

## **Influence of Principal-Teachers' Conflict on Teachers' Job Performance in Imo State**

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### **Abstract**

This study investigated influence of principal-teachers' conflict on teachers job performance in Imo State with emphasis in Ideato North Local Government Area (L.G.A) of Imo State. Two research questions guided the study. The design adopted for the study was descriptive survey research design. The population of the study constituted 221 teachers in nine (9) public secondary schools in the L.G.A. The sample of the study comprised 114 teachers selected from the population by proportionate stratified random sampling techniques. The questionnaire instrument used for data collection was titled influence of principal-teachers' conflict on teachers' job performance (IPTC-TJP). The questionnaire was made up of 20 items. The questionnaire items were analyzed in accordance with each item using the 4-point rating scale. The questionnaire was validated by three experts, one in measurement and Evaluation, and two in Educational Administration and Planning, all in the faculty of Education, Imo State University, Owerri. The reliability of the instrument was established by trial testing in another local Government Area. Cronbach Alpha technique was used for analysis. The reliability was established to be 0.76. The reliability was indicated high and suitable for the study. Data collected were analyzed using simple mean ratings. Findings indicated among others that: Teachers' poor job performance in curriculum delivery was influenced by principal-teachers' conflict (mean = 2.37). Also, principal-teachers' conflict has negative influence on teachers' performance in extra-curricular activities (mean =2.34). Based on the findings, it was recommended that both principals and teachers should try as much as possible to avoid areas of conflict in order to promote smooth running of the school, and to encourage teachers' effective job performance.

**Key words:** Principal-Teachers', Conflict, Teachers, Job performance

### **Introduction**

The major objective of teaching and learning process is to bring about the desirable change in behaviour in a learner. This process does not take place in a vacuum, but rather in the environment structured to facilitate learning especially at the secondary school level of education. As a complex

organization, school has its target goals and objectives which involves imparting knowledge, development of cognitive skills and formation of characters to make one a leader in future. In order to achieve this objective, Fafunwain Ekeocha(2015) stated that in secondary schools, the principals are the administrators while teachers work under

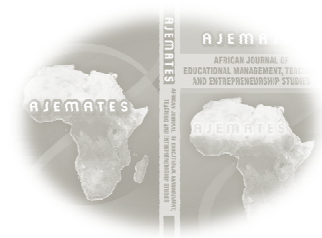


them. Their relationship is expected to be cordial so that peace and harmony will prevail in the institution. Cordial relationship could be attained when the principals discharge their duties or obligations to teachers under their care and teachers in turn learn to reciprocate, by discharging their own duties or obligations to the students and to the school in general. When the reverse is the case, definitely conflict may arise among them.

Conflict is a clash, violent or opposition between two or more opposing groups. International dictionary of education (2010) defined conflict as “a fight or struggles especially a long battle, a direct opposition, disagreement or clash.” It is a clash or disagreement often violent between two opposing groups or individuals (Orlando 2013). All human beings have short comings and it is inevitable that one would meet cases of indiscipline/conflict among both principal and teachers Fafunwa in Ezeocha(2015). Conflict exists when two or more groups engage in struggle over values and claims to status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals (Folanin, 2015). It is a cankerworm that deeps into peaceful existence of man’s endeavour. This means that there is always conflict in every aspect of human life, in a school system, there are usually different people with diverse interest, attitude, beliefs, etc who for some reasons or the other would like to exhibit their own values beyond those of others. Such attitude may result to conflict among major personalities. Principals’ leadership qualities determine to a large extent his/her success or failure. The principal performs both

administrative and supervisory duties in his/her school. The principal should show concern for the welfare of the teachers which include recommending them for promotions, through legal performance evaluations, giving information that concerns the teachers to appropriate bodies; helping them to get their salaries as and at when due; helping the teachers to get their fringe benefits and giving them considerations on their individual and collective problems. The principals’ failure to perform the expected duty to the teacher could generate conflict which might influence teachers’ job performance. Hence, this research on influence of principal-teachers’ conflict on teachers’ job performance.

