.5720 - (-0.1560)^2}$$

$$= 5 \sqrt{3.5720 - 0.0243}$$

$$= 5 \sqrt{3.5477}$$

$$= 5 \times 1.8835$$

$$SD_2 = 9.42$$

Variance $(S_2^2) = (SD_2)^2$

$$= (9.42)^2$$
$$S_2^2 = 88.74$$

Z – Calculated $= \dfrac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$

$$= \frac{71.97 - 71.22}{\sqrt{\dfrac{68.89}{360} + \dfrac{88.74}{2596}}}$$

$$= \frac{0.75}{\sqrt{0.1914 + 0.03418}}$$

$$= \frac{0.75}{\sqrt{0.22558}}$$

$$= \frac{0.75}{0.4750}$$

Z – Calculated = 1.579

Hypothesis 7

Mean and standard deviation of Principals and Teachers in urban schools

Class interval	Mid point x	F		d²	Fd	Fd²
85-89	87	160	3	9	480	1440
80-84	82	421	2	4	842	1684
75-79	77	500	1	1	500	500

70-74	72	87	0	0	0	0
65-69	67	167	-1	1	-167	167
60-64	62	288	-2	4	-576	1152
55-59	57	120	-3	9	-360	1080
		$\Sigma f = 1743$			$\Sigma fd = 719$	$\Sigma fd^2 = 6023$

Mean $(\bar{x}_1)$ = Assumed mean + $\dfrac{(\Sigma fd)}{\Sigma f}$ i

$$= 72 + \frac{(719)}{1743} \, 5$$

$$= 72 + (0.4125) \, 5$$

$$= 72 + 2.0625$$

$x_1 = 74.06$

$$SD_1 = \frac{i}{\Sigma f} \sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{}\right)^2}$$

$$= 5 \sqrt{\frac{6023}{1743} - \left(\frac{719}{1743}\right)^2}$$

$$= 5 \sqrt{3.4555 - (0.4125)^2}$$

$$= 5 \sqrt{3.4555 - 0.1702}$$

$$= 5 \sqrt{3.2853}$$

$$SD_1 = 5 \times 1.8125$$

$$SD_1 = 9.06$$

Variance $(S_1{}^2) = (SD_1)^2$

$$= (9.06)^2$$

$$S_1{}^2 = 82.08$$

Mean and standard deviation of Principals and Teachers in Rural schools

Class interval	Mid point x	F	d	d2	Fd	Fd2
85-89	87	214	3	9	642	1926
80-84	82	125	2	4	250	500
75-79	77	185	1	1	185	185
70-74	72	168	0	0	0	0
65-69	67	289	-1	1	-289	289
60-64	62	152	-2	4	-304	608
55-59	57	80	-3	9	-240	720
		$\Sigma f = 1213$			$\Sigma fd = 244$	Σ fd² $= 4228$

Mean $(\bar{x}_2)$ = Assumed mean + $\dfrac{(\Sigma \text{ fd})}{\Sigma \text{ f}}$ i

$$= 72 + \frac{(244)}{1213} 5$$

$$= 72 + (0.20115)\, 5$$

$$= 72 + 1.006$$

$$\bar{X}_2 = 73.01$$

$$SD_2 = i \sqrt{\dfrac{\Sigma fd_2}{\Sigma f} - \left(\dfrac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5 \sqrt{\dfrac{4228}{1213} - \left(\dfrac{244}{1213}\right)^2}$$

$$= 5 \sqrt{3.4856 - (0.20115)^2}$$

$$= 5 \sqrt{3.4856 - 0.04046}$$

$$= 5 \sqrt{3.44514}$$

$$= 5 \times 1.8561$$

$$SD_2 = 9.28$$

Variance $(S_2^2) = (SD_2)^2$

$$= (9.28)^2$$

$$S_2^2 = 86.12$$

Z – Calculated $= \dfrac{\bar{x}_1 - \bar{x}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$

