



## EXTENT OF ROLE CONFLICT AMONG PRINCIPALS AND TEACHERS ON THE ADMINISTRATION OF SECONDARY SCHOOL IN EBONYI STATE

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### ABSTRACT

This study set out to investigate the impact of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State. The study was a descriptive survey research that was guided by three (3) research questions and three (3) hypotheses, all derived from the purpose of the study. The population of the study consists of five thousand and forty seven (5047) teaching staff in the 221 secondary schools in the three education zones of Ebonyi State. A total sample of one thousand four hundred and seventy (1470) teachers and ninety eight (98) principals were sampled and was used for the study. A stratified proportionate random sampling technique was adopted by the researcher to select a sample of 98 principals and fifteen (15) teachers in each of the ninety eight (98) secondary schools from Afikpo, Onueke and Abakaliki respectively; given 1470 teachers for the study. Researcher developed instrument titled Principals Teachers role Conflict Questionnaire (PTRCOQ) was used for data collection. The data were analyzed using arithmetic mean and z-test statistics. The findings showed that there are no significant differences in the mean opinion scores of principals and teachers on the extent conflict between them arising from the role' performance of a principal in the areas of supervision, finance management, discipline and decision making affect secondary school administration. Based on the findings, appropriate recommendations were made regarding the various strategies to reduce conflict in secondary school administration which include among others; there should be very clear job description for both teachers and principals as this will help to reduce role confusion in secondary school. Principals should also strive to adopt democratic principles in school administration. This will help to promote team work and also enhance teacher's commitment in teaching and learning activities.

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### INTRODUCTION

Secondary Education is the education which children receive in a school system after primary education and before the tertiary level. Its broad goals include the preparation of the child for useful living within the society. In specific term, secondary education is to provide all primary school leavers with the opportunity for higher education. It is to provide trained manpower in the applied science, technology and commerce at sub-professional levels. It is to inspire its students with a desire for self improvement.

It is to foster national unity as well as provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (Federal Republic of Nigeria, 2014). To achieve the full objectives of secondary schools, principals and teachers are of paramount importance. The principal is responsible for the coordination of human and material resources in the school to achieve set goals. Human resources include teaching and non teaching staff while the material resources include educational facilities that enhance teaching and learning. The principal plays a primary role as the head of the tutorial team and his role

includes, disciplining students and staff according to the laid down rules. This could be achieved by effectively carrying out administrative functions which include curriculum implementation and supervision, personnel function, school community relations, school business and financial management. The principal is the instructional leader who must constantly initiate policies and programmes that assist his colleagues (teachers) create conducive environment for teaching and learning activities in the school. The principal is to ensure that the school scheme of work is taught in all the classes according to educational specifications. He also supervises the teachers to assess their strengths and weaknesses, so as to plan for staff development programmes. In other words, the principal as an administrative head performs such functions and roles as planning, organizing, staffing, directing, co-coordinating, reporting and budgeting, among others. The teachers on the other hand assist learners, parents and, other stake holders in education to ensure that resources for teaching and learning are provided at the appropriate time and in the right quality. In this way, learners discover their potentials and make the right choice while under the guidance of the teachers. To achieve this, the teacher is involved in curricular and co-curricular student activities as adviser, consultant or participant all of which are aimed at equipping the students with necessary skills, competences and knowledge. For example, the teacher plays the important role as a supervisor and disciplinarian by maintaining order and acceptable academic and behavioural conduct among students under his care.

However in performing their statutory roles, principals and teachers tend to overstep their bound which creates room for conflicts. Thus, this inability to keep to their role boundaries can result to role conflict. The various types of conflict can be categorized as inter personal conflicts and inter-group conflicts both of which are caused by numerous factors within or from outside the school. The conflict that arises as a result of inability of principal and teachers to keep strictly to the demands of their roles is referred to as role conflict. While conflict can be discussed as any divergence of interests, objectives or priorities between individuals, groups or organizations, role conflict refers to the disagreements between individual or groups arising from the responsibilities entrusted to them in an organization. Role conflicts emanate as a result of role ambiguity, where people are not clear about what they expect of each other or of one another. Therefore, role conflict is known to have some impact on the performance of workers in every organization. This Study will focus on the extent of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State.

