

UNIVERSITY OF EDUCATION, WINNEBA

CONFLICT MANAGEMENT IN SENIOR HIGH SCHOOLS – THE CASE OF
TWENE AMANFO SENIOR SCHOOL IN THE SUNYANI MUNICIPALITY

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**A Project Report 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**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

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DEDICATION

To my caring mother Mrs. Grace O. Donkor and loving husband Mr. Moses K.

Amponsah as well as to my adorable children Michael N. K. Amponsah and Mark Berko.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1. Background to the Study	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study	5
1.4 Objectives of the Study	5
1.5. Research Questions	5
1.6. Significance of the Study	6
1.7 Delimitation of the Study	7
1.8 Limitations of the Study	7
1.9. Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.1. Introduction	9
2.2. The Concept of Conflict	9
2.3. Characteristics of Conflict	10

2.4. Negative and Positive Outcomes of Conflict	11
2.5. Types of Conflict	17
2.5.1. Intrapersonal Conflict and its Sources	17
2.5.1.1. Managing Intrapersonal Conflict	19
2.5.2. Interpersonal Conflict and its Sources	19
2.5.2.1. Managing Interpersonal Conflict	21
2.6. Causes of Conflict	23
2.7. Some Common Sources of Conflict	24
2.7.1. Conflict of Interest	24
2.7.2. Values	25
2.7.3. The Role of the School Culture in Conflict	26
2.7.4. Teacher-learner relationship as a source of conflict	27
2.7.6. Lack of communication as a source of conflict	28
2.7.7. Personality Factors as a Source of Conflict	29
2.7.8. Opinions and Perceptions	29
2.8. Conflict Management Strategies	30
2.9. Conflict Management in School Settings	32
2.10 Summary of the Literature	33
CHAPTER THREE: METHODOLOGY	34
3.1. Introduction	34
3.2 Research Design	34
3.3. Population	35
3.4. Sample and Sampling Technique	36

3.5. Data Collection Instrument	36
3.6. Pre - Test	38
3.7. Testing Validity and Reliability of the Instrument	38
3.8. Data Collection Procedure	39
3.9. Data Analysis Procedure	39
3.10. Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS	41
4.1 Introduction	41
Response Rate	41
4.3. SECTION A – Demographic Characteristics of Respondents	41
4.3. SECTION B – ANALYSIS AND DISCUSSION OF FINDINGS	43
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	65
5.1. Introduction	65
5.2. Summary of Findings	65
5.2.1 Summary of Major Findings	66
5.3 Conclusion	66
5.4. Recommendations	67
5.5. Recommendations for Future Research	67
REFERENCES	68
APPENDIX A	73

LIST OF TABLES

TABLE		PAGE
4.1:	Distribution of Respondents by Gender Age, Education Attainment and Teaching Experience	42
4.2:	Intrapersonal Conflict as a type of conflict among senior high school teachers in Twene Amanfo Senior High school	44
4.3:	Interpersonal Conflict as a type of conflict among senior high school teachers in Twene Amanfo Senior High school	46
4.4:	Comparison of types of conflict occurs among teachers in Twene Amanfo Senior High School	48
4.5:	Causes of conflict among teachers in Twene Amanfo Senior High School	50
4.6:	Avoidance methods used by head teachers in management of conflicts between teachers	53
4.7:	Accommodating Strategy used by head teachers in management of conflicts between teachers	55
4.8:	Collaborating Strategy used by head teachers in management of conflicts between teachers	57
4.9:	Compromise Strategy used by head teachers in management of conflicts between teachers	59
4.10:	Competition Strategy used by head teachers in management of conflicts between teachers	61
4.11:	Summary of strategies used by head teachers in the management of conflicts between teachers	63

ABSTRACT

This research investigated conflict among teachers and its management in Twene Amanfo senior high school in the Sunyani Metropolis. The target population for the study was made up of all teachers in the selected school that consisted of one hundred and eight (108). Based on the population, census sampling techniques was used. Out of this population, 80 teachers responded that represented 74.1%. The study was conducted using quantitative methods, executed through questionnaires. The study employed descriptive cross-sectional design. The quantitative data collected were subjected to statistical analyses, using frequency and percentages. Findings indicate that interpersonal conflict was common among teachers in Twene Amanfo Senior High School. Favouritism by the school head caused conflict among the teachers and lastly, head masters highly employed collaborating method in resolving conflict among teachers. Based on these findings, it is recommended that Government, and for that matter GES, should take heads through seminars and workshops on the essence of conflict. Again, courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Conflicts are natural in all walks of daily life both at workplace and home. Thus, conflict is ever present and is both charming and maddening. But conflict is a complex and big subject. There are many sources of conflict. Conflict occurs when individuals or groups are not obtaining what they need or want and when people are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out. Other times, the individual is very aware of what he or she wants and actively works at achieving the goal. It would be better to identify conflict at an early stage and come to an understanding.

The concept of conflict is controversial. Psychologists and sociologists have given different meanings. It is being defined as an obstructive behaviour, and goal incompatibility by others. Conflict can be expressed as: Conflict is a process, where perception (real or otherwise) leads to disruption of desirable state of harmony and stability in an interdependent world (Champoux, 2000).

Schools are continuously undergoing transformation and therefore conflict in education is a common occurrence. In most cases the reason for such conflict is because education officials, teachers and school principals do not understand the new paradigm underlying and driving transformation and cannot adapt their work style accordingly. This may lead to conflict that may become imminent and inevitable (Alberts, 2001).

Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues are some of

the factors that can lead to conflict situations in schools. At the same time, competition for scarce resources, differences in values and inconsistencies among educators and learners may also bring about discord (Burns, 2009). Robbins (2003) added that conflict situations may develop in any organization such as schools where the management task of the head is centered and directed. In most instances conflict is perceived to have negative and unsolvable implications and is therefore regarded as something unpleasant and disadvantageous to the parties involved.

Conflict, on the one hand, may have a negative connotation because people associate it with destructiveness such as antagonism, poor relationships, loss of jobs, broken families, violence and war. This very human reaction leads to the avoidance of confrontation, which is a primary reason why conflict grows to destructive proportions especially if not managed or handled properly (Burns, 2009). Conflict is assumed to be a natural part of modern organization. The reason behind this is because it involves problem solving and decision-making, and is at times credited with positive effects upon the organization. Accordingly, conflict will persist where irreconcilable differences occur. Disputes can develop on both the personal and organizational levels (Burns, 2009).

According to Runde and Flanagan (2010), there are specific reasons why functional conflict occurs, and these need not necessarily be seen as bad or destructive. Conflict can be significant as well as beneficial. It is beneficial when it indicates that a problem exists and so acts as a warning sign of potential problems.

When conflict among teachers is managed badly, it may have a negative impact at school. This may damage relationships among the teachers that in turn negatively affect the performance of the school in general. In addition, conflict among teachers also brings

vulnerable moments of fear and anxiety to both teachers and the school authorities. On the other hand, effective conflict management encourages growth and understanding in the school's beliefs, values and culture. Randall (2007) emphasized that effective conflict management opens ways of viewing the schools as areas where empathy can be encouraged, opportunities found and healthy competition established. When conflict is functional, better outcome in the schools can be achieved and the entire schools mechanism will improve. Moreover, schools will notably benefit if their heads effectively cultivate certain skills and attitudes towards effective conflict management.

According to Rahim (2002), conflict management strategies that could be used to resolve conflicts include: compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, and climate of trust, formal authority, effective communication and avoidance. These approaches are based on the principles of authority and unity of command to eliminate conflicts. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies.

Robbins (2003) argues that educational institutions occasionally experience conflict of a varied nature, due to different reasons, with most of the conflict ends up being destructive to life and property. Preedy (2004) on managing conflict in school teams, the impact of task and goal on conflict management and team effectiveness findings indicate that the task and goal of individuals affects a team's conflict management style, which in turn affects team performance. While this has been general,

this study sought to assess the effectiveness of strategies used by head of school in managing conflicts in Twene Amanfo senior high school in the Sunyani Municipality.

