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CONFLICT MANAGEMENT STRATEGIES AS PREDICTORS OF BUSINESS STUDIES TEACHERS' JOB EFFECTIVENESS IN OGUN EAST SENATORIAL DISTRICT OF OGUN STATE, NIGERIA

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ABSTRACT

This study examined conflict management strategies as predictors of business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. Three research questions guided the study. A correlation research design was used. The population of this study comprised 3,986 public secondary school teachers' in Ogun East Senatorial District of Ogun State, Nigeria. Simple random sampling technique was used in selecting a total of 550 public secondary school teachers' in Ogun East Senatorial District of Ogun State, Nigeria. This represents 13.80% of the sample size. Two (2) researchers' instruments were adopted in this study; namely Conflict Management Questionnaire (CMQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) with 0.84 and 0.91 as reliability coefficients. Frequency counts, percentage and bar-chart were used for presenting demographic characteristics of the respondents. Descriptive statistics of mean was used for answering research question 1 while research 2 and 3 were answered using multiple regression analysis. The findings of the study revealed that arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy were among the significant principals' conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. It was also revealed that about 84% of the variance in teachers' job effectiveness was accounted for by the linear combination of the

independent variables (arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy). The study recommends among other things that government should ensure that school principals are retrained regularly and constantly through school-based workshops, conferences, and seminars on effective conflict management strategies in-order to enhance teachers' job effectiveness.

Keywords: Arbitration Strategy, Dialogue Strategy, Effective Communication Strategy, Smoothing Strategy, Teachers' Job Effectiveness.

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Introduction

In the contemporary society, teachers occupy vital positions of honour and are regarded as major determinants of the societal values, intellectuals and moral development. It is often said that the standard and quality of education of a given nation is dependent and determined by the standard of her teachers. This implies that teachers at every level of education must strive towards effectiveness since they are the building blocks of any society. Teachers' job effectiveness refers to the degree of which teachers' carryout their primary duties of teaching as well as their general attitudes towards the teaching profession and activities (Arop, Owan & Ekpang, 2020). For a teacher to be called effective the teacher must be punctual to school and have good knowledge of his subject matter. He must have good communication skills, good inter-personal relationship with both staffs and students, dresses modestly, display effective management of time and so on. Teachers' job effectiveness relates to the teaching effectiveness, appropriateness of pedagogy usage, acquisition of professional knowledge, evaluation techniques and effective interaction with students (Alves, Lopes & Precioso, 2021).

Job effectiveness represents the achievement of a teacher. Aperribai, Cortabarria, Aguirre, Emilio and Borges (2020) claim that teachers' job effectiveness is measured based on quality, quantity and time. According to them, teachers' job performance is the achievement of duties and obligations, including additional duties outside his/her obligations. The physical interactions between the teacher and students play major role in measuring teacher job effectiveness. Through this interaction, a teacher understands the level of academic learning of each student on the subjects taught and the likely gap to be filled in the subsequent lessons. Teachers' job effectiveness 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 in terms of classroom teaching, maintenance of classroom discipline and supervision of students' academic activities (Eric, 2019). Effective teachers are expected to communicate very well in the classroom and encourage students' contributions in the learning process. They are to enforce classroom discipline by daily monitoring and taking of roll-call, be punctual to class and give adequate corrective measures to students who may exhibit anti social/learning behaviour. They are to supervise students' academic activities through monitoring their classroom activities, guiding them on their project work, assessing and marking their notes. In the midst of these activities, conflict which is a phenomenon that is unquestionably identified with human relationship in any organization may set in.