### **Statement of the Problem**

The Nigerian education system especially secondary education, is witnessing a lot of challenges that seem to be impacting negatively on the achievement of its stated goals and objectives. There are several instances where it seems teachers are not performing some duties assigned to them because they see such duties as that of the principal. On the other hand teachers, at times, perform some roles that are statutorily meant for the principals, such as classroom supervision, curriculum implementation, school business management, maintenance of discipline and other students' personnel functions. When such happens, it always ends up in disagreement and conflict. The extent of such conflict on the

administration of secondary schools is the problem of this study. Therefore, the problem of this study, asked as a question is: what is the extent of role conflict among principals and teachers on the administration of secondary schools in Ebonyi State?

### **Scope of the Study**

This study was carried out in secondary schools in Ebonyi State. It was delimited to only public secondary schools and covered only principals and teachers in the sampled schools in the three education zones of the state. The content scope of the study includes supervision, decision making, and administration of discipline, financial management as well as impact on student's personnel management and curriculum implementation.

### **Purpose of the Study**

The main purpose of this study was to determine the extent of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State. Specifically, this study was designed to identify:

- The extent of role conflicts between principal and teachers on staff personnel administration in secondary schools.
- The extent of role conflicts between principals and teachers on student personnel management in secondary schools.
- The extent of role conflicts between principals and teachers on curriculum implementation in secondary schools.

### **Significance/Justification for the Study**

It is expected that the findings of this study if published will guide the Ministry of Education and other relevant agencies in making education laws and rules that will promote the relationship between principals and their teachers so as to enhance effective administration of schools. Secondly, the findings of this study if published will help teacher education institutions to work intensively on the pre-service and in-service educations to enable teachers define or understand their roles in school administration. If teachers understand that the school is a social system and are exposed to the various personality characteristics of the organization during their pre and in-service training, they will become better teachers and manage conflict situations where they arise more maturely. Also the findings of this study will provide educational administrators and scholars with basis for objective assessment of the nature and major areas of conflict in secondary schools and their influence on effective secondary school administration. The principals will also benefit from this study as it will expose them to likely areas of conflicts in their role performance thereby placing them in a better position to prevent such conflict. It is expected that implementing the recommendations derived from this study will help in creating an enabling school environment that will encourage effective teaching and learning.

### **Research Questions**

The following research questions guided the study:

- What is the extent of role conflict between principals and teachers in secondary school administration?
- What is the extent of role conflicts between principals and teachers on student personnel in secondary school administration?
- To what extent does role conflict between principals and teachers impact on the implementation of school curriculum in secondary school administration?

### Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

- H<sub>1</sub>:** There is no significant difference between the mean opinion scores of principals and teachers on the extent of role conflict between principals and teachers on staff personnel administration, in secondary schools.
- H<sub>2</sub>:** There is no significant difference between the mean opinion scores of principals and teachers on the extent of role conflict between principals and teachers on student personnel management in secondary schools.
- H<sub>3</sub>:** There is no significant difference between the mean opinion scores of principals and teachers on the extent of role conflict between principals and teachers on the implementation of school curriculum.

### Review of Related Literature

#### Conceptual Framework: Concept of Conflict

Conflict is a recurring decimal in all human relationships. The school, like any other modern institution or organization is not without potential negative features and incompatible behaviours which might be counterproductive and give rise to inefficiency or dysfunctional consequences in the achievement of goals and objectives. The school as a bureaucratic organization with division of labour, line of authority in terms of teacher -principal subordinate-super ordinate relationships, rules and regulations and communication flow is bound to have conflicts which may result in deficiency in the performance of the school both in terms of discipline and academic proficiency, Uchendu (2013). Fadipe (2000) sees conflict as a form of disagreement in an establishment between two individuals or groups which according to Miller and King (2005) arise from compatible goals and behaviour that may make another action less likely to be effective because people are working against each other. A major factor that can throw parties into a state of incompatibility is their perception of issues of interest. There are other factors that can contribute to the creation of conflicts in organizations such as task interdependence, communication failures, individual differences and poorly designed reward system (Barton and Martine in Mgbekwem and Uchendu 2013). Gardiner and Simmons (1992) defined conflict as the divergence of interests and objectives or nonconformity to requirements of a task, activity or process. Conflict differs from competition, although competition may result in conflict. This means that conflicts may occur without any reference to competition as it could occur as a result of breakdown in the mechanism of decision making. Conflicts, therefore affects the accomplishment of organizational goals due to their attending stress, hostility and other undesirable factors. The issue of conflict then becomes paramount for goal accomplishment in secondary school administration. Conflict occurs because individuals have

