

PRINCIPALS' USE OF INTEGRATING AND DOMINATING CONFLICT RESOLUTION STRATEGIES AND TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN SOUTH-EAST STATES

Madu, Chioma¹ Vivian & Obiweleuzor Nkechi²

¹Department of Educational Foundations, University of Nigeria, Nsukka

²Department of Educational Management, University of Benin

Abstract

The study investigated principals' use of integrating and dominating conflict resolution strategies and teachers' job effectiveness in secondary schools in South-East States. Two research questions and two hypotheses guided the study. The study adopted a correlation research design. The population of the study was 14,611 respondents. The sample of the study was 1,826 respondents made up of 487 principals and 1,339 teachers in the 487 public senior secondary schools in South-East States, Nigeria. The sample was drawn using a proportionate stratified random sampling technique and 40% was used to select the number of principals and secondary schools, while 10% was used to select the number of teachers. The instrument for data collection was structured questionnaire titled: "Principal's Integrating and Dominating Strategy Scale (PIDSS) and "Teachers' Job Effectiveness Questionnaire (TJEQ)". Face validation was done by experts. In order to establish the reliability coefficient, the instruments were administered to 30 respondents subjected to reliability testing using Cronbach Alpha technique with reliability coefficient score of 0.76 and 0.82 obtained. Linear regression was used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that positive low significant relationship exist between principals' integrating strategy and teachers' job effectiveness. The findings of the study revealed that there was a low positive relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools. Based on the findings, it was recommended among others that secondary school principals should use integrating conflict resolution strategy to reinforce consensus decision in conflict resolution.

Keywords: Principals, Integrating and Dominating Styles, Conflict resolution, Job Effectiveness

Introduction

The concept of effectiveness is dynamic and multidimensional. This is because different authors have different views about teacher effectiveness. It is important to note that the role of the teacher is very important in the development of the education industry. This is especially so in the effort to satisfy the needs as well as to achieve the goals and objectives of secondary education. Effectiveness implies the degree to which something is capable of producing result or success in an institution. Effectiveness could also be seen as the capability of producing a desired result in an organization. Thus, an effective principal is someone who has the ability to establish positive and realistic expectations for the success of the students and the schools.

However, Stronge, Ward and Grant (2011) observed that teachers' job effectiveness is difficult to define and measure since there has not been a consensus agreement on what measured quality teachers. Teachers' job effectiveness according to Eric (2015) is the ability of teachers to organize their job processes and professionalism in a manner that enables them to perform more work and adequately produce expected results. Teachers' job effectiveness is defined as the maximum outcome teachers can achieved irrespective of the specific school setting. It is the ability of a teacher to determine appropriate objectives, and doing the right things in the job. Similarly, teachers' behaviour has relations to specific consequences in the classroom climate and academic achievements of students. In the effectiveness of teachers, Mattero (2015) agrees that highly effective teachers proactively analyze student performance to provide insight to improve instruction and student learning. Teacher understood the importance of using objective information like student grades and classroom work to shape their practice.

Furthermore, if 90% of students performed poorly in an assignment, it's important that the teacher investigates why that happened and how he/she can modify the lesson to improve student understanding. Teachers who constantly review students' data and outcomes are more likely to be successful in the classroom because they ensure that students are grasping the information. In this context, teachers' job effectiveness therefore refers to the ability of the classroom teacher to achieve desirable educational goals in a timely manner. The dimension of teacher effectiveness consists of specific and discrete teacher behaviour identified as either negative (that is harmful to pupil's learning) or positive (that is helpful to pupil's learning) (Awomolo in Umezio, 2015). In addition, it can be said that a teacher is effective to the extent that he/she exhibits positive behaviors and as few (and seldom) as possible of the negative behaviours in each of the seven dimensions of teacher effectiveness. These dimensions include classroom administration, organization and

presentation of teaching materials, personal relationship, interest in the job (of teaching), teachers' classroom presence and supervision of students' academic activities, students' participation and evaluation of students' performance.

