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THE INFLUENCE OF CONFLICT MANAGEMENT AND ITS IMPLICATION ON EDUCATIONAL ADMINISTRATION IN SENIOR HIGH SCHOOLS IN THE SAGNARIGU DISTRICT

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

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DECLARATION

STUDENT'S DECLARATION

I, ABUKARI MAC ABUDU, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:…….

DATE:……

SUPERVISORS' DECLARATION

I, hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of project report, as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

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DEDICATION

To my wife and children.

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ABSTRACT

The study was conducted to investigate the impact of conflict and its management on the performance of teachers in Senior High Schools in the Sagnarigu District of the Northern Region of Ghana. The objective of the study were to establish the types and causes of conflicts, find out the perceived effects of conflicts on the performance of teachers and to determine the conflict resolution strategies employed to resolve conflicts in Senior High Schools in the Sagnarigu District. A descriptive survey design was employed with questionnaire to collect data for the study. The target population of the study was 328 comprising 16 headmasters and assistant headmasters and 312 teachers. Simple random sampling was used to select 50% of the population of 328 as justified by Sekaran (1992), making a sample of 164 for the study. The study found that competition for limited resources, task interdependence, and competition for positions was causes of conflict. Also conflict helps to improve the decision making process and improve future communications. Decrease in productivity, violent behavior and damage to property and theft were negative effect of conflict. Collaboration, competition, accommodation, compromising and avoidance are conflict resolution strategies. Based on the findings and conclusions, it is recommended that heads of educational institutions should find the causes of the conflicts to prevent if not to minimize their reappearance and also to resolve conflict amicably to improve performance.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Conflict is inevitable in all human related establishments all over the world. Conflict is an unpleasant fact in any organisation as long as people compete for jobs, resources, power, recognition, and security. Henry (2009) opined that, organizational conflict can be regarded as a dispute that occurs when interests, goals or values of different individuals or groups are incompatible with each other. This results into a situation whereby they frustrate each other in an attempt to achieve their objectives. Conflict arises in institutions among groups because of the scarcity of freedom, position, and resource. People who value independence tend to resist the need for interdependence and, to some extent, conformity within a group. People who seek power therefore struggle with others for position or status within the group (Weihrich (2000). Conflict is part of organisational life and may occur between individuals and a group and between groups.

Many people see conflict as being destructive and unhelpful but, Jones (2006) notes that conflict in itself need not be a problem; it is the hostility that is usually seen as the harmful aspect of conflict. A conflict that prevents the achievement of organisational objectives is negative and seen as dysfunctional conflicts and leads to hostility causing physical and psychological withdrawal of people, property damage physical injury, streets, anxiety and negative interpersonal attitude, while that which supports the achievement of organisational objective is functional which in turn builds self-image, encourages recognition, improve status and respect, develops assertive principles and

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helps to clear the air. Regrettably, the term "conflict" has only the connotation of bad for many people; so much so that they think principally in terms of suppression, giving little or no attention to its more positive side. Rico (2001) emphasizes this by stating that it seems entirely likely that many, if not most, organizations need more conflict, not less. Pondy (2000) also stated that the absence of conflict may indicate autocracy, uniformity, stagnation, and mental fixity; the presence of conflict may be indicative of democracy, diversity, growth, and self-actualization. Conflict should not be seen as the opposite of cooperation, but a mechanism that allows perceiving benefits of cooperative work.

In addition, conflict is socially healthy because it encourages opposition to the status quo and provides conditions for social changes and democracy stemming from pluralism and respect to diversity. Therefore, conflict is ubiquitous, not necessarily dysfunctional and can be required to defy people to perform and stimulate progress and performance. Much is happening globally on the issue of the influence of conflicts on performance. Most people had the notion that conflict is always associated with the negative effect as the views of some writers also supported that with the following definitions:

Jones (2000) stated that conflict is a process where one party perceives that another party has negatively affected or is about to affect negatively something that the first party cares about. Different people also view conflict differently, traditionalist believe that conflicts should be avoided, while human relations view is that conflict is a natural part of life and that people need to know how to resolve it. The interactionism's view it as a positive force that is for groups to perform effectively. It can therefore be concluded that conflict is a characteristic of human life existence which drives people

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into the future. Mullins (2009) also agreed with the statement when he said that conflict is a normal part of everyday life on or off the job. Pondy (2000) also disagreed with people who think that conflict has only the connotation of 'bad' they think principally in terms of suppression, giving little or no attention to its positive side.

All over the world, conflicts cannot be ignored with the increasing number of employees in organizations so managers need to identify the forms of conflicts as part of organizational life which may occur between individuals, between individuals and groups, and between groups. Heads of educational institutions need to know that conflict can result from competing for limited resources, new information which challenge old ideas, contradictory information (when people are not sure of what to believe). Others include personal antagonism, defensiveness, a closed culture, stress and polarization.

Heads of educational institutions and managers should be aware that the challenges of the world are now pressing them not to suppress their employees when conflicts exist, but rather see conflict from the interactionism's view. Conflicts keep groups changing and innovative. Some conflicts are beneficial and these types of conflicts should be encouraged as a way to promote performance in our educational setting, including Senior High Schools in the Sagnarigu District. Conflicts are a disruptive, clash of interests; objectives, or personalities between individuals and groups, or between groups (Bittel, 1985). The essence of conflict then is disagreement or incompatibility.

Conflict is pervasive in all human experience. Most people dislike conflicts because of its negative effects and consequences. Their natural reaction is to avoid it, so

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managers and heads need to address and resolve issues of conflicts in a non-violent way by fighting the conflict and not the people as happened in Tamale Senior High School where students were beaten leading to the closure of the school in the middle of the academic year due to conflicts between the school and a cross section of its students that led to violent agitations. Jones (2006) indicated that some of the strategies adopted to resolve conflict are competing, collaborating, avoiding, accommodating, and compromising. Conflicts that cannot be resolved between the two parties need the presence of a third party that would use the techniques of conciliation, fact finding, mediation, and arbitration which will enable the conflict not to escalate and thereby enhance performance.

1.2 Statement of the Problem

As stated in the background to study, conflict is inevitable in all human related establishments all over the world. Conflict is an unpleasant fact in any organisation as long as people compete for jobs, resources, power, recognition, and security. Conflict is a challenging issues that every human institution or organization encounter in performing their duties as part and parcel of life. In spite of the efforts made by heads of institutions and managers to eradicate conflict at the latent stage before it escalates to increase performance and productivity, it is still inevitable. It has been revealed that of conflicts exist in organizations, within individuals, between groups, and between organizations (Weihrich, 2000). Many people view conflict to be negative or dysfunctional, thinking principally in terms of suppression, violence, stagnation, and autocracy (Pondy, 2000).

Researchers all over the world who have studied conflict, focus much on the

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dysfunctional or negative aspect of it and not much is encountered in literature, regarding empirically documented works about the positive or functional aspect of conflict on performance. This gap in literature needs to be filled in order to increase our knowledge and understanding of conflict and the various resolution strategies used to resolve conflict to bring about improved performance in organizations. However, the concept of the traditional teams and that of the interactionism's teams have not been effectively tested. Thus, the study was conducted to provide feedback on how conflict when effectively resolved can stimulate performance in Senior High Schools in the Sangnarigu District of the Northern Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of conflict and its management on the performance of teachers in Senior High Schools in the Sagnarigu District of the Northern Region of Ghana.

1.4 Objective of the Study

Specifically, the study sought to:

1. establish the types and causes of conflicts that exist in Senior High Schools in the Sagnarigu District.
2. find out the perceived effects of conflicts on the performance of teachers in Senior High Schools in the Sagnarigu District.
3. determine the conflict resolution strategies employed to resolve conflicts in Senior High Schools in the Sagnarigu District.

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1.5. Research Questions

1. What are the types and causes of conflict in Senior High Schools in the Sagnarigu District?
2. What are the perceived effects of conflicts on the performance of teachers in Senior High Schools in the Sagnarigu District?
3. What are the conflict resolution strategies employed to resolve conflicts in Senior High Schools in the Sagnarigu District?

1.6 Significance of the Study

The study will be significant in the following perspective:

It will enable school heads and staff to have deeper knowledge of the various types and causes of conflict and how to manage and resolve conflict before it escalates.

The study will provide the Ghana Education Service and stakeholders in education with in-depth knowledge on how to manage and resolve conflicts to improve performance of educational institutions.

It will enable the general public to get a deeper understanding that conflict is inevitable and if managed and resolved effectively, its functional effect is healthy for every organization to maximize performance to improve productivity.

Finally, to other researchers in education, the outcome of the study will help them to find out more on the impact of conflict on performance of workers and also help them to know what has been done and what is left to be done.

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1.7 Limitations of the Study

Due to financial constraints, the sample was limited to the impact of conflict and its management on the performance of teachers in public Senior High Schools in the Sagnarigu District even though there are other private senior high schools in the district. Some respondents failed to return the questionnaire on time despite one or two reminders. Another constraint was that some of the respondents felt reluctant to disclose full information due to fear of intimidation by their superiors and colleagues. The generalization of the finding of the study was limited to only public senior high schools in the study area.

