

INFLUENCE OF PRINCIPAL-TEACHER CONFLICTS ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated the influence of principal-teacher conflicts on teachers' job satisfaction in Anambra State public secondary schools. Five research questions and five null hypotheses guided the study. Descriptive survey research design was adopted in conduct of the study. The population comprised 5856 teachers in all the 263 public secondary schools in all the six education zones in Anambra State. A sample of 586 respondents representing 10% of the population was selected for the study. Proportionate stratified random sampling was used to select the sample of the study. A structured questionnaire titled "Influence of Principal-Teacher Conflict on Teachers' Job Satisfaction Questionnaire (IPCTJSQ)" was used for data collection. The face and content validity of the instrument was carried out by experts. Cronbach Alpha reliability technique was used in determining the reliability coefficients of the instrument which gave a coefficient of 0.81 for the conflict variables and .88 for job satisfaction variables and was considered high enough and reliable for the instrument. The instruments were administered on the respondents with the aid of five trained research assistants who were trained on how to administer and retrieve the instrument from the respondents. Data collected for the study were analysed using mean scores, while hypotheses that guided the study were tested with the aid of paired sample t-test. Findings of the study showed that conflicts from scarce resources, communication gaps significantly influence teachers' job satisfaction in Anambra State public secondary schools to a high extent. The study therefore concluded that principal-teacher conflicts significantly influence teachers' job satisfaction in Anambra State public secondary schools. Based on the findings of the study, the researcher recommended amongst others that there is need for government to come up with modalities of resolving principal-teacher conflicts to enhance teachers' job satisfaction.

Keywords: Principal, Teacher, Conflicts, Job Satisfaction

INTRODUCTION

Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. According to Federal Republic of Nigeria (FRN) (2013), secondary education is the form of education children receive after primary education and before tertiary education stage. In Nigerian secondary schools, the principal is the chief executive officer who sees to the welfare and satisfaction of the teacher in his\ her school, he directs the activities of teachers, students and other staff towards the achievement of laudable objectives secondary

education. As an individual, the principal cannot solely

achieve educational objectives in his or her school alone without the teacher who are in charge of curriculum delivery. Therefore, the principal needs teachers in order to achieve the objectives of secondary education as such, there is need for adequate collaboration and understanding between the principal and teachers to guarantee the attainment of quality education. However, it is disheartening that the required mutual interaction hardly exists between principals and teachers in some secondary schools in Anambra state. This is as a result of disagreement which often leads to conflict and consequently brings about job dissatisfaction among teachers. While there is need for teachers to work in order to satisfy their needs in life, some teachers in Anambra State encounter conflict with the school principals which affects the satisfactory remarks of being a teacher in the State. The satisfaction derived in carrying out an activity determines how effective one can deliver effectively. To this end, job satisfaction has been posited as the imperative for the achievement of educational goals.

Job satisfaction is one of the most important variables in organizational behaviour. Job satisfaction is an acceptable and happy work condition. Simtawa (2011) defined job satisfaction as a pleasurable state of feeling that results from the performance of a job. In the school context, job satisfaction is being happy and contented with one's (teachers) duties and showing same in being devoted to the duties. It is necessary to ensure teachers' job satisfaction, as this will enhance productivity and teachers' longer stay in the teaching profession. Job satisfaction of teachers in educational institution is often influenced by conflicts in the school environment.

Conflict is certain in every organization. In enhancing national development, organizations have several roles to play and in pursuance of these roles, conflict tends to arise. Therefore conflict, is an essential and unavoidable phenomenon because where there is human interaction, there is likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. According to Newstrom (2007) a situation in which two or more parties feel themselves in opposition, conflict can occur. Laue in Johdi and Apitree (2012) expressed that conflict may arise when wants, needs and beliefs between two or more parties struggle to agree. Iloka (2016) described conflict as all forms of oppositions, disagreement, friction between two or more parties that manifest in the form of argument, protests, aggressions and other destructive behaviour. Ughamadu (2006) sees conflict as disagreement over an issue. Sometimes such disagreement might be positive or negative, whichever way, whether in the family, communal, industrial, national or international setting. Conflict is a normal occurrence in human relationship because the society or mankind needs to disagree in order to agree. Conflict according to Onsargo (2007) is a condition in which one party feels that the other party has frustrated or is about to frustrate some concern of the other party. It therefore implies that conflict exists wherever an action by one person or group of persons prevents, obstructs or interferes with the desires of a particular individual or a group of people. Conflict is a tension between two or more social entities (individual, group or large organizations) that arise from incompatibility of individual characters. It ranges from a very mild disagreement to complete breakdown in a relationship. Although it does not necessarily imply hostility, it is the existence of competing or incompatible options (Anih, 2015). In other words, conflict occurs whenever people disagree over their interest, needs, wants or values, goals, motivations, perceptions, ideas or even