different perceptions (Sagimo 2002, Rue and Byarr 1992) it appears in variety of forms and grows from simple to complex, from non-violent to violent depending on the gravity. They further described conflict as a disagreement or incompatibility in wants, values and aspirations of two or more persons or group. It may also entail difference in people's opinions, beliefs and priorities. Owens (1987) believes that a conflict is a contest of opposing force or power; a struggle to resist or overcome. It is present whenever incompatible activities occur.

Hellregle, Slocurn and Woodman (1992) are in agreement with Owens' when the state that conflict refers to the situation in which there were incompatible goals, thoughts or emotions within or between individuals or groups which lead to bitterness and opposition. Supporting the above idea Adeyemi, Ekundayo and Alonge 2010 states that, conflict is an inevitable friction in any organization and it exists at level of our academic world. Without doubt, no meaningful development can take place in a crisis-ridden system torn apart by crisis as witnessed in the educational institution in the country today. In addition to these, many known school conflicts have resulted in protracted disharmony in school staff interpersonal relationship and increased indiscipline among students and staff. It has also disarmed school authorities clogged channel of progressive communications and rendered educational institutions of learning to mere centers of gossip and cold war, (Agbonna 2009). Adeyemi *et al* (2010) equally observed that reasons for conflicts in educational institutions includes wide communication gap between students and school authority, inadequate facilities, drastic and obnoxious rules and regulations harsh government policies and non involvement of teachers and students in decisions that concern their welfare. Consequently many Nigerian secondary schools have been experiencing organizational conflicts of various dimensions which in most cases hinder them from achieving the purpose for which they were established.

Nlebedum (2005) opines that conflict is a reality of management and organizational behaviour. As a result, conflict is inevitable wherever human beings work together to accomplish a goal and in any society where there are human beings and individuals working together, there are bound to be conflicts of interest and disagreement. Conflict is an essential and unavoidable human phenomenon because where there is human interaction; there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative.

#### Concept of Role Conflict

All social systems from the small unit such as family to the larger unit such as the nation, consists of a complex structure of inter-related positions. These positions are really categories of persons with certain similar attributes who hold certain structured relationships with members occupying other positions. Some of the positions occupied by people are ascribed; that is to say, a person occupies a position quite independently of his wishes or accomplishments. Role concept is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories. Each social role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill. The model is based on the observation that

people behave in a predictable way, and that an individual's behaviour is context specific, based on social position and other factors. Role concept concerns one of the most important features of social life and characteristic behavioural patterns. It explains roles by presuming that persons are members of social positions and hold expectations for their own behaviours and those of other persons. According to Karl Marx (1971) in all stratified societies there are two major social groups; a ruling class and a subject class. The ruling class derives its power from its ownership and control of the forces of production. The ruling class exploits and oppresses the subject class. As a result there is a basic conflict of interest between the two classes. The various institutions of society such as the legal and political system are instruments of ruling class domination and serve to further its interests. Although the word role has existed in European languages for centuries, as a sociological concept, the term has only been around since the 1920s and 1930s. It became more prominent in sociological discourse through the theoretical works of George Herbert Mead (1934) and Linton cited in Campbell *et al* (1983).

### **Role/Functions of Principals in School Administration**

The head of a secondary school is generally known as the principal. The principal is entrusted and charged with the business of controlling the staff, finance and other activities of the schools. He then becomes responsible for running the school. He sees that government policies are executed and a number of times makes policy decisions and determines the direction and objectives of the schools. According to Obemeta in Chukwubelu (2011) many people see the school head as one whose work revolves round the school; its reputation depends on him and he can make or mar a school. Administration is the coordination of human and material resources towards the attainment of some predetermined objectives. It is the capacity to coordinate many, and often conflicting social energies in a single organization so that they shall operate as a unit. In the case of educational administration, the emphasis is on bringing men and materials together for the achievement of educational goals.