1.8 Delimitation of the Study

The study was delimited to the influence of conflict and its management on the performance of teachers in public Senior High Schools in the Sagnarigu District of the Northern Region of Ghana. The study was delimited in scope due to financial and time constraints. It therefore, confined itself to only public Senior High Schools in the Sagnarigu District, therefore, its application to a larger population or wider area may not be possible.

1.9 Organization of the Study

The study consists of five chapters. The first chapter dealt with the introduction of the study including the background to the study, statement of the problem, purpose of the study, objectives of the study, research question, significant of the study, delimitation of the study, limitation of the study and organization of study. Chapter Two dealt with the

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literature review. It reviews related literature by other scholars in the field of institutional conflict. Chapter Three dealt with the methodology of the study. It describes the research design, the population sample and sampling procedure, data collection instrument, data collection procedure, data analysis and ethical considerations. Chapter Four presented and discussed the result of the study based on the research questions. Chapter Five dealt with the summary, conclusions, recommendations and suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter reviews the related literature on conflict management. Conflict is inevitable in every organization. Most academic set up has its theoretical approach of understanding conflicts. Economists focused on game theory and decision making, the psychologist takes status and class conflict as the focal point. While political Science centered on international conflicts. Therefore, there is the need for every organization to manage conflict well to increase productivity or performance. To achieve this, the researcher's literature review captured the theoretical understanding on conflict management. Based on this, the review focuses on five primary areas thus: the introduction, definitions, stages of conflicts, perspective or different views of conflicts, causes, types, and effects of conflicts and conflict management strategies or approaches.

2.1 What is Conflict?

The term 'conflict' has been defined by various researchers in different ways depending on the situation and circumstances. Rodney and Michael (2010) and Robbins and Judge (2011) defined conflict as a process where one party perceives that another party has negatively affected or is about to negatively affect something that the first party cares about. Heidelbery Institute for International Research (2005) mentioned that conflict is seen as the clashing of interests between at least two parties that are determined to pursue their interest and win the cases.

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To Glickman, Gordon and Ross-Gordon (2010), conflicts are particular disagreements that occur between two or more members in a particular time. The study also revealed that organizational conflict is the clash that occurs when the goal directed behavior of a group blocks or thwarts the goals of another. Conflict then involves the joint occurrence of antagonism and blocked goals. Antagonism may involve both attitude and behaviors. With regard to the attitudes, the conflicting parties may develop a dislike for each other; see each other as unreasonable, and develop negative stereotypes of their opposites. With regards to the behaviors, the opposing parties may result to name calling, sabotage or even physical aggression. Frustrated goals often mean that mutual assistance between the conflicting parties is low. Instead of adding each other in goal attainment, each party views its loss as the others gain.

Conflicts are a disruptive clash of interest, objectives, or personalities between individuals, between individuals and groups, or between groups (Fullan, 2000). The essence of conflict then is disagreement and incompatibility. A significant fact of life is a presence of conflict in many forms and at various levels of strength. Conflict is pervasive in all human experience. It is actually human to quarrel and complain and that wherever many work together as in the case of a school community, conflict is inevitable. Thus, a small amount of conflict can be a good thing. Whenever two or more persons have some mutual interest, an organization exists. And whenever an organization exists, there is the potential for conflict resulting from numerous causes. Conflict is not necessarily inevitable in every `situation, but with the numerous differences among individuals, both in how they perceive and in the strength of their needs, conflict among human beings is likely to be common in organizations.

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In line with the literature so far reviewed on what conflicts is, globally, the researcher deduced that people had the perception that conflict is bad, and has only destructive effect on the individuals and groups involved. On the contrary, currently, some scholars view conflicts not only to be dysfunctional or negative but also functional or positive. Pondy (2000) stated that the absence of conflict may indicate autocracy, uniformity, stagnation and mental fixity. Tjosvold (2003) complements this statement arguing that conflict is not the opposite of cooperation but a mechanism that allows individuals to perceive benefits of cooperative work. Butler (2001) also was in support that conflict is ubiquitous not necessary dysfunctional and can be required to defy and stimulate people to perform.

Furthermore, Rahim (2010) also indicated that interpersonal conflict can be classified as functional as the presence of conflict may be indication of democracy, diversity, growth and self-actualization. In fact, research has shown that successful groups exhibit much conflict (Johnson & Johnson, 2007; Fullan, 2000).

2.2 Stages of Conflict

As businesses nowadays are operating in a turbulent environment where organizations are searching for measures to improve their performance and competitiveness, in the same way organizations are facing the challenges with the advent of conflicts. Therefore there is the need to identify the stages of conflicts and how to resolve conflicts at the early stages for the sake of organizational growth, and survival to enhance performance before they escalates. Conflicts are processes, a cluster of events taking time to evolve and reshape. Like any process, conflicts can be mapped and tracked

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through a series of stages or phases that we can call, its life cycle (Kriesberg, 2010). This allows the conflict practitioner and the conflicted parties to view and understand the conflict and address the conflict from a holistic perspective.

The typical conflict life cycle map contains seven distinct stages of a conflict's life cycle: Latent conflict, emergence, escalation, deadlock/stalemate, de-escalation, resolution, and collaborative action. The life cycle is explained below.

Deadlock: Garant and Robin (2012) opined that once conflict escalates it reaches the stage of stalemate. In this stage parties perceive that they cannot win or get everything they want, yet do not want to give in or back down. Parties begin to run out of resources and tactics to use to their advantage.

Emergence: This is the stage where we begin to notice conflict. Once the accumulation of differences or annoyances build up or an altercation erupts; the latent conflict that may have been dormant manifests in a public manner (Kriesberg, 2012).

Latent conflict: According to Brahms (2012) Latent conflict exists whenever individuals, groups, or organizations have differences with one another, but those differences may not be enough to cause one side to act and escalate the situation. These may be things that another party may categorized as annoyances, or things not worth getting upset.

Escalation: Escalation is the increase in the intensity of the conflict and in the severity of tactics used. When conflict escalates it tends to spill over involving more people and other related issues. Parties begin using their power and resources to make stronger threats and harsher sanctions (Kriesberg, 2012).

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De-Escalation: Brahms (2012) stated that eventually conflicts begin to wind down and transform. Parties begin to change their stances and positions. This may be because of outside forces, change in perspectives or simple time. Parties may begin to see that their goals are unrealistic and begin to change them for realistic solutions.

Resolution: At this stage parties begin to look for a way to resolve their problems. Grievances are often reduced, and both sides begin to look for alternative ways to resolve their conflicts. In this stage resolutions are found (Brahm, 2012).

Collaborative Action: At this stage the parties work together to implement the resolution. This is where the parties begin to work together to implement the resolution (Brahm, 2012). In this stage, parties begin to strengthen their understanding, communication and relationship with each other.

2.3 The Causes of Conflicts in Organization

According to Barker (2007), there is no one cause of conflict which occurs in organization at all levels of management. Organizational conflict appears in a variety of forms and has varying causes. These had been separated into different categories by several researchers. Katz (2002) identifies causes of conflict as role conflict (conflict arising from sets of prescribed behavior), structural conflict (conflict out of the need to manage the interdependence between different organizational sub-units) and resources conflict (conflict stemming from interest groups competing from organizational resources). Pondy, (2000) classified causes of conflict into three basic types, that is, competition for scarce resources, that is when an organization's resources are insufficient to meet the requirement of the subunits to do their work; there is competition for scarce

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resources. Also when one party seeks to control activities belonging to another unit, and the second unit seeks to fend off such interference, that is, the second unit attempt to protect its autonomy and goal divergence which happens when two parties in an organization must work together but cannot agree on how to do it. These actually can cause conflict as two parties in the same organization have different procedure as to how mainstreaming issues are to be settled.

Robbins (2003) also identified three factors as stated above including communicational (conflicts arising from misunderstanding). While Pearson and Porath, (2005) argued that the main causes are individual differences, incivility and organizational factors mentioned by Newstrom (2007) included organizational change, different sets of values and threats to status.

Threats to Status: The social rank or position of a person in a group is very important to many people in any organization. Therefore, when they feel that they will lose their status or dignity, they become a powerful driving force and struggle to maintain a desired image (Newstrom, 2007). In this process disagreement will set in and the end results will be conflict. While status inconsistences are where some individuals and group have a higher organizational status than others, leading to conflict with lower status group.

Incivility: Workplace incivility occurs when employees fail to exhibit concern and regard for others, or at worse if they disrespect each other on the job (Pearson & Porath, 2005; Newstrom, 2007). Lack of consideration can appear in many forms, including brusque greetings, sarcasm, and failure to return borrowed supplies, selfishness, showing up late

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for appointments, untidiness and noise making. Workplace incivility can cause anger to grow and conflict to emerge (Newstrom, 2007).

Individual differences: Katz (2003); and Robbins (2003) argued that an individual difference is one major cause of interpersonal conflict. Everyone has a unique background because no one has the same family traditions in terms of education, culture, intelligence, personality and values. This view was supported by Luthans (2008). In any organization, individuals usually creates misunderstanding among workers if individual differences are not recognized and respected.