In the school organization, conflict emanates from the interactions between members (students, staff, management and the community) and across the organization as members

strive to achieve the goals and objectives of education resulting in student/student conflict, student/staff conflict, staff/staff conflict, principal/staff conflict and school/community conflict. In secondary schools, like every other organization, variables such as principals' leadership styles, principals' change management strategies and principals' conflict resolution strategies may be potential causes of conflict and they may significantly relate to teachers' job effectiveness. Uchendu, Anijaobi-Idem and Odigwe (2018) submitted that poor recognition of teachers' autonomy, lack of objectivity, inadequate flow of information and perception of issues of interest are causative agents of school based conflict. With such conflicts, teachers cannot contribute meaningfully to teaching-learning process which is central to the provision and actualization of qualitative education and goals of education as enshrined in the Nigerian National Policy on Education. This further leads to increase loitering by students, increase in the level of noise making in classrooms, poor evaluation of students' class work and delay in submission of students' assessment scores to relevant authority. These problems that attribute to poor teachers' job effectiveness may be linked to many variables including ineffective principals' conflict management strategies. Such conflicts if not resolved amicably can disrupt the school system and may lead to poor teachers' job effectiveness. It may therefore be safe to infer that a happy and emotionally satisfied teacher to a great extent would show a positive attitude that contributes to improved students' academic success and achievement of educational goals.

The goal of conflict management therefore will entail ending conflict by ways of addressing the remote cause of the issue(s) and finding resolutions that are just and acceptable by conflicting groups (Edet, Benson & Williams, 2020). Conflict management strategies stand for internal mechanisms that enable various authorities to get to the root of problems in order to resolve conflict in a manner that is acceptable to the conflicting parties (Adeyemi & Ademilua, 2018). If conflict is resolved well, it brings about harmonious working relationship. Otherwise it leads to disunity among teachers and other staff. Principals' conflict management strategies are techniques that facilitate conflict resolution. They enable school principals resolve conflict by involving teachers affected by the conflict to change their view, gain from the conflict and be effective in their job performance in terms of their classroom communication, maintenance of classroom discipline and supervision of students' academic activities.

Conflict management strategies are many, such as cause identification strategy and integration strategy of conflict management. Cause identification strategy is a technique for resolving conflict which emphasizes the identification of the underlying cause of the conflict. Mamoria and Gankar (2017) opined that this strategy is important because it leads to the identification of the source of the conflict which paves way for finding of a solution acceptable by the conflicting parties. Integration strategy on the other hand is a mechanism for resolving conflict which emphasizes absorption of conflicting parties' ideas about the conflict to facilitate the respect of conflicting interests of parties while resolving the conflict. Integration strategy seems to be the best because integrating of parties' ideas about the conflict helps the conflicting parties to understand the situation they are into and prepares them for effective participation in resolving the conflict (Adeyemi & Ademilua, 2018).

Statement of the Problem

Business studies teachers in secondary schools are poised with the responsibility of enhancing teaching and learning. They are supposed to carry out their duties and responsibilities

effectively in order to achieve those educationally stated goals. The effectiveness of business studies teachers determines how well the student will perform academically and be productive to his society. Unfortunately, many business studies teachers of today are found wanting in carrying out their primary responsibilities or duties in the school. Many of them often display unfavourable behaviours such as absenteeism, laziness, poor mastery of subjects, poor lesson preparation and presentation, poor note writing, late coming, and indecent dressing. These bad behaviours of teachers may have contributed to the poor performance of students in both their internal and external examinations as well as the overall poor quality or students produced by secondary schools who in turn, transit to higher institutions. Interviews into a few business studies teachers have revealed that many are unable to perform effectively as a result of the low salary structure and poor condition of work. In order to tackle some of these problems, some state governments in Nigeria have been observed to have set out improvement in early payment of staff salaries. In spite of this, the issue of job dissatisfaction and low productivity still persist. Due to the outlined problems, one may begin to wonder what really the reason for teachers' ineffectiveness. Could it be that the business studies teachers have not been upgrading their classroom management skills in line with modern day school requirements or the principals' are not using appropriate strategies to manage emanating conflict in school? These questions and many more has prompted this study to examining the extent to which conflict management strategies predict business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria.

Purpose of the Study

The main purpose of the study was to examine conflict management strategies as predictors of business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. Specifically, the study sought to:

1. Identify conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools.
2. Investigate the composite contribution of conflict management strategies on business studies teachers' job effectiveness in public secondary school.
3. Determine the relative influence of conflict management strategies on business studies teachers' job effectiveness in public secondary school.

Research Questions

1. What are the conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria?
2. What is the composite contribution of conflict management strategies on business studies teachers' job effectiveness in public secondary school?
3. What is the relative influence of conflict management strategies on business studies teachers' job effectiveness in public secondary school?