According to Adesina, (1988), school administration is a function of leadership, which a principal is giving to motivate and inspire other staff to adapt. It is expected that such staff should be able to adapt so as to be able to achieve and maintain individual and organizational goals. In other words, effective secondary school administration is the ability of principals to *get all* members of the school community to work together towards the achievement of the excellent goal of the education of all the students. The school principal motivates and directs employees to use their energy towards maximum attainment of the goals of the institution. In Nigeria schools, principal-ship evolved from the position and performance of the teacher. According to Ukeje and Ndu (1992), the school principal grew out of classroom, from teacher with some administrative responsibilities, to a principal teacher and finally a principal. They further holds that the title Principal usually refers to the head of a secondary school or post primary institution; he is the first citizen of the institution, the head of the school family, the custodian of the school culture, the mirror of the image of the school the personification of the school motto, the architect of the school structure and the first among equals in the tutorial team. In other words, the personality of the principal is the fulcrum around which the totality of the schools image revolves. Akpa (2002), concluded

that the school principal has emerged as one of the most important educational leadership positions because he gives orders to ensure that things are done quickly. In the school, he may be seen as a disciplinarian because he disciplines students and members of his staff. He could also be seen as a manager as he manages the various affairs and resources of the school. Hornby as cited by Babayemi in Chukwubelu (2011) describes him as an executive head of the schools because of the way he makes decisions and implements; he is a coordinator, who coordinates activities for work to proceed smoothly, quickly and efficiently.

In essence, the principal helps to achieve the goals of the educational system through the teachers. Principals just like most administrators, plan, stimulate, coordinate, direct and evaluate the work of teachers. It is of paramount importance that a principal works well with people if he or she is to be effective. Basically, the principal-ship is about shared leadership. Consequently, the model of principal who unilaterally runs a school no longer works very well. Babayemi in Chukwubelu (2011) describes the responsibility of the Principals developing a community of leaders by articulating the vision of school; sharing authority with teachers: involving professionals in decision: clarifying responsibilities; sharing responsibility with failure and giving teachers credit for success. It is the principal's job to set and strive for high academic and moral standards in his school. In addition, he is to coordinate the monitoring and assessment of the set standard and furthermore, use motivation or incentives to inspire staff to achieve the set standards. To ensure high quality teachers, he must encourage staff development programmes by sponsoring teachers to workshop, seminars, self-study programmes and at the same time support the use of evaluation data to improve teaching and learning.

### **Roles of Teachers**

The roles of the teacher are paramount in the educational system. Ezeji (1986) observed that the teacher plays a very prominent role in the learning and performance of the student by assembling materials to aid in facilitation of the educational. The teacher is a disciplinarian and expert in student's development and learning problems and classroom management. Emenalo and Asiabaka (2011) enumerated some roles of the teacher in all areas of the educational system. According to them, the teacher must know the objectives of the teaching and learning process and develop professional strategies for imparting knowledge in specific areas of competence. The teacher as counselor helps learners solve their personal and academic problems. Because of the confidence and trust learners have in the teacher, they depend on him for clarification and direction. Traditionally, teachers are responsible for the instructional dimension which focuses on inculcating subject matter, passing on the accumulated wisdom of the people and preserving a people's terrene.

### **Role Conflicts in Formal Organization**

One common characteristic of formal organization is that members deal with conflict every day. Sometimes it may be between a few individuals, groups or within the operational systems of the organization. Organizational behaviour is positively related to organizational output, and for this reason, the educational administrator needs to take conflict issues as very important, because conflicts are perhaps the most

powerful force existing to bring about changes in patterns of organizational behaviour (Canavan and Monahan 2001), Conflicts arise when; interests collide, usually as a result of divergence in organizational goals, personal ambition, group loyalties, and so forth. Therefore conflicts originate from multitude of sources found at personal and organizational levels in institutions. Duze (2012) and Sanusi (2012) cited in Duze (2012) identified levels of conflicts, each of them being interaction either within and between informal organization, or within formal organization or between formal and informal organizational levels. According to Kipkemboi and Kipruto (2013) conflicts affect the accomplishment of the school goals due to attending stress, hostilities and other undesirable factors. Decenzo (1997) also discovered that school conflicts can either take horizontal conflict form, vertical conflicts form and role confusion conflict form. Many factors are known to influence conflicts in secondary schools. They include work independence and differences in goals and perceptions. The sources of these conflicts can be classified into four namely competition for scarce resources, divergence, autonomy and difference in opinion and goals.