Limitation of resources or conflicting needs: Conflict exists in an organization over the allocation or distribution of scare resources (Al-Otabi, 2006). Any group exists for the purpose of attaining some goals with the help of available resources. These resources may be tangible like manpower, money, materials, equipment and space required among departments (Jones, 2006). Resource may also be intangible and take the form of power, status, the budget fund or the manager's time. No organization is capable of providing all resources demanded by the various departments. Attempts to find the most efficient way to share the resources for accomplishing task can result in conflict (Henry, 2009; Hart, 2000).

The study deduced that competition for limited resources often leads to negative conflict (Hit. et. al., 2006).

Lack of trust: Every continuous relationships requires some degree of trust that opens up boundaries that provides opportunities in which to act, and enriches the social fabric of an organization (Newstrom, 2007). If this is abused it will breed conflict.

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Unfair treatment: Some organisations have a strong status difference between managers and non- managers (employees) (Pearson & Porath, 2005)). For example managers have flexible schedules; personal telephone calls are allowed at work, free and longer lunch hours with snacks which are not available to other employees. This may lead to resentment and conflict. Competencies or lack of defined responsibilities may lead him into conflict with others. Again, where there is uncertainty in the mind of a person regarding his role at a point in time, this can trigger conflict (Pearson and Porath, (2005).

Task interdependence: Interdependence among the workers in an organization from the literature review may also lead to conflict, this usually occurs when two or more units depend upon one another to complete work. If interdependence requirements for collaboration fails or one member of a group or a group fails to finish a task that another member or group depends on causing the waiting worker or to fall behind. This may course a bigger conflict as management might blame all units involved (Duke, 1999).

Organizational change: Introduction of change in any organization is often associated with resistance. For an organization to be proper and move with the pace of technological, political and social change increasing the market place hurtling toward a global economy, organizational changes will be ever-present (Newstrom, 2007). Otherwise stagnation, and obsolesce will dominate the system, because people are bound to resist change whenever any occurs, this may result into conflict.

Poor communication: Most of all conflicts are products of poor communication (Desmond, 2004). When a team member's understanding of issues are unclear, they often feel insecure, and this can lead to conflict. Regular, but short, term briefings can help to

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keep workers informed of priorities, progress and policies, dispel rumors and muffle the grapevine. Free movement of information helps to create a more open culture.

Autocratic leadership style: Bell (2002) stated that autocratic leadership breeds conflict between administration and workers constantly. The leader is power centered, takes decisions alone, determines policies and assigns responsibilities without consulting workers. He is interested in achieving result in the interest of the organization or institution without thinking of the welfare of the workers. Workers out of fear of being molested or dismissed by the leader performed their duties to increase productivity. The dysfunctional aspect is that with the workers there will be a breakdown of discipline which will lead to low productivity, demonstration and strikes from the workers to demand improved condition of service.

2.5 Other Conflicts in Organizations

Bell (2002) identified other similar causes of conflicts in organizations. He suggests the reasons for conflict in the workplace include: conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures, and conflicting roles.

Conflicting styles: Individuals differ in the way they approach people and problems. Associates need to understand their own style and learn how to accept conflicting styles. Personality tests, such as Myers-Briggs Personality Type Inventory (MBTI), can help people to explore their instinctive personality styles (Bell, 2002). An example of conflicting styles would be where one worker works best in a very structured environment while another worker works best in an unstructured environment. These two

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workers could easily drive each other crazy if they constantly work in conflict with one another and do not learn to accept one another's work style.

Conflicting perceptions: Just as two or more workers can have conflicting styles, they can also have conflicting perceptions. They may view the same incident in dramatically different ways. Bell (2002) gives an example of what might happen if a new administrative assistant was hired in the organization. One associate might see the new hire as an advantage (one more set of hands to get the job done), while another associate might see the same new hire as an insult (a clear message that the current associates are not performing adequately). Resentment and conflict can also occur when one department is viewed as more valuable to the organization than others (Hart, 2000).

Conflicting Goals: Associates may have different viewpoints about an incident, plan, or goal. Problems in the workplace can occur when associates are responsible for different duties in achieving the same goal. Take for instance the patient being admitted to a hospital, the business office is responsible for documenting financial information and getting paid, whereas the nursing staff is responsible for the patient's physical assessment and immediate admission. Both objectives are important and necessary, but may cause conflict (Bell, (2002).

Conflicting Pressures: In the words of Hart (2000), conflicting pressures can occur when two or more associates or departments are responsible for separate actions with the same deadline. For example, Manager A needs Associate A to complete a report by 1:00 p.m., which is the same deadline that Associate B needs Associate A to have a machine fixed. In addition, Manager B (who does not know the machine is broken) now wants Associate

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B to use the broken machine before 3:00 p.m. What is the best solution? The extent to which we depend on each other to complete our work can contribute greatly to conflict.

Conflicting Roles: Conflicting roles can occur when an associate is asked to perform a function that is outside his job requirements or expertise or another associate is assigned to perform the same job. This situation can contribute to power struggles for territory. This causes intentional or unintentional aggressive or passive-aggressive (sabotage) behavior. Everyone has experienced situations where associates have workplace and to work as a team wielded their power in inappropriate ways.

Type of Behavior: A participant's desire to satisfy the other's concern and the participant's desire to satisfy his own concern at the same time can also cause conflict.

Interaction of Various Parties: The interaction of different parties may lead to escalation or de-escalation of the conflict, depending upon such factors as the trust level that is established, biases and self-fulfilling prophecies that get the way, the level of competition between the participants, and the openness and sensitivity to each other.

Conditions that influence behavior: When rules and procedures, written and unwritten, formal and informal become dysfunctional such that they lead to rigid, repetitious behaviour that does not allow for exceptions (highly bureaucratic), they can cause or exacerbate conflict. Quite often, rules and procedures become so complicate the processes of working out a relatively simple misunderstanding through direct negotiations that, they create conflict.

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People's personality in an organization: People in organisations with particular reference to their personality predispositions, e.g. their attitudes towards authority and the extent and flexibility of their responses to others can cause conflict.

Organizational cultures: Every organization has its social norms- social pressures e.g. "stand up and fight", don't rock the boat", secretiveness, or restricted communication that try to smooth over friction and disapprove of open challenge and questioning to authority, can make it very difficult to identify and confront conflict in the first place. This situation can actually cause conflict in such organizations.

Governmental controls: When the government, through its Ministry of Education, for example, introduces rules and regulations for schools e.g. a ceiling for fees to be changed to students, or a staff quota – 20 students to one teacher, some schools may find it problematic operating effectively on these rules. Conflicts in various forms therefore arise.

2.5 Conflict Situations in Organizations

2.5.1 Conflict within the individual or intrapersonal conflict

In line with the literature reviewed so far, conflict within the individual is usually value related, where role playing expected of the individual does not conform to the values and beliefs held by the individual. Conflict within an individual can also arise when a person has to choose between two equally desirable alternatives or between two equally undesirable conflicts goals (Nelson & Quick, 2006). Intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict.

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Intrapersonal conflict occurs when a person's behavior will result in both positive and negative outcomes, i.e. the result has incompatible outcomes. For example, a university graduate may have to choose taking a job in a government organization that does not pay well but has future security or take a job in a private company that pays well but does provide any future security. There are there types of intrapersonal conflict: approach-approach, avoidance-avoidance and approach - avoidance.

i. The approach-approach conflict is one in which an individual must choose between two courses of action that have positive outcomes e.g. a choice between two jobs that appear equally attractive; a choice between buying a new car and acquiring a plot of land to start building a house. In this conflict situation, the individual must choose one course of action and reject the other. The choice is often forced because two rewarding goals become more difficult and take longer when they are seen as having equal value.

ii. Avoidance-avoidance conflict is one in which an individual must choose among two or more alternatives that have negative outcomes. The individual would like to avoid both alternatives. For example, a student may want to avoid studying and at the same time hate the idea of failing or making low grade in his examinations; senior teacher is asked to go on transfer to head a village school or be demoted in his city school. This conflict is variously referred to a between "a rock and hard place", "from the frying pan into fire," "between the devil and the deep blue sea," "the lesser of two evils", etc. In this conflict, there is a desire to escape both situations either physical or psychologically. If the alternative are extremely negative and individual cannot escape, he may turn aggressive and attack.

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iii. Approach-avoidance conflict is one in which an individual must decide whether to do something that has both positive and negative outcomes. The individual is attracted to an object or activity and, at the same time wants to avoid it. For example, a teacher is offered a teaching appointment in a private school that pays well but is located in a location that is deprived of good amenities; being in an undesirable location but receiving more remuneration. Most decisions involve an element of approach-avoidance conflict; there are few objects, activities or goals that do not have some negative aspects. Approach-avoidance conflict may occur when the goal is positive but the activity required to achieve it has negative characteristics.

2.5.2 Interpersonal conflict

Newstrom (2007) stated that interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two managers who are competing for limited capital and manpower resources. This conflict can become further acute when the scarce resources cannot be shared and must be obtained. Similarly, if there are two equally deserving professors and they are both up for promotion, but only one of them can be promoted because of budget and positional constraints, it could result in interpersonal conflict between the two professors. In addition to conflicts over the nature and substance of goals and objectives, the conflicts can also arise over the means for achieving these goals and objectives.