Supervision of students' academic activities as an instrument is very important in the teaching and learning process. Supervision of students' academic activities especially through assessment and feedback according to Aina and Adedo (2013) improve students' learning. Every teacher who is effective in his or her job should know the type of assessment and feedback needed in his or her lesson. There are different forms of assessment, whichever form it might take, assessment activities take much time of the teachers and has an important place both in teachers and students' lives (Ceyhum & Erodogan, 2013). Maintaining a positive learning environment is the responsibility of an effective teacher. It is easy to distinguish between a teacher who is effective and the one who is not effective by the way they manage their classroom when lesson is going on. Classroom management is the arrangement and coordination that goes on in the classroom. Classroom management is defined as a process which allows the teachers to control teaching and learning and direction of the classroom so as to prevent distraction or disruption from slowing down the learning process. The purpose of classroom management is to help the school achieve its stated goal, help the society produce young people who will protect and conserve the values of the society, enable learners achieve their potential ability, encourage hard work, and to encourage a good relationship with the class members.

In classroom management there are basic principles of routines and rules. The teacher relies on the students and shares responsibilities to them. As a good manager, the teacher coordinates, organizes, and monitors the functions he has assigned to the students. Such functions may include chalkboard cleaning, taking care of drinking water, notice board update, attendance sheets and late comers and also taking care of the collection and distribution of exercise books. Promotion of a good interpersonal relationship is another indication for measuring teachers' job effectiveness in secondary schools. Good interpersonal relationship with the students and with the immediate environment encourages contributions in the teaching and learning process. In secondary schools, teachers should communicate very well in the classroom and should always create an opportunity to interact with the parents. A teacher who does his or her work all alone without interacting with co-professional, parents, and students has lost his or her professional focus (Sahlberg, 2010). Conflicts in the school system can mar the actualization of teachers' effectiveness.

Attention to conflicting parties brings about the resolution process which encourages them to work together in finding lasting solution to the conflict (Oboegbulem & Alfa, 2013). This finding is in agreement with the research findings of Mamoria and Gankar (2007) which had it that this strategy and teachers' job effectiveness were strongly and positively related. The authors further noted that collaboration of parties' ideas as a strategy in resolving conflict achieves solution in the best interest of individuals and organizations. Some of the strategies that may help in the resolution of conflicts in the schools are dominating and integrating strategies. The dominating strategy is used by the school administrator to resolve the conflict by dictating what the subordinates will do. That is, school administrator simply resolves conflict as he/she deems fit and communicates its desires to the teachers. The teachers usually will abide by a superior's decision, whether or not it agrees with theirs. Specifically, it advocates the establishment of a superordinate- subordinate relationship (Kalagbor, 2003). Similarly, Iwowari (2007) posits that the dominating strategy does not allow input from the teachers in the school system. A dominating strategy is an attempt to gain power and pressure to change at the other person's expense. It is a strategy that can be appropriate when one has to implement an unpopular decision, make a quick decision or action, the decision is vital in a crisis, or it is important to let others know how important an issue is to one that is "standing up for your right". School administrators who consistently use a dominating strategy come across as aggressive, autocratic, confrontational, and intimidating leaders.

The biggest disadvantage of using dominating strategy is that relationships can be harmed beyond repair and may encourage other parties to use covert methods to get their needs met because conflict with these people are reduced which means "if you are not with me, you are against me". When this strategy is used by school principals, it is likely to cause hostility, unrest or even death in the school. This strategy also entails an administrator using his or her position to buttress his or her opinion without considering opposing points of view of the teachers. According to Burrell (2001), this strategy is highly assertive with minimal cooperativeness; the goal is to win. It is demonstrated when is when a person has to handle vital issues, or when one needs protection in a situation where noncompetitive behaviour can be exploited. In this strategy, the administrator develops his or her ability to argue and debate, and also asserts his or her opinions and feelings. Overuse of this strategy can lead to lack of feedback, reduced learning, and low empowerment. This may have a negative impact on the students' academic performance due to poor teacher effectiveness in the school. It is exhibited