According to Okotoni and Okoton, (2003), the administration of the Nigeria secondary schools was hampered by high rate of conflicts which are either caused by personality clashes, administrative incompetence of the head teacher- and role misunderstanding between stakeholders in the secondary schools of administration, threat to autonomy, power struggle, infringement on freedom by school authorities, competition for scarce resources such as accommodation, teaching and learning facilities can also generate conflicts in schools. In many schools, some of the teachers do not like the fact that certain people are their administrators, either as principals, vice principals or heads of departments. In this case such teachers feel more competent than some of their administrators and as such do not always cooperate with them. A recent study reported that cases of conflicts in secondary schools emanate from occultism, as students and teachers fight over girls and boys.

Role conflict according to Tang and Chang (2012) is a type of social conflict caused from an individual being forced to take on separate and incompatible roles. Role conflicts can occur individually, as in the case of one person being torn between separate role for different organizations or groups, or within an organization, when an individual is asked to perform multiple roles in the same group. An employee with both work and management roles in a department, for instance, assumes the conflicting roles of supervisor and co-worker. While most role conflicts occur because of multiple obligations to different groups, role conflicts can also occur within a single organization when individuals have various conflicting responsibilities. Role conflict can have many different effects on the work-life of an individual as well as their family-life. Those suffering from role conflict also suffered greatly in their work performance, mainly in the form of lack of motivation. Those with role conflict did not do more-than the bare minimum requirements at work. There was also a decline in the ability to assign tasks. Having multiple roles will often lead to job dissatisfaction. While there are many de-motivational effects of role conflict on work, there is also a positive effect. Those undergoing role conflicts often had an increase in work creativity. Due to multiple roles, there is an increase in flexibility, different sources of information, and these people

have many different perspectives to bring to the table (Tang and Chang 2012).

**Theoretical Framework:** Conflict theory forms the basis of this study. It is the Conflict Process Theory proposed by Goldman (1966). The principal assumption of this theory is that the substantive issues of conflicts arise from and have consequences for basic structural components of organizations. The theory provides a way to classify the substantive issues of social and political conflicts and observes the organizational consequences of the resolution and non-resolution of these conflicts. It takes records of developmental trends associated with sequences of conflict cycles and ultimate with sequences of conflicts cycles and ultimately provides an empirical basis for designing strategies of conflict resolution and avoidance. It assumes that social and political conflict between two or more adversary parties are initiated and concluded by events of a decisional character; the sequence of events from the initiating one of the concluding one may be referred to as a conflict cycle. At least one of the three types of substantive topics may be found as issues in all social and political conflicts and such substantive topics include, disagreement about the 'task-expectation' associated with a position or office; disagreement about the 'role-performance' of particular incumbents in the position; disagreements about the conditions of 'incumbency' of the person in the position. The theory holds that conflict cycles are resolved by decisions about one or more of these substantive topics. Sequences of resolving decisions about task-expectations produce a 'formalization' process. When the decisions are on role-performances, they produce a 'socialization process while the decisions on incumbency conditions produce an 'investiture' process.

Formalization means that task-expectations should not be verbal or assumed but should be formally and clearly stated and presented to the officer in-charge of each position. Socialization requires that role-performances should declare the way and manner by which the officer should perform the duties assigned by the position including induction; while investiture should involve formal installation into and celebration of the officer's position. These will ensure that the officer knows very well what to do, how to do it, where the limits come, all in a conducive atmosphere. The Conflict Process Theory also states that the observation of conflicts pertaining to major organizational offices is a reliable procedure for sampling the developmental tendencies of the organization as a whole. Therefore, when secondary schools experience positive/non-destructive role conflicts, innovations and creativity should emerge, which will further lead to better conflict resolutions and conflict avoidance, thus improving, the administrators' effectiveness and efficiency in accomplishing set goals and objectives.