These conflicts become highlighted when they are based upon opinions rather than facts. Opinions are highly personal and subjective and may provide for

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disagreements and criticism. These interpersonal conflicts are often the result of personality clashes. People with widely different characteristics and attitudes are bound to have views and aims that are inconsistent with the views and aims of others.

There are three types of intergroup conflicts within an organization: vertical, horizontal and line staff conflict. Many interpersonal and intrapersonal conflicts are based on some type of role conflict or role ambiguity. A role is the cluster of tasks that others expect a person to perform in doing a job. Role conflict occurs when a focal person perceives incompatible messages and pressures from the sole sender. The focal person that responds with coping behaviors that serves as inputs to the role sender's experience. Four types of role conflict may occur as a result of incompatible messages and pressures from a person:

i. Intra-sender role conflict is one in which different messages and pressures from a single member of a role set. For example, if a headmaster insists on his staff maintaining strict student discipline and then shift position to support a parent whose son has been punished for misbehaving against the staff, he creates an intra-sender role conflict.

ii. Inter-sender role conflict is one in which the message and pressures from one role sender oppose message and pressures from one or more other senders. For example, parents and teachers may agree at a P.T.A meeting on some contributions to finance a project for the school. One or more parents may refuse to contribute with the reason the project is too expensive.

iii. Inter-role conflict is one in which role pressures associated with one group is incompatible with pressures stemming from membership in other groups. For

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example, some religious groups expect their members to behave in certain ways in accordance with their doctrines and beliefs. Such doctrine or beliefs may not be recognized by a secular organization on certain days. An instance is where a University may require students to write examination on a Saturday which S.D.A students may refuse.

iv. Person-role conflict is one in which role requirements are incompatible with the focal person's own attitude, values, or notions of acceptable behavior. For example, a principal or headmaster is a member of an association such as GNAT. Teachers of GNAT may want to resort to indefinite sit-down strike to back their demands. The principal or headmaster may therefore not support it. In the interest of the students, he may prefer a dialogue to resolve the issue. This strike obviously is not in the interest of students.

v. Vertical conflicts are clashes between levels in an organization. Such conflict often occurs when superiors attempt to control subordinates too tightly and the subordinates resist. Subordinates may resist because they believe that those controls infringe too much on the discretion needed to do their jobs. Vertical conflicts can also arise because of inadequate communication, goal conflicts, or lack of consensus concerning perceptions of information and values (cognitive conflict).

vi. Horizontal conflict refers to clashes between groups of employees at the same hierarchical levels in an organization. Horizontal conflict occurs when each department in a school strives only for its own goals disregarding the effects on other departments. For example, a school or college may have limited spaces for

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use as office staff. One department may desire more offices for its staff at the expense of other departments, because it believes its subject is more important than others. Contrasting attitudes of employees in different departments may lead to conflict.

vii. Line-staff conflict refers to clashes over authority relationships. Most organizations have staff departments to assist in their departments. In a secondary school, the line staff includes the headmaster, assistant headmaster (academic) / assistant headmaster (administration), head of department and classroom teachers. Each sub-head is responsible for some processes that are part of the school's total function. Unfortunately, some line-staff may feel that some staff are imposing on their areas of authority. For example, the assistant headmaster (academic) may feel that one head of department is imposing on his areas of legitimate authority. A head of department may try to impose time table changes on the school which the assistant headmaster may view as unworkable for the whole school.

2.5.3 Conflict between the Individual and the Group

According to Rahim and Psenicka (2004) all formal groups and informal groups have established certain norms of behavior and operational standards which all members are expected to adhere to. An individual member may want to remain within the group for social needs but may disagree with the group goals and the methods to achieve such goals. For example, if a group is going on strike for some reasons, some members of the group may not agree with these reasons or simply may not be economically able to afford to go on strike, thus causing conflict with the group. Conflict may also be between the manager and a group of subordinates or between the leader and the followers.

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2.5.4 Intergroup Conflict

Nelson and Quick (2006) argued that, an organization is an interlocking network of groups, departments, sections or work teams. Intergroup conflicts are not so much personal in nature as they are due to factors inherent in the organizational structure. One of the most common conflicts is between the line and the staff members of the organization. The line managers may resent their dependence on staff for information and recommendations. The staff may resent their inability to implement directly their own decisions and recommendations. This interdependence causes intergroup conflict. These inter-unit conflicts can also be caused by inconsistent rewards and differing performance criteria for different units and groups.

Different functional groups within the organization may come into conflict with each other because of their different specific objectives. There are some fundamental differences among different units of the organization both in the structure as well as operations and processes and thus each unit develops its own organizational sub-structure. These sub-structures according to Lawrence and Lorsch, differ in terms of goal orientation, time orientation, formality of structure, and supervisory style which may be more democratic in one area as compared to another area (Berovitch & Jackson, 2009).

2.5.5 Inter-organizational Conflict

Conflict also occurs between organizations which are dependent upon each other in some way. This conflict may be between buyer organizations and supplier organizations about quantity, quality and delivery times of raw materials and other policy issues. Such conflict could also be between unions and organizations employing their

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members, between government agencies that regulate certain organizations and the organizations that are affected by them (Bell, 2002).

2.6 The Effects of Conflict within an Organization

As organizations strive to achieve their goals, they are often met with challenges they must overcome as a team. Challenges leave room for conflict between members, other organizations, communities and other parties involved in the organization's mission. While "conflict" often has a negative connotation, the effects of conflict within an organization can be positive and negative (Rahim, 2010).

2.6.1 Negative effect of conflict

2.7.1.1 Violence

According to Bannon and Collier (2003) when conflict escalates without mediation, intense situations may arise between members of an organization. It is unfortunate, but organizational conflicts may cause violence among members, resulting in legal problems for members and possibly the organization.

2.6.1.2 Decrease in Productivity

When an organization spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked with achieving. Conflict causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. As a result, organizations can lose money, donors and access to essential resource.

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2.6.1.3 Members Leave the Organization

Rahim (2010) stated that organization members who are increasingly frustrated with the level of conflict within an organization may decide to end their membership. This is especially detrimental when members are part of the executive board or heads of committees. Once members begin to leave, the organization has to recruit new members and appoint acting board members. In extreme cases, where several members leave or an executive board steps down, organizations risk dissolution.

2.6.1.4 Stress and unhappiness and strike

Nelson-Jones (1995) explains that not only can conflict in the workplace cause great stress and unhappiness but it also can lower outputs and in extreme cases, bring strikes. Stress and unhappiness at the workplace at times lead to strikes, and when workers go on strike production goes down to the detriment of the organization.

2.6.1.5 Lessening of organizational effectiveness

Barker and Gum (1994) emphatically state that many times, in the midst of conflict, opposing individuals or groups will put their own interests or goals above those of the organisation, resulting in the lessening of the organisation's effectiveness.

2.6.1.6 Psychological withdrawal

Psychological withdrawal can take the form of alienation, apathy and indifference. On this score, Jorgensen and Henderson (1990) add that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

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2.6.1.7 Aggression behavior towards person who are not directly involved

Ozigi (1977) indicated that aggression may be displaced towards a person who is not directly involved in the situation. For instance, a teacher may displace aggression on a pupil who is not directly involved in a conflict between the child's parent and the teacher by inflicting various forms of punishments on the pupil.

2.6.1.8 Damage to property and theft

Whetten and Cameron (2005) stated that conflict can lead to outright aggressive behaviour such as mob action, property damage and minor theft of property. They explain further that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict.

2.6.2 Positive effect of Conflict

2.6.2.1 Identify New Members

Within organizations members actively participate in each meeting, enjoy serving on multiple committees and have an opinion on each topic the group discusses. There are also members who seemingly contribute little to the group and observe more than talk. Conflict within an organization can inspire typically silent members to step up and demonstrate their leadership skills by offering meaningful solutions to the problem the group is facing.

2.6.2.2 Improve Future Communication

Graham (1994) stated that conflict can bring group members together and help them learn more about each other. From learning each other's opinions on topics relevant to the organization's growth to understanding each member's preferred communication

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style. Conflict within an organization can give members the tools necessary to easily solve conflicts in the future, to create room for a congenial environment.

2.6.2.3 Inspire Creativity

Rahim, 2010) stated that fortunately, some organization members view conflict as an opportunity for finding creative solutions to solve problems. Conflict can inspire members to brainstorm ideas, while examining problems from various perspectives.

2.6.2.4 Share and Respect Opinions

As organization members work together to solve conflict, they are more willing to share their opinions with the group. Conflict can also cause members to actively listen to each other as they work to accomplish the organizations' goals.

2.6.2.5 Enhances group restructuring

Afful-Broni (2007) expresses some ways in which conflict impacts positively on organisation such as the school. It produces changes in the established ways of doing things thereby enhancing group restructuring. Conflict further present opportunities for issues clarified redefined and sharpened.

2.6.2.6 Improves the decision making process

Conflict improves the decision making process in the schools as stakeholders who were formerly involved in deliberations or in the taking of decisions that affect their lives may now be included (Afful-Broni, 2007).

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2.6.2.7 Improves interpersonal relationship

It is an undisputable fact that when parties go through the bitter experience of conflict together and they are able to resolve it and come together they experience some sense of cohesion within which they realise what they have lost and understand each other. Conflict also helps to clarify uncertainties and improve overall cooperation in organizations.