desires. Conflict can therefore be said to be a contest or disagreement between two or more opposing parties with differing needs, ideas, beliefs, values and goals co-existing in the same organization and can be harmful to employee satisfaction and job performance if it becomes excessive and unmanageable.

When conflict occurs there is a tendency for morale to be lowered hence it connotes a stressful, unhappy, depressing, annoying and frustrating state of affairs that may adversely affect teaching, learning, and schooling effectiveness (Opoku-Asare, Takyi & Owusu- Mensah, 2015). Within the school institutions conflict makes the educational process more complicated. George and Jones (2008) established that the employees' level of well being depend on job satisfaction which has the potential to affect a wide range of behaviours in organizations. According to Armstrong (2009) it is commonly held that an increase in job satisfaction results in improved job performance. To achieve a high level of motivation and performance, it is suggested that job satisfaction is necessary. It is difficult to avoid conflicts in the school system because the school deals with human beings and where there is human interaction, there is bound to be disagreements which result to conflict. Also, schools are establishments with people of different characters, beliefs, cultural backgrounds, political and religious views. In an environment of this nature there is possibility that differences can lead to conflict. This might result in improvement or retrogression in the school system. Jennings and Wattam in Opoku-Asare, Takyi and Owusu-Mensah (2015), Mapolisa and Tshabalala (2013) posited that in the school environment conflict can have adverse effects on the academic environment, which includes; affecting the morale of educators, the pace at which they work, and increasing absenteeism which can make them an obstacle towards achieving educational development or better performance.

In the Nigeria secondary school system, conflicts occur from time to time. Amongst the school conflicts is the principal-teacher conflict. From the researcher's observation, teachers in Anambra State are often in disagreement with the school leadership (Principals). Several cases of principal-teacher conflict have been reported in some secondary schools in Anambra State. Nnamara (2005) observed that principals and teachers have conflict over roles, teachers' non-compliance with the principals' directive, and principals' disregard for teachers' welfare communication gap, indiscipline among teachers, truancy and rivalry, lack of participatory form of decision-making. In the same vein Uzoewulu (2006) reported that many school administrators and their teachers are at war, aggression, backbiting, petition writing and inciting students against school authority are manifestation of these conflicts. Another factor that constitutes conflict between principals and teachers are in the areas of population explosion of students without commensurate population of teachers. In such situation, teachers are overloaded and in most cases teachers disagree with the principals on excess work load. Poor teachers' motivation is another area of conflict; most principals ignore the importance of motivation on teachers' job satisfaction. They do not motivate their teachers in anyway and because the teachers do not find their job satisfying they discharge their duties reluctantly. Job satisfaction is a variable that has been affected by conflict. Job satisfaction as defined by Leah (2014) is the emotional state resulting from appraisal of one's job or experience. After careful consideration of areas of conflict between the principal and teacher as identified by various researchers; and the areas of conflict common amongst

principals and teachers in Anambra State, the following areas would be focused on for the purpose of

this study; scarce resources and communication gap.

Scarce resources is one of the areas of conflict between the principal and teachers. Conflict erupts when two or more parties struggle for insufficient resources. There is an emergence of conflict between/among aspiring parties when their demands are more than the available resources, these resources include both human and material resources. Provision and sharing of resources is a common cause of conflict in schools. Dick and Holdana (2013) argued that in schools, it is not feasible for all departments to get a budgetary allocation of fund that enables them purchase all their requirements as a result of insufficient fund in the school. Hence some are likely to get more and others less. This inequitable distribution of resources creates conflict between departments, between teachers and school management.

Communication is another main key factor for the success of any organization. Communication is a complex word to define, it has been derived from the Latin word "Communis", meaning to share. Aribisala (2006) defined communication as two-way process of reaching mutual understanding in which participants not only exchange information, news, ideas and feelings but also create and share meaning. It involves a sender transmitting an idea, information, or feeling to a receiver. Communication is the chief means by which human personality engages in social interaction with one another. Communication is said to be effective when the information is correctly and completely transferred between the sender and the receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit (Mistry, *et.al* 2008).