through constant tension or anger and occasional outbursts of violent temper. Under use of the dominating strategy leads to a low level of influence, indecisiveness, slow action, and withheld contributions. When the dominating strategy is under used, some emergent behaviours people exhibit include justifying their behaviours, demanding concessions as a condition of working on the problem, threatening separation as a way of making others give in, and launching personal attacks. Understanding the tactics and strategies of others who use dominating strategy can assist school administrators in defusing the negative consequences of competition and working toward a mutual gains approach. In a study carried out by Muindi (2016), the author found that principals' use of dominating strategy negatively influences general performance of the school both for the teachers and the students. According to the findings of Kalagbor and Nnokam (2015) dominating strategy should be avoided at all costs because the long term effect can be devastating.

The integration strategy is when the concern is to satisfy both sides. It is highly assertive and highly cooperative; the goal is to find a "win/win" solution. Appropriate uses for this strategy include integrating solutions, learning, merging perspectives, gaining commitment, and improving relationships. According to Burrell (2001) using this strategy can support open discussion of issues, task proficiency, and equal distribution of work amongst the team members, better brainstorming, and development of creative problem solving. This strategy is appropriate to use frequently in a team environment and very ideal for good performance and therefore its under use can result in using quick fix solutions, lack of commitment by other team members, loss of morale, disempowerment, and loss of innovation, hence poor teacher job effectiveness. Apart from the use of dominating strategy, the principals can use integration conflict resolution strategy in the administration of the school. The integration strategy is when the concern is to satisfy both sides. It is highly assertive and highly cooperative; the goal is to find a "win/win" solution. Aniefiok, Uduak, Rita (2017) opined that principals' use of integration strategy had a significant relationship with teachers' job effectiveness in terms of classroom teaching, maintenance of classroom discipline and supervision of students' academic activities. Similarly, Oboegbulem and Alfa (2013) revealed that integration of the opinions of the conflicting parties into the resolution process encourages them to work together in finding lasting solution to the conflict. Also, Mamoria and Gankar (2007) penned that integration strategy and teachers' job effectiveness were strongly and positively related. Lack of proper resolution of conflicts in an organization may cause gross inadequacy of educational product. Based on this backdrop, there seem to be paucity of works on principals' domination

and integration conflict resolution strategies for teachers' job effectiveness in secondary schools in South-East States. Hence, the researchers sought to investigate the relationship between principals use of domination and integration conflict resolution strategies and teachers job effectiveness in secondary schools in South East States.

Statement of the Problem

Conflict is inevitable in any organization. However, it is important that conflicts do not detract stakeholders from achieving the goals and objectives of the organization. While we expect conflicts to occur in the school system, we also want the principals to be prepared with the proper strategies to resolving such conflicts. This is so because of the danger unresolved conflict imposes on teachers' job effectiveness. Problems relating to teachers' job effectiveness in public secondary schools have raised everybody's concern. Personal observation by the researchers has shown that some the secondary schools in South-East States are besieged by problems such as poor maintenance of classroom discipline, ineffective classroom supervision, in effective communication between teachers, learners, and parents, poor assessment and evaluation of students' learning among others. These issues have led to students' loitering during classes, poor co-ordination of co-curricular activities, poor academic performance noticeable in students' internal and external examinations among others. Also, monetary and non-monetary incentives by the state government have failed to enhance teachers' job effectiveness in public secondary schools due biased sharing formula which degenerate to conflicts between principals and teachers. This corroborates with the researchers' views that conflict is inevitable in any organization and the way or strategy a school principal adopts to resolve conflict may promote or mar job effectiveness of teachers. Therefore, it is pertinent and of utmost necessity to examine the relationship between principals' use of integrating and dominating conflict resolution strategies and teachers' job effectiveness in public secondary schools in South-East States, Nigeria.

Purpose of the Study

The study specifically sought to:

1. Find the relationship between principals' use of integrating strategy and teachers' job effectiveness in secondary schools in South-East States.