$$= \dfrac{74.06 - 73.01}{\sqrt{\dfrac{82.08}{} + \dfrac{86.12}{}}}$$

$$\overline{1743} \quad \overline{1213}$$

$$= \frac{= 1.05}{\sqrt{0.04709 + 0.071}}$$

$$= \frac{= 1.05}{\sqrt{0.1180}}$$

$$= \frac{= 1.05}{\overline{0.3436}}$$

Z – Calculated = 3.056

–

Hypothesis 8

Mean and standard deviation of experienced principals

Class interval	Mid point x	F	d	d²	Fd	Fd²
85-89	87	18	3	9	54	162
80-84	82	58	2	4	116	464
75-79	77	56	1	1	56	56
70-74	72	52	0	0	0	0
65-69	67	48	-1	1	-48	48
60-64	62	32	-2	4	-64	128
55-59	57	25	-3	9	-75	261
		$\Sigma f = 289$			Σ fd = 39	Σ fd² = 1119

Mean $(\overline{x}_1)$ = Assumed mean + $\frac{(\Sigma\ fd)i}{\Sigma\ f}$

$$= 72 + \frac{(39)5}{289}$$

$$= 72 + (0.13495)5$$

$$= 72 + 0.6748$$

$$= 72.67$$

$\overline{x}_1 = 72.67$

$$SD_1 = i\sqrt{\frac{\Sigma\ fd^2}{\Sigma\ f} - \left(\frac{\Sigma\ fd}{\Sigma\ f}\right)^2}$$

$$= 5\sqrt{\frac{1119}{289} - \left(\frac{39}{289}\right)^2}$$

ccx

$$= 5 \sqrt{3.872 - 0.1349}$$

$$= 5\sqrt{3.7371}$$

$$= 5 \times 1.933$$

$$SD_1 = 9.67$$

Variance $(S_1{}^2) = (SD_1)^2$

$$= (9.67)^2$$

$$S_1{}^2 = 93.51$$

Mean and Standard Deviation of Less Experienced Principals

Class interval	Mid point x	F	d	d²	Fd	Fd²
85-89	87	15	3	9	45	135
80-84	82	8	2	4	16	32
75-79	77	6	1	1	6	6
70-74	72	12	0	0	0	0
65-69	67	8	-1	1	-8	8
60-64	62	12	-2	4	-24	48
55-59	57	10	-3	9	-30	90
		$\Sigma f = 71$			Σ fd = 5	Σ fd ² = 319

Mean $(\overline{X}_2)$ = Assumed mean + $\dfrac{(\Sigma \text{ fd})}{\Sigma \text{ f}}$ i

$$= 72 + \frac{(5)5}{71}$$

$$= 72 + (0.07042)5$$

$$= 72 + 0.3521$$

$$\overline{x}_2 = 72.35$$

$$SD_2 = i\sqrt{\frac{\Sigma fd^2}{\Sigma f} - \left(\frac{\Sigma fd}{\Sigma f}\right)^2}$$

$$= 5\sqrt{\frac{319}{71} - \left(\frac{5}{71}\right)^2}$$

$$= 5\sqrt{4.493 - (0.07042)^2}$$

$$= 5\sqrt{4.493 - 0.00496}$$

$$= 5\sqrt{4.48804}$$

$$= 5 \times 2.1185$$

$$SD_2 = 10.59$$

$$\text{Variance } (S_2{}^2) = (SD_2)^2$$

$$= (10.59)^2$$

$$S_2{}^2 = 112.15$$

$$Z - \text{Calculated} = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\dfrac{S_1{}^2}{n_1} + \dfrac{S_2{}^2}{n_2}}}$$

