# UNIVERSITY OF EDUCATION, WINNEBA

CONFLICTS AND CONFLICT MANAGEMENT STRATEGIES OF JUNIOR HIGH SCHOOL HEADS IN THE EFFUTU MUNICIPALITY, CENTRAL REGION

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MASTER OF PHILOSOPHY

2021

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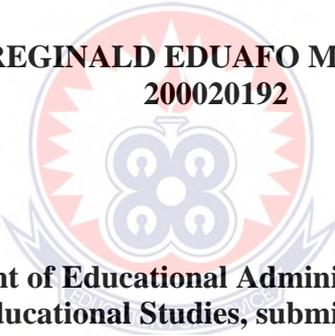
A thesis Department of Educational Administration and Management Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfilment of the requirement for the award of the degree of Master of Philosophy (Educational Administration and Management) in the University of Education ,Winneba.

DECEMBER, 2021

DECLARATION

Candidate's Declaration

I, Reginald Eduafo Mensah, hereby declare that this thesis on "conflict and conflict management strategies of Junior High School Heads in the Effutu Municipality, Central Region" consist entirely of my own work produced and that all the sources that I have quoted have been indicated and acknowledged by means of complete reference.

Signature: ……………………………………..

Date: ……………………..……………………

Supervisors Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Hinneh Kusi

Signature: ……………………………………..

Date: ……………………..……………………

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DEDICATION

I dedicate this work to my wife, Martha. My children: Baaba, Effe, Maame Adjoa and Papa Kwesi Eduafo Mensah. Thanks for the sacrifice, your patience and endurance.

To my late mother, Aunt Ekua Nkeeba and my siblings – Thanks for your support in diverse ways!

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ACKNOWLEDGEMNTS

This project work owes it success to God Almighty who strengthens me daily and the assistance of a number of people. Without their support, it would be impossible for me to finish this work. I am grateful to my Supervisor, Dr. Hinneh Kusi, of the Department of Educational Administration and Management for his help and expertise in shaping the work.

I am grateful to Mr. Ekow Abraham of Effutu Education Directorate for the assistance and the positive criticisms given me during the study.

I also acknowledge the care and support given me by close friends during my course of study. I am grateful to the numerous authors whose work have been cited in this work. God bless all and sundry.

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GLOSSARY/ABBREVIATION

JHS   -   Junior High School

EMIS   -   Education Management Information System

NALAP   -   National Literacy Acceleration Programme

APA   -   American Psychological Association

ABSTRACT

The purpose of the study was to investigate conflicts and conflict management strategies of Junior High School Heads in the Effutu Municipality of the Central Region. The study adopted the explanatory sequential mixed method research design. The stratified random sampling and purposive sampling techniques were used to select a sample size of sixty-seven (67) participants involving sixty (60) teachers and seven (7) headteachers. There were two distinct data collection instruments. These were questionnaire and interview guide. The data analysis was done with descriptive statistics and thematic analysis aided by verbatim quotations. Among others, the study revealed that: the most common types of conflicts were headteacher-teacher conflict, teacher-teacher conflict. The most common causes of conflict were poor communication and lack of participation in decision making. Some of the effects of conflicts revealed were that conflicts lead to creative thinking/quality ideas and promote useful change and power redistribution. It was also revealed that conflict also causes aggression/withdrawal and impedes attainment of goals. Among the conflict prevention or resolution strategies in the Effutu Municipality were the use of effective and better communication, ensuring appropriate representation, developing appropriate grievance systems and procedures, collaboration and negotiations. The researcher concluded that the headteachers of the schools have not done enough in their conflict management strategies albeit the myriad conflict management strategies identified in this study. The researcher recommended among others that: headteachers of Basic Schools in the Effutu Municipality should embrace conflicts when they arise as it could potentially be a silver lining that would impact positively in their own administration and the teaching and learning process in the broader sense.
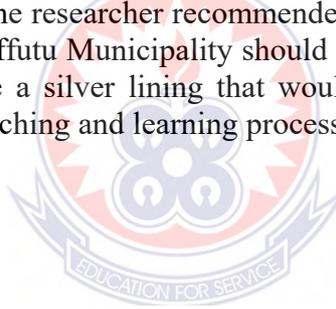
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Conflicts, as stated in the 2015 report on the Millennium Development Goals, "remain the biggest threat to human development". Conflict impacts all aspects of human survival, security, and well-being. As stated in the 2016 Report of the Secretary-General for the World Humanitarian Summit and other recent United Nations documents, conflict and instability are the greatest threats to human development. Persistent, positive effects for human development will not be possible unless the current cycles of conflict end.

According to the 2015 Global Peace Index in the Global Monitoring Report, the world is not as peaceful as it was a decade ago, largely as a result of conflicts becoming more protracted and intensive. Conflict is in every community or organization. Conflicts affect the achievement of the organizational goals due to attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment.

Some international organizations such as the United Nations and the World Economic Forum see conflict as both a major challenge and a major opportunity, as the post-conflict environment may be fertile ground for substantial development (Buckland, 2005; Nicolai, 2008). In order to improve educational policy responses during and after conflict periods, it is essential to understand the complex effects of conflict on education.

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Communities all over the world look up to schools for the nurturing of those innovative ideas which transform the technological, economic and social dimensions of people's lives towards development (UNESCO, 2005; Sampson, 2003; Ganzglass, Simon, Masseo & Conlin, 2003). Schooling plays a crucial role in shaping group identity and how individuals from other groups are perceived, thereby shaping the potential for group mobilization in conflict situations. This is one reason why governments, whether in developed or developing nations, usually allocate huge sums of money in training appropriate manpower, developing suitable policies, and providing the needed infrastructure for the smooth running of schools. Schools are thus dear to many people, as they are believed to be the cradle of development and progress. Therefore, one of the last phenomena that one would expect to find in schools is conflict. Yet conflict is found in any human environment. Conflict, as a matter of fact cannot be done away with irrespective of how careful one would be. This is so because individuals have backgrounds which could be social, political, economic and religious difference, and as a result come with different philosophies and perceptions (Wood & Wood, 2009).

Conflict is rampant in all human endeavour. It is an unavoidable part of living since it is related to conditions of scarce resources, separation of functions, power relations and role-differentiation (Bercovitch, 2011). Consequently, every organisation should, as a matter of urgency, devise strategies for managing conflicts, seeing that they are unavoidable in any human organization. For example, the school system in many cases, operate line activities. The fulfillment of the tasks of one department or unit depends on the completion of the task of another unit. The effective take – off of teachers in the upper streams at the beginning of the academic year depends on the completion of the syllabuses specified for the lower streams. In a similar vein, the

headteachers depend on the completion of report cards by the teachers to make his/her own comment. With such interdependence and interpersonal relationships, disagreement is bound to occur in one way or another culminating in what Mackay and Tatham (2009) describes as behavioural conflict.

In organization like the school system, behavioural conflict could be on personal grounds, which reveals emotions like feelings, anger, distrust, resentment, and clash in personality, antagonism and tension. On the other hand, conflict in schools could involve disagreement or discontent with leadership performance, poor human relations of the headteacher, allocation of resources, the nature of the goals and objectives of the school organizational policies and procedures, lateness and absenteeism, failure to prepare lesson plans, the reward and disciplinary policies and procedures for the teachers among others. The leadership styles of the head teacher are another factor that triggers conflict. According to Omboko (2010), some headteachers may be autocratic, rigid and inconsiderate. Some may use the "divide – and – rule policy" tactics, yet others may operate a closed – door policy in their administration. It, therefore, becomes common that conflict between teachers and the school heads occur frequently at any time in the school. Omboko (2010) observed that conflicts in schools may reduce strengths and resources such as social support and integration among teachers and all those involved in education which eventually worsen problems in schools. Thus, conflicts not only threaten school functioning, but may activate a chain of other educational and social problems which include abuse of office, disagreement, quarrels, hostility and violent fights which may have a negative impact on the successful running of the school.

In institutions, conflict occurs between various individuals because of their frequent interaction with each other (Valente, Lourenço & Németh, 2020). This usually translate to an expression of hostility, antagonism and misunderstanding between the staff members.

Tschannen-Moran (2001) sees conflict management as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives".

Conflict resolution is the process aimed at resolving a dispute or conflict. Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life. Akiri (2014) described the principal as the one occupies a very important position in the school system and for them to be effective, he/she needs amongst others: drive, energy, vision, personality and management in conflict resolution techniques. Ekundayo (2012) is of the view that leaders should be concerned with the task of managing conflict rather than disliking it. A productive school is determined by the way the headteacher is able to integrate the work of the pupils, staff and the school community. The effective management of their interpersonal relationships matter to a great extent. If they are poorly managed, it would create an unhealthy climate that could lead to destructiveness and subsequent collapse. As ways of managing conflict Afful-Broni's (2012) study revealed that the school heads built consensus, avoided arguing and blaming staff and students when problems arose; they met with relevant parties when they noticed the emergence of conflict, and sought the assistance of the Ghana Education Service as well as counsellors. In view of the above, the present study sets out to investigate conflict and

conflict management strategies of Junior High School (JHS) Heads in the Effutu Municipality of the Central Region, Ghana.

1.2 Statement of the Problem

As an Education Officer in the Effutu Municipality, I have observed over a decade, how conflict manifests itself daily and assumes relevance in our schools. Verbal and non-verbal interactions that occur daily between teachers and headteachers, teachers and pupils, and among pupils sometimes generate conflict. Most times, the conflicting situation in the schools adversely affect teaching, learning, and schooling effectiveness. Invariably, no meaningful and effective teaching and learning can take place in a conflict prone school environment. This lends credence to conflict as a crucial issue in the management of schools.

In effect, encountering series of conflict situation without its accompanying resolutions could be a devastating situation in schools. This assertion has been supported by United Nations International/Children's Emergency Fund (UNICEF, 1995) that "conflict when not constructively dealt with often exploded into violence". In this light of this, Snodgrass and Blunt (2209) assert that unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education. The constitutional values embedded in the Constitution of the Republic of Ghana such as human dignity and equality cannot be attained in an atmosphere and contexts where conflict is endemic. School administrators have not lived up to expectations in resolving conflicts since most of these conflicts are believed to occur as a result of their autocratic leadership styles, negative personal attitudes and conflicts of interest, among others (Valente, Lourenço

& Németh, 2020). Amoako (2015) revealed that conflict in public schools increased from 15% in 2008 to 35% in 2014

In recent times, incidents of conflicts in Senior High Schools in Ghana have been reported in the media. The Daily Graphic Online (July, 2015) reported that students' riots at Salaga Senior High School in Ghana led to the destruction of many properties. This incident resulted from a conflict between a teacher and a student in the school. A similar incident was reported at Tuna Senior High School, where the students went on a rampage due to an alleged unfair punishment of a student for indecent dressing (Myjoyonline.com, 2015). The issue of conflict in Ghanaian schools dates back to the beginning of formal education in Ghana, (Adu, 2011). This implies that conflict is not a new phenomenon in schools.

Though Afful-Broni (2012) examined the role of school heads in managing conflict in the Effutu Municipality, his study focused on the Winneba Senior High School. Yet, reports from Circuit Supervisors and other field officers in the Effutu Municipality indicated that there have been some level of grievances and discontentment on the side of teachers, head teachers and other stakeholders in basic education in the Effutu Municipality of the Central Region. What is missing in research regarding conflict and conflict management research in the school setting within the Effutu Municipality, is a study that focuses on the basic school. In filling this gap, the present study sought to examine the types of conflict and conflict management strategies in selected Junior High Schools in the Efutu Municipality. Since conflicts have become an inevitable phenomenon, especially in schools, there is the need to delve into its root causes and its effects on the school.

1.3 Purpose of the Study

The purpose of the study was to investigate conflicts and conflict management strategies of Junior High School Heads in the Effutu Municipality of the Central Region. First, the study was to explore the types of conflict prevalent in the selected basic schools. Secondly, the study aimed at finding out the causes of conflict in the schools. And finally, the study was to delve into the effects of conflict in the schools, and conflict management strategies used by the heads in curtailing the issue.

1.4 Objectives of the Study

The study sought to:

1. Identify the various types of conflict prevailing among teachers of the Basic Schools in the Effutu Municipality.

2. Examine the causes of conflicts among teachers in the Basic Schools of the Effutu Municipality

3. Examine the effects of these conflicts in the administration of Basic Schools in the Effutu Municipality.

4. Identify the strategies in managing conflict in the administration of the Basic School.

1.5 Research Questions

The study was guided by the following research questions:

1. What are the types of conflicts existing among teachers in the schools?

2. What are the causes of conflicts experienced by teachers in the basic schools?

3. In what ways do conflicts affect the management of the basic schools?

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4. What are the strategies employed by the heads to manage conflicts among the teachers in the schools?

1.6 Significance of the study

The significance of the study is presented in terms of its contribution to theory, methodology and practice.

1.6.1 Theoretical significance

This study contributed to literature on conflict management strategies of headteachers in general, and to the issues and concerns for JHS headteachers in the Effutu Municipality of the Central Region in a significant way. A better understanding of what constitute conflict management practices of JHS headteachers in the Effutu municipality has to be developed through themes relating to conflict management strategies of head teachers; roles of creating a safe and orderly school environment for enhanced teaching and learning and ways of enhancing a positive relationship among staff. Such awareness will help stakeholders in education in the municipality, especially the government officials, to develop appropriate and effective strategies and policies to address school conflicts situations.

Many schools are broken down by conflicts that disaffect teachers from their professional work. Runde and Flanagan (2010) examined the need for leaders and managers to develop conflict skill if their organizations are to thrive. School heads who can differentiate between functional and dysfunctional conflicts will know how to act in times of conflict. When school leaders have self-awareness, they are more likely to have this quality which will help the head teachers in the Effutu Municipality to be more effective in their conflict management efforts.

The study employed the interactionist approach which considers the management or resolution of conflict as a major responsibility of all staff of an organization. Darling and Walker (2001) contended that it is impossible to eliminate conflict totally. They observed that circumstances and individuals change, with such changes creating the possibility of creative positive growth. Thus, eliminating conflict is clearly impossible and likely undesirable because of the close link between conflict and creative constructive change. The interactionist view encourages conflicts because a harmonious, peaceful, tranquil, and cooperative group is prone to becoming static apathetic and non-responsive to needs for change in innovation. This study will be a groundbreaking one as it will lay a foundation for future research into conflict management at the school level.

1.6.2 Methodological significance

The mixed method approach was the methodological issues that underpinned this study. The overall significance and central premise of this mixed method was the use of quantitative and qualitative approaches in the combination provide a better understanding of research problems and complex phenomena than either approach alone (Creswell, 2014). Better understanding can be obtained by triangulating one set of results with one another and thereby enhancing the validity of inferences. The study elaborated and clarified the results from one method with the findings from the other method and sought to extend the breadth and range of enquiry by using different methods for different inquiry components.

1.6.3 Practical significance

The study could be practically significant in several ways. The findings may be useful to education researchers, educational planners and other scholars of

educational administration as it will increase their wakefulness of the worth of conflict as well as conflict management methods, which are constructive and benefit the school. The findings will help headteachers of public basic schools to adopt measures to minimize conflict.

The results of the study will again help policy makers of education to provide policy that will enhance performance in management and administration of basic schools. Finally, the findings will serve as reference materials for other researchers who would like to conduct research on conflict management in schools.

1.7 Delimitation of the Study

The main focus of the study was on conflict management strategies in the public basic schools in the Effutu Municipality of the Central Region. The study focused on issues bothering on the prevalence rate of conflicts, types of conflicts, causes of conflict and its effects on the administration of the schools. The study utilized responses from only teachers and headteachers of public basic schools. The study did not extend to private schools as a result of time constraints.

1.8 Definition of Terms

Headteacher: A person who manages the affairs of the basic school

Municipal: One of the areas into which a town or country is divided for official purpose.

Administration: The activities, process or people involved in managing a business or institution.

Conflict Management: Finding appropriate strategies to resolve to prevent and or to control conflicts.

Conflict Prevention Techniques: These portray the activities put in place to prevent conflicts

Inter-personal Conflict: It involves two or more individuals who perceive themselves as being in opposition to each other over preferred outcomes (goals) and or attitudes values or behaviours.

Intra – personal Conflict: This type of conflict exists within an individual having various needs. For instance an individual faced with needs for which the resources available cannot meet and the individual becomes torn between which of the needs to satisfy at that time.

Collaboration: It is both assertive and cooperative and involves an attempt to satisfy the concerns of both parties through honest discussion.
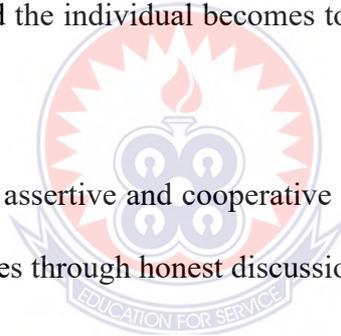
1.9 Organization of Chapters

The study has been organised into five chapters. Chapter one focuses on the introduction and it covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, definition of terms and the organization of chapters. Chapter Two contains related literature on the study, while Chapter Three deals with an overview of the research methodology. It covers introduction, research design, population, description of the sample, methods for selecting sample, instruments, pilot study, data collection procedure and the procedure for the analysis of the data. Chapter Four, deals with the presentation and analysis of data. Chapter Five

provides/states the summary, conclusion and the recommendations/ suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter does a critical review of literature done on conflict management thus providing the relevant link between existing knowledge and the topic studied. It made use of all relevant documents containing information related to the research problem. The documents included periodicals, published articles in journals, abstracts, reviews, books and research reports (Creswell, 2014). The literature was reviewed under the following headings:

1. Theoretical framework

2. Conceptual Framework

3. Rate of Conflicts

4. Types of conflicts

5. Causes of conflicts

6. Effects of conflicts

7. Conflict Management Strategies

8. Empirical review
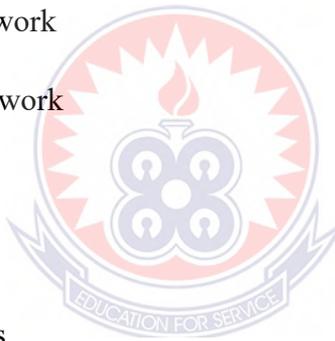
2.1 Theoretical framework

The study was underpinned by the interactionist theory. The interactionist proposes that conflicts within organisations are unavoidable and necessary, no matter how organizations are designed and functioned. Parker (2000) sees conflict as not only useful for the organisation but also vital to its very existence. Conflict brings concerns into the open and can enhance insights into interests and goals. An overwhelming

conflict may lead to "groupthink", a feeling to turn out uncritical like-mindedness (Pierre and Peppers, 2002). Therefore, organizational systems that pursue to suppress sectional dissent decrease creativity and innovation (Albert and Watson, 2002). Conflict is therefore essential for true contribution, liberation, and democracy (Stanley, Watson and Albert, 2005). Conflict can be measured useful for a number of reasons. Collins (2001) noted that productivity can be reached if the people change and develop personally, if it improves cohesiveness in relationships, or if finding a solution from a problem that arises from a conflict. Also Joshi and Roh (2009) points out that "conflict is the basis of personal and social change and that it is the medium through which hitches can be vented and solutions arrived. For Darby and MacGinty (2003)), conflict makes supervisors and managers aware of problems that need their attention just as a physical discomfort may signal a more serious physical problem which needs attention.

Pierre and Peppers (2002) observed that the interactionist views conflict as absolutely necessary, as one encourages opposition, and defines management and resolution of conflict to include stimulation. The interactionist considers the management or resolution of conflict as a major responsibility of all staff of an organization. Darling and Walker (2001) contended that it is impossible to eliminate conflict totally. They observed that circumstances and individuals change, with such changes creating the possibility of creative positive growth. Thus, eliminating conflict is clearly impossible and likely undesirable because of the close link between conflict and creative constructive change. Darling and Walker (ibid.) therefore caution that managers who close their eyes to conflict will not hold their positions for long. Consequently, DiPaola and Hoy (2001) admit that when conflict occurs, it does not disappear and therefore it must not be ignored. They stress further that reproving and understanding

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differences in conflict matters can help practicing academic staff to improve the climate in educational institutions. When appropriately dealt with, conflict can generate many positive results for the organization (Hanson, 2003). Solansky, Singh and Huangh (2014) also observe that the absence of conflict may indicate autocracy, uniformity, stagnation, and mental fixity, whereas the presence of conflict may indicate democracy, diversity and growth.