2.7 Conflict Resolution Styles in Organizations

Golgfien and Robbernnolt (2007) stated that conflict resolution is a conceptual perspective that assumes individuals' preferred method of dealing with conflict is based on two underlying themes or dimensions which included assertiveness and empathy. According to the model, group members balance their concern for satisfying personal needs and interests with their concern for satisfying the needs and interests of others in different ways. The intersection point between these two dimensions ultimately lead individuals towards exhibiting different styles of conflict resolution.

2.7.1 Yielding or Accommodating Conflict Style

Yielding or "accommodating" conflict styles are characterized by a high concern for others while having a low concern for one's own self. This passive pro-social approach emerges when individuals derive personal satisfaction from meeting the needs of others and have a general concern for maintaining stable, positive social relationships (Forsyth, 2009). When faced with conflict, individuals with a yielding conflict style tend to give into others' demands out of respect for the social relationship.•

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2.7.2 Conciliation or Compromising Conflict Style

Compromising or Conciliation conflict style is typical of individuals who possess an intermediate-level of concern for both personal and other 'outcomes. Compromisers value fairness and, in doing so, anticipate mutual give-and-take interactions (Golgfien & Robbennolt (2007). By accepting some demands put forth by others, compromisers believe this agreeableness will encourage others to meet half-way, thus promoting conflict resolution. This conflict style can be considered an extension of both "yielding" and "cooperative" strategies (Forsyth, 2009). Some of the conflict resolution styles that individuals use depending on their dispositions toward pro-self or pro-social goals are as follows:

2.7.3 Competitive or Fighting Conflict Style

This competitive conflict style maximizes individual assertiveness thus concern for self, and minimizes empathy (concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see conflict as a "win or lose" predicament (Forsyth, 2009). Fighters tend to force others to accept their personal views by employing competitive, power tactics argue; insult; accuse; violence that foster feelings of intimidation

2.7.4 Cooperation or Collaborating Conflict Style

Cooperation or collaborating conflict style is characterized by an active concern for both pro-social and pro self-behavior cooperation conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. During conflict, co-operators collaborate with others in an effort to find an

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amicable solution that satisfies all parties involved in the conflict. Individuals with this type of conflict style tend to be highly assertive and highly empathetic at the same time (Golgfien & Robbennolt, 2007). By seeing conflict as a creative opportunity, collaborators willingly invest time and resources into finding a "win-win" solution (Forsyth, 2009). According to the literature on conflict resolution, a cooperative conflict resolution style is recommended above all others.

2.7.5 Avoidance Conflict Style

Avoidance conflict is characterized by inaction and passivity, and is a style typically used when an individual has reduced concern for their own outcomes as well as the outcomes of others. During conflict, these avoiders adopt a "wait and see" attitude, often allowing conflict to phase out on its own without any personal involvement (Forsyth, 2009). Unfortunately, by neglecting to address high-conflict situations, avoiders risk allowing problems to aggravate out of control.

Below is a chart showing the structural strategies in resolving conflicts in organization or institution.

2.8 Summary of Literature Review

From the literature it has been revealed that researchers laid more emphasis on the general systems of conflict management. This comprised the stages, causes and types of conflicts. The effect of conflicts, both functional and dysfunctional, that is, positive and negative effects were also discussed in details. Lastly the strategies to put in place to resolve conflicts to enable workers in organization or educational institutions to accomplish their work effectively to increase productivity and performance were also reviewed.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology applied in this study. These include; research design, population of the study, sample and sampling techniques, research instruments, validity and reliability, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

The study was based on descriptive survey design. Descriptive research determines and reveals the way conditions of phenomena are, and directed towards the determination of the nature of a situation as it exists at the time of the study. According to Alhasan (2007), a descriptive survey design describes and interprets what exists in its present form or condition, practice and process, trend and effect, and attitude or belief. The study aimed at seeking relevant information relating to conflict management and its implication on educational administration in Senior High Schools in the Sagnarigu District to enhance performance.

3.3 Population

Population is defined as a group of individuals that the researcher generalizes his or her findings to. Kusi (2012) also defined population as a group of individuals or people with the same characteristics in whom the researcher is interested. The targeted population of the study was 328 comprising 16 headmasters and assistant headmasters

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and 312 teachers from the 4 public Senior High Schools in the Sagnarigu District of the Northern Region of Ghana, namely, Tamale Senior High School (83), Northern School of Business Senior High School (75), Kalpohin Senior High School (70), and Tamale Islamic Science Senior High School (68).

3.4 Sample and Sampling Procedures

3.4.1 Sample

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Cresswell, 2005). To determine an appropriate sample size for the study, an updated list of all the staff of the 4 public senior high schools was obtained from the Sagnarigu District Director of Education. The sample size for the study was 164. The 50% random sampling distribution for the schools were; Tamale Senior High School (42), Northern School of Business Senior High School (37), Kalpohin Senior High School (35), and Tamale Islamic Science Senior High School (34) and 16 headmasters and assistant headmasters making a sample size of 164 for the study, According to Sekaran (1992), sample sizes larger than 30 and less than 500 are appropriate for most research in education.

3.4.2 Sampling Procedures

Borg and Gall, (2007), defined sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. A sample that is selected by probability sampling is considered to be a

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representative sample and can be generalized to its population with some small degree of errors (Saunders, Lewis & Thornhill, 2007).

Simple random sampling was then used to select 50% of the population of 328, making a sample of 164 for the study. The researcher used the lottery type of sampling to select the 164 respondents during break time at the staff common room for the study. According to Sekaran (1992), sample sizes larger than 30 and less than 500 are appropriate for most research in education.

3.5 Data Source

The researcher used both primary and secondary data for the study.

3.5.1 Primary Data

The researcher used questionnaire as the techniques for primary data collection. Closed ended questionnaire were used to collect data taking into consideration the features of the response rate.

3.5.2 Secondary Data

The secondary data was collected through books, encyclopedias, published and unpublished materials. The main sources of the secondary data gathered were obtained from U.E.W-Kumasi library and various text books.

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3.6 Data Collection Instrument

The researcher used closed ended questionnaires to collect data for the study. The questionnaires were administered personally to all the 164 respondents to gather information on conflict management and its implication on educational administration in Senior High Schools.

The questionnaire was designed by the researcher and was in a 4-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) in which higher score indicate more perceived positive responses. The researcher personally administered the questionnaire to the respondents.

3.7 Validity and Reliability of Instrument

The reliability and validity of the instrument was obtained through piloting. According to Bell (2008), piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items are appropriate. The questionnaire was piloted on 30 teachers in a Ghana Senior high school in the Tamale Metropolis which was outside the study area.

3.7.1 Validity

Alhasan (2007) refers to validity as the extent to which research instruments can be used successfully for the purpose for which it is intended to measure. Validity also refers to the capacity of a measurement to reflect accurately the variable under study. Content validity for the questionnaire was established by asking the supervisor to review

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the survey instruments for clarity comprehension and consistency of question format. The survey was adjusted according to the suggestions and recommendations from my supervisor.

3.7.2 Reliability

Reliability of research instrument refers to the extent to which a measuring instruments produce consistent results when administered under similar conditions Alhasan (2007). Reliability is the consistency of a measurement taken at different times, thus reliability measurement is one that shows consistency over time. The questionnaire was administered on the same group of subjects twice in the pilot study with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded crombach alpha of 0.86.

3.8 Data Collection Procedure

An introductory letter was obtained from the Department of Educational Leadership of the University of Education, Winneba-Kumasi Campus. The researcher thereafter sought permission from the Sagnarigu District Director of Education Director to conduct the study. The researcher afterwards paid a visit the schools sampled for the study. The questionnaire was delivered personally to the respondents. A time lapse of one week was allowed to enable the respondents to complete the questionnaires after which the questionnaires were collected. All the 164 questionnaire given out were retrieved.

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3.9 Data Analysis Procedure

The data which were gathered through questionnaire was first compared and edited to check contradictions so as to ensure consistency. Edited responses were then tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) version 2.0.

The researcher used tables, frequencies, and percentages to explain the responses from respondents based on the research questions. All the analysis were precise descriptions, clear and comprehensible for conclusions to be drawn to obtain answers to the research questions of the study.

3.10 Ethical considerations

The study did not in any way use force to gather data. The different respondents were given chance to respond freely with no salient intimidation or force or promise of reward.

The researcher explained in details about the purpose of the study to the respondents to have cooperation to take part in the study and volunteer information. The respondents were assured that the information that they would give, would be treated with utmost confidentiality that it deserves and used for academic purposes only.

The anonymity of the respondents was considered by ensuring that their names and other information that could bring out their identities were not included in the questionnaire. All the ethical issues were assured the respondents in the introductory letter to the questionnaire.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the findings and discussion of the study and covers the demographic characteristics of the respondents, a review of the causes and types of conflicts in organizations and institutions, the effect of conflicts in organizations and institutions and the measures put in place to resolve conflicts in organizations to improve performance.

