

**RE-ENGINEERING ADMINISTRATIVE STYLE AS BASIS OF CONFLICT
RESOLUTION BETWEEN PRINCIPALS AND TEACHERS
IN SECONDARY SCHOOLS IN ENUGU NORTH OF
ENUGU STATE**

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ABSTRACT

This paper examined the Re-engineering Administrative style as basis of conflict Resolution between principals and teachers in secondary schools in Enugu North Local Government Area of Enugu State. Two specific purposes and two research questions guided the study. The study adopted a survey research design. The population of the study consists of all the two thousand one hundred and twenty two (2122) teachers in the nine (9) government secondary schools in Enugu North Local Government Area of Enugu State. Ten (10) teachers was randomly selected from five schools which is a sample size of fifty (50) teachers; structured questionnaire was used as instrument for data collection, which was designed by the researcher. Split -half reliability method was used which yielded reliability index of 0.78 after subjected to spearman ranking order statistics. The research questions were answered using mean score and standard deviation using benchmark of 2.50. The data collected was analyzed using mean score. The result revealed that re-engineering principal's autocratic administrative style to democratic can reduce conflict between principals and teachers in the school, re-engineering non-involvement of teachers into involving teachers in some administrative duties by the principal causes' conflict. The researcher recommended that principals in secondary schools should be advised to adopt a democratic style of administration in schools so as to avoid conflict with the teachers.

Keywords: Concept of Conflict, Principal, Teacher, Administrative Styles

Introduction

Conflict in the work environment is inevitable. When two or more people have to work together and combine ideas, the doorway of conflict is ever open. However, every human organization, such as the school, needs to be properly managed and directed by a well-defined leadership to ensure effective performance by the staff towards goal attainment. Productivity, creativity and results will be greater in an institution that people show cooperative spirit in carrying out their functions or duties. Efficient organizational team-work involves teams whose activities revolve around the leadership, in terms of their operational and decision-making policies, for the achievement of their set goals (Olujide 2011).

Similarly, the school as an organization operates with an appointed leadership, who defines and assigns roles to individual teachers, based on their areas of competence, all working towards the achievement of school goals and objectives. However, when one refuses to carry out his or her duties, or perform the roles assigned to him, conflict is bound to occur. Also, since in the school, people from different backgrounds and experiences are brought together, it becomes inevitable, that conflict may occur.

Conflicts are common occurrence among individuals in different shares of life in the society. Broom (2010) views conflict as negative outcome or something to be avoided. This implies that conflict is better prevented because it may normally result to lack of misunderstanding among people in a particular setting. Similarly, Cram and Williams (2009), observe that conflicts are seen as disagreements or problems at an interpersonal level. In the school system for instance, without conflicts principals and teachers can become complacent and not perform their duties well. In the same vein, Rummel (2011) agrees with Cram and Williams (2009) that conflict involves disagreement among individuals. This shows that conflicts involve disagreement or misunderstanding as well as problems among individuals. Specifically, as applied in this study, conflict is seen as misunderstanding between the principals and the teachers.

There are three identified types of conflict. These are approach-approach, avoidance-avoidance and approach-avoidance (Oboegbulem 2007). Approach-approach conflict involves making a choice between two attractive goals. This conflict type is less stressful and has happy ending. For instance a principal of a secondary school may be faced with making choice between having a founders' day ceremony or inter-house competition in his school, as a way of raising money for the maintenance of the school. In this case he may find decision making very conflicting. In approach-avoidance conflict, a choice must be made on whether to pursue a single goal that has both attractive and unattractive aspects or not. This conflict type is very stressful as decision-taking is normally delayed, for instance, a situation where the principal want extra moral lesson for the students but will not allow the students to be taxed for the extra lessons by the teachers. The Avoidance-Avoidance conflict involves a choice between two unattractive goals. In this case, an individual is forced to take a decision between two repelling alternatives. Ubah (2014) explains this to mean that one of the groups involved in the conflict tries to avoid the conflict whenever perceived. This is done by trying as much as possible by avoiding any discussion related to the matter that involves conflict. In other words, the avoidance type of conflict ensures that matters which may lead to conflict situations are avoided by all means.