$$= 72.67 - 72.35$$

$$\sqrt{\frac{93.51}{289} + \frac{112.15}{71}}$$

$$= 0.32 \sqrt{\overline{0.3236 + 1.5796}}$$

$$= 0.32 \sqrt{\overline{1.9032}}$$

$$= \frac{0.32}{1.3796}$$

Z – Calculated = 0.232

DESCRIPTIVE VARIABLES = Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 /STATISTICS=MEAN STDDEV

Descriptive

UGBEJEH S. O. (RESEARCH QUESTION 1) PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q1	360	3.0944	75158
Q2	360	3.1694	74014
Q3	360	3.3250	1.08545
Q4	360	3.2333	.70494
Q5	360	2.7444	.94484
Q6	360	3.1889	.84964
Q7	360	3.0083	.75930
Q8	360	2.9361	1.01456
Q9	360	2.7583	1.03689
Q10	360	3.0833	.66655
Q11	360	2.1694	.95390
Q12	360	3.1028	.75603
Q13	360	3.1361	.71656
Q14	360	2.9611	.78895
Q15	360	3.7667	.57429
Q16	360	3.5417	.86300
Q17	360	2.7222	.94445
Q18	360	3.1778	.85204
Q19	360	3.4139	.64926
Q20	360	2.9611	.80985
Q21	360	3.5944	.79481

Q22	360	3.1500	.99847
Q23	360	3.6444	.79778
Q24	360	3.3500	.86707
Valid N (list wise)	**360**		

DESCRIPTIVE VARIABLES = Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24

Descriptive

UGBEJEH S.O. (RESEARCH QUESTION 1) TEACHERS

Descriptive Statistics

	N	Mean	Std. Deviation
Q1	2596	3.1888	.62864
Q2	2596	3.2870	.65379
Q3	2596	3.7030	.79255
Q4	2596	3.2881	.76897
Q5	2596	2.8267	.83424
Q6	2596	3.1005	.91503
Q7	2596	2.9033	.78294
Q8	2596	2.6668	.99300
Q9	2596	2.5770	1.09326
Q10	2596	3.1317	.58988
Q11	2596	1.7893	.78023
Q12	2596	3.1845	.62282
Q13	2596	3.1745	.71049
Q14	2596	3.0898	.81463
Q15	2596	3.7712	.64276
Q16	2596	3.7542	.71191
Q17	2596	2.7539	.90123
Q18	2596	3.3159	.79473
Q19	2596	3.1148	.69841
Q20	2596	2.9981	.77708
Q21	2596	3.4765	.85693
Q22	2596	3.0304	1.05176

Q23	2596	3.8937	.44273
Q24	2596	3.2600	.85376
Valid N (list wise)	**2596**		

DATASET NAME Dataset10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24

Descriptive
UGBEJEH S. O. (RESEARCH QUESTION 2) URBAN

Descriptive Statistics

	N	Mean	Std. Deviation
Q1	1743	3.0912	.81126
Q2	1743	2.7866	1.01950
Q3	1743	3.2897	.69963
Q4	1743	3.2358	.76898
Q5	1743	2.9616	1.29257
Q6	1743	3.0247	.89838
Q7	1743	3.0539	.75953
Q8	1743	3.1142	.78310
Q9	1743	3.3500	.55600
Q10	1743	3.3907	.50425
Q11	1743	3.5961	.68259
Q12	1743	2.9329	.68238
Q13	1743	3.1945	.91142
Q14	1743	2.7762	.72226
Q15	1743	2.5508	1.05347
Q16	1743	3.2840	.77431
Q17	1743	3.1452	.82243
Q18	1743	2.8675	1.21093
Q19	1743	2.9036	.92230
Q20	1743	2.9248	.76630
Q21	1743	2.9868	.81345
Q22	1743	3.4836	.53106
Q23	1743	3.2960	.53855
Q24	1743	3.7005	.69345
Valid N (list wise)	**1743**		