2.2 Conceptual Framework

Orodho (2009) defines a conceptual framework as a model of presentation where a researcher represents the connection between variables in the study and shows the relationship diagrammatically. In the study, the hypothesized model in Figure 2.1 below acknowledged the variables under study and shows their relationships. In the model, conflict is the dependent variable whereas conflict management method is the independent variables. Specifically, the types of conflict, causes of conflicts, effects of conflicts and the strategies of conflicts are the variables being tested from managements' perspective.

Independent variables

Conflict

o Causes of conflict
o Management methods
o Types of conflicts
o Techniques for conflict resolution

Dependent variables

Conflict resolution

o Competing
o Compromising
o Integrating
o Avoiding

o **School policies**
o **Government policies**

Intervening variables
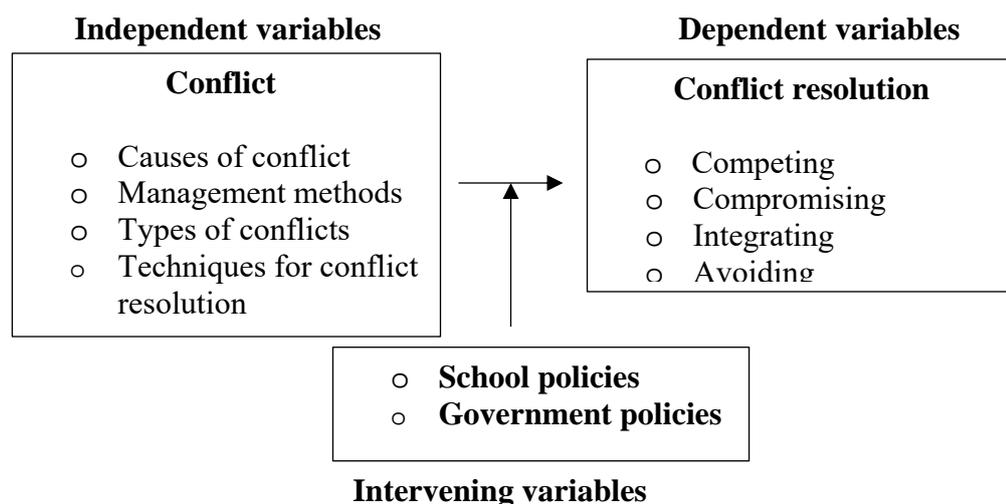
Figure 2.1: Conceptual model on conflict management methods on effectiveness of schools

Source: Researcher, 2020

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The presence of conflicts (Independent Variables) in a school may influence conflict resolution (dependent variable) in public schools. The intervening variables in this study were the government policies and school policies. The intervening variables were included in the study to minimize their effects on the study findings.

2.3 The Rate of Conflicts

To say that conflict is natural, inevitable, necessary, and normal, and that the problem is not the existence of conflict but rather its management. However, we are also not keen to admit that we are in the hub of conflict. Organisations will employ facilitators to guide them in staff training, but they shy away from asking for help with internal conflicts. Somehow, to say that we are in conflict is to admit a failure and to acknowledge the existence of a situation we consider hopeless.

This ambivalence about conflict is rooted in the primary challenges that conflict resolution experts face in coming to terms with the nature of conflict. According to Mayer (2008), conflict mediators may think of conflict at different levels. Mayer (op cit) further suggested that how we view conflict will largely determine our attitude and approach to dealing with it. For him, conflict may be viewed as a feeling, a disagreement, a real or perceived incompatibility of interests, inconsistent worldviews, or a set of behaviours. If we are to be effective in handling conflict, we must start with an understanding of its nature or dynamics (Mayer, 2008). We need tools that will help us separate the many multifaceted collaborations that make up a conflict, that support us appreciate the roots of conflict, and that give us a sound grip on the forces that inspire the behaviour of all parties involved in a conflict as well as the mediator.

Whether we are conscious of them or not, we all go into conflict with certain

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expectations about its nature. Sometimes these expectations are very useful to us, but at other times they are blinders that limit our ability to understand what lies behind a conflict and what options exist for dealing with it. We need structures that expand our thinking, that challenge our assumptions, and that are practical and readily functional. As we develop our ability to understand conflict in a more powerful way and we improve our skill to handle it successfully leading to peace.

2.4 Types of Conflicts

Numerous types of conflict are acknowledged in literature, including intra-personal, intra-group, inter-personal, inter-groups among others. According to DeCenzo (2007), organizational conflict can take the following forms: horizontal conflict, vertical conflict and role conflict. Conflicts may occur within an individual (i.e. the situation of dilemma of choice, caught on the horns of dilemma or brightly characterized by phrases such as "between the devil and the deep blue sea". Between two individuals, conflicts can also happen (i.e. the cases of superiors versus subordinates). They can happen between heads of departments, etc. Inside groups, conflicts may occur based on performance, importance to particular groups and, in general, union – management contentions. In the light of this, Kreitner and Kinicki (2008) opine that conflict can be classified into types according to its levels, directions, organization and planned conflict. To them, the following types of conflict exist;

    i.   Intrapersonal Conflict

    ii.   Interpersonal conflict

    iii. Intragroup conflict

    iv. Intergroup conflict

    v.   Organisational conflict

2.4.1 Community conflict

This is a conflict among members of a community, people living in one place, district or community; or group of people having the same religion, race, occupation or with common interest. For example, residents of community may face variety of difficult challenges such as school consolidation, hospital closure or loss of physician, business closure and environmental issues. The debate that surrounds these challenges may lead to open conflict. Robbin (2006) underscores the fact that differences in economic circumstances have led to conflict in societies. This is true in the Public Junior High Schools where the rich and poor live in contact with each other and usually hold each other in unspoken contempt. This type of conflict gets worse where the differences in economic circumstances are translated into inequality in accessing resources such as school resources.

Community leaders who have the best interest of their community at heart may be at the centre of the conflict and will be called upon to manage it. Community conflict can have positive effects on rural communities.

2.4.2 Emotional conflict

The person or a participant hid certain things within him/her which hurt so much. This could happen through somebody's action or pronouncement that would make one feel very bad. Deutsch (2006) in the same line thought that conflict arise when the activities or tastes of one person or group affects another's preferences and sensitivities. Conflict involves emotions because something "triggers" it.

2.4.3 Inter - personal Conflict

Inter-personal conflict occurs between two or more persons. Larson and Mildred (2000) refer to inter-personal conflict as clashes that involve two or more individuals

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who perceive each other as being in opposition to preferred goals or attitudes, values or behaviour. Similarly, Nelson-Jones (2013) indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. He stated that inter-personal conflict usually occurs when differences or incompatibilities, needs, goals or styles clash. It involves two or more individuals who perceive themselves as being in opposition to each other over preferred outcomes (goals) and or attitudes values or behaviours. This type of conflict manifests in the following forms:

a. Conflict between individuals and groups

b. Conflict between individuals, like a Head of Department versus his subordinate; head versus his/ her assistant or two teachers teaching the same subject.

c. Groups versus groups, for example, the non-teaching staff against the teaching staff, one school against another school and students against the staff.

According to Kreitner and Kinicki (2001) inter-personal conflict refers to as value parallels personality conflict. Just as people have different styles that may or may not interlock, they equally welcome unique combinations of instrumental and terminal values that inevitably spark disagreement. This is buttressed by Brickson (2000) in his assertion that the differences in the goals that individuals want to accomplish sometimes create a source of conflict. This means when individuals in an organisation have incompatible goals, the probability for conflict is high. Aula and Siira (2010) saw interpersonal conflict as conflict between two or more individuals with differing values, goals, or needs. It may occur between two individuals who are not members of the same group or may occur between individuals who hold positions at different

levels within the organisational system. Interpersonal conflict may arise because of personality differences, competition over resources, differences in basic beliefs and values, or incompatible goals. For Noe, Hollenbeck, Gerhart, and Wright (2016), many interpersonal conflicts involve what are commonly called "personality clashes" where one person's style of behaviour continually irritates the other person and makes co-operation impossible. Nair (2008) pointed out that more often, such conflicts gather role-related pressures, such as between superiors and subordinates, or from the manner in which colleagues personalize conflict between groups. If members fail to overlook one's weaknesses and recognise his strengths, such a relationship can degenerate into distrust and active dislike. Brickson (ibid.) saw age as an example of a constant source of interpersonal conflict. He explains further that employee who differ widely in age very often entertain equally dissimilar beliefs and values. Such differences are what tend to create suspicion or lack of trust among younger and older employees.
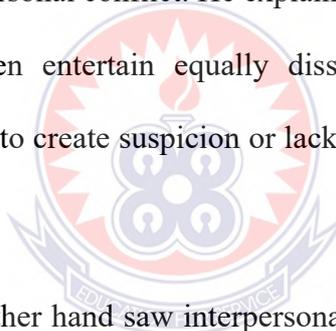
Tjosvold (2006) on the other hand saw interpersonal conflict as that between a group and an individual or one individual versus another individual. He explained further that conflict may occur when an employee tries to satisfy the need to belong to organisation, through other employees and experiences a situation where the colleagues demand an unacceptable or difficult behaviour from the individual as a condition of acceptance.

This could refer to where values espoused and enacted by the organisation collide with employee's personal values (Kreitner & Kinicki, 2001). According Tjosvold (2006) a group can go against an individual when the individual tries to promote personal interest at the expense of other employees or breaks the group's norms or

rules. It could also be when other employees feel threatened by an individual's achievement. Again, an individual may openly resent being punished by his or her work group for excelling or falling behind the group's productivity norms.

Mankoe (2007) and Afful-Boni (2007) opined that interpersonal conflict emerges because people's feelings or emotions are incompatible. They are of the view that these conflicts can have catastrophic consequences such as lack of progress in the school academic pursuits.

2.4.4 Intra – personal conflict

This type of conflict exists within an individual having various needs. For instance an individual faced with needs for which the resources available cannot meet and the individual becomes torn between which of the needs to satisfy at that time. Mankoe (2007) notes that intra-personal conflict is the source of conflict, which is perceived as important to the individual who has to make a choice. The intensity of intrapersonal conflict increases, as positive and negative consequences of the alternative courses of action which are perceived as roughly equal. The school head, for example, may be at conflict at how to disburse his capitation grants which is not sufficient to satisfy the crucial needs of the school at the same time.

Intra - personal Value Conflict involves internal priorities. According to Kreitner and Kinicki (op. cit), inner conflict and resultant stress are typically experienced when highly ranked instrumental and terminal values pull the individual in different directions. An example is when one values being ambitious (instrumental value) and ending up happy (terminal value).

To Bliese and Jex, (2005), intrapersonal conflict is within an individual. He illustrated

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this idea with a supervisor who might give an order to an employee to do something that the employee considers to be morally wrong. The employee is faced with conflict between wanting to do as the supervisor says and doing something he or she believes to be wrong. Basically, such conflict occurs because of goals. Bliese and Jex (op cit) further explain that goal conflict results when "an individual wants to accomplish two or more mutually exclusive goals, meaning that the nature of these goals is such that to achieve one of them is to preclude the achievement of others". Goal conflict could equally arise in the opposite situation. Here, an individual could be faced with choosing between two undesirable goals or alternatives. Both may be unpleasant but a choice must be made.

Bliese and Jex (op cit.) went further to identify the following three basic types of intrapersonal conflicts:
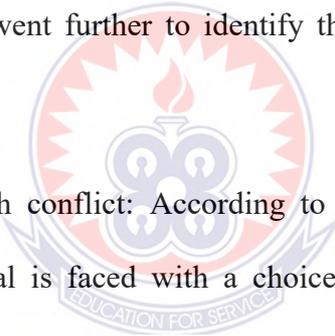
- Approach-approach conflict: According to Bliese and Jex (op cit.), this is when an individual is faced with a choice between two or more mutually exclusive alternatives, all of which are desirable. If we consider staff promotion in the Ghana Education Service for example, one may be faced with a decision between two very attractive things in an opportunity cost situation. One opportunity may offer extra teaching for extra income while the other may require preparation of other duties associated with the promotion which may seem to be more challenging. One may be attracted to both options but cannot obviously accept both and therefore faces the problem of choice.

- Avoidance-avoidance conflict: Bliese and Jex (op cit.), explained that this type of conflict results when an individual is faced with choosing between two or more undesirable alternatives. Employees are quite often faced with either

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performing an undesirable activity or facing some form of punishment. Neither of the two is desirable, yet one must be chosen.

- Approach-avoidance conflict: Bliese and Jex (op cit.) suggests that this type of conflict results when an individual is faced with a single alternative which has both desirable and undesirable effects. For example, a teacher may be posted to remote village in a default position which gives him or her some kind of recognition and satisfies a need by helping the pupils in that village. However, this new position which has nothing to do with his/her area of specialisation will not help with his/her career progression. This type of conflict often occurs in situation where there is lack of qualified teachers or teachers' unwillingness to accept postings in that village.

Schein (2010) in addition observes that with intrapersonal conflict, an individual's own values, goals, and perceptions are often incompatible. Schein (op cit.) pointed out that these conflicts arise when acting in accordance with one's values, goals, or needs, it becomes impossible to fulfil some other value, goal, or need. This is confirmed by Tjosvold (2006) when he writes that this type of conflict exists within an individual as a result of having various needs. On the other hand, Nair (op cit.) is of the view that intrapersonal conflict occurs when an individual is uncertain about the demands of his or her job, or when the individual is expected to do more than he or she is capable of doing. Brickson (op. cit), however, indicated that because intrapersonal conflict is conflict within an individual, in practice, it may be difficult even to recognise let alone manage it unless the employee is willing to take you into his or her confidence.

2.4.5 Organisational conflict

Achievement needs in respect of functions and objectives. When the organizations' resources are insufficient to meet the requirements of the subunits to do their work, there is competition for scarce resources for example, budget allocation, assigned teaching position, space or facilities. Hellriegel (2005) contends that organizational conflicts results from disagreement over how to handle issues or achieve goals. There may be agreement over goals of the group or community about what is important to them or what they aspire to achieve for themselves, but differences in the process to be followed to achieve those goals are bound to happen because of the variety of subject areas and their differences in approaches. This type of conflict is found in almost every group, and it serves a very useful purpose when directed properly to evaluate alternative proposals to select the best course of action. For example, the school principal and the Director of Education have different views as to how mainstreaming issues are to be settled.
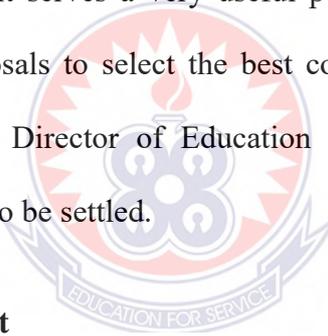
2.4.6 Intragroup conflict

Mankoe (2007) sees this conflict as the opposition and clashes among some or all of a group's members, which often affects the group's processes effectiveness. For example, the staff of a school may be divided on measures of effecting student punishment. A few may support the use of corporal punishment whiles others may propose other forms. If they are unable to reach agreement on the punishment issue, they may ultimately be ineffective in instilling student discipline.

2.4.7 Intergroup conflict

DeCenzo (2007) argue that this conflict refers to oppositions and clashes that arise between two or more groups. Intergroup conflict often occurs in union - management

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relations. Such conflicts are sometimes highly intense and costly to groups involved. Under extreme conditions of competition and conflict, the groups develop attitudes and relationships toward each other that are characterized by destruct, rigidity, a focus only on self-interest, a failure to listen. For example, in the school situation, conflict often arises where a staff as a group may prescribe a type of punishment as too severe, then out of solidarity with their colleagues, the students may resort to group action to compel the authorities to review the punishment.

DeCenzo (op cit) again put conflicts in the following forms: horizontal conflict, vertical conflict, and role confusion or conflict. DeCenzo says that vertical conflicts refer to clashes levels in an organization. Such conflict often occurs when superiors attempt to control subordinates too tightly and the subordinates resist. Subordinates may resist because they believe that those controls infringes too much on the discretion needed to do their jobs. He added that vertical conflicts can also arise because of inadequate communication, goal conflicts, or of consensus concerning perceptions of information and values (Cognitive Conflict).

But for horizontal conflict DeCenzo says it is the clashes between groups of employees at the same hierarchical levels in an organisation. Horizontal conflict occurs when each department in a school strives only for its own goals disregarding the effects on other departments. For example, a school or college may have limited spaces for use as offices for staff. One department may desire many more offices for its staff at the expense of other department, because it believes its subject is more important than others. Contrasting attitude of employees in different department may lead to conflict

With the Role Conflict, DeCenzo (2007) explains that when different roles a person plays makes opposing demands which can also occur in a role, for example a student prepares to attend Economics revision as his final external examination closes in when he hears about his father being admitted to a hospital for an operation, and feels like visiting him. This situation is an example of a role conflict, a situation in which the behavior that is expected of one role comes into conflict with the behavior expected of another role. In this case, the role of a student conflicts the role of a son.

A role conflict, according to Himmes (2002) can also consist of conflicting expectations of the same role. We are expected to behave differently as a family member, friend, church member, student, consumer and voter. We are expected to play the role that fits each status we occupy. They asked "What happens when the roles conflict? The various types of conflict notwithstanding, conflicts can be categorized into two; destructive conflict which refers to the type of conflict that hampers goal attainment, waste resources, produces confusion and demarcation, and constructive conflict which refer to the type that leads to change, innovation and decision-making.

Some scholars have also viewed conflict as a prominent issue that affects social life directly, either positively if properly handled or negatively if poorly handled. Different scholars have therefore, ranked conflict into different classes. Conflict according to Sexton & Bowerman (2004) can be put into four categories namely Role conflict, Power conflict, Crises Conflict and Maintenance conflict.

1. Role conflict is sociological in nature and deals with the role of the person. Because the administrator is forced by his role to be conscious of the school and its policies, conflict is frequently centered on institutional expectations such as the budget. Therefore, the administrator often has to censor the needs of individual members of staff.

2. Power conflict is a psychological confrontation dealing with the personalities of the individuals involved. The power-play may be obvious, as in coercive power, or very subtle and potentially even more dangerous. An example occurs when the P.E Master storms into the Head's office demanding that students be released from class immediately for football practice. With this, the Physical Education master stepped beyond his "role" and forces a powerful psychological confrontation in which there is a winner and a loser.

3. Crisis conflict usually occurs when external situations are suddenly "dumped upon" on the head. They are characterized by the nearness of the problem situation and demand quicker response to reach a solution.

4. Maintenance conflicts are the scores of everyday, internal problems. Heads spends a good deal of time in coping with routine matters and the resulting quantities of small, irritating conflicts. Care must be taken, however, so that maintenance conflicts do not multiply, gather force, and orbit into crisis situations.

2.5 Causes or Sources of Conflict

Causes or sources of organizational conflict can be many and varied. The most common causes are the following:

- Scarcity of resources (e.g., finance, equipment and facilities)

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- Different attitudes, values and perceptions

- Disagreement about needs, goals, priorities and interests

- Poor communication

- Poor or inadequate organizational structure

- Lack of teamwork

- Lack of clarity in roles and responsibilities

Conflict can arise between several characters and there can be more than one story or plot line. The little plot lines usually enhance the main conflict. As stated by Schmidt and Kochan (2004), different definitions and conceptions of conflict exist. For example the causes have traced to different factors by various scholars and writers. The following are some important causes of conflict that have been identified.

According to Thomas (2003), human beings are sociable but conflict-prone beings. He said that since conflict arises out of opposing forces in the authority structure, any head of an organization has to know the origins of the situation. Based on this view, what some scholars think about the sources of conflict are then discussed. Whenever workers compete for scarce resources, recognition, and power in the institution's "pecking order", it can cause conflict. Since everyone requires a share of the resources (office space, supplies, the boss's time, or budget fund) to complete their jobs. It comes as no surprise when the "have – nots" gripe and plot against the "haves" (Bell & Hart, 2002).

Klingebell (2002) stated that, causes of conflict include, among other competition for scarce resources, differences in terms of goals, value systems and interest and structural unbalances and ambiguity in coordinating social structures. It emanates from socio-economic inequalities, ethnicity, absence of opportune for political

participation, differences in religious inclinations. Others are fragile government structures, inadequate civic structures, and differences in political ideologies.

Anstey (2005) notices that conflict is caused by actual or perceived in equality of control, use, ownership and distribution of scarce resources. It takes place in a heterogeneous society where dominant group, using its power, enforces its own value systems, symbols, culture and language over other powerless groups. He continued that lack of equitable share and control of resources as well as access to social services among and between societal groups gives rise to power struggles and contributes to rising level of mistrust and disagreements which ultimately lead to conflict.