2. Determine the relationship between principals' use of dominating strategy and teachers' job effectiveness in secondary schools in South-East States.

Research questions

The following research questions guided the study.

1. What is the relationship between principals' use of integrating strategy and teachers' job effectiveness in public secondary schools in South-East States?
2. What is the relationship between principals' use of dominating strategy and teachers' job effectiveness in public secondary schools in South-East States?

Hypotheses

1. There is no significant relationship between principals' use of integrating strategy and teachers' job effectiveness in public secondary schools in South-East States.
2. There is no significant relationship between principals' use of dominating strategy and teachers' job effectiveness in public secondary schools in South-East States.

Methodology

The study adopted a correlation survey design. The population of the study was 14,611 respondents made up of 1219 principals and 13,392 teachers in all the 1219 public secondary schools in the South-East States, Nigeria. The sample of the study was 1,826 respondents made up 487 principals and 1,339 teachers in the 487 public secondary schools in South-East States, Nigeria. The sample was drawn using a proportionate stratified random sampling technique and 40% was used to select the number of principals and secondary schools, while 10% was used to select the number of teachers. The instruments titled Principal's Integrating and Dominating Strategy Scale (PIDSS) and "Teachers' Job Effectiveness Questionnaire (TJEQ)" were used for data collection. Face validation was done by experts in Educational Administration and Measurement and Evaluation, University of Nigeria, Nsukka. The reliability of the instruments was determined through one-shot reliability technique. The instruments were administered to 30 respondents (15 principals, and 15 teachers) of public senior secondary schools who were not part of the study. A computed reliability coefficient score of 0.76 and 0.82 through Cronbach alpha were obtained for Principal's Integrating and Dominating Strategy Scale (PIDSS) and "Teachers' Job Effectiveness Questionnaire

(TJEQ). Linear regression was used to answer research questions while t-test associated with linear regression was used to test hypotheses at 0.05 level of significance.

Research Question One

What is the relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States?

Table 1: Summary of Linear Regression Analysis of the Relationship between Principals' Integrating Strategy and Teachers' Job Effectiveness in public secondary schools in South-East States.

Model	R	R-square	Adjusted R Square	Std. Error of the Estimate	Decision
1	0.121 ^a	.015	.014	6.62775	Positive

Predictor: (Constant), Integrating.

Data presented on Table 1 shows the summary of linear regression analysis for the relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States. The analysis above shows that the correlation (r) between the predictor variable (integrating strategy) and the criterion variable (job effectiveness) is 0.121. The r of the analysis is 0.121. This implies that a positive relationship exist between principals' use of integrating strategy and teachers' job effectiveness in public secondary schools in South-East States.

Research Question Two

What is the relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools in South-East States?

Table 2: Summary of Linear Regression Analysis of the Relationship between Principals' Dominating Strategy and Teachers' Job Effectiveness in public secondary schools in South-East States.

Model	R	R-square	Adjusted R Square	Std. Error of the Estimate	Decision
1	0.024 ^a	0.001	0.000	6.67445	Negative

Predictor: (Constant), Dominating.

Data presented on Table 2 shows the summary of linear regression analysis for the relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools in South-East States. The analysis above shows the correlation (r) between the predictor variable (dominating strategy) and the criterion variable (job effectiveness) is 0.024. The r of the analysis is 0.024. This implies that a negative relationship exist between principals' use of dominating strategy and teachers' job effectiveness in public secondary schools in South-East States.

Table 3: t-test associated with Linear Regression analysis of Significant Relationship between Principals' Integrating Strategy and Teachers' Job Effectiveness in public secondary schools in South-East States.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Probability level	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	7.515	9.874		.761	.447	0.05	Significant
	Integrating strategy	.682	.266	.121	24.133	.000		
a. Dependent Variable: job effectiveness								

Data presented on table 3 shows the summary of linear regression analysis of significant relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States. The table reveals that the probability value associated with the calculated value of t-test (24.133) for the relationship between principals' integrating strategy and teachers' job effectiveness is 0.00. Since the probability value of 0.00 is less than 0.05 level of significance, the null hypothesis is rejected. This implies that there is a significant relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States.