Significance of the study

The findings of this study would be of immense benefits to the government, teachers, educational administrators, serving administrators, students, the society and future researchers. The findings of this study when placed in government gazette may provide educational policy makers with a useful guide in drawing up policies that may be used in

preventing and resolving conflicts in secondary schools and in the entire education sector. This may bring peace and help in the attainment of educational goals and objectives in Secondary Schools. The findings of this study would enable the teachers to identify conflicts management strategies that are very relevant in resolving their own conflicts with others, or between their colleagues. It would also identify their inconsistencies and provide a better platform for their job effectiveness. Finally, the findings of this study may be beneficial to researchers because it will constitute a spring board for further research in this area or related areas. It will enable researchers to identify research gaps and the areas to focus in their own research. The research reports will also serve as a primary or secondary source of literature to researchers.

Theory of Conflict Management

Max Weber (1906) was a German Sociologist. He asserted that the society is an arena of conflict and struggle over resources between dominant and subordinate groups. Weber argued that there are many status and groups in a society which possess varying degrees of social power. He believed that power played a role in politics, ethnicity, gender and religion. He also recognized the importance of economic conditions in producing inequality and conflict in society but included power and prestige as other sources of inequality. Weber defined power as the ability of a person within a social relationship to carry out his or her own will despite resistance from others, and prestige as a positive or negative social estimation of honour. The implication of this theory to the study is very obvious because in the secondary school system, there is a hierarchy in which authority flows. Members of the secondary school system, just like every other organization can engage in conflicting situations either because of their ethnic differences, perception, or in their struggle for power and aspirations. Most often, teachers conflict amongst themselves, students and their leadership when they are not satisfied with their behaviour. As earlier established, their sudden engagement in conflict with others will lead to low morale, hampered harmony and poor work motivation.

Principals' Conflict Management Strategies and Teachers' Job Effectiveness

Edo and Omunakwe (2021) focused on principals' conflict resolution strategies on effective management of secondary schools as perceived in Port Harcourt Metropolis. Findings from the study showed Principals' conflict resolution strategies on effective management of secondary schools include avoidance and accommodation approaches. Edet, Benson and Williams (2020) investigated the relationship between principals' conflict resolution strategies and teachers' job effectiveness in public secondary schools. Results of the findings revealed that causes of identification and integration strategies had significant relationship with teachers' job effectiveness in terms of classroom teaching, maintenance of classroom discipline and supervision of students' academic activities. Thote and Gowri (2020) investigated school principal conflict management strategies and its impact on job effectiveness on senior secondary school teachers. Result of the study shows that senior secondary school teachers job effectiveness level is very high. The application of conflict strategies by school principal has positive impact on senior secondary school teachers. Okoye and Okeke-Okonkwo (2020) focused on influence of head-teachers conflict management style on teachers' job satisfaction in public secondary schools in Awka education zone of Anambra State, Nigeria. The findings of the study revealed that respondents disagreed that head teachers use integrating conflict management style while they agreed in using obliging conflict management style for their job satisfaction. The study revealed that head teachers' years of teaching experience does not

affect the uses of integrating and obliging conflict management style in their job satisfaction. It was concluded that integrating conflict management style are rarely used by the head teacher.

Khan, Atta and Gul (2020) determined the conflict management styles concerning administrative experience of principal at higher secondary school. It was concluded that most of the principals were focusing compromising conflict management style to overcome conflict in schools. Similarly collaborating conflict management style was also used for removal of conflict and smooth running of schools. Manafa (2019) investigated the extent of effectiveness of conflict management strategies used by secondary school principals' in Anambra State. The result of data analysis revealed that strategies like forcing, avoidance and silence are used by secondary school principals' in managing conflict and that they are ineffective. Arop, Owan and Ekpang (2018) investigated administrators' conflict management strategies utilization and job effectiveness of secondary school teachers in Obubra Local Government Area, Cross River State, Nigeria. The findings also revealed among others that; the utilization of the three conflict management strategies (arbitration, dialogue, and effective communication) had a joint significant influence on secondary school teachers' job effectiveness. Based on these findings, it was recommended among others that; secondary school principal should not rely wholly on one conflict management strategy, instead they should learn how to use various conflict management strategies and apply them based on the nature of conflict. Owan (2018) investigated conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State. Findings revealed that, teachers' job effectiveness level in Obubra Local Government Area is significantly high. Findings also revealed that arbitration, dialogue, and effective communication strategies respectively, had a significant relationship with secondary school teachers' job effectiveness. Yirik, Yoldorom and Cetinkaya (2018) carried out a study on conflict management and conflict resolution in hospitality organizations. Results of the research showed that dialogue is an effective strategy for the management of conflict within an organization. That it plays an important role in the efficient operation of in-house systems.