Broom and Selznick (2005) believed that conflict is a result of poor communication and that conflict arises because people do not understand each other. However, they admitted that "increased contact and improved communication may intensify conflict by making groups aware of their differences, increasing their fears and revealing opposing interest of which they are unaware" (p34). Negben (2004) outlines two categories of sources that can cause conflict. These are communication problems and structural factors within the organization, which are discussed below;

a. Communication problems

Negben (2004) acknowledged the fact that in schools and organizations poor communication was the most frequently cited source of conflict. She argued that communication problems could arise from the semantic differences or inadequate information. To her, semantic problems occur when words mean different things to different people. She stressed that insufficient exchange information contributes to communication problems because each party in the conflict may lack the clear and

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unambiguous information regarding the other's point of view, which is essential for the clarification of the issue at stake.

Hasting, 2007 proposes that conflict frequently escalates because people act on the assumption that they have communicated accurately when they have not. When they learn that others are acting on the basis of different information and assumptions, they often attribute this to bad faith and not to the imperfections of human communication. Many factors may contribute to communication problems. Ghaffar (2008) affirms that communication overload, total absence of information or feedback mechanism, poor perception, ambiguity in communication and ignorance can degenerate into either conflict or crises.

b. Structural Sources

Negben (2004) said that structural sources arise out of variables in complex organizations that are controllable by the executive within the organization. Her view is that the size of an organization, for instance, has been found to correlate with the amount of conflict. This implies that the complex the organization, the greater the number of conflict and the higher the intensity. She said that when there is lack of participation in the decision-making process it results in an increase in conflict. Robbins (2006) agreed with Negben claiming that the larger the group the more specialized its activities, the greater the likelihood. He added that the systems too are found to create conflict when one member's gain is at another's expense. Ivancevich (2006) stated four factors that are known to contribute to conflict as: work independence, differences in goals, differences in perceptions, and increased demand for specialists. Ivancevich further explain that when two people are of different perception about an idea, it is likely that conflict may occur.

Effah and Mensah-Bonsu (2003) identified information date as one cause of conflict.

a. New information can bring conflict because it challenges old ideas. For example, belief in witchcraft versus science as to cause of diseases.

b. Contradictory information – this can create conflict of people who are not sure what to believe.

c. Disinfection – deliberately misleading information can generate a lot of conflict, it create doubt and uncertainty.

d. Incomplete information – this may manifest as competing versions of information. Information that partially answers people's concerns is bound to create conflict. For example, official version of events can sometimes contradict personal behaviours. This may in turn generate doubt and even anger.

e. With holding of vital information can bring conflict if the information is discovered.
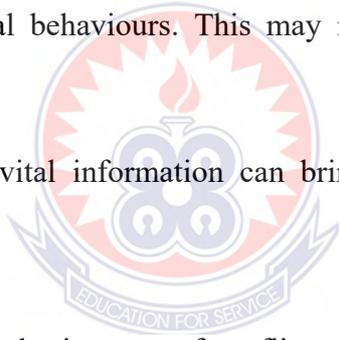
Wolman (2003) traced the basic cause of conflict to emotion. He offered to Dewey's conflict theory of emotions which states that "an emotion is a state of conflict", and argued that "without conflict, there is no emotion, with it, there is" (p55). If people could always stay perfectly rational and focused on how to best meet their needs and accommodate those of others, and if they could calmly work to establish effective communications, then many conflicts would either never arise or would quickly deescalate (Brickson 2000). But of course that is not human nature, even if many of us occasionally pretend that it is. At times emotions seem to be in control of behaviour. Sometimes they are also a source of power for disputants. They contribute to the energy, strength, courage, and perseverance that allow people to participate

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forcefully in conflict. Conflict is emotionally defined – conflict involves emotions because something "triggers" it. The conflict is with the parties involved and how they decide to resolve it- "event that trigger conflict are even that elicit emotion". Conflict is emotionally valence – emotion levels during conflict can be intense or less intense. The "intensity" levels may be indicative of the importance and meaning of the conflict issues for each party. Conflict invokes a moral stance when an event occurs it can be interpreted as moral or immoral. The judging of this morally influence one's orientation to the conflict, relationship to the parties involved, and the conflict issues.

Effah and Mensah –Bonsu (2003) stated that any institution like government, schools, and the court systems undergoing faces structural conflict. For example the number of cases in the courts as a result of the adoption of a new constitution speaks for itself. Competing version of constitutional interpretation can create multiplicity conflict. Even laws can be the source of conflict. For example, Intestate Succession Law. In the same manner, the upgrading or new educational reform or merger of institution may generate conflict as people struggle for power to control the new institution and shape its developments.

On human factors Robbins (2001) stated that the personality types like the authoritarian and dogmatic individuals create conflict. He further noted that value differences explain prejudice and disagreement with once contribution to the group. Effah and Mensah-Bonsu (2003) noted that conflicts can arise by reason of differences in values and believe system. These are some of the most difficult conflicts because our believe system define who you are and it is not easy to pursue people to abound their value system or their sense of right and wrong, or their faith

etc. via, conflict between Christians and Moslems, students and the administration conditions that violate peoples sense of justice, can never be accepted by them. Values are the beliefs we have about what is important, what distinguishes right from wrong and good from evil, and what principles should govern how we lead our lives. When a conflict is defined or experienced as an issue of values, it becomes more charged and intractable. Because people define themselves in part by their core beliefs, when they believe these values are under attack, they feel they are being attacked. Similarly, it is hard for people to compromise when core beliefs are in play, because they feel they are compromising themselves or their integrity (Mankoe, 2007). When individuals feel unsure of themselves, confused about what to do, or under attack, it is particularly tempting to them to define an issue as a matter of right or wrong. Hampton, Sumer and Webber (1978) held the view that conflict may arrive from an individual's effort to promote his or her own interest such as making more money by breaking the group's norms on permissible production. In the view of Lindelow and Scott (2009), human factors can only be managed but they cannot be eliminated as causes of conflict because of different values and goals of individuals.

According to Bell and Hart (2002), understanding how conflict arises at work can be very helpful for anticipating situations that may become turbulent. While it may seem, at times, that anything can start a conflict where you work, conflict typically stems from a limited number of causes;

1. One such cause is incompatible goals between individuals and groups of individuals at work. For example, imagine a bank teller being told by the head that rapid service is an absolute must from this point forward, while the community relations director instructs all employees to focus their efforts

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upon quality customer contact. One can imagine how quickly problems could arise between the teller and the head teller if speed is sacrificed for quality with the customer.

2. A second source of conflict is the different personal values we bring to work. Values are the beliefs and standards held by people to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. In agreeing with this definition, Amasa (2012) asserted that values help one to define what is right or wrong in any situation, and provide a moral compass for one's life. According to them, conflict normally occurs when decisions must be made by people who have different standards and beliefs. It takes very little time, for example, for employees who enjoy going to happy hour after work and those who prefer to get home to their family to begin segregating at work. Such distancing often carries with it gossiping, suspicion, and ultimately, conflict.

3. The extent to which we depend upon others to complete our work is a third factor which can contribute to conflict. Certainly, conflict would be rare if your task is to copy a report and file it, and you have your own copy machine. However, if you are waiting for someone else to make the copies and the records room is pressuring you for report, one could see that the opportunity for conflict begins to expand.

4. Scarce resources are the fourth source of conflict in the workplace. Whether the resources in question are office space, supplies, the boss' time, or the budget fund, we all require our share in order to meet job demands. Ask yourself what happened the last time you were unable to gain access to something you needed at work.

5. The power distribution at work can be a fifth source of conflict. We have all known people who seem to wield their power in inappropriate ways. However, individuals sometimes "step on other's toes" inadvertently as they try to complete their own tasks. In addition, some individuals or even entire departments may be viewed as providing a more valuable service to the organization than do others. In such a case, resentment can often arise, laying the foundation for conflict.

6. A final source of conflict to be addressed here is one with which most people can readily identify unpredictable policies. Some organizations seem notorious for continually changing their policies. Others have no policies at all, or so it would seem. You may experience this in the form of regular office meetings becoming irregular, or being told you are violating a policy which you thought you were abiding by week ago such as the way you dress. In any case, the absences of clear policies, or policies which are continually changing, create an environment of uncertainty and subjective interpretation which can leave one feeling vulnerable and helpless.

2.5.1 Autonomy

When one party seeks to control activities "belonging" to another unit, and the second unit seeks to fend off such "interference", that is the second units attempts to protect its autonomy.

Goal Divergence: when two parties in an organization must work together but cannot agree on how to do so, the cause of a Junior High School and District Director or Circuit Supervisor have different procedures as to how mainstreaming issues are to be settled. In other situation, conflict is caused by:

2.5.2 Frustration

One party feels frustrated by the act of another, example, denial of request, and diminishment of status, disagreement or an insult. Apata (2011) identified stress/frustration and insensitivity to grievances and early warnings as factors responsible for organisational conflict. Here stress or frustration represents a situation of blockage and obstruction to achieving a desired goal. Therefore, an attempt to remove the obstruction may lead to commotion, anxiety and emotional instability which are causes of conflict.

2.5.3 Favoritism by school heads

Favoritism is another major cause of conflict in schools. Favoritism refers to someone or a group been preferred to others for reasons best known to authorities or the individual. Out of favoritism conflict arises in organizations because the workers are not selected according to agreed criteria (Omboko and Kipyego, 2013), and this normally leads to the common problem of 'square pegs in round holes'. Omboko and Kipyego (2013) opine that school heads sometimes favour other teachers at the expense of others. This kind of treatment breeds bitterness, hatred and discontentment among other teachers. Smith (2013) posits that favoritism in the workplace means giving preferential treatment to one or more employees.

This unfair and bias treatment of favoring others in an organization such as a school disturbs employees and affects job satisfaction among them. Preferential treatment can be intentional, for example, an employer could assign the choicest responsibilities to the most veteran worker. Preferential treatment can also be subconscious, for example employees might notice that an older male supervisor seems to treat young female workers with friendly smiles and encouragement while gently ignoring male

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worker in the hallways resulting in conflict (Smith, 2013). In favoritism, decision makers consciously favour their friends or close associates at the expense of others who are more deserving. By not treating everyone equally, a manager is fostering a sense of resentment and separation that can de-motivate employees and damage team unity.

Resentment, anger and hatred are the consequences of discrimination which eventually lead to rumors, jealousy and conflict at the workplace. Jealousy leads to vicious rumors which in turn lead to back-biting. In such working environment, members are filled with distrust towards the head of institution and disputes become inherent. Favouritism is a natural phenomenon and as such it is bound to affect any organization, including schools (Smith, 2013).

School heads sometimes find themselves in problems with the perceptions of the stakeholders that sometimes the head favors the other stakeholders and other students. A case of such incidence was reported by Amoako (2010) where a headmaster was accused to have allocated bungalows to his close associates without due diligence to seniority, committed and dedicated teachers.

2.5.4 Indiscipline on the part of teachers

A study by Isabu (2017) indicated that a major cause of conflict in educational administration is working with teachers who are unmotivated in their work. Some teachers join the teaching profession as last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a living with the hope that they will soon leave the profession. Foster (2010) affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the school head are the major

characteristics of such teachers. The school head will always be blamed for doing nothing. He or she will not get anything done without running into trouble with these teachers. Kingala (2000) concurs with the above authors and indicates that teachers who have no calling to the talk and chalk fraternity take up the training as teachers but have no interest in executing their jobs.

These teachers find themselves inside the classroom doing a job they do not like but because of want of money for survival, they stay. He also indicates that due to lack of interest in teaching, the teachers most often vent their anger on the students and other colleagues. Such teachers also become patronized to the politicians and receive protection. A teacher in this category causes trouble to the headmaster because he/she is sure of protection from the politician in whose hands power is bestowed.

Some educational administrators also perceive causes of conflict in their school as due to lack of commitment to work on the part of headteachers. There are things that school heads do in their schools that posed a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocratic or dictatorial according to Katumanga (2000). Some school heads fail to perform well in educational administration because of frequent absenteeism in their schools.

2.5.5 Governmental controls

When the government, through its Ministry of Education for example, introduces rules and regulations for schools e.g. Ceiling for fees to be changed to students or staff quota – 20 students to one teacher, some schools may find it problematic operating effectively on these rules. Conflict in various forms there arises. John (2008) has also defined some sources of conflict as follows:

2.5.6 Interdependence

When individuals or subunits are mutually dependent upon each other to accomplish their own goals, the potential for conflict exists. For example, in school, a staff of teachers as a subunit and students as a subunit of a school are mutually dependent upon each other. Without students, teachers would not be employed, and without teachers, there would be no teaching and students would not be admitted to the school. Hence, quite often conflict arises between teachers and students.

2.5.7 Difference in power and status and culture

Conflict can erupt when parties differ significantly in power, status or culture. Power, if dependence is not mutual, but one way, the potential for conflict increases. If party A needs the collection of party B to accomplish its goals, but B does not need A's assistance antagonism may develop e.g. in school learning, teachers seem to have a total power when it comes to conducting of students' examination, marking and grading. In this case, students appear to be at the total mercy of teachers and when students' expectations fail, antagonism develops.

2.5.7 Status

Status difference provides little impetus for conflict when those of lower status are dependent upon those of higher status. This is the way organizations are supposed to work, and most members are socialized to expect. However, because of the work, these are occasions when those with technical lower status find themselves giving orders to, or controlling the tasks of higher status person. For Example, in the school situation, head teachers and teachers are lower in status than the District Director. The schools are expected to listen to take orders from the Education Directorate. However, owing to inadequate funds, equipment and materials, heads may resort to controlling

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tasks in the school and giving orders to those in the District Directorate which they are most likely to resist. They are likely to resent this reversal of usual lines of influence and therefore create conflict.

2.5.8 Ambiguity

Ambiguous goals, jurisdictions, or performance may lead to conflict. Under such ambiguity, the formal and informal rules govern interaction breakdown. In addition, it may be difficult to accurately assign praise for good performance or outcomes or blames for a bad outcome when it is hard to see who was responsible for what. Ambiguous performance criteria are frequent between superiors and subordinates.

Bittel (2005) is of the view that conflicts in an organization are caused by the following: Different ideas from people. He explained that for the success of every organization process, people bring forward different ideas about the best way to proceed. In education, politicians, policy makers and analysts, educators and consultants put forward ideas about how best to run new programmes. After the pros and cons of all the proposed ideas, a selection is made and implemented. However, soon problems may be encountered and then conflict arises. Unfair allocation of resources like materials, supplies and tools can generate conflict, because resources are not enough to go round equally, hard decision must be made about who will have what, how much and when. Since in such allocations it is hard to satisfy all factions, quarrels among various organizations arise. According to Bittel (2005) expressed disagreement about what is important and what is not. Disagreement over issue arise among people placed in authority or decision making positions sometimes as a result of lack of information misinformation, or individuals see things differently. For example, in education, there has been a conflict over the place of Ghanaian Language

in the system. Some headteachers frown upon Ghanaian Language. He also attributed the cause of conflict to changes in work flow or conditions. If positions are changed this disturb people and they try to find fault with the person occupying the new position. A growing sense of mistrust among staff members also sometimes creates conflicts. If things in their department begin to go wrong, if pupils' performance in Basic Education Certificate examination in French language falls to three consecutive years the school may begin to look for the fault e.g. whether pupils have not taken French seriously. Then they begin to suspect each other.

Furthermore, lack of stability in departmental operations: Change is so threatening to many people that they will naturally attempt to remove their fears and anxieties by being fussy and grumbles. If as a result of inadequate teacher supply in say English Language and mathematics, the few who remain in a school keep on being shifted to teach in various levels in the school, they may react by complaining.

2.5.9 History

Conflict cannot be understood independently of its historical context. The history of the people who are participants in a conflict as well as history of the systems in which the conflict occurs, and of the issues themselves has a powerful influence on the course of the conflict. History provides the momentum for the development of conflict. Too often, we try to understand a conflict in isolation from its historical roots and as a result are baffled by the stubbornness of the players. Conversely, history is not a determinant of conflict, although sometimes it can seem that way. The long history of conflict in the Middle East. Northern Ireland, or the former Yugoslavia, for example, does not mean that present conflicts in these regions will never be settled. That form of historical determinism is dangerous and misleading. However, such

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conflicts cannot be solved without an understanding of the complicated systems of interaction that have developed over time and the degree to which the conflict itself has become part of the disputants' identity.

All these different sources of conflict - communication, emotions, values, structure, and history-interact with each other. People's history affects their values, communication style, emotional reactions, and the structure in which they operate. And history is constantly being made and therefore affected by these other sources.

Barki, and Hartwick, (2004) assert that the wheel of conflict is a construct, and the test of its power is how useful it is. To understand a conflict and to plan how to work with it, we need to think about where different people are stuck, where insights are needed, and where opportunities to improve a situation can be found. The wheel is a mechanism that aids to identify sources of conflict that need to be analysed as part of comprehending conflict.

It could be inferred from the above discussions that conflicts exist and have their sources of occurrence. We therefore take a look at the effects of conflicts.

2.6 Effects of Conflicts on an Organization (School Administration)

In everyday life, there has traditionally been emphasis on negative, dysfunctional aspect of conflict. Conflict is inevitable in human affairs. This is because no two human beings are so exactly alike that can think and act the same and agree on everything all the time. Conflicts can be positive, negative or balanced.

2.6.1 Positive effects of conflicts

According to Bloisi, Cook and Hunsaker (2007), aftermath of conflict could be positive. It is an evidence of life and vitality. There is one place in this world where

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you will find no conflict of any kind, only in a cemetery; there is no conflict because there is no life. Conflict is evidence that people and organizations are alive. It is evidence that people are doing creative thinking and coming up with new ideas and needed changes. Whenever conflict arises, the end product portrays evidence of life in the people and brings vitality into the working environment.

Josh and Roh (2009) also contends that, a conflict within a group frequently helps to rejuvenate existent norms, or it contributes to the development of new norms. In this sense, social conflict is a mechanism for amendment of norms suitable to new conditions. A flexible society benefits from conflict because such behavior, by helping to create and modify norms, assures its continuance under changed conditions. Social change ensures both interpersonal and intergroup dynamics to remain fresh and reflective of current interests and realities.

 Josh and Roh (2009) cautioned that, rigid systems that suppress conflict give a useful warning signal, in so doing maximizing the danger of terrible breakdown. Although, few who really understand conflict would advocate its deliberate use in organizational life, few will would eliminate or avoid it. Instead of seeking to eliminate all forms of conflict in an organization, it is rather beneficial to apply the concept of conflict management to minimize its destructive potential and make it as productive, creative and useful as possible Owens (2007).

Thomas (2003) believes that confrontation on divergent views often produces ideas of superior quality. According to him, divergent views are suitable based on different evidence, different consideration, different insights and different frames of reference. Disagreement may thus confront an individual with factors which he had previously ignored, and help him to arrive at a more comprehensive view which blends elements

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of his own and other people's positions. Furthermore, Thomas has a growing reason to believe that conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functions, cohesiveness, clarified relationships and clearer problem-solving procedures.

In discussing frustration as an element of conflict, Costley and Todd (2004) argue that, although frustration is often seen or regarded as undesirable because of its destructive effects, it can produce positive outcomes. It can cause individual to become more effective in attaining personal and organizational goals. The explanation is that frustration causes tension in an individual. As tension increases in an individual, the tendency is for him to focus on goal attainment and to eliminate irrelevant and distracting behaviours. According to Costley and Todd, one constructive effect of frustration therefore is to increase the effort required to reach a goal. The goal must, of course be attainable and there must be perceived method to overcome the barrier. If the barrier cannot be overcome, then the individual will need to redirect his behavior to another method or goal.

Hellriegel (2005) contents that the occurrence of conflicts encourages people to work out their differences, participate in developing an ethical and fair organization and deal directly with injustices which supports the argument that conflict can be functional. Furthermore the positive aspect of conflict that could be beneficial for development include: helping to define goals, improvement of the decision making process, strengthening of group cohesion, group restructuring, helping to gain recognition for a group and improvement in quality of decisions (Billikof, 2009).

2.6.2 Increase sensitivity to others

It fosters unity and understanding and clarifies the nature and values of the interdependence, development of better communication method; constructive organizational change; adoption of more effective controls; drawing up of better job description and expectations; the problem of group thinking can reduce if the conflict takes the form of one or more dissenting opinions; it is a symptom of discontent.

It helps people in an organization to draw different conclusions on what is fair and ethical in specific situations. The occurrence of conflict encourages people to work out their differences, participate in developing an ethical and fair organization and deal directly with injustice.