Onwurah (2014) opines that some school principals operate kitchen cabinet. This implies the application of divide rule in the running of the school. Accordingly, this principal's style of management gives rise to pro and anti-principal-teachers relationship, which encourages conflict situation. Also, the way and manner the principals communicate to their teachers in the school helps to bring about conflict. Ojo (2014) asserts that some

principals hoard information that affects the teachers in the school. In the school, poor communication relationship between the principals and the teachers is a key area of conflict in the system. Thus, when the principal hoards information regarding the teacher's welfare in the school, room is created for mistrust and this may lead to far reaching consequences in the activities of the school. Conflict has several consequences in the school system Okotoni and Okotoni (2013) assert that conflict has enormous effects in the school. Parts of the repercussion in the schools are disruption of academic programmes, unplanned staff transfer hostility, suspicion and withdrawal from active participation in school activities by some staff. It could lead to positive or negative outcomes. Ogunna (2013) asserts that conflicts can bring about an innovation, new norms and new institutions as well lead to a disorganization of an existing norm in the school system. Hence, understanding conflict, its causes and consequences will enable one to be aware of the possible strategies towards its resolution. If the causes of conflict are identified and made known, the resolution is assured.

Conflict resolution is an important aspect of principal's administrative duties in the school system. Ojo (2014) asserts that conflict resolution is empowering parties involved in conflict to choose wisely and to act with every one's best interest in mind. This entails each party trying to shift grounds in the overall efforts towards resolving the conflict in question. In the same vein, Olujide (2011) sees conflict resolution as an understanding between parties to end an issue of disagreement. In other words, successful conflict resolution usually involves fostering communication among disputants, problem solving and drafting agreements that meet their underlying needs.

Conflict

No life, nation, community, organization or institution is particularly tranquil. Conflicts do not arise in a social vacuum but within people in a community or organization. No matter the size of the population in a community or organization such as the school, conflicts are inherent and take different dimensions or manifestations. Conflicts could be seen as process of interaction among social roles based upon disparities in view or positions, about ends, means, and relationships. Conflicts are common occurrences in life. It occurs within a person, between people, between organizational sub-units and between organizations. According to Oputa (2013), be it married life or family life, in the community or business life or life; it is a continuous succession of quarrels and conflicts. Conflicts, therefore, is part of life but a sad part in most cases, and at other times good. In the words of Oputa, with conflicts within society, there is a mass struggle and opposition everywhere and at every level.

The term conflict has been defined by various writers and scholars and in different ways; some from administrative, sociological and others from judicial points of view. Njoku (2010), in defining conflict from the administrative point of view, sees it as an obstacle to achieving a desired goal. It is often when someone has a chance to win at the expense of

someone else. He further asserted that it does not always take two to be in conflict because some times, we are in conflicts with ourselves. According to Bittel and Ramsey (2009), conflict occurs when a desired goals or objectives are not reasonably available. In the same view, White and Bendar (2011) observed that conflicts are the interaction of interdependent people or groups, who perceive incompatible goals and interference from each other in achieving these goals. Hocker and Wilmot (2010), says that conflict is an expressed struggle between at least two interdependent groups who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals. Zwei (2007), in this same view states that: Conflict is a major disagreement that generates antagonism and opposition in the relations between persons groups and organizations. It does occur when some person, because of differences, interfere with, in term of obstruction, counteraction and opposition, the attainment of the goals and interest of others. It is in the obstruction of others incompatible, healthy, positive competition, which is a contest for some, prized values, but rather involves, attempts by each other to obtain it. According to Nye (2012), conflict is conceived as mutual hostility at interpersonal, inter-human, inter-group, inter-ethnic, inter-cultural and inter-national level. It is a situation where the disputants are hostile to each other or to one another in order to achieve their set goals or objectives, which are usually regulated by hierarchy of human needs, selfishness, possessiveness, greediness, as well as sociological, political, cultural, psychological and religious motives. The mutual hostility can be verbal, physical or emotional, depending on the nature of the conflict in question.

Verbal hostility is expressed in the form of rebukes, defamation of character, as the case may be. Such verbal attacks may or may not result in physical quarrels, but can inflict psychological damage which inhibits good human relations in an organization. The physical hostility is expressed in the form of exchange of blows, throwing blows, inflicting injuries with dangerous instruments like knife, sword, bottle, stick and machetes. It can also escalate to fighting and wars at inter-community, inter-state, inter-ethnic, inter-religions or denominational levels, resulting to loss of life. The idea of conflict has dominated intellectual history through the centuries. Whatever the immediate focus of man's reflection, the entire fabric of political thought has been woven around problems of human conflicts, conflict between individuals and groups as they relate to one another in society.