Methodology

The research design for this study was correlation research design. It is a correlation research design that gathers data at a particular point in time with the intention of describing the nature of existing condition or identifying standard against which conditions can be compared. The population of this study comprised 3,986 public secondary school teachers' in Ogun East Senatorial District of Ogun State, Nigeria (Source: Department of Planning and Research Statistics, Ministry of Education, Science and Technology, Abeokuta, Ogun State, 2021). Ogun East Senatorial District has a total of nine (9) local government areas. Simple random sampling technique was used in selecting a total of 550 public secondary school teachers' in Ogun East Senatorial District of Ogun State, Nigeria. This represents 13.80% of the sample size. Only six local government areas out nine in Ogun East Senatorial District were selected as reference point. Two (2) researchers' instruments were adopted in this study; namely Conflict Management Questionnaire (CMQ) and Teachers' Job Effectiveness Questionnaire (TJEQ). CMQ is a self structured instrument geared towards eliciting information from teachers' regarding principals' conflict management strategies. TJEQ was also a self structured instrument geared towards eliciting information from teachers' regarding their job effectiveness. The questionnaire (TJEQ) requested responses on a four (4) – point scale format

which is a modification of 5-point Likert scale. The responses rating scales are as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To ensure the content validity of the instruments (CMQ and TJEQ), copies of the instruments were made available to the experts at the university level of education to review in content, grammar and structure. The final drafts were used to gathered relevant data for study. Reliability of the instrument was done using the Cronbach alpha. In this case, copies of the instruments (CMQ, TJEQ) were administered on 15 teachers' that are parallel to the sampled population. The collected data were analyzed and their respective reliability estimates were recorded as 0.84 and 0.91. Frequency counts, percentage and bar-chart were used for presenting demographic characteristics of the respondents. Descriptive statistics of mean was used for answering research question 1 while research 2 and 3 were answered using multiple regression analysis. Decisions were made at 0.05 alpha level of significance.

Results and Discussion

A total of 550 questionnaires were administered, only 500 were returned. The total numbers of returned questionnaires were used for data analysis.