### Empirical Studies

Okotoni and Okotoni (2003) also examined conflict management in secondary schools in Osun State. The study examined the various ways conflicts manifested in the administration of secondary schools. Using primary and secondary sources and a sample size of 280 respondents, the findings of the study showed that interpersonal conflicts ranked highest among the several types of conflicts that were identified in schools selected for the study. According to the findings of this study one of the ways to deal with the problem is to organize seminars for workers on how to relate with co-

workers in a harmonious way and deal with differences without resulting in conflicts. This is important because regular occurrence of such conflicts will adversely affect productivity in schools.

## Methods

A descriptive survey research design was adopted for the study. The study was carried out in Ebonyi State. Ebonyi State is an inland south-eastern state of Nigeria. The state is situated in the south-eastern part of the country and shares boundaries with Benue to the north, Enugu to the northwest, Abia to the south-east and Cross River to the east. It has an area of 5,533kmsq. Ebonyi state lies deg15'N, 8deg05'E, 6.250degN, 8.083degE. The population of the study consists of five thousand and forty seven (5047) teaching staff in the 221 secondary schools in the three education zones of Ebonyi State. A total sample of one thousand four hundred and seventy (1470) teachers and ninety eight (98) principals were sampled and was used for the study. A stratified proportionate random sampling technique was adopted by the researcher to select a sample of 98 principals and fifteen (15) teachers in each of the ninety eight (98) secondary schools from Afikpo, Onueke and Abakaliki respectively; given 1470 teachers for the study.

The study used researcher-made questionnaire titled Principals Teachers role Conflict Questionnaire (PTRCOQ) as instrument for data collection. A four point scale was used to elicit information from both the Principals and teachers from the sampled schools. The values assigned to the 4 point scale are as follows: Strongly agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). While the criterion means was 2.5. Anything below 2.5 was rejected. The instrument was given to two specialists in Measurement and Evaluation and Educational Management and planning to ensure its face and content validity. Its reliability was calculated using Cronbach Alpha correlation coefficient formulae. And the correlation coefficient of 0.85 was gotten for the instrument. The researchers administered the instrument using Direct Delivery Technique (DDT) with the help of three well trained, research assistants, each from the three Education Zones in the State. The research questions were analyzed using arithmetic mean, while the hypotheses were tested with z-test at 0.05 level of significance. Thus 2.50 were adopted as decision rule. Any point above 2.50 was accepted positive while any less than 2.50 were rejected.

## DATA ANALYSIS AND RESULTS

**Research Question One:** What are the impacts of role conflicts on staff personnel in secondary school administration

**Table 1. Teacher Response on impact of Role Conflict on Staff Personnel**

Item No	Options				TOTAL	Tot. score	mean
	SA	A	D	SD			
1	296	838	295	41	1470	4329	2.94
2	1091	251	83	45	1470	5328	3.62
3	85	631	691	63	1470	3678	2.50
4	1195	129	101	45	1470	5414	3.68
5	1195	147	85	43	1470	5434	3.69
6	487	879	85	19	1470	4774	3.24
	4349	2875	134	256	8820	28957	3.28

**Table 3. Principal Response on Impact of Role Conflict on Staff Personnel**

Item No	OPTIONS				TOTAL	Tot. score	Mean	Overall mean
	SA	A	D	SD				
1	26	53	16	3	98	298	3.04	2.99
2	73	12	7	6	98	348	3.55	3.58
3	6	42	45	5	98	245	2.5	2.50
4	83	11	2	2	98	371	3.78	3.73
5	79	15	2	2	98	367	3.74	3.72
6	36	55	5	2	98	321	3.27	3.26
	303	188	77	20	588	1950	3.31	3.29