Administration

According to Peretomode (2009) administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose and the controlling of the day to day running of an organization. This definition implies that administration involves not just implementation of policies and programmes of an

organization but also its day-to-day functioning. The deduction from the above definitions of administration is that:

- i. Administration is the ability to make people, activities and things function so that objectives are achieved.
- ii. Administration involves using men, materials and funds in an organization to achieve objectives.
- iii. Administration involves directing and controlling the affairs of an organization.

It is germane to give several examples of administration. These include business administration, church administration, educational administration, hospital administration and administration in military institutions. Educational administration has been conceptualized as a service, activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized (Aderounmu and Ehiamentolor, 2011).

According to Ezeocha (2011) defined administration as the process of directing and controlling life in a social organization According to Ogbonna (2008) sees it in its totality as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals – objectives. These two definitions implies that administration involves working with people for the achievement of goals. Administration is also a process through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an organization.

Principal

Sutton (2007), posited that school administrators direct, co-ordinate, plan, supervise and control the school through communication. No positive action can be taken in any organization without effective communication. School administrators must therefore develop appropriate skills and network which can facilitate effective communication for the success of the school. Lack of well defined communication network or its free-flow in any educational institution is a major source of conflict. Enyi (2011) noted that organization channeling of information introduces bias, so when there exists inactive communication or obstacle in communication process in a school about matters concerning everybody or members of the schools, conflict is bound to erupt. Disagreement over needs is another source of conflict. Once it becomes obvious that a school head is pursuing goals other than the expected school objectives, the subordinates are bound to be rebellious. It could happen when the school pursues goals different from that which the school community aspires. The same organization should have the same ultimate objective for the success of the organization, but this does not always happen in practice. Frequently, smaller units in the organization have different aspirations and desires than management.

Enyi (2011), pointed out that competition for limited resources does create conflict. Since resources are hardly enough to meet existing needs, individuals and groups often compete, sometimes aggressively, for the few available ones. This is serious where there are no well-

defined criteria for allocation of resources. Clash of values and interests is yet another source. The differences in values and interests among various individuals, groups and stakeholders within an educational organization can flash off conflicts. An example of clashes of interests and value between two parties in educational institutions is the constant face-off between the Academic Staff Union of Universities (ASUU) and the Federal Government.

Administrative Styles

The personal characteristics of a leader remain essential factors in conflict management in the school system. Age, qualification, marital status and the likes are factors that determine the extent to which a school principal is able to achieve the school goals through effective management of conflict. Thus re-engineering the method or style of an administrator who doesn't have what it takes to curb conflict in his or her school needs to go through the process training and retraining to remove all unwanted leadership styles for the purpose of peace to reign.

According to Durosaro (2008) the school principal, as a leader, must be prepared to integrate roles and personnel to achieve desired goals. The accomplishment of these functions depends solely upon his or her administrative leadership and management skills. In spite of the view expressed above, the principal should not be seen only as being disruptive of the existing state of affairs or introducing changes in the existing structure of the society. He is also rightly seen as the sustainer of the existing social structure. Edem (2011) argued that with reference to education in West Africa, it will be unrealistic to make a distinction between the administrator and the leader as suggested by some authors.

Ukeje, Akabogu and Ndu (2012) proclaimed that early researchers had characterized leadership under three styles namely; Autocratic, democratic and laissez-faire. In the autocratic style of leadership, the leader determines policy and assigns duties to members without previously consulting with them. There are no group inspired decisions. A principal, who engages in autocratic leadership style, is a task-oriented leader. He believes in production as his ultimate concern and regards workers as mere tools to achieve the production objective. Igbo (2010) captured the leadership style of an autocrat in the following words, "he greatly reprimands workers for making mistakes and sues threats and intimidations as a means of ensuring absolute obedience and compliance to his orders, his subordinates regard management as a one man business." She further revealed that communication under this condition is a one-way-traffic emanating from the leader to his subordinates without any ample opportunity for cross-fertilization of ideas. Edem (2011) identified the following as some of the attributes of an autocratic leadership: dictation of all policies by the leader with little or no group participation in decision-making, imposition of tasks and methods on the subordinates, absence of effective communication between the leaders and the group and lastly, nagging and suspicious brooding on the part of the leader:

An authoritarian leader gives greater prominence to organizational demands and little or no attention to idiographic aspects. Gibb in Edem labeled this style of leadership as defensive model, which emanates from fear, and from the leader's feelings of insecurity.