Communication is needed virtually in every aspect of human endeavour. In the school system, the act of directing staff and students towards accomplishing a stated goal is dependent on the pattern of communication adopted. The principal as an effective administrator plays vital roles in effective communication in smooth administration of a school. This informed the reason why Hoy and Miskel (2007) maintained that interpersonal communication between principal and teachers is one important dimension to avoid conflict between principal and teachers in schools. Also channel of communication by principals also has role to play in school administration. Many principals disseminate important information on key decisions affecting teachers haphazardly. This had led to increased tension between principals and teachers as informations required by teachers are never disseminated to them and when disseminated, they are either late or heard through inappropriate sources such as fellow junior teachers, students, parents amongst others. This had led to series of conflict in many secondary schools in Nigeria with Anambra State non-exclusive. This problem had therefore affected the teachers' morale/satisfaction in many of secondary schools. To this end, the researcher intends to investigate the influence of Principal-Teacher Conflict on Teacher's Job Satisfaction in Public Secondary Schools in Anambra State.

Statement of the problem

Many principals as school administrators whose roles include seeing to the welfare of teachers, have not considered the crucial need of teachers' job satisfaction for the improvement of productivity and attainment of educational objectives. As a result, they have allowed unnecessary conflict to disrupt the good working relationship they ought to have

with their teachers. These situations of conflict in schools have become hazardous to the growth and survival of the school organization. Almost all secondary schools in Anambra State are experiencing conflict in one form or the other; an indication that there are problems that must be solved urgently. Most often, these conflicts were and/are poorly suppressed. Consequently, there is a strained relationship between the principals and teachers with the attendant dampening of teachers' morale in the educational sector in the State. This in effect has affected teachers' job satisfaction which has inversely affected students' academic performance, decision making process, discipline as well as planning of school activities.

In schools, conflict between principals and teachers has been a challenge to teachers' job satisfaction. There have been increased cases of principal-teacher conflict over issues that concern their practices. In most cases, unresolved conflicts result in communication breakdown affecting the smooth running of the school. Teachers often complain that there has been disagreement on how task is achieved. Many principals prefer dictation on how task carried out which has conflicted teachers teaching goals in Anambra State which has led to increased unrest between principals and teachers in schools. Some principals' single handedly take decisions involving teachers without recourse to consult them on decisions that has to do with their welfare. Looking at the various prevailing issues and its threats to teachers' job satisfaction and undermined the attainment of cooperate objectives for secondary educational institutions in Anambra State. The researcher observed that this situation has not been well investigated by educational researchers to proffer solutions to the incessant issues of conflicts between principals and teachers which affects teachers' job satisfaction in Anambra state public secondary schools. There is therefore a felt need by the researcher to investigate the influence of principal-teacher conflict on teachers' job satisfaction in Anambra State Public Secondary Schools.

Purpose of the Study

The main purpose of this study is to investigate the influence of principal-teacher conflict on teachers' job satisfaction in Anambra State Public Secondary Schools. Specifically, this study sought to determine the extent to which:

1. Conflicts from scarce resources influence teachers' job satisfaction in public secondary schools in Anambra state.
2. Conflicts from communication gap influence teachers' job satisfaction in public secondary schools in Anambra state.

Research Questions

The following research questions were structured to guide the study:

1. To what extent do conflicts arising from scarce resources influence teachers' job satisfaction in public secondary schools in Anambra state?
2. To what extent do conflicts arising from communication gap influence teachers' job satisfaction in public secondary schools in Anambra state?

Research Hypotheses

The following null hypotheses were formulated to guide the study. They were tested at .05 level of significance:

1. Conflicts from scarce resources do not significantly influence teachers' job satisfaction in public secondary schools in Anambra state.
2. Conflicts from communication gap do not significantly influence teachers' job satisfaction in public secondary schools in Anambra state.

Methods

The methods involved were discussed under the following subheadings; research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

The study adopted a descriptive survey design. According to Osegbo, Ifeakor and Enemmuo (2009), descriptive survey are those studies which aim at collecting data and describing it in a systematic manner characteristics, features or facts about a given population

The study was carried out in Anambra State. Anambra State is one of the five states in South East Geo-Political Zone of Nigeria. The State is bounded in the North by Delta State, South by Abia State, West by Imo State and East by Enugu and Kogi States respectively. The people of Anambra State are mainly traders, public servants, entrepreneurs and artisans.