1.2. Statement of the Problem

Conflict is inevitable among human beings, not excluding teachers. The critical issue is that the handling of conflict should be in such ways that its detrimental effects are removed, the relationships among teachers are not negatively affected, and the functioning of the school is not compromised. There are repeated conflicts among teachers in Twene Amanfo senior high school in the Sunyani Municipality. The scientific explanation about the causes of these conflicts is not well established. I believe that such conflict negatively affects teaching and learning as well as the academic performance of students in the selected school. Moreover, I am of the belief that such conflict is also a contributory factor for a high percentage of absenteeism among teachers and the source of students' indiscipline.

It has also been observed that those conflicts among teachers have resulted in enmity among teachers and since each teacher belongs to a group, the conflict has been escalating. This study therefore, is an attempt to investigate the type of conflicts among teachers, and possibly come up with the real explanation as to why they frequently occur, knowledge and skills of head master in handling conflict, as well as to establish approaches that can be applied to harmonize the situation.

1.3. Purpose of the Study

The main purpose of the study was to investigate conflict among teachers and its management in Twene Amanfo senior high school in the Sunyani Municipality.

1.4 Objectives of the Study

The major objectives of this study are to:

1. Determine the types of conflict that occur among teachers in Twene Amanfo senior high school in the Sunyani Municipality?
1. Identify the factors that cause conflicts that exist among teachers in Twene Amanfo senior high school in the Sunyani Municipality?
2. Determine the strategies that the head master in Twene Amanfo senior high school in the Sunyani Municipality employ to deal with conflict among teachers?

1.5. Research Questions

The following questions were posed to guide the study:

1. What types of conflict occur among teachers in Twene Amanfo senior high school in the Sunyani Municipality?
2. What factors cause conflicts that exist among teachers in Twene Amanfo senior high school in the Sunyani Municipality?
3. What strategies do the head masters in Twene Amanfo senior high school in the Sunyani Municipality employ to deal with conflict among teachers?

1.6. Significance of the Study

The aim of every study is to have some invaluable benefits and contributions to the users of the documents. This study is of no exception. It is therefore expected that;

The school heads through education authorities will formulate policies reduce the occurrence of conflict in school. The school heads will also learn of the various strategies of handling conflict, the manner in which heads apply these strategies, as well as the perceptions of teachers on conflict and its management within the schools. This would enable the heads to handle conflict properly and to intervene in cases where conflicting parties are dissatisfied with the heads handling of their conflict. In this way an appeal process would be created to address dissatisfaction among teachers.

Teachers through the head of could also benefit from this study since they will understand what conflict is, and immediately recognize when conflict exists among them. The teachers' recognition of a conflict situation is crucial since it will help them to realize the need for the heads' intervention, and thus subject themselves accordingly to the conflict handling processes as determined by the head. The other benefit for teachers is that conflict which is effectively handled leads to a positive view of conflict and improves relationships among them.

Students through the teachers will also benefit from this study since they will be taught by teachers who know conflict and how to avoid a conflict situation by demonstrating good human relationships. The relationships between learners and teachers will also improve, and this could positively influence the behaviour and discipline of learners.

The Ministry of Education will benefit with the existing knowledge of conflict in schools, in which the learners and teachers respect each other and strive towards the improvement of good relationships. Such schools would be easily manageable, and have a great possibility of experiencing high rates of performance and good results.

1.7 Delimitation of the Study

This study focused on the conflict management strategies used by Twene Amanfo senior high school. The study involved all the teachers in the selected school. Conflict of interest of this study was that some people in the position of trust, such as lawyers, a politician, an executive or directors of some corporations would think of their personal desires and ignore the professional goals of their activities.

1.8 Limitations of the Study

The study is limited by the fact that, it could not be generalized to cover the entire schools in the Brong-Ahafo Region due to time and financial constraints. However, the findings of the study could serve as a basis for replicating the study in other areas of the Region.

1.9. Organization of the Study

This study is organized into five chapters. Chapter One deals with the introduction which comprises of the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation and

organization of the study. Chapter Two covers reviews available literature related to the topic under study. Chapter Three captures the research design, description of the population, sample and sampling procedure and research instrument. It also contains the data collecting procedure, data analysis procedure and ethical consideration. Chapter Four also focuses on data presentation and analysis while Chapter Five contains the summary, conclusions and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature related to the topic under study. It reviews both theoretical and empirical literature. The literature review is organised under the following headings: The concept of conflict; characteristics of conflict; Negative and Positive outcomes of conflict; types of conflict.

2.2. The Concept of Conflict

Conflict refers to some form of friction, disagreement, or discord arising within individuals or a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict pertains to the opposing ideas and actions of different entities, thus resulting in an antagonistic state (Runde & Flanagan, 2010).

Owen (2007) defined conflict as a relationship between two or more parties who believe they have incompatible goals. Preedy (2004) on the other hand defined conflict as the inability to choose between two or more alternatives. Mankoe stated that conflict is a process of antagonism that occurs when one person or organizational subunit frustrates the goal attainment of another. Again, he stated conflicts are disruptive clash of interests, objectives or personalities between individuals and groups. Mankoe (2007) further stated that because conflict is pervasive in all human experience, it is an important aspect of organizational behaviour in education. According to Mankoe, conflict manifests itself in a group setting such as a school with different interest groups like professionals, semi-

professionals, skilled and unskilled and technical men as well as students, parents and government officials. All these groups of people demand that educational policies be implemented in educational organizations that make the institutions prone to constant confrontation.

Pukkapan (2009) defines conflict as an active disagreement between people with opposing opinions or principles. Pukkapan further opined that conflict results when there are incompatible goals, cognitions or emotions within or between individuals or groups that lead to opposition or antagonistic interaction. He stated that conflict among members of a group can arise in a variety of ways. In the mutual acceptance and decision-making phases of group development there are likely to be disagreements over member roles, plans, schedules, and standards. These disagreements, he claim, can cause the group to be ineffective and fragmented. Coalitions and power centers emerge and create anxiety for the membership.

Robbins (2003) used the term “conflict” which he referred to as perceived incompatible differences resulting in some form of interference or opposition. To Robbins, a feeling of inequity in group members can also cause conflict between members.

2.3. Characteristics of Conflict

Robbins (2003) noted the following as the major characteristics of conflict:

- **Conflict is a Process:** Conflict occurs in ‘layers’. First layer is always misunderstanding. The other layers are differences of values, differences of viewpoint, differences of interest, and interpersonal differences. It is also called a

process because it begins with one party perceiving the other to oppose or negatively affect its interests and ends with competing, collaborating, compromising or avoiding.

- **Conflict is Inevitable:** Conflict exists everywhere. No two persons are the same. Hence they may have individual differences. And the differences may be because of values or otherwise, which leads to conflict. Although inevitable, conflict can be minimized, diverted and/or resolved. Conflict develops because we are dealing with people's lives, jobs, children, pride, self-concept, ego and sense of mission. Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period.
- **Conflict is a Normal Part of Life:** Individuals, groups, and organizations have unlimited needs and different values but limited resources. Thus, this incompatibility is bound to lead to conflicts. The conflict is not a problem, but if it is poorly managed then it becomes a problem.

2.4. Negative and Positive Outcomes of Conflict

The contingency model of conflict which was set by Rahim (2001) treats conflict in a balanced manner. That is to say conflict has both positive and negative aspects and hence it has to be managed. According to Rahim (2001), proper management of conflict usually minimizes negative effects and maximizes positive effects.

Negative outcomes of conflict are known as dysfunctional outcomes of conflict. Different scholars use the words "negative" and "dysfunctional" interchangeably when dealing with conflict. The negative views of conflict are the destructive forms of conflict.