He observed that People who have mild or more serious fears tend to do several things: distrust the people being led; filter the data that are given to the followers and develop strategies for such filtering and programming of data dissemination; attempt control and manipulate motivations of the followers and their behavior. The autocratic leader personally identifies the work to be done, assigns the work to people and leaves little or no room for his subordinates to contribute on how best to discharge such duties. He does not allow his subordinates to make use of their creativity and initiatives. The autocratic leader is the "Mr. know all".

Another leadership style worthy of mention is the democratic type. Ukeje, Akabogu and Ndu (2012) remarked that in the democratic leadership, "the group decides its own objectives and policies through discussion and the leader tries to influence without dominating the thinking and behavior of the group." In his relationships with his members, the democratic leader offers both praise and criticism. This leadership style could be termed as the participative management style. Democratic leadership style lays emphasis on both the homothetic and idiographic dimensions of the organization. The democratic leader maintains good human relations while regarding human beings as the most important assets of the organization. Here, the leader avoids the use of threats, queries or intimidation, believing that authority should be felt rather than seen. Igbo (2010) asserted that "democratic leadership is guided by the philosophy that people are more committed to carry out the decisions which they played a part in formulating".

The laissez-faire leadership style is coined from the French language which literally means "allow things go their way". The laissez-faire leader does not engage in strict supervision of workers as they perform their job. The Laissez faire or anarchic style of leadership grants complete freedom to group or individual decision without leader participation or direction. Knezevich (2009) maintained that "anarchy is a leaderless social situation". Ukeje, Akabogu and Ndu (2012) noted that the primary role of the leader under this situation is merely to supply the materials, remaining apart from the group and only participating when asked. However, the most important variable which should determine the leader's behavior is the nature of the situation in which he finds himself. Ocho (2010) stated that; A person who lives and works alone is not exercising any leadership. A leader in one situation may not be a leader in another and different situation because the group characteristics and needs are different. A good war leader may not be a good political leader. A good band leader may not be a good business leader.

Principals should be mindful of how they use the laissez faire leadership style because of its attendant disciplinary problems in schools. Igbo (2010) lamented that this leadership style could engender poor performance of students as teachers may exploit the situation and engage in unproductive activities detrimental to the welfare of the students and the

school. The researcher feels that in spite of various leadership styles, the principals should endeavor to use their powers with their teachers instead of over them.

Roles of the Principal as an Educational Administrator

Administration is a household name in any given organization. For any organization to attain its lofty objectives; those responsible for its administration must aim at achieving those objectives. Ajayi, and Oguntoye, (2013) observed that “administration concerns itself with decision-making, planning, organization, communicating, coordinating and evaluating. From the foregoing, it can be deduced that administration involves the mobilization of resources, both human and material, to achieve the desired goals of the enterprise. In the process of mobilizing these resources, the administrator has to engage in the activities of planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Educational administration is seen as the mobilization of all the personnel and equipment in schools for the realization of educational objectives. Ani (2014) posited that educational administration is the process of making “judicious use of the material resources in an educational set up plus the planning, organizing and directing the activities of the human resources in the system with the aim of ensuring effective achievement of the system”. Albert, (2011) maintained that educational administration is concerned with employment of staff, preparation of school budget, directing the activities of all the school personnel and checking of all school results. Nwaogu (2013) pointed out that educational administration implies the management of the available factor resources for the achievement of educational objectives. Educational administration involves knowledge of the structure of educational organization and the administrative processes related to the management of those organizations. Since resources at all levels of our education system today are limited, it would appear that they have to be very prudently managed to ensure the realization of educational objectives.

The principal is at the helm of affairs in the secondary schools in Nigeria. He is the Chief Executive. Today, as always, principalship has become a complex business because of the job, the expectations, the constraints and the vagaries incumbent on the position. The principal is the man or woman on whose shoulders lies the success or failure of the institution. There are a lot of expectations or roles that should be fulfilled or played by ideal principal.