The population of this study consisted of 5856 teachers in all 257 public secondary schools in all the six education zones in Anambra State.

The sample of the study comprised 586 teachers (10% of the population). Proportionate stratified random sampling was used to select the sample of the study. This is to ensure that the subgroups in the population were represented in the study as they exist in the population. In doing this, the secondary schools were stratified on the basis of education zones in Anambra State. Simple random sampling technique was further employed to select 586 teachers from the schools selected in the education zones in Anambra State.

The data for the study were collected with the use of a structured questionnaire titled 'Influence of Principal-Teacher Conflict Questionnaire (IPTCQ)' and 'Teachers' Job Satisfaction Questionnaire (TJSQ)'. Principal-Teacher Conflict Questionnaire(IPTCQ) has two clusters with each having 10-items statement totaling 20-item statement. It was rated on a four point rating scale of very high extent (VHE), high extent (HE), low extent (LE), and very low extent (VLE). While the second instrument, Teachers' Job Satisfaction Questionnaire (TJSQ) contained 10-item statements, also rated on a four point scale of strongly agree (SA), agree (A), disagree (D), strongly disagree (SA). The instruments were administered to the same sample size used for the study.

The face and content validity of the instruments were established by giving draft copies to two experts in the area of educational management and an expert in measurement and evaluation in Chukwuemeka Odumegwu Ojukwu University, Igbariam and Nnamdi Azikiwe University, Awka. The experts were requested to assess the instruments with respect to their relevance to the purpose of the study, research questions and hypotheses. The experts made corrections on demographic variables, some item statements and the variables in the research questions which were double-barreled. After the corrections were effected, the experts

commented that the instrument is fit for the study after the corrections given had been effected. The revised instrument were typed and duplicated for test retest reliability.

To ascertain the reliability of the instrument, copies of the questionnaire were administered on 20 teachers from (5) public secondary schools in Enugu State that is not part of the main study. All the completed (20) questionnaires were returned and the result of the data analyzed using Cronbach Alpha Reliability Method, produced a Cronbach Alpha Reliability of 0.81 for the conflict variables and 0.88 for job satisfaction variables. These instruments were considered reliable and suitable for the study.

The researcher visited the selected schools with the aid of five research assistants who were briefed on how to administer and retrieve the instrument from the sampled respondents (Teachers). Teachers were the only respondents as the interest of the study is on teachers' job satisfaction. An on the spot hand delivery was adopted for administration of the instrument to the respondents whereby the researcher and assistants waited for the respondents to fill the questionnaire immediately and retrieve them back. However, the researcher returned to the schools to collect from those respondents who were not disposed to complete the questionnaire on the spot. The process of administering and retrieving the instrument lasted for three weeks. A total of 586 copies of the questionnaire were administered. Out 586 copies of instruments administered, 572 copies representing 98% was retrieved while 14 copies representing 2% in which 5 were not retrieved and 9 were not correctly completed. Thus, the number of instruments returned were valid to draw conclusion.

Data collected and collated were quantitatively analyzed. Mean and standard deviation were used to answer the research questions. The mean score of 2.50 and above was accepted while mean score below was rejected. In testing the hypotheses that guided the study, paired sample t-test statistics was adopted which were tested at .05 level of significance.

Decision Rule for Research Question

For IPTCQ (Cluster A-E)

Very High Extent (VHE)	4=3.5-4.00
High Extent (HE)	3 = 2.5 – 3.49
Low Extent (LE)	2=1.5 – 2.49
Very Low Extent (VLE)	1 = 0.5 – 1.49

For TJSQ

Strongly Agree (S.A)	4
Agree (A)	3
Disagree (D)	2
Strongly Agree (SA)	1

Decision Rule for hypotheses

For p-value, when

P-value < .05, reject H_0 and accept H_1

P-value > .05, accept H_0 and reject H_1

PRESENTATION AND ANALYSIS OF DATA

Presentation and analysis of data collected for the study. The data obtained from the field by the researcher were presented and analyzed in relation to the research questions and hypotheses in the study.

Analysis of Research Questions

Research Question One: To what extent do conflicts from scarce resources influence teachers' job satisfaction in Anambra State public secondary schools?