Dysfunctional conflict is any confrontation or interaction between groups that harms the organization or hinders the achievement of organizational goals. Management members are always in a position to eliminate dysfunctional conflict (Nakpodia, 2000).

Most people can think of conflict situations in their organizations that have diverted time, energy and money away from the organization's goals. Moreover, it is entirely possible for such a situation to turn into continuous conflict and cause further harm to the organization (Pukkapan, 2009). Likewise, Murthy (2006) indicates that most heads are attuned to the dysfunctional rather than the functional outcomes of conflict and thus they view conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and hinders the achievement of goals.

If conflict lasts for a long time or if it becomes intense, it will have a negative effect. At the interpersonal level, co-operation and team work may deteriorate and distrust may grow among people who need to cooperate in their efforts. For individuals, some may feel defeated, while the self-image of others will decline. Consequently, the predictability and the motivation level of some employees will be reduced (Mullins, 2005). According to Nakpodia (2000), conflict may cause one or more employees to leave the organization. It can also adversely affect the health of the involved parties. Intense conflict can lead to sabotage, stealing, lying, distortion of reality (information), and similar behaviour that can have a negative effect on the organization.

Mullins (2005) also emphasized that intense conflict often leads to biased perception and goal distortion. This can cause managers to make a decision that increases conflict rather than reduce or resolve it. They also see it from control stand point i.e., managers might dislike conflict because they believe that it interferes with productivity

and efficiency. To negative oriented people, conflict is seen as evidence of failure to develop appropriate norms in the organization (Mullins, 2005)

Hanson (2001) listed six points with regard to the negative aspects of conflict.

These are that conflict may:

1. Prevent members from 'seeing' task at all;
2. Dislocate the entire group and produce polarizations;
3. Subvert the objectives in favour of sub-goals;
4. Lead people to use defensive and blocking behaviour in their group;
5. Result in the disintegration of the entire group; and
6. Stimulate a win-lose conflict, where reason is secondary to emotion (p. 34).

Robbins (2003) also identified the following three negative outcomes of conflict:

1. A decline in communication between the conflicting parties
2. Hostility and aggression development
3. Over conformity to group demands.

There are also positive outcomes of conflict. These are often called functional conflicts. Functional conflict is a confrontation between group that enhances and benefits the organization's performance. Without functional conflict in organizations, there is a possibility to have little commitment to change, and most likely groups would become stagnant. Hence, heads in any educational institution would like to encourage such kind of conflict (Fullan, 2005). Positive or functional conflicts result in an urge for excellence and creativity. Such conflicts take the form of healthy competition (interpersonal or intergroup competition). With such type of

competition, Fisher (2003) indicated that better ideas are produced, people are forced to search for new approaches, long standing problems are dealt with people and are forced to clarify their ideas, and the tension stimulates interest and creativity.

Conflict and disagreement between decision makers can improve organizational decision making. Despite this, evidence of the researches have shown that decision makers disliking conflicts may lead to the reduction of conflicts but under stress (Deutsch, 2007).

Conflict can also indicate the need for adjustments in managerial process (such as organizational structure, decision making systems, planning) or in behavioural process (such as motivation, communication, or leadership patterns). In addition, conflict provides managers or administrators with information about their operations and show where corrective actions might be needed (Deutsch, 2007). Chandan (2004) also pointed out that conflict stimulates managers to search ways to reduce or resolve the disagreements, and this process often lead to innovation and change.

According to Deutsch (2005), one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas. Another benefit is that once hidden problems are brought to the surface, they may be confronted and solved. Fisher (2003) also suggested about the benefits of conflict. He said that the confrontation of different views coming out from different parties to the surface, produce ideas of good quality. The divergent views which are based on differences in opinion, evidence, considerations, orientations and frames of reference are helpful for taking comprehensive view of things

by synthesizing the elements of one's own and of others in a more fruitful way.

According to Fisher (2003), conflict has the following benefits:

1. Conflict usually cause changes;
2. Conflict activates people;
3. Conflict is a form of communication;
4. Conflict can be healthy in that it relieves pent -up emotions and feelings;
5. Conflict can be educational; and
6. The aftermath of conflict can be a stronger and better work environment.

Brett (2004) on the other hand listed the following three benefits of conflict:

1. Conflict improves interpersonal relation:- People need room to release their strong feelings (such as angers) that are likely to occur because of the aspects of their works and their workmates. This is probably healthier than hiding the anger or resentment.
2. Conflict improves group dynamics:- conflict can help to improve group dynamics by revealing personal agendas and laying the foundation for appropriate group goals, norms and procedures.
3. Conflict improves ideas and practices:- Hearing alternative ideas and suggestions from others may enable a group to arrive at a better solution to the problem at hand.

Deutsch (2007) also identified the positive outcomes of conflict and are listed as follows:

1. The energy level of groups or individuals increases with conflict;

2. Group cohesion increases;
3. Problems are made known during conflict;
4. Conflict motivates groups to clarify their objectives, and this increases the group's awareness of its purpose;
5. Conflict encourages group to protect values they think are important;
6. Individuals or groups are motivated to mobilize information that is relevant to the conflict (Additional information is usually developed that can be helpful in resolving the problem);
7. Conflict can increase an organization's overall effectiveness because it forces groups or individuals to adapt to the changing external environment that the organization faces.

Whether conflict is viewed as constructive or destructive depends on the position and viewpoint of the people observing it. A dispute between two departmental managers over their respective share of new resources may benefit the organization, because it may create a better understanding of the two department's needs.

In conclusion, constructive conflict can lead to improved relationship between individuals and groups and to new and better understanding of organizational problems. It also tends to be integrative, or at the least will stop disputes between the conflicting parties. In contrast, destructive conflict leads to the polarization of views and the reduction of effective cooperation between the parties involved. When the distrust between the parties continues, the conflict is more likely to be destructive (Deutsch, 2007).

2.5. Types of Conflict

Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Heads too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. It, therefore, becomes common that conflict between teachers and the school principal occur frequently at any time in the school. In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members (Champoux, J2003).

Kreitner (2000) identified two types of conflict. These are:

1. Intrapersonal conflict (which includes frustration, goal conflict, role conflict and ambiguity).
2. Interpersonal conflict (which results when two or more persons are interacting with one another).

2.5.1. Intrapersonal Conflict and its Sources

Intrapersonal conflict is caused by poor person - environment fit, poor time management, underestimation or over estimation of skills, and assigned tasks that do not bring much goals, interests, values or abilities, lack of confidence, feeling of powerlessness etc (Luthans, 2001)

The primary sources of intrapersonal conflict as suggested by Luthans, (2001) are; conflicting needs, role ambiguity, incompatibility of organizational and personal values. At the individual level, behavioural scientists have asserted personality as the dynamic organization within the individual of those need dispositions that govern his/her unique reactions to the environment '(Luthans, 2001) In other words, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities. There are three basic types of intrapersonal conflicts as indicated by Luthans (2001). These are:

1. Approach-Approach conflict: refers to the conflict between positive valences that are equal in strength.
2. Approach - Avoidance conflict: occurs when a person has to deal with a situation which possesses both positive and negative aspects.
3. Avoidance- Avoidance conflict: occurs when each of the competing alternatives possesses negative consequences.

Intrapersonal conflict exists within an individual himself/herself. It arises from conflicting goals and interests, lack of required ability for a particular job, lack of facilities, rules and regulations and when his/ her path is blocked by other people. Such conflicts can cause a person frustrations, tension and anxiety (Luthans, 2001).

In general, the sources of intrapersonal conflict are mainly structural; they are situational imposed, and these are mainly characterized in the form of five identified antecedents (sources) of intrapersonal conflicts. Rahim (2001) identifies the major causes of such conflict as:

1. Mis-assignment and goal in-congruous,

2. Inappropriate demand on capacity,
3. Organizational structure (i.e. creating conflicting goals, policies, and delayed decisions),
4. Supervisory styles.