The argument that conflict can be functional rests mainly on the idea that it promotes necessary organizational changes (Bloisi, Cook and Hunsaker, 2007) one advocate of this position puts it this way:

| CONFLICT | → | CHANGE | → | ADAPTATION | → | SURVIVAL |

Adapted from Bloisi, Cook and Hunsaker (2007)

This means that for organizations to survive, they must adapt to their environments. This adaptation requires changes that may be motivated through conflict. For example, the National Literacy Acceleration Programme (NALAP) that relies heavily upon government funding and consistent turns out of teaching and learning materials that are needed by the schools. Under severe government underfunding, the programme can only survive if it adopt new strategies to produce materials for popular exhibits. Conflicts promote change in the following ways:

First it may bring into consideration new ideas. Conflict promote change because each party begins to monitor others performance more carefully. It exposes weakness, errors, difficulties and problems and therefore solutions are found to bring about changes.

Also conflict may promote useful change by signaling that a redistribution of power is necessary. As Owens (2007) points out, conflict in organization is now seen inevitable, endemic, and often legitimate. This is because individuals and groups within human system are interdependent and constantly engages in dynamic processes of defining and redefining the nature and extent of their interdependence.

Environment is constantly changing. Thus according to Chester Bernard, as cited in Owens, inherit in the conception of free will in a changing environment are social patterns characterized by negotiating, stress and conflict.

Conflict, when effectively managed, can yield outcomes that are productive and enhance healthy organization overtime. Conflict in itself is neither good nor bad, in value terms, it is neutral. Its impact on organization depends on how it is handled or treated. Thomas (2003) observes that confrontation of divergent views often produces ideas of superior quality. Divergent are suspected to be based upon different evidence, different consideration, different insights, and different frames of reference.

2.6.3 Negative effects of conflict

Owens (2003) has observed that frequently and powerful conflicts can have a devastating impact upon the behavior of people in organizations. Conflict often develops into hostility which also causes people to withdraw physically and psychologically. In school situation, physical withdrawal takes the form of absence,

tardiness and turnover which often written off as laziness on the part of teachers. Psychological withdrawal takes the form of alienations, apathy and indifference. Conflict can lead to outright hostile or aggressive behaviour such as job actions (strike), property damage and minor theft of property. Nelson-Jones (2013) explains that not only can conflict in the workplace causes great stress and unhappiness but it can also lower outputs and in extreme cases, bring strikes actions.

If conflict is not managed effectively, for example, through a hard-nosed policy of punishment for offences, get-tough practices in the name of administration, emphasizing the adversarial relationship between teachers and administration, it can generate a climate that aggravate the situation. This climate can develop downward spiral of mounting, frustration, deteriorating organisational climate and increasing destructiveness.

Costley and Todd (2004) also emphasis that when frustration persists and an individual's tolerance level is succeeded, the individual responds through aggression and withdrawal. Aggression involves a direct attack upon the perceived barrier to achieving the goal. In some instances, the frustrated individual will not direct aggression against the person or the object that is perceived as the cause of frustration. When members become frustrated they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. Apata (2011) identified stress/frustration and insensitivity to grievances and early warnings as factors responsible for organisational conflict. Here stress or frustration represents a situation of blockage and obstruction to achieving a desired goal. Therefore, an attempt to remove the obstruction may lead to commotion, anxiety

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and emotional instability which are causes of conflict Organization members may have problems sleeping, loss of appetite or overeating, headaches and become unapproachable. In some instances, organization members may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms.

Aggression can, however, take many forms including behavior, theft, disobedience, sabotage, absenteeism and interference with the work of others. Barki and Hartwick (2004) declared that aggression may be displaced towards a person who is not directly involved in the situation. For example, the teacher may display an aggression response towards his or her students. In this example, the teacher may resort to inflicting various punishments to his or her pupils, refuse to mark students exercise or shout at them. As frustration increases and its source become more difficult to identify, the aggression behavior may increase. In extreme cases, the individual may begin to attack everyone and everything within reach.

As noted above, withdrawal is another negative response to frustration as a conflict. Withdrawal may reduce tension, but it is usually dysfunctional since the goal cannot be attained. It escalates and produces accusations and threats which damage the existing relationship; it can lead to underground behavior such as moodiness, rudeness, loss of productivity, non-cooperation; incessant complaining, sabotage, back biting, and display of contempt. Afful-Broni (2007) observes that conflicts can have effects in the school. Such effects include loss of values; break in healthy communication, suspicion, and mistrust, weakening of family spirit, divisiveness and bitterness, needless tension, apathy and development paralysis.

Northup (2005) maintains that conflict earn the tag "intractable" once they reach a stage when it is extremely difficult for the parties to reach an agreement of any kind.

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The following characteristics may manifest themselves; strong sense of threat to a group's (or a person's) central commitments; the distortion of one another's position because of the sense of the threat; a hardening positions so that central assumptions about conflict become fixed for both parties.

Whetten and Cameron (2007) asserted that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement (whether it is a result of family background, cultural values or personality characteristics) and that interpersonal conflict saps their energy and demoralises their spirits.

Conflict that does not make progress beyond this stage cannot be brought to an end by resolution. According to Billikof (2009) conflict always comes with a cost. As it is said, everything has a price. These include: destruction and weakening of group solidarity, loss of confidence and trust in each other, violence, disruption of normal channels of communication and destruction of co-operation spirit. When an organization spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked with achieving thereby shifting focus less on the project at hand hence losing money, donors and access to essential resources.

It is evident from literature that too much conflict can have adverse effects on individuals, groups and organizations because conflict resolution involves using up productive time and scarce resources, and diversion of energies that could more constructively be used elsewhere. On the other hand, little or no conflict in an organization for instance can also be a negative sign as it can lead to apathy and lethargy, and provide little or no impetus for change and innovation. Conflicts may be

beneficial if they are used as instruments for change or innovation as discussed. It is seen from the literature cited that wherever people are found conflict is bound to occur; and as to whether it is good or bad simply depends on how it is managed or resolved.

2.7 Conflicts Prevention

According to Effah and Mensah – Bonsu (2003) conflict prevention is the most effective mode of insuring one's self against the consequences that conflict can cause. When conflict begins, it may have one source, but as it develops, other streams run into it till it becomes an unstoppable torrent. For instance, a dispute between two teachers as to who should have priority access to a particular classroom would start a dispute over resource allocation or competition for institutional resources. However, it could degenerate into dispute about comparable worth of various discipline by being fed by one discipline's existing feelings of constantly being treated as an inferior discipline. Other disciplines which claim to suffer like discrimination at the hands of the administration could be drawn into the dispute.

Person with personal grievances against the head of the institution would grab the opportunity to settle scores and fulfill their own political agenda. Soon the conflict would balloon into an institution-wide protest, causing avoidable animosity and bitterness in an institution. Such a development may create wounds which might take many years to destroy harmony. Therefore, preventing it from starting in the first place is the most effective weapon. As the above illustration shows, not only are the sources of conflict varied, but they also change in the course of dispute. Consequently, knowledge of what can produce should enable preventive measures to be developed and instituted. As all conflict share commonalities, so all modes of

prevention share commonalities too. Therefore, the knowledge that competition over scarce resources can produce conflict at all levels of human endeavor should empower any institutional manager to develop equitable rules for the sharing of resources within the institution to reduce the degree of competition thereby eliminate the opportunities for disputing. Rules must be developed in advance and applied fairly and evenly to eliminate feelings of inequitable treatment.

2.7.1 Communication

It is an effective tool for eliminating conflict as well as addressing problems. Arredondo (2004) indicates that most conflict arises in organization due to ineffectiveness of communication, lack of interaction and detailing out information. Given the imperfection of communication, which results in the receiver not always receiving the message exactly as intended by the sender, many opportunities exist for misunderstandings that give rise to conflict. Incorrect, distorted threatening messages or ambiguous information can create hostility and consequently result in conflict. The challenge for the leader then is not so much the mere presence of conflict but, when it is recognised in the course of communication, to deal with it effectively and to achieve resolutions (Vivar, 2006). Therefore, institutional mangers should open and sustain effective channels of communication within the institution. Democratizing institutional decision-making can also be a valuable resource for conflict prevention. The school authorities must make sure that policies and decisions are implemented.

Effective communication is what Wofford (2007) suggested to prevent conflict. He mention some of the most significant approaches, which include; communication styles that emphasizes trust, openness self-discourse, feedback, listening as well as avoidance of threats and defensiveness. He is supported by Nnadi (2008) who

expressed sentiments in the same vein that conflict can be prevented through better communication.

Gorton and Snowden (2009), talk about the need for the administrator to prevent conflict through regular meetings with personnel, to make clearer expectations and offering suggestions on how job performance could be improved. Recognizing and addressing the factors that give rise to conflict can have a positive impact on the workplace and the productivity in the workplace (Moalim, 2012 cited by Mary Rau-Foster, 2002). Mary also asserted that open communication is the means by which disagreement can be prevented, managed, or resolved.

2.7.2 Ensuring appropriate representation

Representative governance of institutional constitutional constituencies has also created its own brand of problems. Some leaders monopolize information that should be in the possession of every constituent. A leadership with a political agenda can distort the information to the membership such that the authorities and the constituents are manipulated. Constituents themselves should create and maintain democratic structures that would enable their leaders to appropriately represent the interest of the constituents.

2.7.3 Developing appropriate grievance system and procedures

Many institutions lack effective grievance system and procedures. Parties with legitimate complaints grievance do not have adequate access to redress mechanism. Such unaddressed feelings in their turn fuel resentment against the authorities and create an atmosphere of bitterness and suspicion that can be exploited by anyone to the detriment of institutional stability. In the interest of the school, managers should develop credible mechanisms for airing and redressing grievance.

According to Afful-Broni (2007), conflict management involves dealing with difficult situations, solving problem, co-ordinating and controlling processes and activities in order that the set goals of the organisation may be achieved. In much the same way, Mankoe (2007) opines that managing conflict means finding appropriate strategies to resolve it. He is of the view that effective conflict management involves more than specific techniques. The ability to understand and correctly diagnose conflict is the first step in managing it.

On conflict prevention, Wofford (2007) suggested the use of different methods of integrating goals and expanding resources. Besides, the indirect approach of using interpersonal styles, example to prevent destructive conflict is also suggested because according to him it is good.

Wofford (2007) assert that to prevent conflict caused by limited resources is to try to increase or expand the resources available. He suggested that when the budget or the amount of resources available is increased, conflict may be prevented. He, however, conceded that it is usually difficult to increase resources because organizations are hardly able to obtain all the resources they desire.

Hellriegel (2005) also believed that conflict management consists of diagnostic processes, interpersonal styles, negotiating strategies and structural interventions that are designed to avoid unnecessary conflicts, reduce or resolve excessive conflicts, or even increase insufficient conflict. Wormack (2005) points out that individual attempt to manage interpersonal conflicts in a variety of ways. According to him, there are five interpersonal conflict-handling styles and they represent different combination of assertiveness and cooperativeness. The five interpersonal conflict handling styles are avoiding, accommodating, collaborating, compromising and forcing styles.

Hellriegel (2005) said that avoiding style involves behavior that is unassertive and uncooperative. An individual with this style chooses to stay out of conflict, ignore disagreement, or remain neutral. This approach might reflect a decision to let the conflict work itself out, or it might reflect a dislike to tension and frustration. Ignoring important issues, however often frustrates others. The consistent use of this style usually results in unfavourable evaluations by others. Hellriegel however, point out that when unresolved, conflict affect goal accomplishment, the avoiding style will lead to negative results for the organization. Rahim (2002) emphasized that the avoiding style results from having little concern for either one's own or the other's interests. When the issue of conflict is important and requires taking on the responsibility of quick decision-making, withdrawing from conflict could generate harmful outcomes for the party. According to Robinson (2010), People who adopt this approach always stay away from conflict. For example, they pretend that everything is okay to the point that if they are openly asked, ''Do you have any worry that you want to convey?'' they usually say, ''No''.

Thomas (2003) provides a typology for examining five conflict-management styles emanating from his dual-concern model. These are: competing or dominating (high concern for self, low concern for other); collaborating or integrating (high concern for self and for other); compromising (moderate concern for self and for other); accommodating or obliging (low concern for self and high concern for other); and avoiding (low concern for self and low concern for other). He identifies two basic dimensions of behavior that can produce conflict: attempting to satisfy one's concerns and attempting to satisfy organizational demands can be viewed along an assertive-unassertive continuum; attempting to satisfy individual needs can be conceptualised from the uncooperative to cooperative. According to Thomas, the administrator at this

stage ignores conflicts, hoping that they will remedy themselves. Problems are simply put on hold. When they are considered, drawn-out procedures are used to stifle the conflict and secrecy is used as a tool to avoid confrontation. This approach is appropriate when the other party is more powerful. Montoya-Weiss, Massey and Song (2001) found that using this style will hurt relationship of a team. People usually let the conflict be lessened while time goes on. In fact, avoiding the problem does not make it go away, but make it worse.

The accommodating/ obliging style, according to Hellriegel (2005), involves a behavior that is co-operative but not assertive. Accommodating may mean an unselfish act, a long term strategy to encourage others to be cooperative or submitting to the wishes of others. It comes from low concern for self and high concern for others, focuses on protecting and maintaining relationships rather than pursuing an outcome that meets the individual's own concerns. Accommodators are usually favourably evaluated by others but are also perceived as weak and submissive. It reflects a win-win approach to solving a conflict. Conflicts are recognized and evaluated by all concerned. The administrator gives in to the demands of the subordinates.

The more effective ideas may not be used due to accommodating style. Misuse of this style may leads to lose of relationship that they try to maintain. When the other party is right and the issue of conflict is much more important to the other party, it makes more sense to use an obliging style. When a party has a weak position and believes that giving up the conflict will engender more beneficial outcomes, it is reasonable to use this style (Rahim, 2002). It involves unilateral concessions, unconditional promises and offers of help. The accommodating individual exhibits sacrificial

behavior by neglecting his or her own concerns to satisfy those of the other person. Accommodation is useful when preserving the peace, promotes harmony and gains credits that can be used at a later date. Tjosvold (2006) saw smoothing as a more diplomatic way of suppressing conflict. He went on to explain that instead of forcing acceptance of a solution, the supervisor tries to talk one faction into giving in. He saw this strategy to be effective where the supervisor has more information than the other factions and is only making a reasonable suggestion. He however cautioned that where the supervisor is merely favoring one side, the losing side is likely to be resentful. Alcover (2009) however saw smoothing to be useful when management is attempting to contain things until a vital project is accomplished or when there is no time for problem solving or compromise and forcing is deemed unsuitable.

Collaboration is both assertive and cooperative and involves an attempt to satisfy the concerns of both parties through honest discussion. For this strategy to be successful, trust and openness are required of all participants. This is the problem solving approach. Problems and conflicts are seen as challenges, differences are confronted and ideas and information are shared, there is a concerted effort to find integrative solutions, those in which everyone wins. Integrating involves one party working with the other to find a solution that satisfies both the parties. It confronts issues and arises from high concern for self and others and involves an attempt to work with the other person to find a solution that fully satisfies the concerns of both the parties. It involves an exchange of information about priorities and preferences, shows insights and makes tradeoffs between important and unimportant issues, which mean each person or group tackles the problem with equal consideration. Nair (2008) identified three types of integrative methods. These were consensus, confrontation and the use of super ordinate goals. Stoner observed that in consensus, the conflicting parties meet

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together to find the best solution to .their problem, rather than trying to attain victory for either side. In confronting. Nair (2008) explained that the opposing parties air their respective views directly to each other. He intimated that the reasons for the conflict are examined, and the right methods of resolving it are sought. Stoner admonished that with able leadership and a willingness to accept the associated pressure by all sides, a balanced solution to the conflict can frequently be found.

The confrontational approach to resolving conflict, according to Tjosvold (2006) is based on the perspective that conflict is an inherent part of organisational life. He therefore admonished that ongoing conflict resolution processes must be developed, executed, and periodically evaluated. Tjosvold (op cit.) highlighted that in confronting, the attitudes and opinions of everyone involved need to be aired. By so doing, according to him, employees would recognise that their cooperation is essential in solving the problem if the goals in the workplace are to be met. Tjosvold (op cit.) reiterated that there is also the recognition that when a conflict is resolved to everyone's satisfaction, there will be more commitment to the solution reached. This is so because management teamwork is established by the mutual commitment of achieving agreed-upon goals. Tjosvold (ib cit.) professed that although the confronting approach may seem time-consuming in the short run, it is time-conserving in the long run. This is so because it allows employees to work on their disagreements in the light of the facts and ultimately understand one another's point of view and possible reasons for views expressed.

With the use of super ordinate goals, all parties involved share the same goal (Kapusuzoglu, 2010). Shani and Lau (2000) gave a more elaborate definition as a primary goal of an organisation or competing groups that exceed those of the

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individuals or sub-groups. As indicated in the literature, one of the major triggers of conflict is goal incompatibility. This is an indication that where two parties have compatible goals, there is little likelihood of conflict between them.

Kapusuzoglu (2010) explained that what really tends to occur is that the two parties try to work together to accomplish their similar goals. He therefore admonished supervisors to focus upon the areas of agreement shared by the conflicting parties and also to emphasise all issues related to task performance.

Alcover (2009), in support of Kapusuzogju's observation viewed superordinate goal as "when a supervisor tries to bring conflicting parties together by letting them know that they are all in the organisation together and should therefore bury their differences to get the job done". Alcover (2009) however, pointed out that this technique works in the short run. This is because the underlying problem tends to crop up later to cause friction once again especially when the task for which conflicting parties were brought together has been accomplished. Alcover (2009), on the other hand, focused on the benefits of super-ordinate goals. He opined that the establishment of superordinate goals could be beneficial if the higher-level goal that is mutually agreed upon incorporates the conflicting parties' lower - level goals. Montoya-Weiss et al., (2001) remarked that the advantage of using this style is to make all parties happy with the final decision. On the other hand, due to letting all parties to be satisfying the final decision, it may use longer time and put in more effort than other styles.

Compromising style reflects a moderate concern for one's own interests and a moderate concern for the other's interests. An outcome that is mutually acceptable for both sides is a desirable strategy to solve conflict. The style represents a desire to

maximize joint outcomes. According to the proponents, the compromising style involves a behavior that is at an immediate level in terms of cooperation and assertiveness. It is based on give and take and typically involves a series of concession. Compromising emerges when there is negotiation and interchange and usually involves a balance between the needs of the organization and those of the individual. The focus of this style is looking for middle ground, trade-off, and searching for solutions that are satisfactory or acceptable to both parties. Invariably competition produces rivalry, with the objective being to achieve the goals at the expense of others. Each person gains something but gives up something else in the process. When both parties have equal power and consensus cannot be reached, it makes sense to use this style. The use of a competitive style creates win- lose situations. These people change their own opinion either because they found sufficient reasons to do so or simply to avoid continued confrontation (Lussier, 2010).

Those who compromise with others tend to be evaluated favorably. Kapusuzoglu (2010) also observed that compromise occurs when both parties try to satisfy some of their concerns. That is, a situation where each side is willing to give in to the other, somewhat so that both gain something from the management of the conflict. Thus, the premise behind compromise is that partial victory is better than winning nothing at all. Benefit of this style is conflict can resolve in short time while the relationship is still maintained. Parties attend to the issue openly, frankly and neutrally by communicating with each other (Flanagan and Runde, 2010). Tjosvold (2002) in support of the afore-mentioned, also saw compromise as a strategy similar to the 'lose-lose' method in that the supervisor decides on a position in which all individuals feel moderately contented.

However, Alcover (2009) felt supervisors approach compromise situations with a win-lose attitude. This, according to him, makes the approach to be disappointing, leaving one or both parties feeling cheated, He pointed out further that conflict is only temporarily suppressed when people feel cheated. The main benefit of compromising is the quick way of dealing with a conflict; it does not maximize satisfaction, but only a partial satisfaction for each party. Rahim (2002) also emphasized that using this style generates failure in identifying real, complex problems. Sub-optimum decisions are taken. If people overuse this style, it may cause them to be greedy and ask for several times to get their desires achieved.

The forcing style is a behavior that is assertive and uncooperative. It reflects a win-lose approach to interpersonal conflict. Those who use this style try to achieve their own goals without concern for others. This style often involves aspects of coercive power and dominance. Forcing tends to result in unfavorable evaluations by others. Managers who use this style may threaten or actually use demotion, dismissal, negative performance evaluations, or punishments to gain compliance from their subordinates. Over reliance on forcing by a manager lessens the employers' work-motivation because their interests are not considered (Hellriegel, 2005).