Table 1: Mean ratings of teachers on the extent conflicts from scarce resources influence teachers' job satisfaction in Anambra State public secondary schools

S/N	Item Description	N	Mean (\bar{X})	SD	Decision
	To what extent do you agree that:				
1	Principal is financially transparent in appropriating school fund?	572	2.46	.84	LE
2	Principal readily provides funds to teachers for running of school expenses?	572	3.37	.63	HE
3	There are staff quarters for teachers?	572	3.68	.42	VHE
4	Principal equitably allocates staff quarters to teachers?	572	2.41	.89	LE
5	There are enough teachers in my subject of specialization?	572	2.21	.98	LE
6	Teachers are overloaded with excess classes/subjects as a result of insufficient teachers?	572	3.36	.74	HE
7	Principal provides adequate instructional materials to teachers for effective teaching and learning?	572	3.84	.12	VHE
8	Principal ensures that laboratories are sufficiently equipped and maintained?	572	3.12	.88	HE
9	Staff room is enough to comfortably accommodate all teachers?	572	3.61	.47	VHE
10	Sports equipments are available in the school use both teachers and student	572	3.42	.67	HE
	Mean_(t)		31.48	6.64	HE
	Mean_(g)		3.15	.66	HE

Analysis in Table 1 above showed the extent conflicts from scarce resources influence teachers' job satisfaction in Anambra State public secondary schools. The table revealed that teachers had to a very high extent agreed to the fact that conflicts from scarce resources influence teachers' job satisfaction with the response to items 3, 7 and 9 with the mean ratings of 3.68, 3.84 and 3.61 respectively, while they agreed to high extent on items 2, 6, 8 and 10 with the mean ratings of 3.37, 3.36, 3.12 and 3.42 respectively.

On the other items, 1, 4 and 5 with the mean ratings of 2.46, 2.41 and 2.21 respectively, the teachers agreed to a low extent. Considering the grand (average) mean ratings, the study showed that teachers agreed to a high extent with mean ratings of 3.15. This meant that teachers agreed that conflicts from scarce resources influence teachers' job satisfaction in Anambra State public secondary schools to a high extent.

Research Question Two: To what extent do conflicts from communication gaps influence teachers' job satisfaction in Anambra State public secondary schools?

Table 2: Mean ratings of teachers on the extent conflicts from communication gaps influence teachers' job satisfaction in Anambra State public secondary schools

S/N	Item Description	N	Mean (\bar{X})	SD	Decision
To what extent do you agree that:					
11	Principal demonstrates excellent written and oral communication skills?	572	3.52	.58	VHE
12	Teachers talk freely with principal without any barriers?	572	3.31	.79	HE
13	Principal always listens to teachers' questions and clarifies them?	572	3.64	.46	VHE
14	Principal highly welcomes and appreciates teachers' thoughts and ideas?	572	3.42	.68	HE
15	Principal keeps the teachers informed about new changes in school activities and operations?	572	3.36	.74	HE
16	Principal passes information to teachers at appropriate time?	572	3.38	.72	HE
17	Principal encourages teachers to talk about any instructional problems with him/her?	572	3.43	.67	HE
18	Principal gives teachers clear, concise and adequate information and instructions?	572	3.35	.75	HE
19	Principal uses proper channel to disseminate information?	572	3.33	.76	HE
20	Principal takes teachers' suggestions and communicates back to them?	572	3.48	.62	HE
Mean_(t)			34.22	6.77	HE
Mean_(g)			3.42	.68	HE

Analysis in Table 2 above showed the extent conflicts from communication gaps influences teachers' job satisfaction in Anambra State public secondary schools. The table revealed that teachers agreed to a very high extent to the fact that conflicts from communication gaps influence teachers' job satisfaction with the response to items 11 and 13 with the mean ratings of 3.52 and 3.64 respectively, while they agreed to high extent on items (with the mean ratings of) 12(3.31), 14(3.42), 15(3.36), 16(3.38), 17(3.43), 18(3.35), 19(3.33) and 20(3.48) respectively.

On the other hand, the grand (average) mean ratings of 3.42 showed that teachers agreed to a high extent that conflicts from communication gaps influence teachers' job satisfaction in Anambra State public secondary schools.

Test of Hypotheses

Hypothesis One: Conflicts from scarce resources do not significantly influence teachers' job satisfaction in Anambra State public secondary schools.