2.5.1.1. Managing Intrapersonal Conflict

Intrapersonal conflict is the conflict within an individual. Unless it is carefully handled, it can cause a person frustrations, tension and anxiety (Bently, 2006). Its management involves matching the individual goals and role expectations with the needs of the tasks and with the role demand in order to optimize the goal of the individual and the organization as well (Bently, 2006).

Individual conflict can sometimes be resolved by reassessment and new ranking of the values in the choice situations. This results either because of a change in the situation or because of the development of new insight or understanding on the part of managers (Bisno, 2008).

2.5.2. Interpersonal Conflict and its Sources

This type of conflict occurs between one individual and another who are brought together in work places or elsewhere. Confrontations between individuals are often occurring where they have to compete for limited resources (Brown, 2003). Most employees are concerned about their position, status, power etc, within the organization and resent any encroachment on them. Also they are often competing with each other for recognition, approval and promotion (Brown, 2003).

Mullins (2005) identified three primary sources of interpersonal conflict. These are 1) Personality difference, 2) Power struggles, and 3) Competition. 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 departmental managers who are competing for limited capital and manpower resources. Likewise, interpersonal conflicts can develop when there are three equally deserving professors and they are all up for promotion, but only one of them can be promoted because of budget and positional constraints (Mullins, 2005). According to him, interpersonal conflicts can also be expressed by disagreements over goals and objectives of the organization. For example, some members of a school board may like to offer courses in sex education while others may find this proposal morally offensive and thus causing conflict. Armstrong (2009) also described the occurrence of interpersonal conflict and said it occurs between two or more persons when attitudes, motives, values, expectations, or activities are incompatible and if the individuals perceive themselves to be in disagreement.

Interpersonal conflict, as stated by Armstrong (2009) is caused by: 1) disagreement over policies, practices, plans and; 2) emotional issues involving negative feeling, such as anger, distrust, fear, rejection, and resentment. Mullins (2005) also pointed out that interpersonal conflict is common to any organization. According to him, this type of conflict arises because of different orientations, power struggles, role competition and other events that involve two or more persons'.

2.5.2.1. Managing Interpersonal Conflict

Different strategies may be used to handle Interpersonal conflict. Corvette (2007) presented five styles for managing this type of conflict. These are: avoiding, accommodating, competing, compromising and collaborating. Mullins (2005) listed three possible strategies that are used to manage interpersonal conflicts.

1. Win-lose strategy: - In this approach only one person wins while the other person suffers from the humiliation of losing. In such a situation there is little room for compromise. But there are cases where personal dominance by the boss, rule by majority, and or rule by powerful minority use this strategy for the proper management of this type of conflict.
2. Lose - lose strategy: - This is a "compromising" technique in which everyone gains a little but lose a lot-by compromising standards, qualities, and other important values; but resolving the conflict to a certain extent.
3. The win-win strategy: - This states that "everybody can win and nobody loses." This involves realistic, goal oriented, problem-solving efforts leading to discussions by consensus. In this case, people tend to be problem-centered than ego-centered. They carry out open and honest transactions with each other, focusing on goals and using an integrative strategy so that both parties stand to gain.

Interpersonal styles of handling conflicts may be used when the school leaders, individuals, or groups enter conflict or when they are coming in conflict situation. In order to seek solution for this type of conflict, Rahim (2001) suggested five styles. These are:

1. Integrating: - This involves openness, exchange of information, and examination of differences to reach a solution acceptable to both parties. It involves problem solving which may lead to creative solutions.
2. Obliging: - It is also called smoothing, which refers to the tendency to minimize or suppress the open recognition of real or perceived differences in conflict situations while emphasizing common interest. In this case, the leader acts as though the conflict will pass with time and appeals to the need for cooperation. This style is effective on a short-term basis.
3. Dominating: - This is similar to win - lose orientation or forcing behaviour to win one's position. Rahim (2001) pointed out that, the successful use of dominating style results in outcomes that are satisfactory to only one of the parties. According to him this style is applied when: a) there are extreme emergencies and quick action is necessary; b) unpopular course of action must be taken for long term organizational effectiveness and survival; and c) when others are trying to take advantage of someone, and the person needs to take quick action for self-protection.
4. Avoiding: - This is the tendency to withdraw from or remain neutral in conflict situations.
5. Compromising: - refers to both parties give up something to make a mutually acceptable decision. Rahim (2001) noted that this is a give and take approach involving moderate concern for both self and others.
6. Problem-solving: - This is a mechanism in which the cases are looked into and eliminated through corrective action.

Scientific approach to problem solving and its steps are elaborated by Pukkapan, (2009) as follows: Recognize that the problem exists; Collect facts (information) pertaining to it; Analyze and classify information; Establish one or more hypothetic solutions; Select each one and assess feasibility; Select the optimal solution and try it; and Check and make adjustment if necessary. Thus, conflict-resolution is an important aspect of problem - solving. But, Pukkapan, (2009) further suggested that there is no best style for handling conflict - it all depends on the situation.

2.6. Causes of Conflict

Owens (cited in Mankoe, 2007), affirms some of the causes of conflict as competition for scarce resources, autonomy and goal divergence. Others are frustration, type of behaviour, government control and conditions that influence behaviour. Competition for scarce resources as a cause of conflict. Mankoe (2007) affirms that conflict occurs when there is a clash between opposing views. Competitive conflicts result when employees seek limited resources. Anger during conflict causes disruption, such that employees may abandon pursuit of organizational goals and engage in irrational acts of aggression.

Another cause of conflict is when there is autonomy. The resistance of autonomy could bring about conflict since according to Mayer (2005), conflict is a state of disagreement or argument between two opposing groups on ideas or principles. Goal divergence is another cause of conflict. Mankoe (2007) stated that when two people are working together to achieve a common goal but cannot agree on how to achieve it, there could be a conflict between them as each would like to influence the method to be used.

Again he said that incompatible styles in behaviour and policy implementation are also causes of conflict. Mankoe (2007) further said that conflict exists whenever incompatible activities occur. He went on to say that conflict then becomes the pursuit of the incompatible or at least seemingly incompatible goals, such that the gains to one side come at the expense of the other.

Mankoe (2007) talked about change versus stagnation being a cause of conflict. He saw conflict as a situation in which an effort is made by one to offset the effort of another by some form of blocking that result in frustrating the other in attaining his goals and interests.

2.7. Some Common Sources of Conflict

Conflict can have a remote cause. It is not easy to identify specific causes for conflict because what can generate a conflict for someone may not be a problem for another. However, some authors have identified some common causes of conflict in an organization. Robbins (2000) outlined some of the common causes of conflict in a workplace. These are discussed in the sections that follow.

2.7.1. Conflict of Interest

According to Robbins (2000), conflict of interest is a situation in which someone in position of trust, such as a lawyer, a politician, or an executive or a director of a corporation has competing professional or personal interests. Such competing interest can make it difficult to fulfill his or her duties impartially. Mayer (2005) also defines conflict of interest as any situation in which an individual or a corporation (either private or

government) is in a position to exploit a professional or official capacity in some way for their personal benefit. Conflict therefore arises when individuals in key or managerial positions try to use their office to subdue others.

In a school situation, for example, a head may by his position dupe (demand money and other material things) from teachers who default their professional obligations during inspections to fulfill his personal desire and ignore the professional goal of his or her visits. Conflict may occur if the demands become unbearable or the teachers resist complying with the conditions of the head (Mayer, 2005). Correspondingly, in this instance, conflict of interest can create an appearance of impropriety that can undermine confidence in the ability of that person to act properly in his or her position and also retard the attainment of the organizational goal.

2.7.2. Values

Values are the beliefs, goals and standards held by people and as Mayer (2005) posits, values are beliefs that people use to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. In agreeing with this definition, Mike (2010) assert that values help one to define what is right or wrong in any situation, and provide a moral compass for one's life. According to them, conflict normally occurs when decisions must be made by people who have different standards and beliefs.