Table 1: Gender distribution of the respondents

Gender	Frequency	Percentage
Male	179	35.80
Female	321	64.20
Total	500	100

Source: Field Survey, 2021

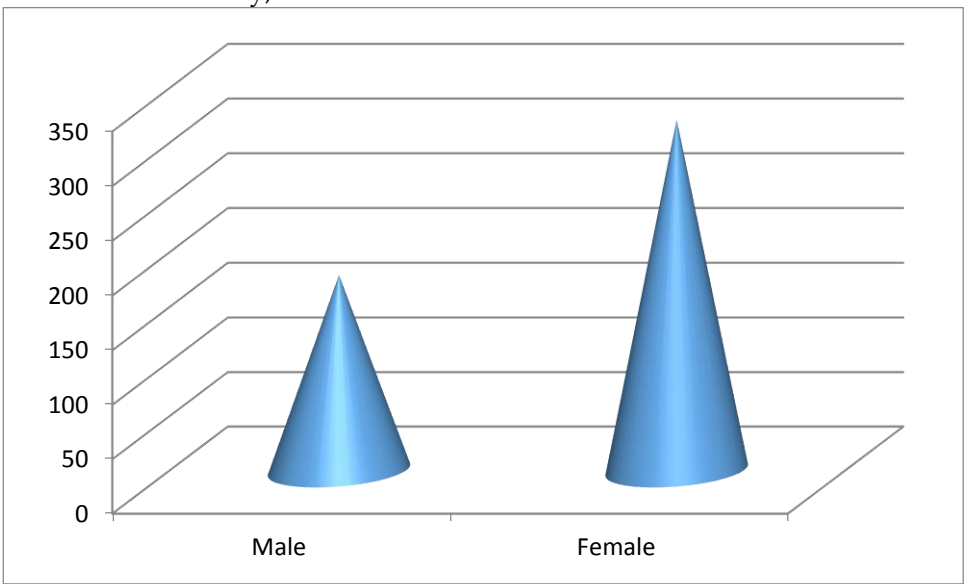


Figure 1: Bar-chart showing gender

Table 1 revealed that 179 respondents representing 35.8% were male while 64.2% were female. The implication of this result was that greater numbers of the respondents female teachers.

Table 2: Highest academic qualifications distribution of the respondents

Highest academic qualifications	Frequency	Percentage
NCE	33	6.600
B.Ed/B.Sc (Ed)	382	76.40

PGDE	27	5.400
M.Ed	58	11.60
Total	500	100

Source: Field Survey, 2021

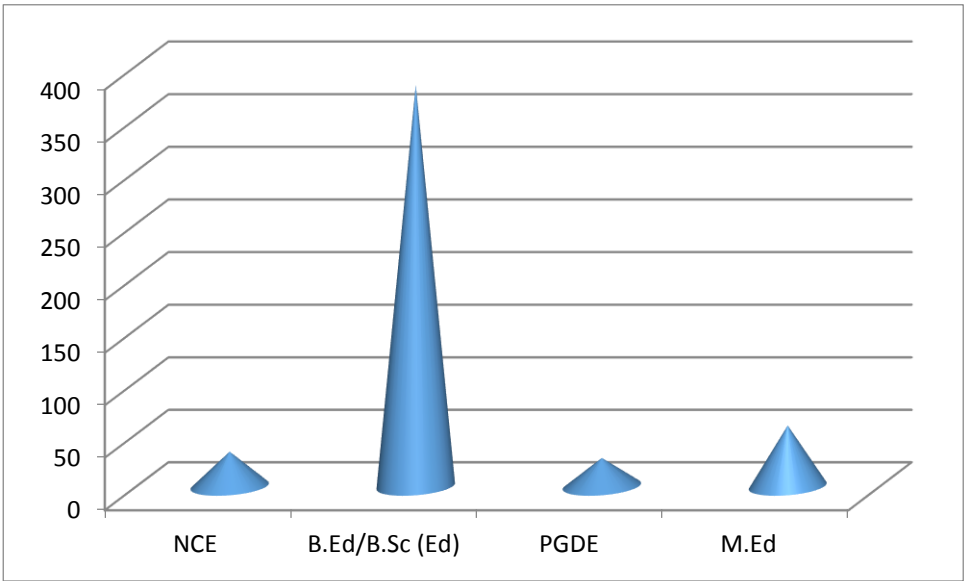


Figure 2: Bar-chart showing highest academic qualifications

Table 2 indicated that 33 respondents representing 6.6% of the sample size were NCE holders, 76.4% were B.Ed/B.Sc (Ed) holders, and 5.4% were PGDE while 11.6% were M.Ed holders. This implied that greater numbers of the respondents were first degree holders.

Table 3: Length of appointment as a teacher distribution of the respondents

Length of Appointment as a teacher	Frequency	Percentage
0-5 years	17	3.400
6-10 years	118	23.60
11-15 years	299	59.80
16-20 years	43	8.600
Above 20 years	23	4.600
Total	500	100