Table 3: Paired sample t-test of teachers on the influence of conflicts from scarce resources on teachers' job satisfaction (TJS) in Anambra State public secondary schools

Variables	N	Mean	Std. Dev.	df	p-value
Scarce Resources– TJS	572	4.14	.556	571	.000

*Significant at $p < .05$

Analysis in Table 3 showed the paired sample t-test of teachers on the influence of conflicts from scarce resources on teachers' job satisfaction in Anambra State public secondary schools. The result showed that p-value of .000 < .05 level of significance which resulted in the decision to accept the alternative hypothesis at $p(.000) < .05$ and reject the null hypothesis. Therefore, the study concluded that conflicts from scarce resources significantly influence teachers' job satisfaction in Anambra State public secondary schools.

Hypothesis Two: Conflicts from communication gap do not significantly influence teachers' job satisfaction in Anambra State public secondary schools.

Table 4: Paired sample t-test of teachers on the influence of conflicts from communication gap on teachers' job satisfaction (TJS) in Anambra State public secondary schools

Variables	N	Mean	Std. Dev.	df	p-value
Communication Gaps– TJS	572	1.400	.383	571	.000

*Significant at $p < .05$

Analysis in Table 4 showed the paired sample t-test of teachers on the influence of conflicts from communication gaps on teachers' job satisfaction in Anambra State public secondary schools. The result showed that p-value of .000 < .05 level of significance which resulted in the decision to accept the alternative hypothesis at $p(.000) < .05$ and reject the null hypothesis. Therefore, the study concluded that conflicts from communication gap significantly influence teachers' job satisfaction in Anambra State public secondary schools.

Discussions of Findings, Conclusions and Recommendations

This chapter presented the discussion of the findings of the study, implications of the findings, conclusions, recommendations, and suggestions for further research.

Discussion of the Findings

The findings were discussed under the following headings as shown below:

1. Influence of conflicts from scarce resources on teachers' job satisfaction.

2. Influence of conflicts from communication gaps on teachers' job satisfaction.

Influence of Conflicts from Scarce Resources on Teachers' Job Satisfaction

Findings of the study on influence of conflicts from scarce resources on teachers' job satisfaction showed that there was a high extent response influence of conflicts from scarce resources on teachers' job satisfaction in Anambra State public secondary schools. Despite the mean ratings of teachers that fell into high extent of influence, the statistical test result revealed that conflicts from scarce resources significantly influence teachers' job satisfaction in Anambra State public secondary schools. The finding is in line with the discovery of Ogbonna (2007) and Anih (2015). Ogbonna (2007) findings showed that principals do not involve teachers in decision-making thereby causing administrative conflict of scarce resources as the teachers were in the view that principals do not provide enough money for teachers to perform their daily task. Anih (2015) study indicated that the causes of administrative conflict between principal and teachers in secondary schools in Udi Education Zone include: communication barrier, inadequate resources, lack of motivation, hatred and frustration among staff. The study equally identified non-involvement of teachers in decision making; primitive transfer of staff, principals' qualifications also causes administrative conflict between principals and teachers.

Influence of Conflicts from Communication Gaps on Teachers' Job Satisfaction

Findings of the study on influence of conflicts from communication gaps on teachers' job satisfaction showed that there was a high extent response on the influence of conflicts from communication gaps on teachers' job satisfaction in Anambra State public secondary schools. Consequent to the findings, the test results also indicated that conflicts from communication gaps significantly influence teachers' job satisfaction in Anambra State public secondary schools. The study also aligned with the findings of Nwaigwe (2016); Nwangwu and Chidiobi (2014); and Bauer and Erdogan (2012). Nwangwu and Chidiobi (2014) findings revealed that principal-teacher conflicts arise as a result of poor communication in schools, poor teaching environment, role ambiguity and principals' indifference to teachers' problems. In the words of Bauer and Erdogan (2012), they showed that there is evidence of poor communication style of principals to teachers resulting to high conflict issues in schools.

Conclusion

The findings of the study showed that conflicts from scarce resources, communication gap, significantly influenced teachers' job satisfaction. Based on this, it was therefore concluded that principal-teacher conflicts influences teachers' job satisfaction in Anambra State public secondary schools.

Recommendations

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

1. The study recommended that there is need for government to come up with modalities of resolving principal-teacher conflicts to enhance teachers' job satisfaction.
2. The principals should actively improve on communication, giving feedback on inquiries on a timely basis and making information clear and concise.
3. Opinion boxes should be provided in the various education zonal offices where teachers can anonymously bare their minds on issues of conflicts between them and their principals especially as it concerns achieving maximum job satisfaction and a committee should as well be constituted to look into these complaints.

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