Table 4: t-test associated with Linear Regression Analysis of No Significant Relationship between Principals' Dominating Strategy and Teachers' job effectiveness in public secondary schools in South-East States.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Probability level	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	21.036	8.009		2.627	.079	0.05	Not significant
	Dominating strategies	.321	.218	.024	0.969	.325		

Data presented on Table 4 shows the summary of linear regression analysis of no significant relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools in South-East States. The table reveals that the probability value associated with the calculated value of t-test (0.969) for the relationship between principals' dominating strategy and teachers' job effectiveness is 0.325. Since the probability value of 0.325 is greater than 0.05 level of significance, the null hypothesis is accepted. This implies that there is no significant relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools in South-East States.

Discussion of Findings

The finding of this study showed that there is a positive relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States. The finding from the hypothesis also showed that there is a significant relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States. The researcher attributed these findings to how the principals use integrating strategy in public secondary schools in South-East States, Nigeria. In public senior secondary schools, when conflict exist among various stakeholders, the principals always; investigate the conflicting issues, listens to peoples' opinion, allows conflicting parties to find solutions, adopts creative thinking, reinforces consensus decisions, adopts a diversified perspective, accommodates the wishes of other stakeholders and finally accepts recommendations from non-conflicting parties. These attitude displayed by the principals in resolving conflicts encourage teachers to improve their job effectiveness. This showed that integrating strategy when applied in secondary schools positively and significantly relates to teachers' job effectiveness. The finding of this study is in corroborates with the findings of Aniefiok, Uduak, and Rita (2017) who found that principals' use of integrating strategy had a significant relationship with teachers' job effectiveness. Supporting this finding, Mamoria and Gankar (2007) observed that integrating strategy and teachers' job effectiveness were positively related. The authors further noted that those integrating parties' ideas as a strategy in resolving conflict achieve solution in the best interest of individuals and organizations.

The finding of this study showed a low positive relationship between principals' use of dominating strategy and teachers' job effectiveness in public secondary schools in South-East States. The finding from the hypothesis also showed that there is no significant relationship between principals' use of

dominating strategy and teachers' job effectiveness in public secondary schools in South-East States. The researcher attributed these findings to how the principals use dominating strategy in public secondary schools in South-East States, Nigeria. In public secondary schools, when conflict exist among various stakeholders, the principals always use force, deny the rights of participation, convince conflicting parties on the merit of his or her opinion, asserts his or her wishes to the conflicting parties, make hasty decisions without consulting conflicting parties, insist that conflicting parties abide by laid down rules and regulations and punish conflicting parties that go against his or her decisions. This manner of resolving conflicts displayed by the principals do not encourage teachers to improve their job effectiveness and this will have a negative influence on them. The finding from the hypothesis showed that dominating strategy when applied in secondary schools negatively and significantly reduces teachers' job effectiveness. The findings of this study agrees with the findings of Muindi (2016) who found that principals' dominating strategy negatively influences general performance of the school both for the teachers and the students. Supporting this finding, Kalagbor and Nnokam (2015) opined that dominating strategy should be avoided at all costs because of its devastating and long term effect it has on the school.

Conclusion

Based on the findings of this study, it was concluded that there a positive and significant relationship between principals' integrating strategy and teachers' job effectiveness in public secondary schools in South-East States, Nigeria. This shows that the principals always accommodate the wishes of other stakeholders, and this increases teachers' job effectiveness. However, there is a low significant relationship between principals' dominating strategy and teachers' job effectiveness in public secondary schools in South-East States, Nigeria. This shows that the principals asserts his or her wishes to the conflicting parties without consulting conflicting parties and this decreases teachers' job effectiveness.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Secondary school principals should use integrating conflict resolution strategy as a method of resolving conflicts in their schools. This is because this strategy reinforces consensus decisions in the resolution of conflicts.
2. Principals should diplomatically use dominating conflict resolution strategy.

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