Source: Field Survey, 2021

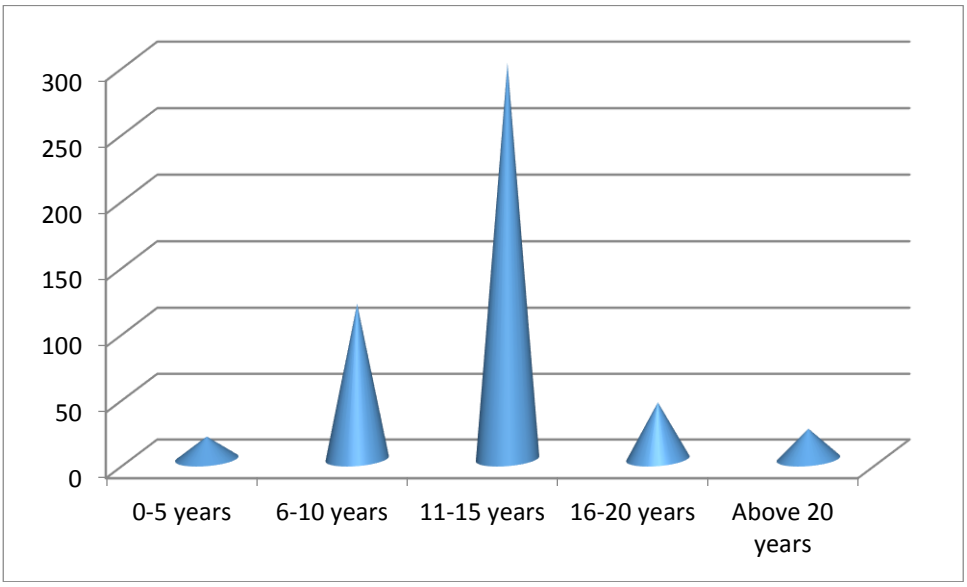


Figure 3: Bar-chart representing length of appointment as a teacher

Table 3 revealed that 17 respondents representing 3.4% of the sample size fell within 0-5 years, 23.6% fell within 6-10 years, 59.8% fell within 11-15 years, 8.6% fell within 16-20 years and 4.6% fell within 20 years and above of length of appointment as a teacher.

Descriptive Analysis of the Research Questions

Research Question 1: What are the conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria?

Tabl3 4: Mean responses on the conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria

Items	**Mean**	**Remarks**
Arbitration Strategy		
My school principal uses interaction to settle disputes amongst staff.	3.196	Significant
My school principal does not settle conflicts in the school between teachers.	2.700	Significant
There is no conflict management committee in my school.	3.000	Significant
The principal of my school uses variety of techniques in conflict resolution.	2.952	Significant
My school principal does not encourage teachers in conflicts to participate in the process of arbitration.	2.986	Significant
Dialogue Strategy		
The principal of my school brings teachers in conflicts face-to face to express their views.	3.19	Significant
My school principal does not give room for teachers in conflict to share their feelings during the dialogue process..	2.31	Significant

During conflict resolution, the principal of my school encourages both parties in conflict to listen to others' views concerning the matter..	3.13	Significant
The principal of my school does not discuss conflict related matters during staff meetings.	3.06	Significant
My school principal ensures that both parties in conflict apologize to each other after the dialogue process..	3.13	Significant
Effective Communication Strategy		
The school principal communicates all the information needed by teachers to work on time.	3.63	Significant
The principal of my school does not involve teachers frequently in making decisions for the school.	3.57	Significant
The principal of my school takes time to advise teachers after a successful conflict resolution.	3.60	Significant
The school principal does not rebuke teachers found to be responsible for particular conflicts in the school.	3.56	Significant
The school principal conduct general meetings with teachers to discuss very serious conflict that are beyond his ability.	3.61	Significant
Smoothing Strategy		
Sometimes the principal of my school sometimes tells teachers in conflict to forget about the matter even without listen to the problem.	3.54	Significant
The principal of my school does not encourage some teachers in conflict to change their own point of view and consider those of their opponent.	3.52	Significant
The principal of my school sometimes uses his position of authority to put to end, conflict between some teachers.	3.56	Significant
The principal of my school always like singling out the teacher responsible for conflict to blame.	3.53	Significant
The principal of my school often advises teachers to have high concern for themselves rather than others.	3.49	Significant

Source: Field Survey, 2021

Table 4 revealed that arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy were among the significant principals' conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria.

Research Question 2: What is the composite contribution of conflict management strategies on business studies teachers' job effectiveness in public secondary school?