4.1 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents which include their age, gender, highest educational qualification and length of service are presented in Table 4.1

Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage (%)
Gender		
Male	95	58
Female	69	42
Total	**164**	**100**
Age		
21-30 years	28	17
31-40 years	42	26
41-50 years	46	28
51-60 years	48	29
Total	**164**	**100**
Highest Qualification		
Bachelor's Degree	86	52
Master's Degree	78	48
Total	**164**	**100**

Source: Field work, 2020

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Table 4.1 shows that 86(58%) of the respondents were males while 78(42%) were females. The result indicates that more males participated in the study than females. On respondents' ages, 28(17%) of them were between the ages of 21-30, 42(26%) of them were between the ages of 31-40, 46(28%) of them were between the ages of 41-50 while 48(29%) of them were between the ages of 51-60.

On the issue of respondents' highest educational certificate, 86(52%) were holders of the Bachelor's degree while 78(48%) of the respondents were holders of the Master's Degree

Research Question 1: What are the types and causes of conflict in Senior High Schools in the Sagnarigu District?

Table 4.2: Causes of Conflict in Senior High Schools

Statement	Strongly Agree N()	Agree N()	Disagree N()	Strongly Disagree N()
Competition for limited resources within the institution	74(45)	72(44)	18(11)	-
Task interdependence	54(33)	76(46)	34(21)	-
Competition for positions	68(42)	64(39)	20(12)	12(7)
Lack of trust	68(41)	70(43)	16(10)	10(6)
Autocratic leadership style:	76(46)	56(34)	18(11)	14(9)
Poor communication	56(34)	82(50)	26(16)	-
Unfair treatment	66(40)	68(42)	30(18)	-
Organizational change	84(51)	48(29)	32(20)	-

Source: Field work, 2020

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Table 4.2 shows that 74(45%) of the respondents strongly agreed that competition for limited resources within the institution is a cause of conflict in Senior High Schools, 72(44%) of the respondents agreed while 18(11%) of the respondents disagreed which means that competition for limited resources within an institution is a cause of conflict. The result is in line with Al-Otabi (2006) who stated that conflict exists in an organization over the allocation or distribution of scare resources. Any group exists for the purpose of attaining some goals with the help of available resources. These resources may be tangible like manpower, money, materials, equipment and space required among departments (Jones, 2006). Resource may also be intangible and take the form of power, status, the budget fund or the manager's time. No organization is capable of providing all resources demanded by the various departments. Attempts to find the most efficient way to share the resources for accomplishing task can result in conflict (Henry, 2009; Hart, 2000).

Again, 54(33%) of the respondents strongly agreed that task interdependence is a cause of conflict in Senior High Schools, 76(46%) of the respondents agreed while 34(21%) of the respondents disagreed which means that task interdependence is a cause of conflict. The result is in tandem with Interdependence among the workers in an organization from the literature review may also lead to conflict, this usually occurs when two or more units depend upon one another to complete work. If interdependence requirements for collaboration fails or one member of a group or a group fails to finish a task that another member or group depends on causing the waiting worker or to fall behind. This may course a bigger conflict as management might blame all units involved (Duke, 1999).

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Also, 68(42%) of the respondents strongly agreed that competition for positions is a cause of conflict in Senior High Schools, 64(39%) of the respondents agreed, 20(12%) 12% of the respondents disagreed while 12(7%) of the respondents strongly disagreed which means that competition for positions is a cause of conflict. The result agrees with Newstrom (2007) who postulated that the social rank or position of a person in a group is very important to many people in any organization. Therefore, when they feel that they will lose their status or dignity, they become a powerful driving force and struggle to maintain a desired image. In this process disagreement will set in and the end results will be conflict. While status inconsistences are where some individuals and group have a higher organizational status than others, leading to conflict with lower status group.

Again, 68(41%) of the respondents strongly agreed that lack of trust is a cause of conflict in Senior High Schools, 70(43%) of the respondents agreed, 16(10%) of the respondents while 10(6%) of the respondents strongly disagreed which means that lack of trust is a cause of conflict. The result corroborates Bell (2002) who stated that autocratic leadership breeds conflict between administration and workers constantly. The leader is power centered, takes decisions alone, determines policies and assigns responsibilities without consulting workers. He is interested in achieving result in the interest of the organization or institution without thinking of the welfare of the workers. Workers out of fear of being molested or dismissed by the leader performed their duties to increase productivity. The dysfunctional aspect is that with the workers there will be a breakdown of discipline which will lead to low productivity, demonstration and strikes from the workers to demand improved condition of service.

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Furthermore, 76(46%) of the respondents strongly agreed that autocratic leadership style is a cause of conflict in Senior High Schools, 56(34%) of the respondents agreed, 18(11%) of the respondents disagreed while 14(9%) of the respondents strongly disagreed which means that autocratic leadership style is a cause of conflict. The result confirms Newstrom's (2007) assertion that every continuous relationships requires some degree of trust that opens up boundaries that provides opportunities in which to act, and enriches the social fabric of an organization. If this is abused it will breed conflict.

Moreover, 56(34%) of the respondents strongly agreed that poor communication is a cause of conflict in Senior High Schools, 82(50%) of the respondents agreed while 26(16%) of the respondents disagreed which means that poor communication is a cause of conflict. The result supports Desmond (2004) that most of all conflicts are products of poor communication. When a team member's understanding of issues are unclear, they often feel insecure, and this can lead to conflict. Regular, but short, term briefings can help to keep workers informed of priorities, progress and policies, dispel rumors and muffle the grapevine. Free movement of information helps to create a more open culture.

Again, 66(40%) of the respondents strongly agreed that unfair treatment is a cause of conflict in Senior High Schools, 68(42%) of the respondents agreed while 30(18%) of the respondents disagreed which means that unfair treatment is a cause of conflict. The result is in line with Pearson and Porath (2005) that some organizations have a strong status difference between managers and non- managers (employees). For example managers have flexible schedules; personal telephone calls are allowed at work, free and longer lunch hours with snacks which are not available to other employees. This may lead to resentment and conflict. Competencies or lack of defined responsibilities may

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lead one into conflict with others. Again, where there is uncertainty in the mind of a person regarding his role at a point in time, this can trigger conflict (Pearson & Porath, (2005).

Finally, 84(51%) of the respondents strongly agreed that organizational change is a cause of conflict in Senior High Schools, 48(29%) of the respondents agreed while 32(20%) of the respondents disagreed which means that organizational change is a cause of conflict. The result is in conformity with Newstrom (2007) that introduction of change in any organization is often associated with resistance. For an organization to be proper and move with the pace of technological, political and social change increasing the market place hurtling toward a global economy, organizational changes will be ever-present Otherwise stagnation, and obsolesce will dominate the system, because people are bound to resist change whenever any occurs, this may result into conflict.

Table 4.3: Types of Conflict in Senior High Schools

Statement	Strongly Agree N()	Agree N()	Disagree N()	Strongly Disagree N()
Inter-personal	68(41)	64(39)	32(20)	-
Inter groups	94(57)	56(34)	14(9)	-
Between individuals and group	88(54)	48(29)	16(10)	12(7)
Intrapersonal conflict	64(39)	76(46)	24(15)	-

Source: Field work, 2020

Table 4.3 shows that 68(41%) of the respondents strongly agreed that interpersonal conflict is a type of conflict in Senior High Schools, 64(39%) of the

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respondents agreed while 32(20%) of the respondents disagreed which means that inter-personal conflict is a type of conflict. The result is in tandem with Newstrom (2007) who stated that interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two managers who are competing for limited capital and manpower resources. This conflict can become further acute when the scarce resources cannot be shared and must be obtained. Similarly, if there are two equally deserving professors and they are both up for promotion, but only one of them can be promoted because of budget and positional constraints, it could result in interpersonal conflict between the two professors.

Again, 94(57%) of the respondents strongly agreed that inter groups conflict is a type of conflict in Senior High Schools, 56(34%) of the respondents agreed while 14(9%) of the respondents disagreed which means that inter groups conflict is a type of conflict. The result agrees with Nelson and Quick (2006) who argued that, an organization is an interlocking network of groups, departments, sections or work teams. Intergroup conflicts are not so much personal in nature as they are due to factors inherent in the organizational structure. One of the most common conflicts is between the line and the staff members of the organization. The line managers may resent their dependence on staff for information and recommendations. The staff may resent their inability to implement directly their own decisions and recommendations. This interdependence causes intergroup conflict. These inter-unit conflicts can also be caused by inconsistent rewards and differing performance criteria for different units and groups.

Also, 88(54%) of the respondents strongly agreed that conflict between individuals and group is a type of conflict in Senior High Schools, 48(29%) of the

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respondents agreed, 16(10%) of the respondents disagreed while 12(7%) of the respondents strongly disagreed which means that conflict between individuals and group is another type of conflict. The result corroborates that of Rahim and Psenicka (2004) that all formal groups and informal groups have established certain norms of behavior and operational standards which all members are expected to adhere to. An individual member may want to remain within the group for social needs but may disagree with the group goals and the methods to achieve such goals. For example, if a group is going on strike for some reasons, some members of the group may not agree with these reasons or simply may not be economically able to afford to go on strike, thus causing conflict with the group. Conflict may also be between the manager and a group of subordinates or between the leader and the followers.