However, as Mayer (2005) states, value conflicts are caused over perceived or actual incompatible belief systems. They explain that value disputes arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs. To this, Mike (2010) suggests that it is no

use to try to change value and belief systems during relatively short and strategic mediation interventions; rather, it can be helpful to support each participant's expression of their values and beliefs for acknowledgement by the other party. On the other hand, Mayer (1995) disagrees and makes it clear that different values do not need to cause conflict because people can live together in harmony with different value systems.

2.7.3. The Role of the School Culture in Conflict

The school culture gives its teachers a guide as to how they should conduct themselves (Robbins, 2000). The schools which have positive, collegial and professional culture show productivity and good results, while those with a truly negative culture show poor productivity, teaching and relationships. Negative school cultures are associated with negative relationships and conflict (Robbins, 2000). However, parts of the school often have their own cultures and where these results in an issue being reviewed in different ways cultures can give rise to conflicts (Robbins, 2000). Cultural clashes also tend to surface in a merger between departments of school, or when departments have to work together on a certain project (Robbins, 2000). Another way in which culture can establish predisposition towards conflict is in those schools where the culture emphasizes competition. The teachers may believe that it is good for sub-units or departments to compete; therefore they often establish structures and processes that encourage competition (Robbins, 2000). However, competition has a potential for conflict.

2.7.4. Teacher-learner relationship as a source of conflict

Teachers who maintained close relationships with learners reported that learners were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning (Owens, 2005). Also these learners reported liking school more and experiencing less loneliness if they had a close relationship with their teachers (Robbins, 2000). Learners with good teacher-learner relationships showed better performance on measures of academic performance and school readiness, and developed better social skills than those learners with tense relationships with their teachers (Owens, 2005).

However, conflict arises due to the different teacher-learner relationship styles maintained by teachers. The humanistic and custodial approaches are distinguished. The humanistic approach stresses the importance of learners and the creation of an atmosphere that meets learners' needs, and leads to a democratic orientation between learners and teachers (Sava, 2002). In this model, relationships with learners are personal; teachers are optimistic and maintain open channels for communication (Owens, 2005). The custodial approach is the traditional school model that provides a rigid and controlled setting by emphasizing the maintenance of order (Sava, 2002). Learners are considered to be irresponsible and undisciplined, teacher-learner relationships are impersonal, and pessimism and mistrust prevail (Owens, 2005). The conflict brought about by the two approaches may become more pronounced when learners have to be disciplined – since the humanistic approach teachers may be more lenient, while the custodial approach teachers may be extremely harsh.

2.7.6. Lack of communication as a source of conflict

Robbins (2000) believes that communication in the school rate high on the sources of conflict. He explains that conflict may be as a result of lack of communication or inability to express oneself properly. In a school set-up the heads mostly convey messages to the teachers on which the teachers in turn have to communicate the same message to the students. Robbins calls this vertical communication (Robbins, 2000). When teachers distribute the message among themselves, this becomes lateral communication. Robbins points out that the message may be distorted as it is communicated to the other teachers since it may no longer be exactly the same message as it was communicated by the head. He cautions that distortion may be worse when the message is communicated by one teacher to another teacher; it may also lead to wrong interpretations, or may become gossip.

Ineffective communication may play a great role in causing conflict, since it may negatively affect actions taken, feedback received and strategies to be implemented (Richard, 2000). Barker believes that effective communication is preceded by planning how to pass messages across. Richard explains that conflict may also result from situations where teachers feel that what they hear about their school is not adequate – a feeling that information is being withheld, or the information they receive is incorrect. The teachers' suspicion that outsiders may know more than they do may lead to conflict between teachers and the school management, and among teachers themselves.

2.7.7. Personality Factors as a Source of Conflict

Individuals have unique personalities, which may influence their perceptions, values and interests; and in some instances the uniqueness may imply personality traits which are not easily tolerated by others. Robbins (2000) refers to it as “personality clash”. He further believes that it is normal for people to have different personalities, since not all people can think, feel and act alike; however, personality differences should not be so great that people cannot tolerate each other. In situations that are characterized by a lack of tolerance of personalities, conflicts are more difficult to resolve (Mullins, 2005).

2.7.8. Opinions and Perceptions

Differences in opinions may result in conflict about the means to an end rather than the end itself (Robbins, 2005). For instance, there are strongly contrasting beliefs about what the expression organizational effectiveness means. Some teachers hold that it simply means producing good results, while others stress that effectiveness involves being responsible to a much wider constituency of staff members. The issue of learner discipline, or specifically, corporal punishment, always produces different opinions as to its effectiveness, and whether it should be advocated for or not. Even those who agree on an issue may have different opinions as to the finer details of the same issue. These differences could result in conflict.

People may interpret reality in different ways. They perceive differences in the severity, causes and consequences of problems (Robbins, 2005). Robbins explains that differing perceptions may come from self-perceptions, conflicting perceptions of

situations, and perceptions of threat. Teachers may have different perceptions about certain learners, or certain types of behaviours. The different perceptions may lead to different reactions to those learners or behaviours.

2.8. Conflict Management Strategies

Managing conflict is one of the essentials in the working environment. Ross (2003) explains that management of conflict requires an understanding of how the situation developed. Many authors describe the process of managing conflicts are more or less the same. The following are the management styles suggested by these authors:

Compromise: Compromising according to Ross (2003) means trading off some things of value to gain other things of value. When people compromise, each person partially meets the other's demands. This is frequently more satisfying than trying to force your optimum solution on others and thereby damaging relationships or sacrificing all substantive objectives in order to make others feel good. Compromise leaves everyone with something, and it need not take much time. Many people think that compromising often means sacrificing important needs. It is not unusual for both parties to walk away unsatisfied from a compromise, wondering if they really had to give up those interests.

A major problem with a compromise is that participants may feel that it is weak and ineffective and that it restricts their chances of attaining their goals. Compromising can also mean that you give away your convictions for the sake of another's happiness. But the positive side of it is that it is a win-win situation for parties involved in the process.

Accommodating: An accommodating style in its simplest form may merely involve giving in to another's wishes (Ross, 2003). The following are appropriate situations regarding accommodating: when you find you are wrong - to find a better position to be heard, to learn and to show your reasonableness; when issues are more important to others than to you – to satisfy others and maintain cooperation; to build social credits for later issues; to minimize loss when you are outmatched and losing; when harmony and stability are especially important; to enable subordinates to develop by learning from mistakes (Robbins, 2005).

Collaborating: According to Robbins (2005), collaboration involves an attempt to satisfy the concerns of both sides through honest discussion. Ross (2003) also regard collaborating as problem solving, indicate the appropriate situation for it as the following: to find an integrative solution when both sets of concerns are too important to be compromised; when your objective is to learn; to merge insights from people with different perspectives; to gain commitment by incorporating concerns into consensus. This is about cooperating in order to resolve conflict permanently.

Avoidance: Ross (2003) explains avoidance as an extreme form of inattention, everyone simply pretends that the conflict does not really exist and hopes that it will go away. Avoidance is a lose-lose conflict management strategy because nobody gets what he/she wants. Robbins (2005) on the other hand explains appropriate situations for avoidance as follows: when an issue is trivial or more important issues are pressing; when you perceive no chance of satisfying your concerns; when potential disruption outweighs the benefits of the solution; to let people cool down and regain perspective; when others can resolve the conflict more successfully.

Confrontation: Robbins (2005) says that this approach addresses the conflict for what it is: a dysfunctional result of opposing interests and views. By not ignoring its existence, by acknowledging that both parties can suffer if the conflict is not resolved, it is possible to address it constructively.