Table 5: Composite contribution of conflict management strategies on business studies teachers' job effectiveness in public secondary school

R = .917 R^2 = .841 Adj R^2 = .840 Std. Error = 1.90797					
ANOVA					
Source of Variation	SS	df	MS	F-ratio	P
Regression	9571.166	2	4785.583	114.593	0.000
Residual	1809.256	497	3.640		
Total	11380.422	499			

Source: Field Survey, 2021, Dependent Variable: Teachers' job effectiveness

Table 5 shows that there was significant composite contribution of the independent variables on the dependent variable; R = 0.917, P< .05. The table further reveals {84.0% (Adj. R^2 = 0.841)} that about 84% of the variance in teachers' job effectiveness was accounted for by the linear combination of the independent variables (arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy). The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; F (2, 497) = 114.593, P<.05.

Research Question 3: What is the relative influence of conflict management strategies on business studies teachers' job effectiveness in public secondary school?

Table 6: Relative influence of conflict management strategies on business studies teachers' job effectiveness in public secondary school

Variables	B	Std. Error	Beta	t-ratio	P
Arbitration strategy	.678	.092	.662	7.351	<0.5
Dialogue strategy	.294	.064	.261	4.571	<0.5
Effective communication strategy	.288	.044	.236	6.580	<0.5
Smoothing strategy	.715	.107	.610	6.705	<0.5

Source: Field Survey, 2021, Dependent Variable: Teachers' job effectiveness

Table 6 showed that the sign of the coefficients arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy were positive which implied that an increase or improvement in any of these will increase teachers' job effectiveness of the sampled teachers. All the four variables of conflict management strategies examined were found to be significant and strongly determine teachers' job effectiveness with their P-value less than 0.05. Sign of arbitration strategy (β = .662, t = 7.35, P<.05), dialogue strategy (β = .261, t = 4.57, P<.05), effective communication strategy (β = .236, t = 6.58, P<.05) and smoothing strategy (β = .610, t = 6.71, P<.05) were all positive and significant enough to determine teachers' job effectiveness.

Discussion of Findings

The findings of the study revealed that arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy were among the significant principals'

conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. It was also revealed that about 84% of the variance in teachers' job effectiveness was accounted for by the linear combination of the independent variables (arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy). These findings corroborate with Edo and Omunakwe (2021) who showed Principals' conflict resolution strategies on effective management of secondary schools include avoidance and accommodation approaches.

Edet, Benson and Williams (2020) revealed that cause identification and integration strategies had significant relationship with teachers' job effectiveness in terms of classroom teaching, maintenance of classroom discipline and supervision of students' academic activities.

Thote and Gowri (2020) shows that senior secondary school teachers job effectiveness level is very high. The application of conflict strategies by school principal has positive impact on senior secondary school teachers. Khan, Atta and Gul (2020) collaborating conflict management style was also used for removal of conflict and smooth running of schools. Manafa (2019) revealed that strategies like forcing, avoidance and silence are used by secondary school principals' in managing conflict and that they are ineffective. Arop, Owan and Ekpang (2018) revealed among others that; the utilization of the three conflict management strategies (arbitration, dialogue, and effective communication) had a joint significant influence on secondary school teachers' job effectiveness.

Conclusion and Recommendations

Having examined conflict management strategies as predictors of business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria, the following conclusions were drawn based on the findings that arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy were among the significant principals' conflict management strategies adopted for business studies teachers' job effectiveness in public secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. Based on the findings of the study, the following recommendations were for the study:

i. Government should ensure that school principals are retrained regularly and constantly through school-based workshops, conferences, and seminars on effective conflict management strategies in-order to enhance teachers' job effectiveness.
ii. Ogun State Secondary Education Board should make funds available to secondary school principals to enable them organize in-service programmes for all members of the school community as a way of assisting them to improve upon their understanding of conflict and their reaction when confronted with it.
iii. Principals of schools should not allow their personal interest and inclination to negatively influence their choice of conflict resolution mechanism as this can impede the effective resolution of school conflict.
iv. Teachers should be adequately trained on conflict issues in order to instill in them the right behavioural orientation toward conflict handling.

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