DESCRIPTIVE VARIABLES = Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24

Descriptive

UGBEJEH S. O. (RESEARCH QUESTION 2) RURAL

Descriptive Statistics

	N	Mean	Std. Deviation
Q1	1213	2.7642	.71209
Q2	1213	2.5680	1.06149
Q3	1213	3.2712	.76741
Q4	1213	3.1533	.81926
Q5	1213	2.7519	1.45683
Q6	1213	2.8697	.92339
Q7	1213	2.9340	.77647
Q8	1213	2.9893	.81390
Q9	1213	3.4922	.50014
Q10	1213	3.3380	.47323
Q11	1213	3.7263	.68766
Q12	1213	2.7387	.62942
Q13	1213	3.2218	.95844
Q14	1213	2.9324	.68365
Q15	1213	3.2036	.40286
Q16	1213	2.6645	1.37770
Q17	1213	3.9308	.36581
Q18	1213	2.7527	1.29667
Q19	1213	2.4592	1.50006
Q20	1213	1.4477	.92541
Q21	1213	2.3397	.72898
Q22	1213	2.1467	.42399
Q23	1213	2.3751	.70963
Q24	1213	2.6694	.57047
Valid N (list wise)	**1213**		

DATASET NAME Dataset10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 Q56 Q57

/STATISTICS=MEAN STDDEV

Descriptive

UGBEJEH S. O. (RESEARCH QUESTION 3) PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q25	360	3.1194	.92001
Q26	360	3.1361	1.02667
Q27	360	3.0333	1.04175
Q28	360	2.9417	.90768
Q29	360	3.2528	1.06082
Q30	360	2.7083	.76551
Q31	360	2.8528	1.00027
Q32	360	3.5444	.70669
Q33	360	3.5583	.49728
Q34	360	3.3556	.50757
Q35	360	3.0222	.89850
Q36	360	3.0889	.71427
Q37	360	2.8778	.95966
Q38	360	2.8361	.74140
Q39	360	2.7833	.74471
Q40	360	2.6417	1.08262
Q41	360	3.5056	.50066
Q42	360	3.6111	.48818
Q43	360	3.5556	.49760
Q44	360	3.9722	.71615
Q45	360	3.7472	.43521
Q46	360	2.7750	.81554
Q47	360	3.4194	.49415
Q48	360	3.5139	.60621

Q49	360	2.7667	.71669
Q50	360	2.5667	1.05609
Q51	360	3.2667	.77280
Q52	360	3.1667	.82103
Q53	360	2.7333	1.46110
Q54	360	2.8667	.92263
Q55	360	2.9333	.77280
Q56	360	3.0000	,81763
Q57	360	3.6000	.50070
Valid N (list wise)	**360**		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q25 Q26 Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 44 Q45 Q46 Q47 Q48 Q49 Q50 Q51 Q52 Q53 Q54 Q55 Q56 Q57

/STATISTICS=MEAN STDDEV

Descriptive

UGBEJEH S. O. (RESEARCH QUESTION 3) TEACHERS

Descriptive Statistics

	N	**Mean**	**Std. Deviation**
Q25	2596	3.2820	.79148
Q26	2596	3.4054	.68029
Q27	2596	2.9923	.76429
Q28	2596	2.1133	.81902
Q29	2596	2.8502	.74975
Q30	2596	2.7735	.84178
Q31	2596	2.7431	1.02109
Q32	2596	3.1367	.88194

Q33	2596	2.8432	.75957
Q34	2596	2.9102	1.0432
Q35	2596	3.2253	.83681
Q36	2596	2.3174	.89625
Q37	2596	1.8070	1.13149
Q38	2596	2.2477	1.24985
Q39	2596	3.0154	.72111
Q40	2596	2.7658	.85738
Q41	2596	3.1830	.72874
Q42	2596	2.7747	1.12275
Q43	2596	2.9357	.79504
Q44	2596	3.0505	.96776
Q45	2596	3.0100	.69563
Q46	2596	2.8186	.75457
Q47	2596	3.1190	1.17721
Q48	2596	3.0716	.88678
Q49	2596	3.2319	.79701
Q50	2594	2.8389	.94317
Q51	2596	2.7904	1.16467
Q52	2596	3.1059	.89008
Q53	2596	2.8656	.94269
Q54	2596	3.1876	.69116
Q55	2596	2.8698	.89744
Q56	2596	3.2604	.74853
Q57	2596	3.1133	.92215
Valid N (list wise)	**2594**		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q58 Q59 Q60 Q61 Q62

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 4) PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q58	360	3.5917	.78100
Q59	360	3.8111	.50940
Q60	360	3.4583	.95494
Q61	360	2..0333	.17976
Q62	360	3.4306	.96493
Valid N (list wise)	**360**		.