2.9. Conflict Management in School Settings

Schools are complex, dynamic organizations, and opportunities for conflict abound. Considering the current strong focus on accountability and student achievement, circumstances in which conflict is probable for teachers and head teachers increase. Even under less demanding conditions, conflicts among the professional staff of a school are likely. Early in the study of organizations, theorists recognized the potential for the conflict between personal goals of the employees and those of the organization (Robbins, 2005). Nir and Eyal (2003) found that professionals in a bureaucratic setting are more likely to be conflictive than professionals in a professional setting or bureaucrats in a bureaucratic setting. Thus, the nature of the school setting and the work of teachers and heads teachers are likely to produce conflict. As schools strive to increase student achievement, teachers need to work collaboratively to confront problems and look for solutions. To do this effectively calls for a climate of trust and mutual respect. The extent to which head teachers approach to managing the conflicts inherent in the school setting and the demands of the work affect professional climate.

2.10 Summary of the Literature

In summary, the literature review was to investigate conflict among teachers and its management in Twene Amanfo Senior High School in the Sunyani Municipality. Some types of conflict that affect teaching and learning in schools are Intrapersonal conflict, interpersonal conflict and so on. Cause of conflict was also enumerated and they were; conflict of interest, values, the role of school culture in conflict, teacher-learner relationship, lack of commitment, personality factors, opinions and perceptions and so on. In managing conflict in schools, the literature discussed some strategies and these are; compromising, accommodating, collaboration, avoidance and confrontation that would help manage conflict in schools.



CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the research methodology applied in this study. The discussions in this chapter include; research design, population of the study, sample and sampling techniques, research instruments, validity and reliability of instruments administration, and data analysis procedure.

3.2 Research Design

Berg (2004) describes a research design as a plan or structure for an investigation or a list of specifications and procedure for conducting a research project. In other words research design can be described as a master plan which indicates the strategies for conducting a research. A research design serves as a master plan of the methods and procedures that should be used to collect and analyze data needed by the decision maker.

The study is designed as a case study. Case study research is good in facilitating understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Case study research method has been widely used in social science research. It has been used to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Creswell (2007) defines the case study

research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Case study method of research enables the researcher to learn from practice to be able to inform the theory on which that study is based. A case study method was adopted to carry out the research because; the phenomenon under investigation is a real life contemporary developmental issue and needs a combination of methods to investigate. In addition, the case study brings the investigator to a direct contact with the problem in the field. This leads to a better conversance with the circumstances of a case and helps to assess the reactions of a group or a community to questions and issues raised in the cause of the investigation (Creswell, 2007).

In addition the study followed quantitative research approach. According to Bryman (2004) the underlying principle of using quantitative approach is that, it generates quantitative data that can be processed statistically. On the other hand an aspect of quantitative approach helps to summarize the descriptive information. Likewise, quantitative approach was selected due to its powerfulness in data analysis. It uses statistical analysis to reach particular conclusion.

3.3. Population

According to Briggs and Coleman (2007) population in research refers to a group of elements or causes, whether individuals or objects or events, that conform to specific criteria and to which one intends to generalize the results of the research. The target

population for the study comprised 108 teachers in the Twene Amanfo senior high school in the Sunyani Municipality.

3.4. Sample and Sampling Technique

A sample is a proportion of the population that participates in the study (Carter, 2000). It is a representative group drawn from the population. Best (2006) defines a sample as “a sub-set of a population which must have properties which make it representative of the whole”. Similarly, Carter (2000) refers to samples as the population that is selected for investigation. Samples involve collecting information from a portion of the larger group, and on this basis, infer something about the larger group (population). For the purpose of this study all of the population was asked to participate in the study.

A census sampling technique was employed. This involves collecting data from all individuals in the target population due to the small nature of the population. It is called a census sample because data is gathered on every member of the population. To Carter (2000), there are advantages to using a census or sample to study a population:

- provides a true measure of the population (no sampling error)
- benchmark data may be obtained for future studies
- detailed information about small sub-groups within the population is more likely to be available

3.5. Data Collection Instrument

The instruments used for this research were questionnaires. I used a questionnaire because of its advantages like; easy to administer on a large population which is largely

literate, teachers and head masters who were the main respondents are literate. Questionnaires require less time and money compared to other methods like focus group discussions (Creswell, 2008).

On the other hand, a questionnaire requires some level of expertise to develop. Some respondents may not be honest in their answers thereby distorting the overall findings of the study. Also, some respondents may not fully understand some aspects of the questions while some may misinterpret the question as the researcher may not be around to clarify or respond to respondents' queries. Another setback to questionnaire is that participation on the part of respondents is voluntary so many people may refuse to complete the questionnaire while some may not return completed questionnaires. The questionnaires contained items on a Likert-type scale. All of the questions were closed-ended.

Questionnaire for the respondents had five sections, i.e., Sections A, B, C, and D. Section A collected data on respondents' background information. Section B collected data on types of conflict among teachers. These questions consisted of 8 items of which items 1 to 4 measures intrapersonal conflict while items 5 to 8 also measures interpersonal conflict. This questionnaire obtained satisfactory Cronbach alpha of 0.77. Section C had 5 items that collect data on causes of conflict among the teachers. This questionnaire obtained satisfactory cronbach alpha of 0.88. Section D collect data on head masters conflict resolution strategies. It consisted of 20 items of which items 1 to 4 measures avoidance strategy, items 5 to 8 measures accommodating strategy, items 9 to 12 measures collaborating, items 13 to 16 measures compromise while items 17 to 20 measures competition. All of the questions were of 5-point scale ranging from strongly

disagree (1) to strongly agree (5). The questionnaire obtained satisfactory cronbach alpha above 0.82

3.6. Pre - Test

A pilot test was conducted to determine the clarity and reliability of the questionnaire, and to test the internal reliability of the measures. A pilot test was conducted at Sunyani senior high school. Thirty respondents were selected to participate in this pre-test. Pilot testing of the questionnaire helped me to unearth the content validity and reliability of the questions in measuring what it was intended. The questionnaire was amended accordingly for use in the field. The refining of the items in the questionnaire was to make the items very simple for the respondents to understand so that they could provide the appropriate response to the items. The pre-test gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 16.0 to determine the reliability of the instrument.

3.7. Testing Validity and Reliability of the Instrument

The validity of research instruments was censured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined and strengthened through an extensive review of the literature.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Creswell, 2008). Through a pilot study conducted at

Sunyani senior high school, 30 teachers responded to the questionnaire. The results obtained were entered into the computer and reliability analysis was run. The reliability coefficient for the teachers responses were 0.72 Cronbach alpha.

3.8. Data Collection Procedure

Structured questionnaires containing closed-ended questions were administered to teachers. This was done during school working days between 10am to 2:00pm. The researcher visited the selected school and interacted with the authorities. After permission from the authorities had been obtained, I personally distributed the questionnaires to the teachers and also collected the questionnaire later when I was informed about the completion of the instrument.

3.9. Data Analysis Procedure

After sorting out the questionnaires, the data were analyzed using the Statistical Package for Social Sciences (SPSS) version 16.0. The statistical analysis such as frequencies and percentages, mean and standard deviation was done using the computer software. The questionnaire of five - point Likert scale i.e. strongly disagree = 1, disagree = 2, not sure = 3, agree = 4 and strongly agree = 5 was used. The interpretations of the mean values were based on the Likert scale format. This means that, when the mean value ranged between:

- a). 1.00 = Strongly Disagree
- b). 1.01 – 2.00 = Disagree
- c). 2.01 – 3.00 = Not Sure

d). 3.01 – 4.00 = Agree, and

e). 4.01 – 5.00 = Strongly Agree

3.10. Ethical Considerations

Ethics as a set of moral principles suggested by an individual or group, and which is widely accepted, offers rules and behavioural expectations about the correct conduct towards respondents (Flick, 2002). Ethical considerations are very important when research is conducted.