Lussier, (2010) also supported the above assertion that administrators use aggressive behavior to solve conflict. They force other people in order to achieve their goals. They use authorities, threats, and intimidate styles to force the parties agree with it. Tjosvold (2006) observed that forcing style of managing conflict as characterised by a supervisor seeking to meet his/ her own goals at all costs without concern for others' needs. He pointed out that, a supervisor sees loosing as reducing status, weakness, and self – image, and that, winning gives the supervisor a sense of achievement and power. Thus, such an attitude makes the supervisor an autocrat who suppresses conflict. Nair (2008) however

pointed out that such autocratic suppression will often lead to indirect but nonetheless destructive expression of conflict, such as spiteful obedience. Nair (2008) also went further to say that, since conflict is personalized by forcing, the issues are rarely dealt with objectively. Thus, he explained that forcing stifle conflict and that issues that need scrupulous discussion generally are not raised, creating a classic win - lose view of conflict. According to him, this is as a result of employees giving up after persistent losses, having found that the environment may not be an enabling one for creative - problem solving. Another weakness given by Cohen and Bailey (1997) is that aggression and anger occurs toward its users. Research suggested that forcing is a negative conflict management style that would decrease team performance.

Hellriegel (2005) proposes that negotiation is another approach to managing conflict. He defines negotiation as "a process in which two or more parties having both common and conflicting goals, state and discuss proposals concerning specific terms of a possible agreement". According to Mankoe (2007), negotiation usually includes a combination of compromise, collaboration and possibly some forcing on particular issues that are vital to one or more of the parties. He identifies four types of negotiation; distributive, integrative, attitudinal structuring and intra organizational negotiations.

Distributive negotiation is a win-lose approach where one party's gain is another party's loss. Interaction among the conflicting parties takes the form of guarded communications, limited expressions of trust, use of threats and disguised statements and demands.

Integrative negotiation is a joint problem solving approach in which both parties can gain a win-win approach. The parties identify mutual problems, identify and assess

alternatives, openly express preferences, and jointly reach a mutually acceptable solution. The parties are strongly motivated to solve problems; the exhibit flexibility and trust and explore new ideas.

Attitudinal structuring is the process by which conflicting parties seek to establish desired attitudes and relationship pattern such as hostility or friendliness or competitiveness or cooperativeness.

Intra organizational negotiation is a process in which the key players on each side seek to build a consensus within their side, the aim is to resolve intra-group conflict. In this type of negotiation, two or more groups negotiate through representatives. The representatives may reach agreement, but may still need to obtain agreement of their respective constituencies.

Mankoe (2007) argues further that negotiation may either be unilateral or integrative. According to him, unilateral negotiation is done through various strategies, depending on the interest of the individual and the organizations. These are the trusting collaboration, open subordination, firm competition and active avoidance. Mankoe (2007) opines that the trusting collaboration is appropriate if the relationship between the parties and the outcomes are important. The success of this strategy depends on the openness on the part of both parties, the individuals seek to achieve his goals and still maintain a positive relationship, trusting collaboration is easiest to use when parties are interdependent and mutually supportive.

The open subordination is also useful if the individual is more concerned with establishing a positive relationship with another party than with achieving his goal. In the open subordination, the individual openly subordinates his interest and has little to

lose by yielding to the interest of other party. The firm competition, according to Mankoe (2007), is effective if the individual is more concerned with achieving his goal than establishing a positive relationship with another party. This situation arises when an individual has little trust in the other party or the relationship is not good to begin with. In this situation, the individual may become highly aggressive, bluff, threaten the other party or mistreat his intentions. The individual seeks a win-lose outcome and can accept a neutral or even a bad relationship.

The active avoidance is useful if neither the relationship nor the outcome is important to the parties or the organization. In this strategy, the parties may tell each other that they are not willing to negotiate, and the action will have a negative impact on the relationship between the parties.

Again, Mankoe (2007) believes that interactive negotiation strategies are based not only on the interest of the individual or organization, but also on the interest of the other party. The individual should anticipate the other party's relationship priorities, assessing how the negotiation is likely to proceed when parties meet. Among the types of interactive negotiation strategies Mankoe (2007) made mentions are: principled collaboration, focused subordination, soft competition, passive avoidance, and responsive avoidance.

Considering all of these conflict management approaches, there are some strategies that are of general application which all conflict managers must observe (Botchway, 2006). First and foremost, the person managing the conflict must recognize and acknowledge that a conflict situation exists. This is a major step many people ignore, refusal to acknowledge the existence of a conflict can result in it degenerating into violence.

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Second, the conflict manager analyses the conflict situation by gathering all relevant information concerning the conflict. This is because without a careful analysis of a conflict, there is very limited chance of any conflict resolution or successful management.

Third, the manager must develop effective communication. This involves the exchange of information, news, ideas, feelings, etc with some other persons. Communication helps to make thoughts and feelings known to each other in a way that they understand. It hinges on the ability and willingness to share information, and by so doing creates a better understanding of each other's values, goals, interest, attitudes and a way of life in general. This strategy is vital because many studies and experience have shown that most conflict come about are prolonged because of breakdown in communication. The frequency and quality of communication influence the level of discord or harmony between opposing parties. In other words, the more people communicate the better they understand each other and adjust to each other accordingly. Effective communication may include using language that is acceptable to opposing groups or individuals. The communication could be verbal or non-verbal.

Fourth, in resolving or managing conflicts, the manager must provide avenues for negotiation that will give people the opportunity to agree through discussion devoid of violent concentration.

The fifth strategy is to encourage dialogue and deliberation. This point is supported by Nye (2006) who think that deliberation involves the process of deciding how to act, weigh the cost and benefits of the various approaches to solving problems and generating awareness of how people perceive the cost and benefits in the course of active dialogue in this vein involves holding discussions to solve problems. In these

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processes, willingness to talk is viewed as a necessary starting point. It assists in narrowing differences by concentrating on common positions and interests. A key ingredient in the process includes faithfully recording common points of view, agreement reached and making these known to the parties as the process unfolds to full confidence.

Demers (2002) conflict resolution has articulated three strategies of peaceful conflict resolution among warring parties. These are; mediation, arbitration and reconciliation and each of these approaches can be used to resolve conflict among and between aggrieved parties. He explained that the mediation strategy of conflict resolution, basically seeks to provide a voluntary framework for dispute settlement between aggrieved parties. The parties select a third party who acts as a facilitator or a mediator. The mediator has no power to decide the outcome. Rather, the parties determine the results of the mediation process by mutual agreement. If the mediation process fails, the parties in disputes are free to withdraw from the process, launch legal proceedings at any time, or turn to one or more arbitrators.

The second strategy Demer (2002) explained is the arbitration. Unlike mediation, arbitration is a private process between the aggrieved parties and is more formal than mediation. The arbitrator who is the third party is expected to follow and apply the rules, guidelines and procedures defined and agreed upon by the parties in disputes. In this case, the outcome of the arbitration process is binding to both parties.

The third and the last strategy, reconciliation was explained by Demer as the willingness of the conflicting parties to settle and resolve their differences with the view to restore and harmonise their relationship. The objective of the reconciliation process is to create a new moral order based on consensus around key values which

encourages and promotes cooperation among the parties in conflict. The reconciliation process, therefore, merely assists them to jointly analyse the causes of the conflicts, acknowledge the injustices it has caused and agree to build bridges between them through healing process, forgiveness and responsibility.

The administrator has to resolve conflict once it occurs but not employ the ostrich technique in dealing with conflict that is burying their heads in the sand and try to ignore it. He does this by employing avoidance tactics, use of force, rational approaches of understanding, persuasion and compromise.

2.8 Empirical Studies on Conflict Resolution

Some empirical studies worldwide were reviewed to inform the study in this section, and these studies were carefully selected to the objectives of the study.

2.8.1 A study conducted in selected Kenyan Educational Institutions

A study conducted in selected Kenyan Educational institutions by Ramani and Zhimin (2011) indicates that there had been several conflicts in educational institutions. The purpose of the study was to analyse the existing conflict resolution mechanisms in those institutions. The study revealed that the mechanism used is such that decisions take a longer time to be made, notable failure to implement certain resolutions, and leaders are subjected to corrupt deals to cover up certain conflict areas. Again, the findings showed that the concept of "conflict management" refers to an act and also a process of resolving disputes between two or more parties with the view of coming to a resolution.

The study further revealed that when conflict is of a personal nature, the majority of institutions dealt with the conflict through constructive approaches. Effective

communication is therefore, essential in analysis of conflicts in private schools as well as in identifying their root causes.

It is however, important to note that when aggrieved people react as a group they are likely to be influenced by group behaviour, which in most cases is very destructive. This could be a factor that contributes to destructive scenes, especially when resolution of conflicts between groups of students and the academic staff or teachers do not find an amicable solution.

The study revealed that the causes of conflicts in educational institutions are varied and so resolution of various forms of conflicts would therefore, require specific strategies since the root causes may be unique. The study recommends that school academic staff and teachers should seek to embrace open systems where everyone is allowed to air their views and the areas of conflict discussed openly. This would help in eliminating the perceived feeling of discrimination or favouritism amongst complainants. It was also recommended that the schools should seek to educate all the stakeholders on the best way of solving conflicts.

2.8.2 Study conducted in higher educational institutions in American Universities

Volpe and Chandler (2008) in their study discussed the challenges of resolving conflicts in higher educational institutions. For them, we need a significant paradigm shift in how conflicts are being processed on college campuses, preferably independent body known as paramedics. Volpe and Chandler (2008) in their study discussed the challenges of resolving conflicts in higher educational institutions. In the study, the term pracademics was coined to describe academics that are scholars

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and teachers in the field of dispute resolution and actually practice what they preach in their universities. They can be seen as indigenous dispute resolvers in the academic culture. Unlike others who play similar roles and are officially designated to process grievances such as the specialised university ombuds, pracademics retain their traditional faculty role. According to them, in recent years, these faculties out of choice or chance are playing an increasing role in managing and resolving conflict situations. The development of scholarship on conflict also motivates them to foster an environment conducive to using new and creative conflict management approaches. They explained that for instance, while a psychology professor may counsel an individual through a stressful means, pracademics are part of the academic culture which creates conflict they seek to help resolve or shape into a constructive force for change.

2.9 Summary

By way of summary, conflict is a daily occurrence in the administration and management of an organization such as a school. Conflict is a contest of opposing forces or power and has many causes including competition for scarce resources, one party seeking to control another, goal divergence and frustrating activities of others; it takes several forms such as goal conflict, cognitive conflict, affective conflict and procedural conflict.

Obviously, conflict has effects on people and organizations, such effects can be positive and negative; conflict can be resolved through several strategies including forcing, compromising, collaborating, accommodating or avoiding. One of the major methods for managing conflict is negotiation which takes various forms; combinations or compromise, collaborating or forcing.

Finally, the administrator needs to resolve conflict using the problem-solving technique, where he encourages an open-exchange of information for the two parties to work out their differences and to enable them to arrive at an amicable solution. The next chapter discusses the methodology with which the study was conducted. It consists of the sequence of activities the researcher undertook for the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the sequence of activities the researcher undertakes. It discusses the research paradigm, research approach, research design, the study area, the population, sample and sampling technique, instrumentation, data collection and data analysis procedure.

3.1 Research Paradigm

The mixed methods research is linked with pragmatist worldview which argues that one should stop asking questions about the laws of nature and reality (ontology) and theory of knowledge (epistemology). For pragmatists, the research question or problem is the 'central' focus (Taduridkori & Teddlie, 200,: 2006; Creswell. 2009) where the central concern is 'what works' (Patton, 2002). According to Powell (2001) 'pragmatism' is not new to social or management sciences. In literature there are some good reviews of pragmatism as a general belief system (Maxcy, 2003. Mackenzie & Knipe, 2006; Tashakkori & Teddlie, 2003; Somekh & Lewin. 2005; Creswell, 2009). Pragmatism is an American methodological approach originating from the work of William James (I $42-1910), John Dewey (1159-1952), Charles Sanders Peirce (1139-1914) and Herbert Mead (1861-1931). Thus the concern for a pragmatist is to find out 'what works' and what enables solutions to problems (Patton, 2002; Creswell, 2009). The pragmatist proposes to reorient the assessment of theories around a third criterion: the theory's capacity to solve human problems (Gorard, 2004; O'Leary, 2004). To a pragmatist, the mandate of science is not to find truth or reality, the existence of which are perpetually in dispose, but to facilitate human

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problem solving. According to pragmatist philosopher John Dewey, science should overthrow 'the notion, which has ruled philosophy since the time of the Greeks, that the office of knowledge is to uncover the antecedently real, richer than, as is the case with our practical judgments, to gain the kind of understanding which deal with problems as they arise.

On one hand, the qualitative paradigm was employed in the present study. According to Abusabha and Woelfel (2003) qualitative research describes an event in its natural setting. Also, Walsh (2003) explains that it is a subjective way to look at life as it is lived and an attempt to explain the studied behaviour. Instead of providing a broad view of a phenomenon that can be generalized to the population, qualitative research seeks to explain a current situation and only describes that situation for that group. Since only a current situation is observed, all qualitative research is done in the field.

The researcher used the qualitative paradigm for three reasons. First and foremost, the nature of the research questions that intended to provide initial forays into the topic and described what was going on regarding conflict and conflict management strategies of JHS heads in the Effutu Municipality was considered because the topic needed to be explored. In this regard, all information that reflected the researchers' participant perspective was required. So, hearing what the JHS heads say provided enough evidence to understand and describe the nature of conflicts and its possible management strategies in the Municipality.

Another reason for the qualitative approach was that findings from the research would help to point out or make recommendations for changes regarding conflict and conflict management strategies in the Effutu Municipality. This required paying attention to the views of the heads who are mandated to manage the schools. The

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results of the study are envisaged to suggest changes that are responsive to the needs and concerns of the heads themselves, the teachers and the school in a broader sense. In this regard, the research could be described as "responsive evaluation" (Stake, 1994 p.54).

The final reason for the choice of qualitative approach stemmed from the recognition that a hands-off distant research approach may not delve below the surface of issues. Such a study would be more meaningful if the researcher is in sufficient contact with the research subjects and the setting to understand fully the issues inherent in school conflict and its management strategies of which the researcher seeks to investigate. The decision to adopt qualitative research approach therefore, was based on the objectives and the overall research needs of the study.

On the other hand, the quantitative research paradigm was utilized. The quantitative method was chosen because it is appropriate for measuring both attitudes and behavior. The other reason was to profile a group of people based on shared characteristics (such as demographics). The results from this approach can be used to create models that predict whether or not someone holds a particular opinion or would act in a certain way based on an observable characteristic. According to Creswell (2014), in this type of research method, the variables can often be counted or quantified. For example, score for different sexes, type of conflicts and the causes could be evaluated to see whether there are consistency among the respondents.

3.2 Research Approach

The present study adopted the Mixed Method Research. A Mixed Method Research is an approach of inquiry that combines both qualitative and quantitative forms. It involves the integration of philosophical assumptions that use both quantitative and

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qualitative approaches by mixing both approaches in a study. It is thus more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches (Creswell, 2009). A major advantage of using the mixed methods research in this study is that, it will enable the researcher to find out conflict and conflict management strategies of JHS heads in the Effutu Municipality in the central region through both open and closed ended questionnaires and interviews.

According to Yin (1994), the skills needed for assembling and analyzing quantitative data may differ considerably from those from quantitative data, and for this, as well as deeper philosophical reasons, quantitative and qualitative strategies have frequently been pitted against each other. (Bryman, 1988, P.126) argues that combining qualitative and quantitative methods brings together the strengths and benefits of each while reducing their respective weaknesses and limitations. Furthermore, Creswell (2009) states that you conduct a mixed method study when you have both quantitative and qualitative data and both types of data together provide a better understanding of your research problem than either type by itself.

The combined paradigm is often cited as a way of ensuring or increasing the internal validity of results. Internal validity means that a research instrument accurately measures what it purports to measure and, thus, that the data are an accurate reflection of the phenomenon studied: without this, the conclusions of research are thrown into doubt. The validity argument is one of the arguments for triangulation. Teddlie and Tashakkori (2003) suggest that the term 'inference quality' is more appropriate to mixed methods research because it takes account of both the inductive and deductive processes associated with qualitative and quantitative research respectively. Creswell

and Creswell (2005) suggest that investigators could improve their inquiries by collecting and converging or integrating different kinds of data bearing the same phenomenon.

3.3 Research Design

Creswell (2009) defines research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. It is seen as a comprehensive master plan, framework, or a blue print of the research which stipulates the general statement of the various methods used, and also guides the collection and analysis of the data collected. The design for this study is component (parallel or sequential) designs in which the different elements are kept separate, thus allowing each element to be true to its own paradigmatic and design (De Lisle, 2011). This study adopted the sequential mixed methods design for it is useful in helping researchers meet the criteria for evaluating the ― goodness of their answers better than do the single approach designs (Tashakkori & Teddlie, 2003). This design starts with the collection and analysis of quantitative data, which has the priority for addressing the study's questions. This first phase is followed by the subsequent collection and analysis of qualitative data. The second, qualitative phase of the study is designed so that it follows from the results of the first, quantitative phase. The researcher interprets how the qualitative results help to explain the initial quantitative results (Morse & Niehaus, 2009).

3.4 The Study Area

The study was conducted in the Effutu Municipality of the Central region of Ghana. The Effutu Municipal is one of the 261 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana and forms part of the 22 of MMDAs in the Central

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Region, with its administrative capital as Winneba. The Municipality is situated between latitudes 5°16' and 20.18" N and longitudes 0°32' and 48.32''W of the eastern part of Central region and covers an area of 417.3 square kilometers (163 sq. miles)

The choice of this study area was informed by its proximity to the researcher. More importantly, as an Education Officer in the Municipality, my day-to-day interactions with some JHS heads indicates that conflict and conflict management strategies in the Municipality is a problem that requires a dire need to solve.

3.5 Population

Population is the sum aggregate or totality of the phenomena which are of interest to the researcher (Seidu, 2006). Population according to Walliman (2001) in research, simply refers to all the members and individuals targeted for the research. The author further maintained that the population for any research work depends on the purpose of the study.

With regards to this study in the Effutu Municipality, the target population was all 655 teaching staff including 624 teachers and 41 headteachers from the 41 basic schools (Primary and Junior High Schools) of the three Circuits in the Municipality. Out of these 41 schools, 18 are primary schools and 23 are JHS.

Johnson and Christensen (2012) indicate that accessible population is the research participants who are available for participation in the research. In this case, the accessible participants were drawn from the 23 Junior High Schools which has a population of 274 teaching staff. It must be recounted that Fraenkel and Wallen (2009) claimed that while the target population is 'ideal' in research, the accessible

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population is realistic (Oyetunji, 2006, p.118). In this case, despite the 655 target population, the study dealt with the accessible population of 274 teaching staff.

3.6 Sample and Sampling Procedures

Alhassan (2007) opined that sample is a small proportion of the population selected for study and analysis. It is the selected subset of the whole which is being used to represent the population. By observing the characteristics of the sample, inferences can be made about the characteristics of the population from which it has been drawn. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. Braun and Clark (2021) citing May (2011) argues that there is no straight forward answer to what a sample size should be and that the guiding principle is to collect enough data to undertake a meaningful analysis. Consequently, a sample of sixty-seven (67) participants was chosen from the 23 Junior High Schools in the Effutu Municipality through stratified sampling. Figure 3.1 shows the distribution of the sample.
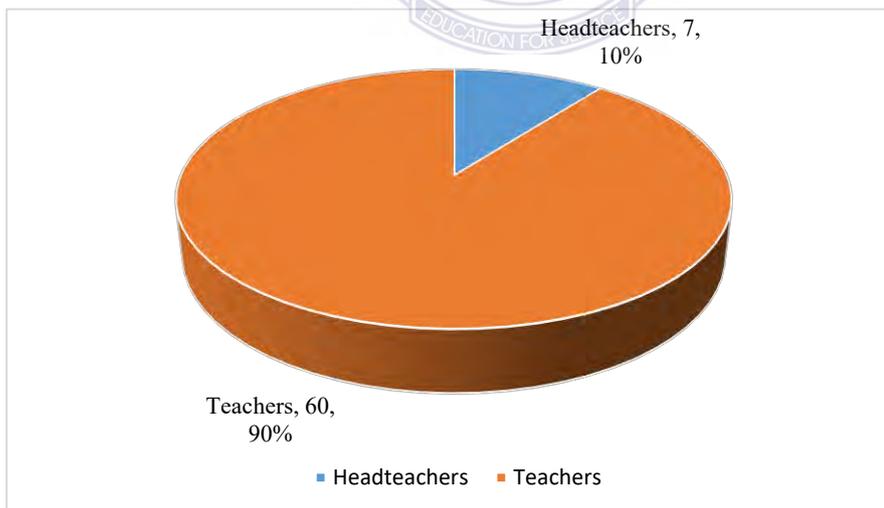
Figure 3.1: Shows the distribution of the sample

The sample consists of 60(90%) teachers and 7(10%) headteachers. As indicated earlier, the municipality has three circuits with each one forming a stratum.