Teachers’ job performance can be understood as an individual’s achieved results. It is the way an individual has done his work. In teaching profession, it entails how a teacher is carrying out his teaching activities/job. Teachers’ job performance is the performance of teaching tasks and rendering of expected teaching services by the teacher (Orlando 2012). It is the ability of a teacher to fulfill his/her duties as a teacher. Such duties according to Ukaeje (2010) include “teaching pupils in the assigned classrooms and various grades of years, taking part in the general life of the school and professional activities. Others include curriculum delivery, participation in extra-curricular activities and professional development under curriculum delivery. Teachers are expected to plan, implement and evaluate their lessons as it was elaborated in job performance by Kahler (2011). Teachers are charged to be in school on time for morning assembly, participate in



sports/social welfare and discipline students. Besides, teachers are expected to understand and implement school policies and achieve goals effectively, and efficiently. Kahler (2011) further emphasized teachers' responsibilities as to take part in professional organizational life, read professional write ups, attend professional lectures and other professional activities that continuously enhance teachers' job performance. Identifying the extent to which principal-teachers' conflict influences teachers' job performance with regard to curriculum delivery, participation in extra-curricular activities, participation in professional development and the like are the elements that need nurturing and directing through the teachers' career. These could be basic for determining how such conflicts be altered to benefit both the teachers and the principal (Onyekwelu, 2012).

### **Research Questions**

1. How does principal-teachers' conflict influence teachers' performance in curriculum delivery?
2. How does principal-teachers' conflict influence teachers' performance in extra-curricular activities?

### **Method**

The design of the study was descriptive survey research design. The research sought to investigate the influence of principal-teachers' conflict on teachers' job performance in public secondary schools in Imo State; with particular reference to Ideato North Local Government Area of Imo state.

Ideato North is made up of eight towns namely: Urualla (headquarters), Obodoukwu, Akokwa, Uzii, Osina, Umualaoma, Akpuru and Isiokpo. The population of the study was 221 teachers taken from the nine public secondary schools in Ideato North Local Government Area of Imo State. The sample of the study was 114 teachers drawn from the population. The stratified proportionate random sampling technique was used to select the sample from each school based on 50% as shown in table one. Questionnaire instrument titled influence of principal-teachers' conflict on teachers' job performance (IPTCTJP) was used for data collection. The questionnaire was made up of 20 structured items. Each of the items was on a 4 points rating scale of strongly Agree (4), Agree (3), Disagree (2) and strongly Disagree (1). The questionnaire was validated by three experts, one from measurement and evaluation and the other two from Education Administration and planning, all from faculty of Education, Imo State University, Owerri. The researcher distributed the questionnaire with the help of research assistants. The questionnaire distributed were all filled and returned on the spot. There was 100% return of instrument. Data were collected and analyzed. Two research questions were used for the study. Weighed mean was used to answer research questions. Any term with a mean value of 2.50 and above was regarded as accepted and any mean value below 2.50 was not accepted.



**Table 1: Population and sample of teachers in public secondary schools in the L.G.A**

Schools	1	2	3	4	5	6	7	8	9	Total
Population	29	28	27	25	25	24	23	23	17	221
Sample	15	14	14	13	13	12	12	12	9	114

**Source:** Planning research statistics (PRS)

Unit: Imo State Post Primary School Management Board (IPPSMB) Owerri.

## Results

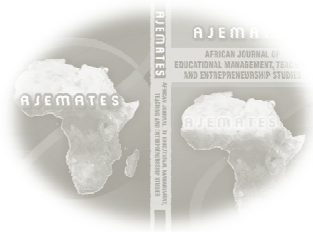
**Table 2: mean ratings of respondents on influence of principal-teachers' conflict on teachers' job performance in curriculum delivery**

S/N	ITEMS	SA	AG	DA	SD	MEAN	REMARKS
1	Attend classes regularly and teach lessons	34	65	10	5	3.12	E
2	Give assignments to students, mark and return them to students	15	30	30	39	2.18	I
3	Help to discourage examination malpractice by invigilating the students well.	10	35	37	37	21.11	I
4	Organize extra lesson to cover their syllabus.	11	34	32	37	2.16	I
5	Make effort to locate or improvise teaching materials for effective curriculum delivery	10	30	39	35	2.13	I
6	Communicate appropriately while delivering instruction even under noisy weather	17	32	30	35	2.27	I
7	Supervise continuous assessment	15	34	30	35	2.25	I
8	Prepare their lesson notes regularly	30	60	15	9	2.97	E
9	Experiment with innovative approaches and materials to facilitate instructional delivery	17	30	35	32	2.28	I
10	Stick to guidelines on effective evaluation of skills among the learners						