**Table 4. Teacher Response on Impact of Role Conflict on Student Personnel Management**

Item No	OPTIONS				TOTAL	Tot. score	Mean
	SA	A	D	SD			
7	194	1153	105	18	1470	4463	3.03
8	400	797	190	83	1470	4454	3.02
9	396	553	437	84	1470	4201	2.85
10	399	633	457	81	1470	4290	2.91
11	483	732	210	45	1470	4593	3.12
	1872	3868	1299	311	7350	22001	2.99

**Table 5: Principal Response on impact of Role Conflict on Student Personnel Management**

Item No	OPTIONS				TOTAL	Tot. score	mean	Overall mean
	SA	A	D	SD				
7	34	59	3	2	98	3.27	3.15	
8	26	56	13	3	98	3.07	3.05	
9	37	18	40	3	98	2.90	2.88	
10	44	24	30	2	98	3.16	3.04	
11	36	55	7	2	98	3.31	3.22	
	177	212	93	12	490	3.14	3.07	

in Imo State? Table 4.5 above indicates that the teachers and principals' mean response scores on all the items listed in this cluster are all above the item mean of 2.5. This resulted to an overall mean response score of 3.29 showing therefore that role conflict between principals and teachers results to punitive transfer, poor interpersonal relationship, withdrawal of staff benefit, grievances and frustration.

**Research Question Two:** What are the impacts of role conflicts on student personnel in secondary school administration?

Results as shown in the table above shows that the mean responses of principals and teachers' on the impact of role conflict between teachers and principals on student personnel (on above listed items) ranges from 2.8 to 3.22 which is greater than the instrument item mean of 2.5. The overall mean of these responses is consequently 3.07 which indicate that the principals' and teachers to a large extent agree that the items listed in this table are all impact of role conflict between principals and teachers on student personnel.

**Table 6. Teachers' Response on Impacts of Role Conflict on Curriculum implementation**

Item No	OPTIONS	I			TOTAL	Tot. score	Mean
12	SA	A	D	3D	1470	4630	3.14
13	5071	756	127	80	1470	4746	3.22
14	546	756	126	42	1470	4832	3.28
15	693	567	149	61	1470	5110	3.47
16	883	443	105	39	1470	4167	3.83
17	254	778	379	59	1470	4933	3.35
	714	607	107	42	1470	28418	3.22
	3597	3907	993	323	8820		

**Principals' Response On impacts of Role Conflict On Curriculum Implementation**

Item No	OPTIONS				Total	Total, score	mean	Over mean
	SA	A	D	SD				
12	66	27	3	2	98	353	3.60	3.37
13	49	45	2	2	98	337	3.43	3.33
14	58	27	11	2	98	337	3.43	3.36
15	72	15	8	3	98	352	3.59	3.53
16	22	58	15	2	98	297	3.03	2.93
17	68	26	2	2	98	356	3.63	3.49
	335	199	41	13	588	2032	3.45	3.33

**Table 7. z statistics of mean opinion scores of principals and teachers on impact of role conflict on staff personnel administration in secondary schools**

Status	No of Respondents	Mean Response	Standard deviation	z critical	z calculated	Decision
Principal	98	2.99	0.95	1.96	2.00	Reject
Teachers	1470	2.97	0.98			

**Research Question Three:** What are the impacts of role conflict on the implementation of school curriculum in secondary school administration?

Results as shown in table above indicates that the responses of teachers and principals on impact of role conflict on curriculum implementation gave rise to mean responses ranging from 2.9 to 3.5. Both the teachers and principals' responses in all the items listed are above the item mean of 2.5. The overall mean for respondents is 3.34 which indicate that teachers and principals to a large extent agree that role conflict between them has negative impact on curriculum implementation.

### Hypothesis One

The table above indicates that the mean responses of principals and teachers on impact of role conflict on staff personnel

administration are 2.99 and 2.97 respectively. On further analysis the difference between these mean opinions was found to give a z calculated value of 2.00 which; is greater than the z critical value of 1.96 at 0.05 level of significance, The decision therefore is to reject the null hypothesis.

### Hypothesis Two

The table above shows that the principals' and teachers mean responses on impact of conflict is 2.99 and 3.09 respectively. The z calculated value of the differences in these mean score is 1.03 which is smaller than z critical value of 1.96 at 0.05 level of significance. The decision therefore is to accept the null hypothesis.