Table 3.1: Shows the distribution of sampled heads and teachers in the respective circuits

Circuit (Strata)	Sample Size		Total
	Headteachers	Teachers	
Winneba East	3	20	23
Winneba West	2	20	22
Winneba Central	2	20	22
Total	**7**	**60**	**67**

As indicated in Table 3.1, A sample of 20 teachers represented each of the three circuits (cluster). For the headteachers, whilst Winneba East had three (3) headteachers, Winneba West and Central had two (2) headteachers each.

Two distinct sampling techniques were involved. According to Creswell (2009), sampling refers to the statistical process of selecting and studying the characteristics of a relatively small number of items from a relatively large population of such items to draw statistically valid inferences about the characteristics about the entire population. These techniques were purposive sampling and stratified sampling technique.

The purposive sampling technique was used to select the headteachers involved based on the criteria that they have the requisite information needed for the study. Fraenkel and Wallen (2009) indicated that purposive sampling is a non-random sample used when those to be selected have the requisite information. At the heart of this sampling technique is the key informant who is observant, reflective members of the community of interest who know much about the culture and are both able and willing to share their knowledge (Cargan, 2007). In view of this, the researcher purposively selected the heads of public Junior High Schools in the municipality. The purposive sampling was considered most appropriate for the selection of the school heads

because the researcher wanted headteachers who have spent more than two years in their schools. The researcher reckons that such headteachers would have settled in their schools. It was envisaged that such heads have the requisite experience in conflict management of which the present study purports to investigate. There is no limitation on how many respondents should make up a purposive sample, as long as the needed information is obtained (Bernard 2002). Bernard (2002) studied different sample sizes of informants selected purposively and found that at least five informants were needed for the data to be reliable. This constituted the qualitative phase of the study.

The quantitative phase of the study accounted for the use of the other sampling technique. This was the stratified random technique. Stratified random sampling is where the researcher divides the population into separate groups, called strata. The strata are formed based on members shared attributes or characteristics. Then, a probability sample is drawn from each group. Stratified sampling ensures that at least one observation is picked from each stratum, even if probability of it being selected is close to zero (0). Stratified sampling makes it possible to reduce the sample size required to achieve a given precision, or it may be possible to increase the precision with the same size (Benard, 2002). Each of the three (3) circuits in the Effutu Municipality was put into a stratum within which a simple random sampling technique was used to select two (2) teachers for the study. In the same vein, the five headteachers were selected from the sampled schools using the simple random sampling technique. A simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected. According to Seidu (2006), this process of sampling gives every member of the population the probability of being selected to represent the population.

3.7 Data Collection Instruments

The researcher employed questionnaire and a structured interview guide in gathering data for the study. Best and Kahn (2003), agreed that questionnaire and interview guide are effective tools or instruments for social research. Best and Kahn, further agreed that questionnaire such as the Likert Scale is used when factual information is required. Kumekpor (2002) contends that the questionnaire is widely used for collecting data in educational research because it is effective for obtaining factual information about practices and conditions and for enquiring into the opinions and attitude of subjects.

The first advantage of the questionnaire is a high response rate particularly when the questionnaire design is good and appropriate follow mechanisms are used. Secondly, if properly understood and implemented, the technique simplifies the data analysis stage. Finally, the questionnaire has a higher degree of transparency or accountability than the interview technique (Kumekpor, 2002).

However, the questionnaire has some weaknesses. It is expensive both financially and in time, especially if the respondents are scattered over a large area. Respondents may also not provide appropriate answers to questions since the method normally uses structured questions. Thus, the questionnaire may yield superfluous information than an in-depth interview (Gay, 2002). Kumekpor (2007), also observed that since the questionnaire is anonymous, researchers are not sure whether the right person has answered the questions. He emphasized again that there are no opportunities for motivating the respondents in the field to answer the questions, with the use of the questionnaire.

The questionnaire was prepared after the review of the literature and taking the research questions into consideration with open and close ended questions. The questionnaire consisted of two main sections, that is, A and B. Section 'A' deals with the background of the respondents. The questionnaire for teachers focused on their gender, academic qualification and length of stay at the present work place in the Ghana Education Service.

The section 'B' items are grouped under 4 main areas in respect to the research questions. The reason for grouping the items under the research questions is to aid in providing a systematic approach to the data analysis. The items are grouped under the following sub-themes:

  i.   The types of conflict
  ii. The causes of conflict
  iii. The effects of conflict on administration
  iv. Conflict management strategies
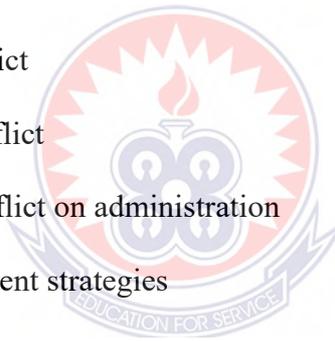
With regards to the interview guide, the researcher, through the scholastic assistance of the supervisor constructed the items with the research questions of the study in mind. The researcher resorted to respondent type of interview to elicit open-ended responses on the types of conflict, effects of conflict and conflict management strategies. According to Lindlof and Taylor (2002), this type of interview is used when the researcher needs interviewees to talk about their experiences on a phenomenon in their own words. Patton (2002) describes interviewing as "a conversation with a purpose". Interviews are active interactions between two or more people leading to negotiated, contextually based results.

Qualitative, in-depth interviews typically are much more like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participant's views but otherwise respects how the participant frames and structures the responses (Odendahl & Shaw, 2002). Odendahl and Shaw (2002) further explain that this method is based on an assumption fundamental to qualitative research: The participant's perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it.

Also, as Tuckman (1972) cited in Cohen ét al. (2008) describes it, by providing access to what is "inside a person's head", interviews make it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

Utuka (2012) emphasized three key elements to an interview: the interviewer, the interviewee and the context of the interview, including issues and questions that arise as part of the interview. While an interview may take many forms, these three key elements must be kept in harmony for an interview to achieve its purpose. Questions must be well chosen and dealt with meaningful material in the eyes of the interviewee. The interviewer must achieve and maintain rapport with the interviewee to ensure that the interview is taken seriously. Glazer (1982) opined that in some situations, the interview process provides the opportunity for reciprocity, that is, a mutual exchange of knowledge and helps build a sense of mutual identification and a feeling of academic community. Positive outcomes from a successful interview include not only data that are rich in content and trustworthy but also a relationship of trust between researcher and interviewee that carries over to any follow-up situation, such as "member checking" or seeking further information on something that was

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overlooked or emerged through the research process. Gravetter and Forzano (2006) also pointed out some disadvantages in the use of the interview method. They opined that interviews are more expensive and time-consuming than the questionnaire notwithstanding its numerous advantages. They were also of the view that interviews may be affected by deliberate misinterpretation of facts, genuine mistakes and unwillingness to offer information. To address the challenge raised by Gravetter and Forzano (2006), the researcher had in mind the set of procedures which were rigorous and could do justice to the complexity of the topic under investigation (Lincoln & Denzin 2003). In the collection of data under this design, audio recorder was used to record interviews, and the data collected transcribed, reviewed and reported using thematic analysis.

The development of the interview guide aided the researcher in his questioning. It also allowed the researcher to adjust to the verbal style of the respondents (Lindlof & Taylor, 2002), so some questions were rephrased, and others broken down into smaller units to achieve a clearer understanding of the questions towards the attainment of the goals set out by the researcher. Questions were derived from the research questions guiding the study.

3.8 Validity of the Instruments

According to Cohen et al. (2008), validity is defined as the degree to which a test or measuring instrument actually measures what it purports to measure or how well a test or a meaning instrument fulfils its function. Three types of validity: face validity, content validity and construct validity were involved in this study.

According to Oluwatayo (2012), face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear. To ensure face validity in this study, the instruments for the data collection were discussed and revised with colleague M.Phil. students. Based on their comments, some adjustments and editing were made to make the items easy to read and understand. Creswell (2014) says that collaborating evidence from different individuals ensured that the study was going to be accurate because the information draws from multiple sources.

Content validity is a theoretical concept which focuses on the extent to which the instrument of measurement shows evidence of fairly and comprehensive coverage of the domain of items that it purports to cover (Oluwatayo, 2012). According to Babbie (2007), content validity shows the degree to which a measure covers the range of meanings included within a concept. In another dimension, Cohen, Manion and Morrison (2008) define content validity as a form of validity that ensures that the elements of the main issue to be covered in a research are both a fair representation of the wider issue under investigation and that the elements chosen for the research sample are addressed in depth and breadth. Essentially, careful sampling of items is the basic requirement to ensure their representatives. In looking for content validity evidence in this study, the focus was on determining whether the instruments have been constructed adequately or its items have a fair sample of the total potential content. This was achieved by the researcher subjecting the instruments to the expert judgment of the supervisor of the study. As a result, the content of the instruments were carefully evaluated and approved for use in the study.

Construct validity is based on the logical relationships among variables. According to Walden (2012), construct validity refers to whether the operational definition of a variable actually reflects the theoretical meanings of a concept. In other words, construct validity shows the degree to which inferences are legitimately made from the operationalisations in one's study to the theoretical constructs on which those operationalisations are based. In this study, construct analysis was achieved through factor analysis, which gathered together similar items in the instruments and separated them from others used by other researchers (Cohen, Manion and Morrison, 2008).

3.9 Reliability of the Questionnaire and Dependability of the Interview Guide

Creswell and Creswell (2005) reveals that, the goal of a good research work is to have measures that are reliable and valid. Creswell further refers to reliability as the consistency of a measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of the measurement (Somekh & Lewin, 2005). In testing the reliability of the questionnaire, the test-retest method was used.

Specifically, the questionnaire would be administered to ten (10) teachers. A week later, the same questionnaire administered to the same teachers again. The responses of the teachers on the two occasions would be correlated using the Pearson's Product-momentum Correlation to determine the repeatability of the results.

The reliability of the interview guide would go through methodological triangulation. In this regard, the issue of validity and reliability would be tackled by the nature of the study. A mixed research involves the mixing of quantitative and qualitative methods or paradigm characteristics into research studies (Johnson and Onwuegbuzie, 2004). According to the fundamental principle of mixed research, it often should

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involve the combining of quantitative and qualitative methods, approaches, and concepts that have complementary strengths and no overlapping weaknesses (Johnson and Turner, 2003). The words "complementary strengths" are meant to include all of the strengths of qualitative and quantitative research. By "complementary strengths" the researcher implies putting together of different approaches, methods, and strategies in multiple and creative ways.

Cohen, Manion and Morrison (2008) defined triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. They further added that triangulation technique in the social sciences attempts to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point by making use of both quantitative and qualitative data. The researcher acknowledge the fact that triangulation can assist in explaining teachers' content knowledge in conflict management. Combining data from different methods certainly increase the quality of the data.

3.10 Piloting the Instruments

The questionnaire was piloted on a sample of some headteachers and teachers drawn by systematic procedure from Pomadze D/A Junior High School at Gomoa Central which share boundary with Effutu Municpal in the Central Region of Ghana. The pilot study was done to enable the researcher establish the validity and reliability of the instrument and also to correct all ambiguities and questions which otherwise could pose problems to the respondents. When social researchers construct and evaluate measurements the two technical considerations that they are mindful about are: reliability and validity.

3.11 Data Collection Procedure

According to Creswell (2009), respecting the site where the research takes place and gaining permission before entering a site is very paramount in research. The researcher collected an introductory letter from the Department of Educational Administration and Management, stating the aims and purpose of the study and need for the participants to give their consents and co-operation. The letter was sent to the Education Directorate in order to gain access to the schools. Copies of the letter were given to the headteachers of the selected schools where the research was carried out. The heads introduced the researcher to the teachers and established rapport with them. Both the teachers and heads were briefed on the purpose of the study and their informed consent was sought, and their confidentiality was assured. According to Kelly, Clark, Brown and Sitzia (2003), confidentiality and informed consent are key ethical issues to adhere to when conducting research. The teachers were given relevant instructions verbally and assured of confidentiality after which they were given one week to fill the questionnaire and returned them to the researcher.

The headteachers were equally taken through the instructions and requirements of the interview. The interview was self-administered on the heads by the researcher. He sought the consent of the headteachers to audio record their responses and later transcribed the responses for analysis.

3.12 Ethical Issues

The researcher identified three (3) main areas of ethical concerns as explained by Kvale and Brinkman, (2009). These issues were: informed consent, confidentiality, and the consequences of their participation. The consents of respondents was sought for their participation in the study. The American Psychological Association (APA)

(2002), explains that informed consent ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits. To ensure participants full cooperation, they researcher informed them about:

i.   The purpose of the study, expected duration and procedures.

ii. Their rights to decline to participate and withdraw from the research once it has started.

iii. The researcher's intention to record the interviews.

Sales and Folkman (2000) confirm that participants in a study must have all the information that might reasonably influence their willingness to participate in a form that they can understand and comprehend, and this will facilitate their full involvement.

Respondents were also assured of their anonymity and confidentiality as far as the study was concerned. Zegwaard, Campbell and Pretti (2017) are of the view that since some of the responses may be considered personal and confidential, it is imperative to keep participant details confidential and their responses anonymous. With this in mind, individual respondents were neither named nor their responses attributed to their institutions. Rather, participants' information and responses were identified with codes, to ensure that they are not been identified in any way.

3.13 Data Analysis Procedure

The data gathered would be scored and analyzed statistically using the Statistical Package for Social Science (SPSS) 20 version of the software. Being descriptive, the descriptive statistical analysis would be used. The main statistical tools that would be used in analyzing the data would be the simple percentage descriptions and

frequencies. These approaches would be used to analyse the data on bio-data and research questions.

Tables would be used to support the analysis to make it clearer. In scoring the data, each of the questionnaires would be given a code number to facilitate identification. Responses to the various items would be coded and entered into the SPSS 16.5 software version. Tables of frequencies and percentages would be generated and used for analysis.

The interview guide would be analysed by dividing it into themes. It would be based on "thematic" analysis of a set of data gathered in the form of interviews. The analysis primarily involved an iterative process of reading, reflecting and coding the interview transcripts and then drawing out major themes and patterns from it.

3.14 Summary

This chapter has given a vivid description of the research methodology adopted for the study. There was need to discuss the research paradigm and provide justification for using both qualitative and quantitative method in a single study. Apparently, the research approach was mixed method and adopted the sequential mixed method design. Using the Effutu Municipality as a Study Area, the researcher had had day-to-day interactions with some JHS heads that indicates that conflict and conflict management strategies in the Municipality is a problem which requires urgent attention. Out of a population of 274 headteachers and teachers, a sample of sixty-seven (67) respondents were chosen for the study. Regarding the qualitative phase of the study, the purposive sampling technique was adopted to select the headteachers who participated in the study. For the quantitative phase, the stratified random sampling technique was used to select sixty (60) teachers for the study. The main data

collection instruments were interview guide and questionnaires. A pilot study was conducted and the validity and reliability of the instruments were established before the data collection process begun. The chapter also discussed ethical issues and the data analysis procedure. The next chapter deals with the analysis of data discussion of findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter provides the analysis and discussion of findings of the study. It has two main sections; the first section provides the analysis of the data while the second section presents the discussion of the findings. The purpose of the study was to explore the causes of conflict and conflict management strategies used by heads of Junior High Schools in the Effutu Municipality in the Central Region. The study sought to answer the following research:

1. What are the types of conflicts existing among teachers in the schools?

2. What are the causes of conflicts experienced by teachers in the basic schools?

3. In what ways do conflicts affect the management of the basic schools?

4. What are the strategies employed by the heads to manage conflicts among the teachers in the schools

4.1 Section One: Background of Respondents

Table 4.1: Sex distribution of the respondents

Sex	Frequency	Percent (%)
Male	26	43
Female	34	57
Total	**60**	**100**

Source: Field Data, 2020

Data in Table 4.1 shows the sex distribution of the respondents in the present study. It could be observed that 34(57%) were females and 26 (43%) were males. It goes without saying that majority of the respondents were females. This could be as a

result of the fact that there are more female teachers than male teachers in the Effutu

Municipality (Effutu Municipal Education Office Annual Report, 2020).

The data on the ages of the respondents were collected and the results are shown

below:
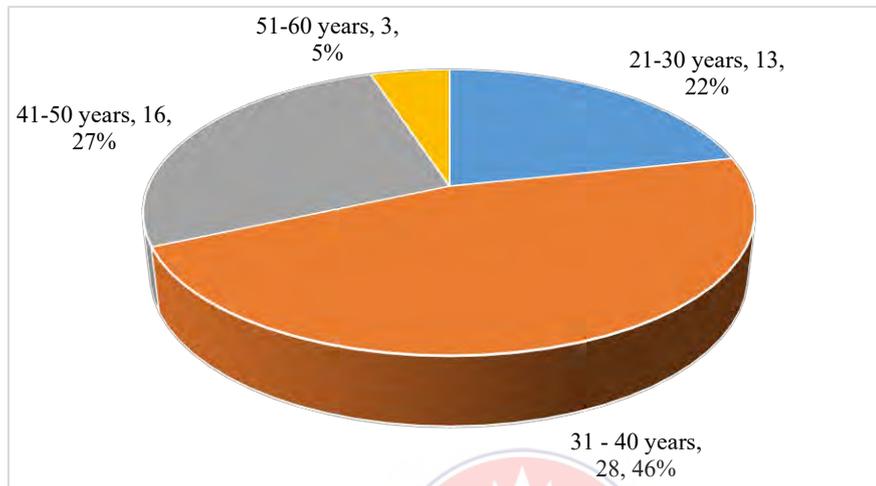
Figure 4.1: Age distribution of respondents

Data in Figure 4.1 shows the distribution of the ages of respondents. It could be seen

from the figure that 28(46%) of the respondents were between the ages of 31 – 40,

16(27%) were between the ages of 41 – 50 years, 13(22%) were between the ages of

21 – 30 years. Only 3(5%) were between the ages of 51 -60 years old. This shows that

majority of the respondents were less than fifty (50) years and were within their active

years of service.

Table 4.2: Qualifications of the respondents

Qualification	Frequency	Percent (%)
Master's Degree	13	22
First Degree	47	78
Total	**60**	**100**

Source: Field Data, 2021

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Data in Table 4.2 shows the distribution of respondents' qualifications. From the table, 47(78%) of the respondents were First Degree holders and only 13(22%) held Master's Degree. This is an indication that most of the teachers in the Effutu Municipality were qualified with at least First Degree.

There are several ranks for teachers in the Ghana Education Service. For this reason, it was important to know the rank of each teacher respondent in this study as shown in the next figure.
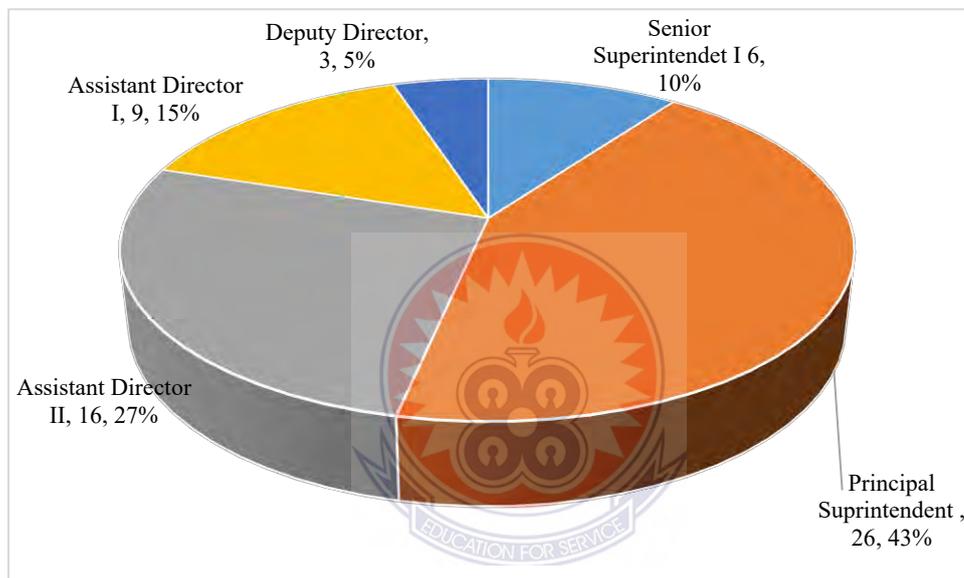
Figure 4.2: Rank of respondents

Data in Figure 4.2 shows the distribution of the rank of respondents in the Ghana Education Service (GES). From the figure, it is observed that 26(43%) were at the rank of Principal Superintendent, 16(27%) were at the rank of Assistant Director II, 9(15%) were at the rank of Assistant Director I. Only 6(10%) of the respondents were at the rank of Senior Superintendent 1. This shows that majority of the respondents of the study were in the senior ranks of with GES.