Finally, 64(39%) of the respondents strongly agreed that intrapersonal conflict is a type of conflict in Senior High Schools, 76(46%) of the respondents agreed while 24(15%) of the respondents disagreed which means that inter-personal conflict is a type of conflict. In line with the literature reviewed so far, conflict within the individual is usually value related, where role playing expected of the individual does not conform to the values and beliefs held by the individual. Conflict within an individual can also arise when a person has to choose between two equally desirable alternatives or between two equally undesirable conflicts goals. Nelson and Quick (2006) indicated that intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict. Intrapersonal conflict occurs when a person's behavior will result in both positive and negative outcomes, i.e. the result has incompatible outcomes. For example, a university graduate may have to choose taking a job in a government organization that

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does not pay well but has future security or take a job in a private company that pays well but does provide any future security.

Research Question 2: What are the perceived effects of conflicts on the performance of teachers in Senior High Schools in the Sagnarigu District?

Table 4.4: Positive Effects of Conflict

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Improves the decision making process	64(39)	58(35)	34(21)	8(5)
Improves future communications	42(26)	86(52)	24(15)	12(7)
Identify new members	52(32)	80(49)	32(19)	-
Respect individual opinions	68(42)	74(45)	22(13)	-
Inspires creativity and productivity	72(44)	44(27)	38(23)	10(6)

Source: Field work, 2020

Table 4.4 shows that 64(39%) of the respondents strongly agreed that conflict, after its resolution helps to improve the decision making process, 58(35%) agreed, 34(21%) of the respondents disagreed while 8(5%) of the respondents strongly disagreed which means that improvement in quality of decisions is a positive effect of conflict. The result sustains the assertion by Afful-Broni (2007) that conflict improves the decision making process in the schools as stakeholders who were formerly involved in deliberations or in the taking of decisions that affect their lives may now be included.

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Also, 42(26%) of the respondents strongly agreed that conflict, after its resolution helps to improve future communications, 86(52%) 52% of the respondents agreed, 24(15%) of the respondents disagreed while 12(7%) of the respondents strongly disagreed which means that improvement in future communications is a positive effect of conflict. The result is in line with Graham (1994) who stated that conflict can bring group members together and help them learn more about each other. From learning each other's opinions on topics relevant to the organization's growth to understanding each member's preferred communication style. Conflict within an organization can give members the tools necessary to easily solve conflicts in the future, to create room for a congenial environment.

Again, 52(32%) of the respondents strongly agreed that conflict, after its resolution helps to identify new members, 80(49%) 49% agreed while 32(19%) of the respondents disagreed which means that the identification of new members is a positive effect of conflict. Within organizations members actively participate in each meeting, enjoy serving on multiple committees and have an opinion on each topic the group discusses. There are also members who seemingly contribute little to the group and observe more than talk. Conflict within an organization can inspire typically silent members to step up and demonstrate their leadership skills by offering meaningful solutions to the problem the group is facing.

Also, 68(42%) of the respondents strongly agreed that conflict, after its resolution helps to respect individual opinions, 74(45%) of the respondents agreed while 22(13%) of the respondents disagreed which means that to respect for individual opinions is a positive effect of conflict. As organization members work together to solve conflict, they

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are more willing to share their opinions with the group. Conflict can also cause members to actively listen to each other as they work to accomplish the organizations' goals.

Finally, 72(44%) of the respondents strongly agreed that conflict, after its resolution helps to inspire creativity and productivity, 44(27%) of the respondents agreed, 38(23%) of the respondents disagreed while 10(6%) of the respondents strongly disagreed which means that the inspiration of creativity and productivity is a positive effect of conflict. Rahim, 2010) stated that fortunately, some organization members view conflict as an opportunity for finding creative solutions to solve problems. Conflict can inspire members to brainstorm ideas, while examining problems from various perspectives.

Table 4.5: Negative Effects of Conflict

Statement	Strongly Agree N()	Agree N()	Disagree N()	Strongly Disagree N()
Decrease in productivity	78(48)	86(52)	-	-
Violent behavior	66(40)	72(44)	26(16)	-
Damage to property and theft	42(26)	84(51)	38(23)	-
Psychological withdrawal	56(34)	68(41)	26(16)	14(9)
Members leave the organization	56(34)	76(46)	32(20)	-
Lessening of organizational effectiveness	72(44)	64(39)	28(17)	-

Source: Field work, 2020

Table 4.5 shows that all the respondents 164(100%) strongly agreed and agreed that decrease in productivity is a negative effect of conflict which means that decrease in

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productivity is a negative effect of conflict. When an organization spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked with achieving. Conflict causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. As a result, organizations can lose money, donors and access to essential resource.

Also, 66(40%) of the respondents strongly agreed that violent behavior is a negative effect of conflict, 72(44%) of the respondents agreed while 26(16%) of the respondents disagreed which means that violent behavior is a negative effect of conflict. According to Bannon and Collier (2003) when conflict escalates without mediation, intense situations may arise between members of an organization. It is unfortunate, but organizational conflicts may cause violence among members, resulting in legal problems for members and possibly the organization. Again, that 42(26%) of the respondents strongly agreed that damage to property and theft is a negative effect of conflict, 84(51%) of the respondents agreed while 38(23%) of the respondents disagreed which means that waste of resources damage to property and theft is a negative effect of conflict. Whetten and Cameron (2005) stated that conflict can lead to outright aggressive behaviour such as mob action, property damage and minor theft of property. They explain further that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict.

Moreover, 56(34%) of the respondents strongly agreed that psychological withdrawal is a negative effect of conflict, 68(41%) agreed, 26(16%)of the respondents disagreed while 14(9%) of the respondents strongly disagreed which means that psychological withdrawal is a negative effect of conflict. Psychological withdrawal can

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take the form of alienation, apathy and indifference. On this score, Jorgensen and Henderson (1990) add that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

Further, 56(34%) of the respondents strongly agreed that members leave the organization is a negative effect of conflict, 76(46%) of the respondents agreed while 32(20%) of the respondents disagreed which means that members leaving organizations is a negative effect of conflict. Rahim (2010) stated that organization members who are increasingly frustrated with the level of conflict within an organization may decide to end their membership. This is especially detrimental when members are part of the executive board or heads of committees. Once members begin to leave, the organization has to recruit new members and appoint acting board members. In extreme cases, where several members leave or an executive board steps down, organizations risk dissolution.

Finally, 72(44%) of the respondents strongly agreed that lessening of organizational effectiveness is a negative effect of conflict, 64(39%) of the respondents agreed while 28(17%) of the respondents disagreed which means that lessening of organizational effectiveness is a negative effect of conflict. Barker and Gum (1994) emphatically state that many times, in the midst of conflict, opposing individuals or groups will put their own interests or goals above those of the organisation, resulting in the lessening of the organisation's effectiveness.

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Table 4.6: Respondents' Ratings on the Impact of Conflict on Teaching and Learning

Response	Frequency	Percentage
Very good	16	10
Fairly good	86	52
Good	42	26
Bad	12	7
Very bad	8	5
Total	164	100

Source: Field work, 2020

Table 4.6 shows that 16(10%) of the respondents were of the opinion that conflicts impacts very good on teaching and learning, 86(52%) of the respondents were also of the opinion that conflicts impacts fairly good on teaching and learning, 42(26%) of the respondents were also of the opinion that conflicts impacts good on teaching and learning, 12(7%) of the respondents were also of the opinion that conflicts impacts bad on teaching and learning while 8(5%) of the respondents were also of the opinion that conflicts impacts very bad on teaching and learning. The result indicates that conflict is neither good nor bad. Conflict has functional and dysfunctional aspect. The result is in conformity with Jones (2006) who notes that conflict in itself need not be a problem; it is the hostility that is usually seen as the harmful aspect of conflict. A conflict that prevents the achievement of organisational objectives is negative and seen as dysfunctional conflicts and leads to hostility causing physical and psychological withdrawal of people, property damage physical injury, streets, anxiety and negative interpersonal attitude, while that which supports the achievement of organisational objective is functional which

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in turn builds self-image, encourages recognition, improve status and respect, develops assertive principles and helps to clear the air.

Regrettably, the term "conflict" has only bad connotation for many people; so much so that they think principally in terms of suppression, giving little or no attention to its more positive side. Rico (2001) emphasizes this by stating that it seems entirely likely that many, if not most, organizations need more conflict, not less. Pondy (2000) also stated that the absence of conflict may indicate autocracy, uniformity, stagnation, and mental fixity; the presence of conflict may be indicative of democracy, diversity, growth, and self-actualization. Conflict should not be seen as the opposite of cooperation, but a mechanism that allows perceiving benefits of cooperative work.

Research Question 3: What are the conflict resolution strategies employed to resolve conflicts in Senior High Schools in the Sagnarigu District?

Table 4.7: Conflict Resolution Strategies Employed in Senior High Schools

Response	Frequency	Percentage
Collaboration	92	56
Competition	75	46
Accommodation	82	50
Compromising	68	41
Avoidance	98	60

Source: Field work, 2020

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Table 4.7 shows that 92(56%) of the respondents indicated that collaboration is a conflict resolution strategy used in their school, meaning that collaboration is a conflict resolution strategy used school. The result corroborates Golgfien and Robbennolt (2007) who postulated that collaborating conflict resolution style is characterized by an active concern for both pro-social and pro self-behavior. Cooperation conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. During conflict, co-operators collaborate with others in an effort to find an amicable solution that satisfies all parties involved in the conflict (Golgfien & Robbennolt, 2007). Individuals with this type of conflict style tend to be highly assertive and highly empathetic at the same time. By seeing conflict as a creative opportunity, collaborators willingly invest time and resources into finding a "win-win" solution (Forsyth, 2009).