In this study, I adhered to the following ethical measures in the process of data collection, analysis and dissemination:

1. Participants were contacted for participation in the study either face to face or telephone discussion of the purpose of the study. They were also assured confidentiality before, during and after the study. The researcher bore in mind that subjects must agree voluntarily to participate without physical or psychological coercion.
2. The researcher remained open and honest to the participants during the entire investigation to ensure that all information important to them was reflected.
3. To guarantee the confidentiality, anonymity, non-identifiability and non-traceability of the participants, the researcher used codes instead of names.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study research questions.

Response Rate

The researcher administered 108 questionnaire that represented 100% to the teachers, but 80 questionnaires were returned that also represented 74.07%. This implied that the analysis was based on 80 respondents that represented 100% in the study.

4.3. SECTION A – Demographic Characteristics of Respondents

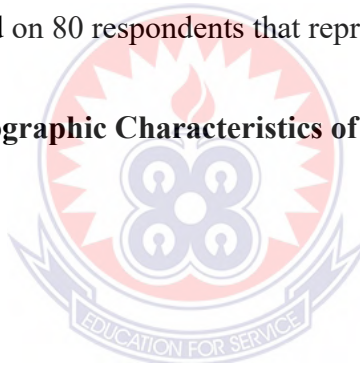


Table 4.1: Distribution of Respondents by Gender Age, Education Attainment and Teaching Experience

Characteristics	Gender					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Age (yrs)						
Less than 31	8	10%	4	5%	12	15%
31-40	22	27.5%	18	22.5%	40	50%
41-50	13	16.25%	10	12.5%	23	28.8%
41-50	3	3.75%	2	2.5%	5	6.2%
Total	57	71.2%	23	28.8%	80	100%
Educational Attainment						
Diploma	17	21.25%	15	18.75%	32	40%
Bachelor's Degree	20	25%	18	22.5%	38	47.5%
Master's Degree	6	7.5%	4	5%	10	12.5%
Total	43	53.75%	37	46.25%	80	100%
Teaching Experience (yrs)						
1-5	7	8.75%	4	5%	11	13.8%
6-10	26	32.5%	20	25%	46	57.5%
11-15	10	12.5%	7	8.75%	17	21.25%
16 or More	4	5%	2	2.5%	6	7.5%
Total	47	58.75%	33	41.25%	80	100

Table 4.1 shows sex distribution of the teachers indicated differences with 57 male representing 71.2% and 23 female teachers representing 28.8%. This implies male

teachers who participated were more than female participants. Table 4.2 below illustrates this relationship.

On the age group of the respondents, between 31 – 40 years representing 40 (50%), followed by age group between 41 and 50 years representing 23(28.8%) whereas 51 and above made up the smallest group, representing 5 (6.2%) of the teachers. The teachers who were less than 31 years were 12 representing 15% of the teachers.

In terms of the respondents' education status, 32 of the teachers representing 40% had diploma certificate, 38 of them representing 47.5% had first degree status, while 10 of them representing 12.5% were second degree holders.

With regard to teachers' working experience, 11 of the teachers representing 13.8% reported that they had worked between one to five years, forty-six (57.5%) indicated that they had worked for the years between six to ten years, seventeen (21.2%) also reported that they had worked between the years of eleven to fifteen years, while 6 of them representing 7.5% indicated that they had worked for 16 years and above.

4.3. SECTION B – ANALYSIS AND DISCUSSION OF FINDINGS

4.3.1. Research Question 1 – What types of conflict occur among teachers in the Twene Amanfo Senior High school?

Griffin (2006) identified two major types of conflict which the researcher used in the study. These are:

1. Intrapersonal conflict
2. Interpersonal

Intrapersonal conflict

This section of the research question was meant to identify the type of conflict among senior high school teachers in the Twene Amanfo senior high school. The teachers were given questionnaires and requested to express in their views so as to assist in finding out the type of conflict among teachers. Their responses were recorded in Table 4.2 as follows:

Table 4.2: Intrapersonal Conflict as a type of conflict among senior high school teachers in Twene Amanfo Senior High school

Statements	SD	D	N	A	SA	Mean
1. There is bad working environment	10(12.5)	3(3.8)	9(11.2)	30(35.5)	28(35)	3.79
2. Low standard of living of teachers	3(3.8)	6(7.5)	4(5.0)	34(42.5)	33(41.2)	4.10
3. Teachers disagreement with head master	18(22.5)	7(8.8)	14(17.5)	21(26.2)	20(25)	3.23
4. Overload of work of teachers	15(18.8)	13(16.2)	12(15)	26(32.5)	14(17.5)	3.14
Grand Mean						3.57

Table 4.2 above shows the respondents' views on the intrapersonal conflict among teachers in Twene Amanfo Senior High school. The teachers were asked if there is bad working environment that generates conflict between the teachers. With this statement, 10 of the teachers representing 12.5% strongly disagreed, 3(3.8%) disagreed, 9(11.2%) were not sure, 30(35.5%) agreed while 28(35%) strongly agreed. The mean

score of 3.79 implies that on the average the teachers agreed that there is bad working environment that generates conflict between the teachers.

I wanted to find out whether low standard of living of teachers create conflict between the teachers and 3 of the teachers representing 3.8% strongly disagreed, 6(7.5%) disagreed, 4(5%) were not sure, 34(42.5%) agreed while 33(41.2%) strongly agreed. The mean score of 4.10 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that low standard of living of teachers creates conflict between the teachers.

Moreover, I wanted to find out if there is a situation where teachers disagreement with headmaster raises conflict between the teachers and 18 of the teachers representing 22.5% strongly disagreed, 7(8.8%) disagreed, 14(17.5%) were not sure, 21(26.2%) agreed while 20(25%) strongly agreed. The mean score of 3.23 fell in the category of agreed. This implies that averagely, the teachers agreed that teachers' disagreement with the headmaster raises conflict between the teachers.

Lastly, I wanted to find out if overload of work of teachers had given rise to conflict among teachers in the school. With this statement, 15 of the teachers representing 18.8% strongly disagreed, 13(16.2%) disagreed, 12(15%) were not sure, 26(32.5%) agreed while 14(17.5%) strongly agreed. The mean score of 3.14 fell in the category of agreed. This implies that averagely, the teachers agreed that overload of their work had given rise to conflict among teachers in the school.

Interpersonal Conflict

This aspect of the research question was intended to find out the interpersonal conflict between the teachers. I administered questionnaires to teachers and their responses given were presented in Table 4.3 below:

Table 4.3: Interpersonal Conflict as a type of conflict among senior high school teachers in Twene Amanfo Senior High school

Statements	SD	D	N	A	SA	Mean
1. Lack of cooperation between teachers	3(3.8)	2(2.5)	2(2.5)	20(25)	53(66.2)	4.48
2. Inappropriate implementation of school rules and regulations	4(5)	6(7.5)	3(3.8)	41(51.2)	26(32.5)	3.99
3. Authoritarian approach of solving problems by the heads	5(6.2)	6(7.5)	3(3.8)	44(55)	22(27.5)	3.90
4. Power struggles among the teachers	3(3.8)	2(2.5)	2(2.5)	25(31.2)	48(60)	4.41
Grand Mean						4.20

Table 4.3 shows the teachers' views on the interpersonal conflict among teachers in Twene Amanfo Senior High school. The respondents were asked if there is lack of cooperation between teachers. With this statement, 3 of the teachers representing 3.8% strongly disagreed, 2(2.5%) disagreed, 2(2.5%) were not sure, 20(25%) agreed while

53(66.2%) strongly agreed. The mean score of 4.48 implies that on the average the teachers strongly agreed that there is lack of cooperation between teachers.

The researcher wanted to find out if inappropriate implementation of school rules and regulations generate conflict between them and 4 of the teachers representing 5% strongly disagreed, 6(7.5%) disagreed, 3(3.8%) were not sure, 41(51.2%) agreed while 26(32.5%) strongly agreed. The mean score of 3.99 fell in the category of agreed. This implies that on the average, the teachers agreed that inappropriate implementation of school rules and regulations generate conflict between them.