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q58 Q59 Q60 Q61 Q62

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 4) TEACHERS

Descriptive Statistics

	N	Mean	Std. Deviation
Q58	2596	3.3278	.48644
Q59	2596	2.8355	.78541
Q60	2596	2.7384	.78458
Q61	2596	2.4638	.54670
Q62	2596	2.3617	1.02293
Valid N (list wise)	**2596**		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q63 Q64 Q65 Q66 Q67 Q68 Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 5) PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q63	360	3.0667	.57429
Q64	360	2.6667	.47206
Q65	360	3.1000	.53927
Q66	360	2.1333	1.31162
Q67	360	2.8000	.70335
Q68	360	2.5667	1.08728
Q69	360	3.9889	.10497
Q70	360	3.3361	.47303
Q71	360	3.1889	.39197
Q72	360	3.6194	.48620
Q73	360	3.2500	.51034
Q74	360	3.3583	.65660
Q75	360	3.1222	.57483
Q76	360	3.6333	.62358
Valid N (list wise)	**360**		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q63 Q64 Q65 Q66 Q67 Q68 Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 5) TEACHERS

Descriptive Statistics

	N	Mean	Std. Deviation
Q63	2596	2.9865	.79365
Q64	2596	1.9911	1.06056
Q65	2596	2.6741	1.07023

Q66	2596	3.0636	.65122
Q67	2596	2.8586	..72210
Q68	2596	2.1710	1.07235
Q69	2596	2.5913	1.02931
Q70	2596	3.1491	.75960
Q71	2596	3.6206	.54869
Q72	2596	2.0065	1.34363
Q73	2596	3.1233	.69531
Q74	2596	3.8409	.55707
Q75	2596	3.4938	.75134
Q76	2596	2.1491	1.18457
Valid N (list wise)	2596		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 6) PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	360	2.7667	.71669
Q78	360	2.5667	1.05609
Q79	360	3.2667	.77280
Q80	360	3.1667	.82103
Q81	360	2.7333	1.46110
Q82	360	2.8667	.92263
Q83	360	2.9333	.77280
Q84	360	3.0000	.81763
Q85	360	3.5000	.50070

Q86	360	3.3333	.47206
Q87	360	3.7333	68082
Q88	360	2.7333	.62981
Q89	360	3.2333	.95643
Q90	360	2.9333	.68082
Q91	360	3.2000	.40056
Q92	360	2.6667	1.37628
Q93	360	3.9333	.35951
Q94	360	3.2000	.98116
Q95	360	2.7333	1.46110
Q96	360	2.8667	.92263
Q97	360	2.9333	.77280
Q98	360	3.0000	.81763
Valid N (list wise)	**360**		

DATASET NAME DataSet10 WINDOW-FRONT

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 6) TEACHERS

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	2596	3.0716	.91544
Q78	2596	2.9892	1.13411
Q79	2596	2.9176	1.09621
Q80	2596	2.9060	.91804
Q81	2596	3.1999	1.06752
Q82	2596	2.6637	.81163
Q83	2596	2.8609	.97222
Q84	2596	3.5451	.72493
Q85	2596	3.5682	.55625
Q86	2596	3.3594	.63053
Q87	2596	3.0162	.90839
Q88	2596	3.1680	.74150
Q89	2596	2.6911	1.02272
Q90	2596	2.7619	.79567
Q91	2596	2.8074	.70662
Q92	2596	2.6429	1.05458
Q93	2596	3.4850	.50904
Q94	2596	3.5890	.54276
Q95	2596	3.5177	.57036
Q96	2596	3.0428	.73719
Q97	2596	3.6922	.48685
Q98	2596	2.7673	.80640
Valid N (list wise)	2596		