Again, 75(46%) of the respondents indicated that competition is a conflict resolution strategy used in their school, meaning that competition is a conflict resolution strategy used school. The result is in line with Forsyth (2009) who indicated that competitive conflict resolution style maximizes individual assertiveness thus concern for self, and minimizes empathy (concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see conflict as a "win or lose" predicament (Forsyth, 2009). Fighters tend to force others to accept their personal views by employing competitive, power tactics argue; insult; accuse; violence that foster feelings of intimidation.

Also, 82(50%) of the respondents indicated that accommodation is a conflict resolution strategy used in their school, meaning that accommodation is a conflict

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resolution strategy used school. The result is in tandem with Forsyth (2009) who stated that accommodating conflict resolution styles are characterized by a high concern for others while having a low concern for one's own self. This passive pro-social approach emerges when individuals derive personal satisfaction from meeting the needs of others and have a general concern for maintaining stable, positive social relationships (Forsyth, 2009). When faced with conflict, individuals with a yielding conflict style tend to give into others' demands out of respect for the social relationship.

Further, 68(41%) of the respondents indicated that compromising is a conflict resolution strategy used in their school, meaning that compromising is a conflict resolution strategy used school. The result confirms the assertion by Golgfien and Robbennolt (2007) that compromising conflict resolution style is typical of individuals who possess an intermediate-level of concern for both personal and other 'outcomes. Compromisers value fairness and, in doing so, anticipate mutual give-and-take interactions. By accepting some demands put forth by others, compromisers believe this agreeableness will encourage others to meet half-way, thus promoting conflict resolution. This conflict style can be considered an extension of both "yielding" and "cooperative" strategies (Forsyth, 2009).

Finally, 98(60%) of the respondents indicated that avoidance is a conflict resolution strategy used in their school, meaning that avoidance is a conflict resolution strategy used school. The result is in collaboration with Forsyth (2009) who posited that avoidance conflict is characterized by inaction and passivity, and is a style typically used when an individual has reduced concern for their own outcomes as well as the outcomes of others.

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During conflict, these avoiders adopt a “wait and see” attitude, often allowing conflict to phase out on its own without any personal involvement (Forsyth, 2009). Unfortunately, by neglecting to address high-conflict situations, avoiders risk allowing problems to aggravate out of control.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter summarizes the findings of the study, presents the conclusions and recommendations based on the findings and make suggestions for further study.

5.1 Summary

The study was conducted to investigate the impact of conflict and its management on the performance of teachers in Senior High Schools in the Sagnarigu District of the Northern Region of Ghana. The objectives of the study were to establish the types and causes of conflicts that exist in Senior High Schools in the Sagnarigu District, find out the perceived effects of conflicts on the performance of teachers in Senior High Schools in the Sagnarigu District and to determine the conflict resolution strategies employed to resolve conflicts in Senior High Schools in the Sagnarigu District.

A descriptive survey design was employed with questionnaire to collect data for the study. The target population of the study was 328 comprising 16 headmasters and assistant headmasters and 312 teachers from the 4 public Senior High Schools in the Sagnarigu District of the Northern Region of Ghana, namely, Tamale Senior High School (110), Northern School of Business Senior High School (85), Kalpohin Senior High School (80), and Tamale Islamic Science Senior High School (83). Simple random sampling was then used to select 50% of the population of 328, making a sample of 164 for the study.

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5.2 Main Findings

The main findings of the study were presented according to the research questions.

1. Types and causes of conflict in Senior High Schools

The study revealed that the causes of conflict in senior high schools were competition for limited resources within the institution, task interdependence, competition for positions, lack of trust, autocratic leadership style, poor communication, unfair treatment and organizational change. The study again revealed that the types of conflict in senior high schools were inter-personal, inter groups, conflict between individuals and group and intrapersonal conflict.

2. Effects of conflicts in Senior High Schools

The study further revealed that the positive effects of conflict in senior high schools were that it helps to improve the decision making process, improve future communications, identify new members, respect individual opinions and also helps to inspire creativity and productivity. The study again revealed that the negative effects of conflict in senior high schools were decrease in productivity, violent behavior, damage to property and theft, psychological withdrawal, members leaving the organization and lessening of organizational effectiveness. The study also revealed that conflict is not all that bad on teaching and learning. Conflict has functional and dysfunctional aspect.

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3. Conflict resolution Strategies employed in Senior High Schools

The study finally revealed that the conflict resolution strategies employed in senior high schools were collaboration, competition, accommodation, compromising and avoidance.

5.3 Conclusions

Based on the findings it is concluded that conflict is not all that bad as it is inevitable in any human institution. Competing for limited financial resource, task interdependence, competition for positions, lack of trust and poor communication are the major causes of conflicts in institutions which needs to be addressed for sanity to prevail.

Notable among the types of conflict in senior high schools are inter-personal, inter groups, conflict between individuals and group and intrapersonal conflict which needs immediate attention to lessen the menace of conflict in senior high schools.

It was also found that conflict when resolved amicably helps to improve the decision making process, improve future communications, identify new members, respect individual opinions and also helps to inspire creativity and productivity which is very encouraging.

Conflict has its dysfunctional aspect when it is allowed to escalate. Notable among the negative effect of conflict are decrease in productivity, violent behavior, damage to property and theft, psychological withdrawal, members leaving the organization and lessening of organizational effectiveness. Consequently conflict when it rears its ugly head must be resolved amicably to improve performance in the educational institutions.

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Also the studied schools used collaboration, competition, accommodation, compromising and avoidance as the conflict resolution strategies to bring about harmony and peaceful co-existence of the conflicting parties for increased productivity

5.4 Recommendations

Based on the findings and conclusions, it is recommended that heads of educational institutions should find the causes of the conflicts to prevent if not to minimize their reappearance and also to resolve conflict amicably to improve performance.

The Ghana Education Service should organize training workshops for Heads of educational institutions on conflict resolution strategies to know the appropriate strategies to use to resolve conflict amicably before it escalates.

The Ghana Education Service in collaboration with the Ministry of Education should organize seminars on effective school management for heads of institutions to eschew mistrust and poor communication to avoid or minimize conflicts.

The limited resources should be distributed equitably to circumvent discontentment which ultimately result in conflicts situations to the detriment of performance at the workplace.

5.5 Suggestions for Further Study

The study was conducted to investigate the impact of conflict and its management on the performance of teachers in public Senior High Schools in the Sagnarigu District of the Northern Region of Ghana so further study should be conducted to investigate the

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impact of conflict and its management on the performance of teachers in Senior High Schools in other metropolis, municipal and districts of the Northern Region of Ghana

Further study should be conducted to investigate the impact of conflict and its management on the performance of teachers in private Senior High Schools in the Sagnarigu District of the Northern Region of Ghana.

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APPENDIX A

LETTER OF INTRODUCTION

Dear Respondent,

I am a graduate student conducting a study to investigate into conflicts management and its impact on the performance of teachers in partial fulfillment of the award of the Master of Arts Degree in Educational Leadership

The information you shall give shall be treated confidential and your anonymity is guaranteed.

Yours faithfully,

ABUKARI MAC ABUDU

(GRADUATE STUDENT)

University of Education, Winneba http://ir.uew.edu.gh

APPENDIX B

QUESTIONNAIRE FOR RESPONDENTS

SECTION A

RESPONDENTS PERSONAL DETAILS

Please tick the appropriate box [√]

1. What is age? [ ] 21 – 30 years [ ] 31 - 40 years [ ] 41– 50 years

[ ] 51 - 60 years

2. Gender: Male [ ] Female [ ]

3. Highest educational qualification, [ ] Bachelor's Degree [ ] Master's Degree [ ]

SECTION B

4. Which of the following causes of conflict exist in your school?

a. Competition for limited resources within the institution

b. Task interdependence

c. Competition for positions

d. Lack of trust

e. Autocratic leadership style:

f. Poor communication

g. Unfair treatment

h. Organizational change

5. Which of these types of conflicts is prevalent in your school?

a. Inter-personal

b. Inter groups

c. Between individuals and group

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d. Intrapersonal conflict

6. Which of the following positive effects of conflict do you experience in your school?

a. Improve the decision making process

b. Improve future communications

c. Strengthens cooperation

d. Respect individual opinions

e. Inspire creativity and productivity

7. Which of the following negative effects of conflicts do you experience in your school?

a. Decrease in productivity

b. Violent behavior

c. Damage to property and theft

d. Psychological withdrawal

e. Members leave the organization

f. Lessening of organizational effectiveness

8. Conflict is said, to be inevitable in human endeavours, how would you rate the impact of conflicts on teaching and learning?

[ ] Very good [ ] Fairly good [ ] Good [ ] Bad [ ] Very bad

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9. Which of the following conflict management strategies are applicable in your institution?

a. Collaboration

b. Competition

c. Accommodation

d. Compromising

e. Avoidance

c. Making structural changes

THANK YOU