### Hypothesis Three

The mean opinions of principals and teachers on impact of role conflict on implementation school curriculum are 3.31 and 3.1 respectively. The z calculated value of the difference in this mean is 2.26 which greater than the z critical value at 0.05

level of significance. The decision therefore is to reject the null hypothesis and accept the alternative. In conclusion, the mean opinion of principals and teachers on the impact of role conflicts on the implementation of school curriculum differ significantly.

## DISCUSSION OF FINDINGS

Research question one looked at the impact of role conflict between principals and teachers on staff personnel administration. Items 1-6 of the instrument were used to investigate this. From the analysis and findings the study shows that the respondents identified negative appraisal by the principal, petition writing, communication gap and witch hunting among staff as major impacts of role conflicts on staff personnel administration having mean response score of 3.73 for item 4 and 3.72 for item 5 respectively. As a result

therefore this leads to sudden transfer of teachers, poor inter personal relationship among staff and victimization of staff by school management. This is supported by the overall mean response score of 3.3 which indicates that the items in this cluster are consequences and effects of role conflicts in secondary school administration.

**Table 8. z statistics of mean responses of principals and teachers on the impact on the role conflict on students' personnel management in secondary schools**

Status	No of Respondents	Mean Response	Standard deviation	$Z_{critical}$	z calculated	Decision
Principal	98	2.99	0.92	1.96	1.03	Accept
Teachers	1470	3.09	0.93			

**Table 9. z statistics of mean opinion scores of principals and teachers on the impact of role conflict on the implementation of school curriculum**

Status	No of Respondents	Mean Response	Standard deviation	$Z_{critical}$	z calculated	Decision
Principal	98	3.31	0.89	1.26	2.26	Reject
Teachers	1470	3.1	0.96			

Research question two is one the impact of role conflicts between principals and teachers on students personnel administration, item 7 tolls was designed to address this. From the result both teachers and principals pulled a mean response of 3.7 which according to the findings strongly suggest that role conflict situation in the school; encourages indiscipline, bullying, examination malpractice and other antisocial behaviours in the school. As the saying goes, where two elephants fights the grass suffers, role conflict among principals and teachers hampers student welfare services and programmes. The study also indicates and exploitation by school staff who engage in biased reporting and assessment of student's performance in role conflict situations in the school. The results from research question three which tried to find out the impacts of role conflicts on implementation of school curriculum indicated high mean response scores of 3.2 and 3.3 for the principals and teachers respectively. This is a confirmation that both teachers principals agree that role conflicts between them give rise to negative impacts on curriculum implementation. Such negative impacts and influences include truancy and nonchalant attitude to duty, poor counseling, programmes, poor supervision of instructional activities and displacement of educational objectives emanating from quest for personal ambitions among staff. This finding is also supported by Kipkemboi, and Kipruto (2013) investigation which reported that role conflicts affect the accomplishment of school goals due to hostilities, power struggle, stress and other undesirable factors such as competition for scares resources.

#### Educational Implications of the Study

- The result and findings of this study have clearly established that secondary school teachers in Ebonyi State experience role conflicts. Despite the huge sum of money injected into secondary education sector principals and teachers do not always work together to achieve common-goals as a result of hostility, power tussle and competition among staff.
- Many secondary school teachers now indulge in absenteeism,; lateness and other nonchalant behaviours which sabotage the efforts of school management and government. Most teachers are no

longer dedicated to their job and quality teaching and learning are no longer the priority of teachers. This explains why most parents still prefer to send their children to private secondary schools not minding the free education policy of Ebonyi State Government.

#### Recommendations

Based on the findings of the study, the following recommendations were made.

- Educational objectives cannot be achieved single handedly by one individual. The findings of this study has spelt out the need for principals to involve the teachers in taking decisions and through it build a cordial and supportive interaction among teachers and principals for effective secondary school administration.
- The secondary education management board of the ministry of education 'should organize workshops, seminars and conferences from time to time to educate and sensitize'" teachers and principals on work ethics.
- Secondary school administration should be made more dynamic and democratic by involving teachers and principals in the formulation of education polices at the state and federal level which will be implemented by them in the classroom.
- Since most of the classroom teachers have attained the level of principals, they should

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