**Grand mean = 2.37**

**Key:** Strongly Agree (SA = 4), Agree (AG =3), Disagree (DS = 2), and Strongly Disagree (SD = 1).

In Table 2, only items 1 and 8 had mean ratings above the cut-off point of 2.50 (> 2.50) indicating that teachers' job performance in those items (2,3,4,5,6,7,9 and 10) are negatively influenced by principal-teacher conflict.



**Table 3: Mean ratings of the respondents on influence of principal-teachers' conflict on teachers' performance in extra-curricular activities.**

S/N	ITEMS	SA	AG	DA	SD	MEAN	REMARKS
11	Teachers come to school on time for morning assembly	25	49	31	9	2.78	E
12	Teachers participate in sports activities	26	50	29	9	2.82	E
13	Teachers enforce students discipline such as dressing to school	15	30	40	29	2.27	I
14	Teachers participate in welfare activities of the staff	20	40	35	19	2.51	E
15	Teachers attend staff meetings punctually and regularly	27	52	26	9	2.82	E
16	Teachers participate in invigilating moral instruction examination	12	27	37	38	2.11	I
17	Teachers assist in school funding raising activities	2	10	10	92	1.32	I
18	Teachers attend and make suggestions during P.T.A meetings	12	31	42	29	2.22	I
19	Teachers contribute ideas during staff meetings	16	35	40	23	2.39	I
20	Teachers guide students to keep the school environment clean	13	26	39	37	2.13	I
<b>Grand mean =</b>		<b>2.34</b>					

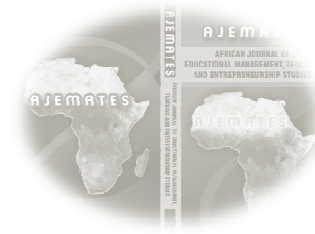
**Key:** Strongly Agree (SA = 4), Agree (AG =3), Disagree (DS = 2), and Strongly Disagree (SD = 1).

Table 3 shows that items 13,16, 17, 18, 19 and 20 had mean ratings that fell below the bench mark of 2.50. This indicates that under principal-teachers' conflict, teachers' job performance in those items are not effective. It entails that the conflict had negative influence on teachers' job performance in extra-curricular activities. Hence the principal-teachers' conflict hindered teachers' active participation in extra-curricular activities. The remaining 4 items have mean ratings above the acceptance level of 2.50 which indicates that under principal-teachers' conflict, teachers participate in extra-curricular activities actively.

### Discussion

The findings of the study with regard to the influence of principal-teachers' conflict on the teachers' job performance in curriculum delivery indicated that under conflict situations, teachers' job performance was ineffective. Hence, the grand mean of 2.37 shows teachers' poor job performance in curriculum delivery. This is in line with the findings of Folanin (2015) that conflict hinders achievements of man's endeavour. Also, the results in respect to the influence of principal-teachers' conflict on teachers' job performance in extra-curricular activities revealed that under conflict situation, teachers' performance in extra-curricular activities was not effective. Thus, the grand mean of 2.34 indicates that teachers do not





participate actively in extra-curricular activities where conflict exists between principals and teachers. This is in consonance with Ukeje's (2010) and Kahdlers (2011) findings that teachers do not perform their duties effectively as expected from them when there is conflict. The findings show that conflict in school results to poor teachers' job performance.

### **Conclusion**

Based on the findings from the study, it was concluded that principal-teachers' conflict had negative influence on teachers' job performance in public secondary schools in Ideato North Local Government Area of Imo state.

### **Recommendations**

In view of the findings, principal and teachers should take cognizance of the areas of the conflict and the negative impact on the school and find measures to remedy the situation. In this regard, it was recommended that:

1. Principals and teachers should try to maintain enabling environment for smooth running of the school.
2. The principal as the school administrator should avoid communication gaps.
3. Teachers and principals should take urgent measures to resolve any conflict that arises before it escalate
4. Government and school management boards should organize regular workshops and seminars on conflict management

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