Table 4.3: Distribution of respondent's teaching experience

As part of the study, it was important to know the teaching experience of the teachers.

Experience in Years	Frequency	Percent (%)
1- 5 years	7	12
6 - 10 years	26	43
over 10 years	27	45
Total	**60**	**100**

Source: Field Data, 2020

Data in Table 4.3 shows the distribution of the teaching experiences of the respondents in years. It is observed from the table that 27(45%) had over 10 years teaching experience. Only 7(12%) had between 1 – 5 years teaching experience. This indicates that majority of the respondents have had more than 10 years teaching experience. In view of this, their views could not be taken for granted.

4.2 Analysis and Discussion of Data

This section analyses and discusses the data collected on the research questions. The section is presented in a chronological order below:

4.2.1 Research question one

What are the types of conflicts existing among teachers in the schools?

This research question sought to ascertain the nature of conflicts that exists in Basic Schools of the Effutu Municipality. Teachers' questionnaire items 7 to 14 and the headteachers' interview guide item 7 were used to answer this research question.

The teachers were asked to indicate a degree of agreement and disagreement with each of a series of statement in a five-point likert-scale.

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5	4	3	2	1
Strongly agree	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**

In order to use the Likert-scale for interpretation, the mean response to each question was computed. The mean score represented the significance of each quantity to the average. The minimum (1) and maximum (5) indicates the range of answers given by the teachers. The following mean ranges were used for the analysis for all the likert-scale type items.

1 – 2.5	**2.6 – 5.0**
Disagree	**Agree**

A mean response of 1-2.5 implied that the respondents disagreed to that particular item but a mean of 2.6 -5.0 indicated that the respondents agreed to the item in question.

Table 4.5: Teachers' response on types of conflict in the schools

Responses	Mean	Std. Deviation
Inter-personal conflict	3.63	.551
Inter-group conflict	2.78	1.166
Intra-group conflict	3.22	1.250
Community conflict	2.83	.977
Intra-personal conflict	3.72	1.121
Teacher-teacher conflict	3.88	1.043
Headteacher-teacher	3.92	1.197
Organizational conflict	3.60	.924

Source: Field Data, 2021

It could be observed from Table 4.5 above that, the mean response score for each of the items were above 2.6. This result is an indication of the teachers' agreement to all the statements in the Table. Most importantly, with a high mean score of 3.92, and a

standard deviation score of 1.197, the teachers agreed that the nature of conflict in Basic Schools in the Effutu Municipality is 'Headteacher-teacher conflict. Similarly, with a high mean score of 3.88 and Standard Deviation of 1.043, the teachers agreed that teacher-teacher conflict exist in Basic Schools in the Effutu Municipality. Furthermore, with a mean score of 3.72 and a standard deviation of 1.121, the teachers also agreed that intra-personal conflict exist within the Basic Schools of the Effutu Municipality. Again, it was also observed that with a mean score of 3.63 and Standard Deviation score of .551, the teachers unanimously agreed that inter-personal conflict also exist within Basic Schools of the municipality. Other types of conflict agreed upon by the teachers included organizational conflict with a mean score of 3.60 and a standard deviation score of .924 and intra-group conflict with a mean score of 3.22 and a standard deviation score of 1.250.

Following the views of the teachers above, through interviews, the headteachers expressed similar views. The most prevalent types of conflict emanating from the interviews have been discussed below.

Internal Conflict

Various interview transcript from the headteachers interviewed for this study revealed internal conflict as a common type of conflict in the Basic Schools of the Effutu Municipality. Silverman (2020) maintains that internal conflict is the same as intra-personal conflict. In a typical sample statement one of the interviewees stated that:

> *On a number of times, teachers have come to me with various challenges and in the end, I realize the problem is internal. It's the teachers own inability to accept current happenings around him so, he vents his frustrations on others (Headteacher 6, May 27, 2021).*

From the above, it is realized that out of the teachers' own frustrations with the ongoings in the environment of which he is not able to conveniently deal with, he ends up with internal conflict. Whilst Silverman (2020) was explaining internal conflict or intra-personal conflict, he mentioned that it is as a result of an individual's inability to handle his emotions, cultivate empathy, initiate inclusion, and become compassionate individual. With reference to the views of the teachers from the questionnaires, intra-personal conflict was ranked as one of the highest mean (3.72) responses. This implies that the type of conflict within the Effutu Municipality is people having conflict with themselves. According to Mankoe (2007) intra-personal conflicts often begin internally within a person. To him, a typical example is when an individual is faced with needs for which the resources available cannot meet and the individual becomes torn between which of the needs to satisfy at that time.

Just as Mankoe (2007) points out, one headteacher said:
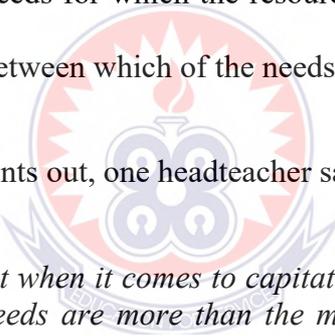
> *I often face conflict when it comes to capitation grant issues. The facts are clear – our needs are more than the money that comes in. I am always torn between who and what to use the money for. I end up getting angry with myself and ending up in an internal conflict (Headteacher 4, May 26, 2021).*

Interestingly, headteacher 4 concedes to having to struggle with her own values, goals and how she perceives things. Schein (2010) observed that with intrapersonal conflict, an individual's own values, goals, and perceptions are often incompatible. Schein (2010) pointed out that these conflicts arise when acting in accordance with one's values, goals, or needs, it becomes impossible to fulfil some other value, goal, or need.

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Headteacher-teacher Conflict

Another type of conflict that was revealed to have existed in Basic Schools of the Effutu Municipality was headteacher-teacher conflict. Four (4) out of the seven (7) headteachers interviewed confirmed that headteacher-teacher conflict exists. With the headteacher as an administrator and teachers as subordinate, there is constant interaction between the two. Whetten and Cameron (2007) recommend the presence of free staff discussions where the headteacher allows teachers to air their views and give suggestions in matters affecting the school. Moreover, Boler, Megan, and Zembylas (2003) suggest the need for the headteacher to discuss the teachers' personal problems with them, to find solutions to their problems and to have thought and care for the teachers to sustain the relationship. In the following sample statements, the views of the headteachers were that:

> *Some of my staff do not respect. They often disobey my instructions. They won't come to school let alone do their lesson notes. If I talk, they say I am a bad man. So, I won't condone headteacher-teacher conflict here (Headteacher 1, May 20, 2021).*

> *Any attempt to correct my teachers result in conflict. Meanwhile they won't do the right thing (Headteacher 2, May 20, 2021).*

In view of the above, it is clear that there is not much cordial relationship between teachers and their heads and if such conflicts are publicly displayed in the school, it would not auger well for academic work. It could be deduced from the sample statements above that such conflicts come as a result of some headteachers not running an open administration and there is inadequate communication and interpersonal relationship skills. Conflict also arises where teachers are insolent and do not respect the school heads and consequently, leading to teachers feeling reluctant to prepare their lesson notes or fulfill other obligatory school related responsibilities.

Inadequate teaching skills, laziness and absenteeism among teachers also breed conflict between teachers and their school heads because no hardworking headteacher would tolerate lazy and truant teachers and as a result, any acts to remedy such teacher lapses lead to conflict

Findings in research question one has revealed the nature of conflict in the Effutu Municipality is behavioral. This is because both data obtained from the questionnaires and interviews revealed: inter-personal conflict, inter-group conflict, intra-group conflict, community conflict, intra-personal conflict, teacher-teacher conflict, headteacher-teacher and Organizational conflict as the types of conflicts in the schools.

4.2.2 Research question two

What are the causes of conflicts experienced by teachers in the basic schools

Having established the types of conflicts in the Basic Schools of the Effutu Municipality, research question two sought to find data ascertain the causes of conflict. In view of this, teachers' questionnaire items 15 – 23 and headteachers' interview guide item 8 were used to answer this research question.

Table 4.6: Teachers' response on the causes of conflict

Responses	Mean	Std. Deviation
Sharing of scarce resources	3.70	.962
Poor communication	4.00	1.221
Different attitudes, values and perception	3.81	1.058
Poor/inadequate organizational structure	3.77	.945
Favouritism by school head	3.58	1.169
Lack of clarity in roles and responsibility	3.60	.741
Lack of participation in decision making	3.80	1.176
Interdependency of work	3.38	1.043
Indiscipline on the part of teachers	3.07	1.339

Source: Field Data, 2021

Data in Table 4.6 shows teachers' responses to their degree of agreements to various statements on the causes of conflict in Basic Schools of the Effutu Municipality. The highest mean response score of 4.00 with a standard deviation score of 1.221 shows that poor communication is the most common cause of conflict in the Effutu Municipality. This is in agreement with Negben (2004), who acknowledged the fact that in schools and organizations poor communication was the most frequently cited source of conflict. She argued that communication problems could arise from the semantic differences or insufficient information. This finding also brings to light, Broom and Selznick (2005), who believed that conflict is a result of poor communication. To them, conflict arises because people do not understand each other.

Similarly, with the mean response score of 3.81 and a standard deviation score of 1.058 also indicate that conflict in the Effutu Municipality is caused by the different attitudes, values and perceptions of staff in the Basic Schools. It is recounted that Ivancevich (2006) stated four factors that are known to contribute to conflict, among them were: different attitudes, values and perceptions. Ivancevich further explained that when two people are of different perception about an idea, it is likely that conflict may occur.

Another important cause of conflict identified from the table is "lack of participation in decision making" with a high mean score of 3.80 and a standard deviation score of 1.176. This finding suggests a leadership crisis which usually emanates from autocratic leadership. This finding concurs with Dick and Thodlana (2013) and Johdi and Apitree (2012) in that, autocratic tendencies by school heads are a common cause of conflict with teachers. It is also anticipated that the heads do not involve their teachers when making decisions in the school. However, Landry (2020) insist that the

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daily choices managers make have a direct impact on their organization's success. To her, one way to increase the likelihood of success and avoid conflict is to include the team in the process.

The next highest mean score was 3.77 with a standard deviation of .945. This result indicated the agreement of the teachers that poor or inadequate organizational structure was another cause of conflict in Basic Schools within the Effutu Municipality. This is in relation to the view of Effah and Mensah –Bonsu (2003), who stated that any institution like government, schools, and the court systems undergoing faces structural conflict. They explained that the upgrading or new educational reform or merger of institution may generate conflict as people struggle for power to control the new institution and shape its developments.

In a similar fashion, with a mean response score of 3.70 and a standard deviation of 962, the teachers also agreed that sharing of scarce resources was also another cause of conflict in Basic Schools of the Effutu Municipality. This finding brings to mind Bell and Hart (2002) who insisted that whenever workers compete for scarce resources, recognition, and power in the institution's "pecking order", it can cause conflict. This is not surprising as one of the major challenges of Basic Education in the country is inadequacy of the capitation grant (Pajibo & Tamanja, 2017) and the Effutu Municipality is not an exception.

Other causes of conflict identified from the table include lack of clarity in roles and responsibility with a mean response score of 3.60 and a standard deviation of .741. There was also favouritism by school head with a mean of 3.58 and a standard deviation 1.169. Although indiscipline on the part of teachers was agreed upon by the

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teachers as one of the causes of conflict in Basic Schools of the Effutu Municipality, it had the least mean response score (3.07) with a standard deviation of 1.339.

Interestingly, from the headteachers' point of view, indiscipline on the part of teachers was the most talked about. All seven (7) heads in one way or the other talked about indiscipline. One of the commonest forms of indiscipline that was running through all the interviewees was teacher absenteeism as discussed below.

Absenteeism

Teacher absenteeism has been an age-old problem in Ghana's Educational System. A report by the World Bank (2010) on Ghana's educational system has identified the high rate of teacher absenteeism as a major problem in the educational sector. This problem, according to the headteachers interviewed for this study, is one of the disciplinary issues that cause conflict in their schools. In the following sample statements, some of the heads expressed their frustrations:

> *For me as head, the major cause of conflict in my view is absenteeism. If you come to school, I don't have any problem with you. But, if you don't come, I have a case with you. What answer would I give to my supervisors? (Headteacher 1, May 20th, 2021).*

> *What I don't like is a teacher misbehaving, today you come, the next day, you are no where to be found. When they come too, I don't see what they do ((Headteacher 4, May 26, 2021).*

The above statements are clear indication of the case of indiscipline brewing conflict. Supervisors expect their subordinates to execute their work as expected. Any lapse would be tantamount to bridge of contract and for that matter indiscipline. This finding in a way confirmed observations by Seamuns in Kipiyego (2013) that some teachers go into the teaching profession only to earn a salary hence lack commitment. This finding also concurs with Kipyego (2013) in that, such teachers are always in

disagreement with the leadership and anticipate leaving all the time and always murmur and grumble over workloads. Some of the heads were not oblivious about some of their teachers refusing to do their lesson notes. To them, the refusal to do lesson notes would always result in conflict as discussed below.

Lesson notes

According to the Ministry of Education (2012), Teachers are to develop scheme of work and lesson plans for teaching their subjects. However, some teachers according to the headteachers interviewed in this study said that their teachers refuse to do them. To them, when such teachers are confronted as to why their lesson notes were not prepared, it often generates into all sorts of arguments and eventually end up in conflict. In the following sample statement, one of the headteachers said:
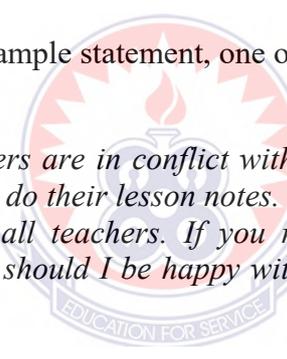
> *I think some teachers are in conflict with me because I chastise them when they refuse to do their lesson notes. To me, lesson notes are basic responsibilities of all teachers. If you refuse to honour your basic responsibility, why should I be happy with you? (Headteacher 1, May 20th, 2021).*

The issues about lesson notes as stated above is more like a communication problem. It is true that a teacher's lesson preparation is very crucial as Sadek (2002) puts forward. However, in a situation where the teacher involved have one way or the other refused to do it, communication would play a key role in ensuring that the right thing is done. Hasting (2007) proposes that conflict frequently escalates because people act on the assumption that they have communicated accurately when they have not.

Following from the findings in research question two, it was revealed that there are varied causes of conflicts in Basic Schools of the Effutu Municipality. considering the

view of Thomas (2003), that human beings are sociable but conflict-prone beings, the findings of the causes of conflicts are not suprising. The most common causes of conflict as revealed in research question three were poor communication, different attitudes, values and perception, poor/inadequate organizational structure and lack of participation in decision making.

4.2.3 Research question three

In what ways do conflicts affect the management of the basic schools?

Research question three, as stated above, was used to ascertain how conflict has affected the management of Basic Schools in the Effutu Municipality. Teachers' questionnaire items 25 – 29 and headteachers' interview guide item 9 were used to answer this research question.

Table 4.7: Teachers' responses to how conflict has affected the management of the school
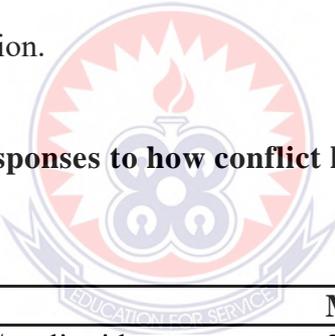
Responses	Mean	Std. Deviation
Leads to creative thinking/quality ideas	3.53	1.420
Focuses on goal attainment	2.45	1.171
Promote useful change and Power redistribution	3.22	1.439
Leads to aggression/withdrawal	3.78	.958
Impedes attainment of goals	4.35	.577

Source: Field Data, 2021

Data in Table 4.7 shows Teachers' responses to statements on the effects of conflicts. It was observed that with a high mean response score of 4.35 and a standard deviation score of .577, almost all the teachers reckon that conflict impedes attainment goals. This finding brings to light the claim by the Commonwealth Secretariat (1993) that despite conflict and dispute being part of life, conflicts affect the accomplishment of

the school goals due to attending stress, hostilities and other undesirable factors when poorly managed.

In view of the above finding, with a low mean score of 2.45 and a standard deviation score of 1.171, the teachers disagreed to the statement that conflicts focus on goal attainment. Contrary to this finding, Costley and Todd (2004) point out that, although conflict is often seen or regarded as undesirable because of its destructive effects, it can produce positive outcomes. It can cause individual to become more effective in attaining personal and organizational goals. The explanation is that conflict causes tension in an individual. As tension increases in an individual, the tendency is for him to focus on goal attainment and to eliminate irrelevant and distracting behaviours.

With a mean response score of 3.75 and a standard deviation score of .958, the teachers unanimously agreed that conflicts lead to aggression and withdrawal. Clearly, this finding is a negative effect of conflict. In relation to this, Owens (2003) observed that conflict often develops into hostility which also causes people to withdraw physically and psychologically. In school situation, physical withdrawal takes the form of absence, tardiness and turnover which often written off as laziness on the part of teachers. It could be recounted from the findings in research question three that absenteeism was a kind of problem that caused conflict. Here, it is seen as an effect of conflict. As stipulated by Owens (2003), conflicts can have a devastating impact upon the behavior of people in organizations.

Data in Table 4.7 also show a mean response score of 3.53 and a standard deviation score of 1.420 which is an indication of the teachers' agreement to the statement that conflicts "Leads to creative thinking/quality ideas". This finding is akin to the

statement made by Bloisi, Cook and Hunsaker (2007) that conflict is evidence that people are doing creative thinking and coming up with new ideas and needed changes.

Finally, the mean response score of 3.22 with the standard deviation score of 1.439 also show the agreement of the teachers to the statement that conflict promote useful change and power redistribution. This finding is in agreement with Owens (2007), who pointed out that conflict may promote useful change by signaling that a redistribution of power is necessary.

So far, the view of the teachers on the effect of conflict in their schools has been mixed. On one hand, some of the findings reveal positive outcomes of conflict namely: creative thinking/quality ideas and promoting useful change and power redistribution. On the other hand, the findings have revealed some negative outcomes of conflicts namely: aggression and or withdrawal and impeding the attainment of goals. Interestingly, the teachers did not agree that conflict focuses on goal attainment as has widely been established as a positive outcome of conflict (Costley and Todd, 2004; Adomi and Anie, 2005; Hussein and Al-Mamary, 2019).

Aside the findings revealed from the questionnaires, the headteachers gave a different kind of effect worth discussing. Most of the headteachers displayed gross mistrust in conflict to produce any good impact in their administration. The most talked about effect were: disrespect and lack of motivation.

Disrespect

Out of a total of seven (7) headteachers interviewed, five (5) of them showed their displeasure for disrespect from their teachers. Many of them cited several instances of

impoliteness and some form of abusive behaviours from their teachers when conflict

arises. In a typical sample statement, one of the headteachers said:

> *To me, conflict breads disrespect. A few of my teachers have*
> *disrespected me and used harsh words as a result of some kind of*
> *issues (Headteacher 6, May 27, 2021).*

Another headteacher said:

> *Some of the teachers even refuse to great you when they see you. They*
> *always want to avoid you and show all sorts of mannerisms that show*
> *disrespect to me (Headteacher 1, May 20ᵗʰ, 2021).*

Yet, another headteacher said:

> *I once had a teacher who would do everything to show she disrespects*
> *me. She would refuse to do any extracurricular task utterly delay in*
> *everything she does (Headteacher 7, May 27, 2021).*

In view of the above statements, it could be deduced that the headteachers are

unhappy and could be frustrated by such a hostile environment. This finding presents

a typical negative effect of conflict where Nelson-Jones (2013) cautions conflict in the

workplace causes great stress and unhappiness. In a similar fashion, Costley and Todd

(2004) also emphasis that when frustration persists and an individual's tolerance level

is succeeded, the individual responds through aggression and withdrawal. This

perhaps explains why some of the headteachers expressed lack of motivation.