Adeyemi, (2010) observed that a role has certain obligations and responsibilities, which may be, termed role expectation, and when the role incumbent put these obligations and responsibilities into effect, he is said to be performing his role. The followings are some of the expected roles of the principal:

- He must plan for the future in the light of existing and available resources for greater cooperation and effectiveness. He takes the lead by making decision and giving directions for others to follow.
- He must motivate the staff and students to carry them along. This problem of motivation is doubtly difficult in these days of low staff morale and students' lack of interest in academic pursuits, due to fast changing societal values.
- He must delegate functions to enable vice-principals and heads of departments do their jobs effectively. There must be division of labor so that the principal coordinates and supervises the entire set up to ensure conducive learning atmosphere and the achievement of goals.
- At the root of the principals' duties is financial management. The principal must be actively involved in the revenue generation of the school. He must also exercise great prudence in the disbursement of school finances.
- The principal must emphasis co-curricular activities, guidance and counseling programmes, societies and clubs, staff and students welfare arrangements, environmental cleanliness and maintenance and security.
- He must be able to maintain a good flow of communication, thereby reducing communication gaps.
- He must be able to relate well with external bodies such as Boards of Governors, Parents and other interested citizens are brought to date from time to time on school events.

From the above, one can deduce that the principals has to ensure that the programme and activities of the school are planned, designed, coordinated and integrated in such a way that the school will be able to satisfy the needs of the personnel in the schools, the needs and the expectations of the society and meet the educational goals and objectives of the school. No principal, no matter the level of intelligence or experience can single handedly monitor a school effectively without the efforts of the Vice-principals and other members of the staff.

Against this background it becomes necessary to explore ways through conflict resolution strategies could be improved in the school system. Based on the above, the researcher is interested in investigating the causes of conflict between the principals and teachers in public secondary schools in Enugu North LGA.

Statement of the Problem

Schools are learning environments which need peace and silent atmosphere as intended ideals. Conflicts are inevitable hence cannot miss where people are and coexist. The prevalent conflicts being principal- teacher conflict, teacher - teacher conflict and teacher-student conflict and sometimes principal and student conflict. Despite the government efforts to curb this menace by training guidance and counseling teachers and educating school principals on how to manage their schools effectively, conflict has been an elusive

matter. The effect of unmanaged conflict is expensive to our society as a whole. The researcher therefore has purposed to determine causes of conflicts among principal and teachers in secondary schools in Enugu North LGA and how it affects the academic achievement of the students.

Purpose of the Study

The main purpose of the study is to investigate re-engineering administrative style as basis of conflict resolution between principals and teachers in public secondary schools in Enugu North Local Government Area of Enugu State.

Specifically, the study is designed to determine the;

1. Extent principal's administrative style can cause conflict between principals and teachers.
2. To ascertain the measures that can be adopted by principals to curb conflict between principals and teachers.

Research Questions

The following research questions will guide the study:

1. To what extent can principal's administrative style stir-up conflict between principals and teachers?
2. What measures can be adopted by Principal to curb conflict between principals and teachers?

Method

A survey research design was used for the study. The study was conducted in Enugu North LGA. Enugu North LGA is one of the seventeen LGA in Enugu State Nigeria. The choice of the area is because of its geographical location. Enugu North is a Local Government Area of Enugu State, Nigeria. Its headquarters are in the town of Enugu North. It has an area of 67 km² and a population of 198,723 at the 2006 census. The postal code of the area is 400. It is the center of Enugu State and it has many business activities going on in it. It has nine (9) government secondary schools.

The population of the study consisted of all the teachers and principals in the nine (9) government secondary schools in Enugu North LGA, which is two thousand one and twenty two (2122 PPSMB 2017).

A sample size of fifty (50) teachers was drawn from five (5) selected school sampled out of the nine (9) government secondary schools that were used for the study.

Simple random sampling was used to draw ten (10) teachers from each of the selected five (5) schools giving a total sample size of fifty (50) government secondary school teachers that was used for the study, also the principals of the sampled schools were used in the study

The instrument that was used for data collection is a structured questionnaire which was designed by the researcher.

To ensure the validity of the instrument used in this work, the researcher submitted the draft copies of the questionnaire to three experts, one in measurement and evaluation and two in educational management, all in Enugu State University of Science and Technology (ESUT). Their criticism and corrections were used in modifying the instrument.

Fifty (50) copies of the questionnaire were administered to the respondents by the researcher. The entire questionnaire was collected from the respondents after they have been filled at the spot. Data was analyzed using mean score.

Results

Research Question 1;

To what extent can principal's administrative style cause conflict between principals and teachers?