COMPRESSED

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 7) URBAN

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	1743	3.0115	.92973
Q78	1743	2.3947	.89598
Q79	1743	2.2209	.97734
Q80	1743	3.4309	.53544
Q81	1743	3.1497	.64286
Q82	1743	3.5186	.57957
Q83	1743	2.9971	.79428
Q84	1743	3.3666	.54041
Q85	1743	3.3276	.54317
Q86	1743	3.1801	.44012
Q87	1743	3.4194	.53705
Q88	1743	2.8577	.74186
Q89	1743	3.6093	.60277
Q90	1743	2.5164	.61145
Q91	1743	1.9484	.81791
Q92	1743	2.4659	1.00735
Q93	1743	2.8594	.88765
Q94	1743	2.0459	.94156
Q95	1743	2.0493	.84972
Q96	1743	3.0803	.76848
Q97	1743	2.8342	1.03915
Q98	1743	3.1331	.69073
Valid N (list wise)	**1743**		

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86

Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 7) RURAL

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	1213	2.0725	.85481
Q78	1213	2.7304	.89038
Q79	1213	2.0338	.70688
Q80	1213	1.6653	.47208
Q81	1213	3.4740	.49953
Q82	1213	3.0725	.43904
Q83	1213	3.5614	.49642
Q84	1213	2.7898	.78106
Q85	1213	3.4402	.49662
Q86	1213	3.4328	.49567
Q87	1213	3.1039	.30522
Q88	1213	3.4979	.50020
Q89	1213	2.6777	.70416
Q90	1213	3.7576	.42870
Q91	1213	2.3809	.48580
Q92	1213	1.6636	.47266
Q93	1213	2.0775	.85534
Q94	1213	2.7337	.89137
Q95	1213	2.0264	.71011
Q96	1213	1.6686	.47266.
Q97	1213	2.3397	..72898
Q98	1213	2.1467	.42399
Valid N (list wise)	1213		

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 8) EXPERIENCED PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	289	2.1003	.87021
Q78	289	2.6955	.87640
Q79	289	2.0381	.70361
Q80	289	1.6574	.47539
Q81	289	3.5121	.50072
Q82	289	3.0830	.43304
Q83	289	3.5536	.49798
Q84	289	2.7924	.74429
Q85	289	3.4429	.49759
Q86	289	3.4567	.49899
Q87	289	3.1142	.31859
Q88	289	3.4671	.49978
Q89	289	2.7197	.74138
Q90	289	3.7232	.44820
Q91	289	2.4498	.49834
Q92	289	1.6436	.47977
Q93	289	2.1246	.84475
Q94	289	2.7612	.90240
Q95	289	1.9654	.72085
Q96	289	1.6782	.46798
Q97	289	3.7692	.42206
Q98	289	2.5606	.88818
Valid N (list wise)	286		

DESCRIPTIVE VARIABLES = Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85 Q86 Q87 Q88 Q89 Q90 Q91 Q92 Q93 Q94 Q95 Q96 Q97 Q98

/STATISTICS=MEAN STDDEV

DESCRIPTIVES

UGBEJEH S. O. (RESEARCH QUESTION 8) LESS EXPERIENCED PRINCIPALS

Descriptive Statistics

	N	Mean	Std. Deviation
Q77	71	2.7746	.98846
Q78	71	2.9014	.83075
Q79	71	2.1831	1.18695
Q80	71	3.0986	.56455
Q81	71	2.1408	1.16246
Q82	71	3.3803	.70440
Q83	71	3.3944	.64318
Q84	71	3.5211	.80816
Q85	71	3.2113	.82662
Q86	71	3.0704	.74304
Q87	71	3.9563	.84325
Q88	71	3.0986	1.03032
Q89	71	3.0986	.83075
Q90	71	3.0704	1.39718
Q91	71	3.8451	.36441
Q92	71	2.7465	.43812
Q93	71	3.6197	.96164
Q94	71	3.0000	.00000
Q95	71	4.0000	.00000
Q96	71	3.8451	.36441
Q97	71	4.0000	.00000
Q98	71	2.2817	.70068
Valid N (list wise)	71		