Lack of Motivation

When headteachers working in a conflicting school, they may lose professional

motivation. In such situation, headteachers face problems with their teachers. It was

observed that due to conflict in schools, the position as a Basic School Headteacher

was becoming problematic. The teaching profession itself has been devaluated in the

society and teaching job is being more reutilized and stressful (Thapa, 2015). So, any

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attempt by anyone be it teacher or administrator to cause any kind of frustration would eventually lead to a lack of motivation as one of the headteachers said:

> *There is lack of motivation in the profession. As a head, when there is conflict, I am the one who suffers the most. The Municipal Director is on your neck to perform but the system is frustrating, my brother! (Headteacher 3, May 20, 2021).*

In summary, findings in research question three have confirmed that indeed conflicts have positive effects. For instance, it was revealed that conflicts lead to creative thinking/quality ideas and promote useful change and power redistribution. A number of negative effects were also revealed. They include: conflict leads to aggression/withdrawal and impedes attainment of goals. Exclusively, the headteachers involved in the study revealed that conflict leads to disrespect from their teachers. To them, it also leads to lack of motivation for the position of headteacher and the teaching profession as a whole. In view of these findings, it was imperative to find out about possible conflict management strategies within the municipality.

4.2.4 Research question four

What are the strategies employed by the heads to manage conflicts among the teachers in the schools?

Research question four sought to ascertain how conflicts in the Basic Schools in the Effutu Municipality are resolved. In view of this question, teachers' questionnaire items 30 – 35 were used to answer this question.

Table 4.8: Teachers' response on conflict management strategies employed

by the school heads

Responses	Mean	Std. Deviation
Effective/ better communication	4.40	.867
Ensuring appropriate representation	4.53	.676
Developing appropriate grievance systems and procedures	4.33	.816
Collaboration	4.57	.621
Negotiation	4.35	.633

Source: Field Data, 2021

Data in Table 4.8 shows teachers response on the strategies for conflict prevention and resolution. From the Table, it could be seen that with the high mean response score of 4.57 and a standard deviation score of .621, collaboration was agreed on most by the teachers. It is noteworthy that Mankoe (2007) opines that the trusting collaboration is appropriate if the relationship between the parties and the outcomes are important. To him, collaboration will work depending on the openness on the part of both parties, the individuals seek to achieve his goals and still maintain a positive relationship, trusting collaboration is easiest to use when parties are interdependent and mutually supportive.

Next to collaboration, the mean response score of 4.53 also indicate the agreement of the teachers to the statement that ensuring appropriate representation would prevent conflict. This is what Afful-Broni (2007) put it as constituents themselves should create and maintain democratic structures that would enable their leaders to appropriately represent the interest of the constituents. In this case, the school should maintain democratic structures that would enable the headteachers to represent the interest of the school community appropriately always.

Furthermore, it was observed with the mean response score of 4.40 and a standard deviation score of .867 that effective or better communication was agreed upon to be one of the management strategies for conflicts. In relation to this finding, Arredondo (2004) indicates that most conflict arises in organization due to ineffectiveness of communication, lack of interaction and detailing out information as has been established earlier in this study. As a result, (Vivar 2006), maintains that institutional mangers should open and sustain effective channels of communication within the institution.

Another important observation from Table 4.8 is that the teachers agreed that developing appropriate grievance systems and procedures would help solve conflicts with the mean response score of 4.33 and a standard deviation of .816. This finding brings to mind, activities in order that the set goals of the organization may be achieved. In much the same way, Mankoe (2007), who opined that managing conflict means finding appropriate strategies to resolve it. He was of the view that effective conflict management involves more than specific techniques. Therefore, all Basic Schools should ensure that there is appropriate grievance systems and procedures put in place in addressing conflicts.

Finally, with the mean response score of 4.35 and a standard deviation of.633, it emerged that negotiation was one of the important remedies for conflict management. The finding on negotiation concurs with Hellriegel (2005), who proposed that negotiation is another approach to managing conflict. He believes that conflict management consists of diagnostic processes, interpersonal styles, negotiating strategies and structural interventions that are designed to avoid unnecessary conflicts, reduce or resolve excessive conflicts, or even increase insufficient conflict.

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Negotiation is therefore seen as a key strategy in conflict management. Mankoe (2007) further explain that negotiation usually includes a combination of compromise, collaboration and possibly some forcing on issues that are vital to one or more of the parties.

As part of the process in finding data to answer research question four, the teachers were asked to indicate other modalities for resolving or managing conflicts in their school in a multiple response item.

Table 4.9: Teachers' response to other strategies employed to manage

         conflicts

		Responses		Percent of Cases (%)
	Variables	**N**	**Percent**	
modalities	Procedural appeal system	46	17.8%	76.7%
	Standing committee	46	17.8%	76.7%
	Advisory committee	60	23.3%	100.0%
	Adhoc committee	43	16.7%	71.7%
	Smoothing	27	10.5%	45.0%
	Confronting	36	14.0%	60.0%
Total		**258**	**100.0%**	**430.0%**

a. Dichotomy group tabulated at value 1.

Data in Table 4.9 shows the response of teachers on other modalities for resolving conflicts. It could be seen from the table that all 60(100%) of the teachers believed in setting up an advisory committee for resolution. The table also shows that procedural appeal system and standing committee represented by 46(76.7%) were also commonly used. The least popular among the other modalities used was smoothing with only 27(45%) response score.

Findings in research question four have revealed the various conflict prevention or resolution strategies in the Effutu Municipality. They include: Effective and better communication, ensuring appropriate representation, developing appropriate grievance systems and procedures, collaboration and negotiations. Other modalities for resolving or managing conflicts in the schools were procedural appeal system, standing committee and advisory committee

4.3 Summary

In a nutshell, the chapter has clearly presented, analyzed the data collected from the respondents and discussed the findings. The chapter was grouped into two parts, "A" and "B". Whilst Part "A" was concerned with the biodata of the respondents, Part "B" concerned itself with the analysis of the research questions in a chronological manner. The following research questions were involved:

1. What are the types of conflicts existing among teachers in the schools?
2. What are the causes of conflicts experienced by teachers in the basic schools?
3. In what ways do conflicts affect the management of the basic schools?
4. What are the strategies employed by the heads to manage conflicts among the teachers in the schools?

It was realized in research question one that there are so many types of conflicts that occur in the schools. The most frequently occurred conflicts were: Headteacher-teacher conflict. teacher-teacher conflict intra-personal conflicts and inter-personal conflict.

Furthermore, it was established from research question two that communication, different attitudes, values and perception, poor/inadequate organizational structure

and lack of participation in decision making were the major causes of conflicts in the school.

Findings in research question three revealed both positive and negative effects of conflicts. From a positive perspective, conflicts lead to creative thinking/quality ideas and promote useful change and power redistribution. however, on a negative note, conflicts led to aggression/withdrawal and impedes attainment of goals. It also emerged that conflict leads to disrespect and lack of motivation.

Among the conflict management strategies, it was revealed that effective and better communication, ensuring appropriate representation, developing appropriate grievance systems and procedures, collaboration and negotiations. Other modalities for resolving or managing conflicts in the schools were procedural appeal system, standing committee and advisory committee

In the next chapter, the researcher presents the summary of the study, conclusions, recommendations and suggestion for further research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the summary, conclusion and recommendations for the study

5.1 Summary of the Study

The purpose of the study was to investigate conflicts and conflict management strategies of Junior High School Heads in the Effutu Municipality of the Central Region. In view of the purpose of the study, the following research questions were formulated as a guide:

1. What are the types of conflicts existing among teachers in the schools?

2. What are the causes of conflicts experienced by teachers in the basic schools?

3. In what ways do conflicts affect the management of the basic schools?

4. What are the strategies employed by the heads to manage conflicts among the teachers in the schools?

In view of the above, the study was underpinned by the interactionist theory. The hypothesized model in Figure 1.1 (Chapter Two) was employed. In this model, conflicts was the dependent variable whereas conflict management method was the independent variables. Furthermore, an extensive review of literature was made in consideration of the following sub-headings: Rate of Conflicts; Types of conflicts; Causes of conflicts; Effects of conflicts and Conflict Management Strategies.

The study employed two distinct data collection instruments to gather data for the study. These were questionnaire and interview guide. The population of the study was the 624 teachers and 41 headteachers, totaling 665 teaching staff from 18 primary and

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23 Junior high schools (JHS) in the Effutu Municipality. In view of the population, the stratified random sampling and purposive sampling techniques were used to select a sample size of sixty-seven (67) participants involving sixty teachers and seven (7) headteachers. Owing to the different types of data collected (both qualitative and quantitative), the data analysis was not integrative. Whilst the quantitative data from the questionnaire of the teachers were analyzed with simple percentages, frequencies, mean and standard deviation, the qualitative data collected from the interviews of the headteachers were analyzed using thematic analysis aided by the interview transcripts. There were verbatim quotations as evidence of what the interviewees said along the way. The results from the questionnaire were displayed in tables and charts.

5.2 Summary of Findings

The first research question sought to ascertain the types of conflict that existed in the JHS of the Effutu Municipality. Findings in this research question, revealed that there were varied types of conflicts in the schools. The most common types of conflicts in the Municipality included: headteacher-teacher conflict, teacher-teacher conflict, intra-personal conflict, inter-personal conflict and organizational conflict.

Having established the types of conflicts within the Municipality, Research Question Two revealed a number of causes of conflict. It was realised that, poor communication, different attitudes, values and perception, poor/inadequate organizational structure and lack of participation in decision making caused lots of conflicts. Furthermore, it was revealed that indiscipline for example, teacher absenteeism and refusal to prepare lessons notes also contributed to conflicts.

The study also revealed that there are indeed positive and negative effects of conflict. Among the positive effects of conflicts realized in this study were that conflicts lead

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to creative thinking/quality ideas and promote useful change and power redistribution. The negative effects of conflicts revealed in the study were aggression/withdrawal and impedes attainment of goals. It also emerged that conflict leads to disrespect and lack of motivation.

Finally, Research Question Four revealed the various conflict prevention or resolution strategies in the Effutu Municipality. They include: Effective and better communication, ensuring appropriate representation, developing appropriate grievance systems and procedures, collaboration and negotiations. Other modalities for resolving or managing conflicts in the schools were procedural appeal system, standing committee and advisory committee

5.3 Conclusions

Within the Effutu Municipality, basic school heads are confronted with conflicts as part of their administrative and management roles in the school. In respect of this, the study sought to interrogate conflicts and its related management strategies the heads employ within the schools. Whilst the nature of conflicts within the schools were behavioral, they were most of the time inter-personal conflict, inter-group conflict, intra-group conflict, community conflict, intra-personal conflict, teacher-teacher conflict, headteacher-teacher and organizational conflict as the types of conflicts in the schools.

Such behavioral conflicts with the school have varied causes however, in the case of the Effutu Municipality, poor communication, different attitudes, values and perception, poor or inadequate organizational structure and lack of participation in decision making are the major causes of conflict. Though these conflicts had dire consequences to the school climate such as leading to aggression and withdrawal on

the part of some teachers, conflict was not always negative. In some situations, conflicts led to creative thinking and keeps the school focused on attaining their goals. In other cases, conflicts have led to creative thinking that has yielded quality ideas to run the schools.

Interestingly, the effect of conflict, positive or negative has a direct link to the kind of management strategies are employed in its resolution. Some important conflict prevention or resolution strategies in the schools are effective and better communication, ensuring appropriate representation, developing appropriate grievance systems and procedures, collaboration, and negotiations. Other modalities for resolving or managing conflicts in the schools may include procedural appeal system, standing committee and advisory committee

It is important to restate that conflict invariably exist and are a mainstay in the schools. Whilst it might not always have negative implications to the school climate, the kind of management strategies the heads employ has a significant bearing on its impact in the schools. The Ghana Education Service through circuit supervisors and basic school coordinators continue to offer support to school heads on ways to manage conflicts in the schools. Yet, the domain of conflict and conflict management within the school context is vast and innovative management strategies ought to be explored.

5.4 Limitation of the Study

The research had some shortcomings as identified by the researcher. One of those limitations was the schedule of the respondents because as at the time data was collected teachers and headteachers were busy conducting and supervising the pupils' examination. In view of this the researcher was not able to spend enough time with

the teachers and headteachers. Also, since quantitative research require large samples and the logistical difficulties associated with gathering a sufficiently large sample, few teachers who did not understand the essence of the research gave misleading information and this affected the validity of data to some extent. However, this was corrected by including an extensive literature review which in turn contextualized the study and grounded findings in the literature provided.

The limitation on the qualitative aspect was the subjective nature of the analysis and dealt with a small sample size, but the researcher distanced himself to avoid massaging the findings and again included an extensive literature review to support the findings. Another limitation was the researcher's inability to visit all respondents at the scheduled time to verify situations that need to be clarified.

5.5 Recommendations

Based on the findings of the Study, the following recommendations were made:

1. When examining the types of conflicts in the municipality, it emerged that most of the conflicts that existed in the Effutu Municipality were headteacher-teacher conflict, teacher-teacher conflict, intra-personal conflict, inter-personal conflict and organizational conflict. Giving this finding, it is recommended that headteachers play a mediation role in managing conflicts rather than imposing a resolution.

2. Owing to the finding that conflicts emerged as a result of heads being autocratic, first, it is recommended that heads in the municipality should run an open administration and avoid being autocratic superimposing their decisions on their teachers without any recourse to them.

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Secondly, Headteachers in the Effutu Municipality should involve their teachers in decision making. Democratizing institutional decision-making can also be a valuable resource for conflict prevention. The school authorities must make sure that policies and decisions are implemented.

3. Owing to the negative effect of conflict leading to aggression and withdrawal, it is recommended that headteachers should not use coercion but develop effective or better communication in resolving conflicts. It is also recommended the headteachers employ collaboration as a strategy in resolving conflicts. In this regard, they may involve their superiors (Circuit Supervisors) when some conflicting situations become too difficult to handle at their level.

4. Headteachers should take the initiative to call on the Ghana Education Service through the Effutu Municipal Education Directorate to empower the Municipal Educations' Guidance and Counselling Coordinator and the Training Officer to collaborate with the Conference of Heads of Basic Schools (COHBS) to facilitate training sessions for various headteachers on modern trends in conflict management at the school level. It is envisaged that such a move would help the schools harness the positives of conflicts for the betterment of the schools.

5.6 Suggestion for Further Studies

The present study delved into conflict from the management level. However, within the school climate, aside teachers, pupils are the next important phenomenon. In this regard, it is likely that as important as pupils are to the school climate, it is very possible that conflict at the managment level may have repercussion on teaching and learning – hence the pupil. Based on this premise, the researcher strongly suggests a follow-up study that would focus on the pupil. The study should purport to ascertain

the impact of conflict in Basic Schools on teaching and learning. It is envisaged that such a study would be very important in arriving at a vivid picture of the phenomenon of conflicts in the basic schools of the Effutu Municipality.

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APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
✉ P. O. Box 25, Winneba, Ghana   ✉ deam@uew.edu.gh

UEW/EAM/INT/27

13th October, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Mr. Reginald Eduafo Mensah, a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Mr. Mensah is currently working on a research project titled: *'CONFLICTS AND CONFLICTS MANAGEMENT PRACTICES BY HEADS OF JUNIOR HIGH SCHOOLS IN THE EFFUTU MUNICIPALITY OF THE CENTRAL REGION'*.

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc:
Dean, School of Graduate Studies

APPENDIX B

Questionnaire for Teachers

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND

MANAGEMENT

SECTION A: Personal Background Information

Please respond to the following questions by either ticking or providing information appropriate to your situation or experience.

1. Gender: Male [   ]   Female   [   ]

2. Age: 21-30 years   [   ]   31 - 40 years   [   ]   41-50 years [   ]   51 - 60 [   ]

3. Highest Academic Qualification: Masters [   ]   First Degree   [   ]   Diploma   [   ]   Others, Specify   [   ]

4. Present rank/status …………………………………………………………

5. Number of years of Experience as a Teacher: ………………………………

SECTION B:

Prevalence rate of conflicts among staff members

3.   How often do you experience conflict in your school…………………..

Often [   ]   Not often [   ]   Very often [   ]

Please tick as appropriate

Types of Conflict

The following are types of conflict in schools. Please tick (√) where appropriate.

5 = Strongly Agree   4 = Agree   3 = Not Sure   2 = Disagree   1 = Strongly Disagree

S/N	Statement	5	4	3	2	1
7.	Inter-personal conflict					
8.	Inter-group conflict					
9.	Intra-group conflict					
10.	Community conflict					
11.	Intra-personal conflict					
12.	Teacher-teacher conflict					
13.	Headteacher-teacher conflict					
14.	Organizational conflict					

Causes of Conflict

The following are causes of conflict in schools. Please tick (√) where appropriate in your school.

S/N	Statement	5	4	3	2	1
15	Sharing of scarce resources					
16	Poor Communication					
17	Different attitudes, values and perception					
18	Poor/inadequate organisational structure					
19	Favouritism by School Head					
20	Lack of clarity in roles and responsibility					

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21	Lack of participation in decision making					
22	Interdependency of work					
23	Indiscipline on the part of teachers					

Effects of Conflict

S/N	Statement	5	4	3	2	1
25.	Leads to creative thinking/quality ideas					
26.	Focuses on goal attainment					
27.	Promote useful change & power redistribution					
28.	Leads to aggression/Withdrawal					
29.	Impedes attainment of goals					

Conflict Prevention/Resolution

S/N	Statement	5	4	3	2	1
30.	Effective / better communication					
31.	Ensuring appropriate representation					
32.	Developing appropriate grievance systems and procedures					
33.	Collaboration					
34.	Negotiation					

35. In your view what are the other modalities for resolving/managing conflicts in your school?

(Tick all that apply)

- Procedural appeal system ( ) Smoothing ( )
- Standing Committee ( ) Confronting ( )
- Advisory committee ( )
- Ad hoc committee ( )

Add any other means of addressing conflict

……………………………………………………………………………………

……………………………………………………………………………………

………………..

36. In your view, kindly suggest ways your school can improve conflict resolution/ management to win members confidence and trust?

....

....

....

....

Thank you.

APPENDIX C

Interview Guide for Headteachers

This interview guide is to further obtain information from respondents about conflict management strategies. It is strictly for academic purpose and focuses on conflict management strategies among Headteachers. I would greatly appreciate your help in providing me with this important information. I would also like to state that any information provided will be treated with the necessary confidentiality it deserves.

Thank you for your cooperation.

SECTION A: Respondent's Background Information

1. Gender: Male [   ]   Female [   ]

2. Age: 25-30 [   ]   31-35 [   ]   36-40 [   ]   41-45[   ]   46-50 [   ]

            51-54 [   ]   55 + [   ]

3. Educational Status: Masters [   ]   Bachelors [   ]   Diploma[   ]   HND [   ]

4. Work Experience.   1 - 5 years [   ]   6-10 years [   ]   11-15 years [   ]

        16-20 years [   ]   20 years and above [   ].

5. Position: ....

6. Years of Experience as a Headteacher: 0-2 years [   ]   2-5 years [   ] 5 years and above [   ]

SECTION B:

Kindly provide answers to the questions below:

Part I: Prevalent Rate of Conflict

7. How often have you had any form of conflict or misunderstanding with any of your colleague teachers in a term?

…………………………………………138……………………………………………………

Part II: Type of conflict

8. In your own words, kindly describe the nature of the conflict as it occurs in your school

……………………………………………………………………………………

Part III: Causes of conflict

 9. What would you say are the imminent causes of conflict in your school?

……………………………………………………………………………………………

Part IV: Effects of conflicts

10. How do the conflicts you experience affect your administration?

……………………………………………………………………………………………

11. How does the conflict affect teaching and learning?

……………………………………………………………………………………………
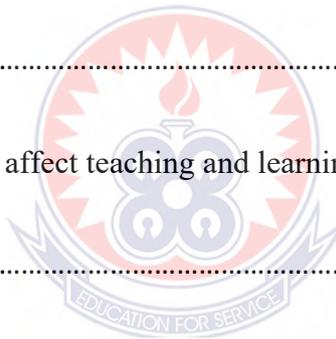
Part V: Conflict resolution/strategy

12. Mention some of the mechanisms or strategies available to resolve or reduce the rate of conflicts in your school?

……………………………………………………………………………………

13. What personal strategies do you resort to when conflict arise?

……………………………………………………………………………………………

Thank you.