Table 1 Mean response on the extent to which principal's administrative style can cause conflict between principals and teachers.

SN	ITEMS	VHE	HE	LE	VLE	N	ΣFX	X	
Remarks	(4)	(3)	(2)	(1)					
1	Principals autocratic administrative style causes conflict in the school with the teachers	30	20	-	-	50	180	3.6	HE
2	Non-communication between the teachers and principal causes conflict in schools	40	10	-	-	50	190	3.8	HE
3	Non-involvement of teachers in some administrative duties by the principal causes conflicts	20	30	-	-	50	170	3.4	HE
4	Poor motivation by the principal to the teachers performance causes conflict	30	20	-	-	50	180	3.6	HE
5	Clashes of values and interest in administration causes conflict between the principal and teachers in secondary schools	25	25	-	-	50	175	3.5	HE

From the computed mean in table 1, it shows that items 1-5 have the mean scores of 3.6, 3.8, 3.4, 3.6 and 3.5 respectively which indicated that the respondents agreed on the listed principal's administrative styles that caused conflict between them and teachers.

Research Question 2

What measures can be adopted by Principal to curb conflict between principals and teachers?

Table 2 Mean response on the measures can be adopted by Principal to curb conflict between principals and teachers

SN	ITEMS	VHE	HE	LE	VLE	N	ΣFX	X	
Remarks		(4)	(3)	(2)	(1)				
6.	Principals should adopt Democratic leadership style to curb Conflict between teachers and principal	25	25	-	-	50	175	3.5	HE
7.	Principals administrative must include All the teachers in decision making to reduce conflictbetween the principal and teachers	30	20	-	-	50	180	3.6	HE
8.	Principals should not run the school Alone to avoid conflict between the principal and teachers	40	10	-	-	50	190	3.8	HE
9.	Principals should maintain division of labour to ensure conflict free between the principal and teachers	20	30	-	-	50	170	3.4	HE
10.	Principals should maintain an atmosphere Free of gossip, hypocritic, selfish interest in dealing with teachers to avoid conflict between the principal and teachers	30	20	-	-	50	180	3.6	HE

From the computed mean in table 2, it shows that items 6-10 have the mean scores of 3.5, 3.6, 3.8, 3.4 and 3.6 respectively which showed that the respondents agreed on the listed measures can be adopted by Principal to curb conflict between principalsad teachers.

Discussion of Findings

It was found out that principal’s autocratic administrative style causes conflict in the school with the teachers to a great extent, non communication between the teachers and principal causes conflict in schools, non-involvement of teachers in some administrative duties by the principal causes conflict, poor motivation by the principal to the teachers performance causes conflict and clashes of values and interest in administration causes conflict between the principal and teachers in secondary school.

The findings were in line with the findings of Mayo (2010) who stated that the style of leadership adopted by those at the helm of affairs in the education system or any organization is a common generator of conflict.

Findings showed that the respondents agreed on the listed measures can be adopted by Principal to curb conflict between principals and teachers.Principals should adopt Democratic leadership style to curb Conflict between teachers and principal, Principals

administrative must include ll the teachers in decision making to reduce conflictbetween the principal and teachers Principals should maintain an atmosphereFree of gossip, hypocritic, selfish interest in dealing with teachers to avoid conflict between the principal and teachers

Summary of the Study

In summary, the study observed that;

1. Principal's autocratic administrative style causes conflict in the school with the teachers to a great extent
2. showed that the respondents agreed on the listed measures can be adopted by Principal to curb conflict between principals and teachers.
3. Principals should adopt Democratic leadership style to curb Conflict between teachers and principal, Principals administrative must include the teachers in decision making to reduce conflictbetween the principal and teachers
4. Principals should maintain an atmosphereFree of gossip, hypocritic, selfish interest in dealing with teachers to avoid conflict between the principal and teachers.

Recommendations

Based on the findings of the study, the researcher made the following recommendations;

1. Re-engineering Principals administrative style in secondary schools by adopting a democratic style of administration in schools so as to avoid conflict with the teachers.
2. They should ensure that there is effective communication process between them and the teachers
3. Teachers should also endeavor to cover their scheme of work on time before examination so as to avoid conflict between them and the principal
4. Teachers should also try as much as they can to discipline the students accordingly when they are late to school
5. Principal should applaud the teacher's performance whenever they are performing well so as to motivate others.

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