Moreover, I wanted to find out if there is authoritarian approach of solving problems by the heads and 5 of the teachers representing 6.2% strongly disagreed, 6(7.5%) disagreed, 3(3.8%) were not sure, 44(55%) agreed while 22(27.5%) strongly agreed. The mean score of 3.90 fell in the category of agreed. This implies that on the average, the teachers agreed that there was power struggles among the teachers.

Lastly, I wanted to find out if there is power struggles among the teachers and 3 of the teachers representing 3.5% strongly disagreed, 2(2.5%) disagreed, 2(2.5%) were not sure, 25(31.2%) agreed while 48(60%) strongly agreed. The mean score of 4.41 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed to that statement.

Comparison of types of conflict occurs among teachers in Twene Amanfo Senior High School

Eventhough all of the two types of conflict occur among teachers in Twene Amanfo Senior High School, this does not necessarily mean that all have equal impact. Table 4.4 clearly compares the dominant type of conflict occurring among teachers in Twene Amanfo Senior High School.

Table 4.4: Comparison of types of conflict occurs among teachers in Twene Amanfo Senior High School

Types of Conflict	Grand Mean	Severity Rank
Intrapersonal Conflict	3.57	2 nd
Interpersonal Conflict	4.20	1 st

The grand mean in the above table clearly depicts that the interpersonal conflict was more severe than the intrapersonal conflict among teachers in Twene Amanfo Senior High School. This was based on the assumption that the grand mean score for interpersonal conflict had the grand mean score of 4.20, which implies that the teachers strongly agreed that interpersonal conflict is occurring in the school, the grand mean score for intrapersonal conflict of 3.57 means that the teachers agreed that intrapersonal conflict was occurring in the school.

This finding is in line with that of Corral-Carlson (2008) who noted that teachers usually engage in interpersonal conflict because of diverse views and opinion on issues. Corral-Carlson further argued that such diverse opinions lead to clashes that lead teachers

on opposite sides to perceive the other side's being in opposition to preferred outcomes and or attitudes, values or behaviours. The finding is also in line with that of Evetts (2006) who noted that interpersonal conflict is the most common and visible type of divergence in schools and other educational institutions where people are involved.

The finding also concurs with that of Owens and Valesky (2007) who claimed that interpersonal conflicts are natural and can actually spur creativity and performance of the participating individuals. Blase and Blase (2000) on the other hand added that interpersonal conflict may lead result of many teachers experience role ambiguity because they do not know the job so they lack competence of performing the work effectively and efficiently. This may result in behaviours such as turnover and absenteeism of teachers. This implies that interpersonal conflict positively influence team outcomes under certain circumstances.

This finding supports that of Gordon (2003) who noted that interpersonal conflict is common among teachers as it inspires competition among them that leads to high job performance. This means that the source for new ideas to resolve school issues and stimulate the teachers to push harder to succeed.

The finding is also in line with Rue and Byars (2007) who noted that a school can learn about its shortcomings by monitoring teachers' interpersonal conflict. For example, if teachers from the accounting department are constantly arguing with teachers from the science, that can look like a case of rampant interpersonal conflict. But a closer analysis of the situation might show several communication barriers between the two groups that

are causing a misinterpretation of information that leads to conflict. By correcting the issues, the school improves interdepartmental communication and boosts productivity.

4.3.2. Research Question 2 - What are the causes of conflict among teachers in Twene Amanfo senior high school in the Sunyani Municipality?

This research question aimed at establishing the causes of conflict among teachers in Twene Amanfo senior high school in the Sunyani Municipality. The participants' responses are summarised in table 4.5.

Table 4.5: Causes of conflict among teachers in Twene Amanfo Senior High School

Statements	SD	D	N	A	SA	Mean
1. The incompetence of head teachers causes conflict in the school	5(6.2)	7(8.8)	4(5.0)	19(23.8)	45(56.2)	4.15
2. Misappropriation or embezzlement of funds causes conflict in the school	4(5)	8(10)	2(2.5)	36(45)	30(37.5)	4.00
3. Indiscipline on the part of students causes conflict in the school	4(5)	2(2.5)	6(7.5)	35(43.8)	33(41.2)	4.14
4. Poor academic performance causes conflict in the school	2(2.5)	1(1.2)	8(10)	30(37.5)	39(48.8)	4.29
5. Favoritisms by the school head causes conflict in the school	2(2.5)	4(5)	3(3.8)	25(31.2)	46(57.5)	4.36

Table 4.5 shows the teachers' responses on causes of conflict among teachers in Twene Amanfo Senior High School. In the first place, I wanted to find out whether the incompetence of head teachers causes conflict in the school. With this statement, 5 of the

teachers representing 6.2% strongly disagreed, 7(8.8%) disagreed, 4(5%) were not sure, 19(23.8%) agreed while 45(56.2%) strongly disagreed. The mean score of 4.15 implies that averagely the teachers strongly agreed that the incompetence of head teachers causes conflict in the school.

Again, 4(5%) strongly disagreed that misappropriation or embezzlement of funds cause conflict in the school, 8(10%) disagreed, 2(2.5%) were not sure 36(45%) agreed while 30(37.5%) strongly agreed to that statement. The mean score of 4.00 fell in the category of agreed. This implies that on the average, the teachers agreed that misappropriation or embezzlement of funds causes conflict in the school.

Moreover, I wanted to find out if indiscipline on the part of students causes conflict in the school. With this statement, 4 of the teachers representing 5% strongly disagreed, 2(2.5%) disagreed, 6(7.5%) were not sure, 35(43.8%) agreed while 33(41.2%) strongly agreed. The mean score of 4.14 implies that on the average the teachers strongly agreed that indiscipline on the part of students causes conflict in the school.

The researcher further wanted to find out whether poor academic performance causes conflict in the school. With this statement, 2 of the teachers representing 2.5% strongly disagreed, 1(1.2%) disagreed, 8(10%) were not sure, 30(37.5%) agreed while 39(48.8%) strongly agreed. The mean score of 4.29 implies that on the average the teachers strongly agreed that poor academic performance causes conflict in the school

Lastly, I wanted to find out if favouritisms by the school head causes conflict in the school. With this statement, 2 of the teachers representing 2.5% strongly disagreed, 4(5%) disagreed, 3(3.8%) were not sure, 25(31.2%) agreed while 46(57.5%) strongly

agreed. The mean score of 4.36 implies that on the average the teachers strongly agreed that favouritisms by the school head cause conflict in the school.

In summary, majority of teachers strongly agreed that favouritism by the school head causes conflict in the school. The finding of this study concurs with Omiko and Rout (2007) who noted that school heads favouritism behaviour lead teachers' to hate themselves. The finding is also in line with Rahim (2001) who claimed that heads favouritism tendencies lead them to fail to achieve the collaboration among teachers that tended to dwindle teachers' work commitment. Rahim (2001) further emphasized that heads favouritism behaviour relates to autocratic leadership that also de-motivate teachers on their work.

4.3.3. Research Question 3 - What Strategies can be Employed to Deal with Conflict among Teachers in Twene Amanfo Senior High School?

Griffin (2006) identified five conflict management methods which the researcher used in her study. These are:

1. Avoidance Strategy
2. Accommodating strategy
3. Collaborating strategy
4. Compromise strategy
5. Competition strategy

Avoidance Strategy

This section of the research question was meant to identify the avoidance method the head master employ to resolve conflict in the school. The participants' responses were recorded in Table 4.6.

Table 4.6: Avoidance methods used by the head master in the management of conflicts between teachers

Statements - Avoidance	SD	D	N	A	SA	Mean
1. My head tries to avoid unpleasant exchanges with	4(5)	5(6.2)	3(3.8)	46(57.5)	22(27.5)	3.96
2. My head exhibits the ability to sidestep issues	5(6.2)	3(3.8)	1(1.2)	23(28.8)	48(60)	4.33
3. My head exhibits the ability to leave things	4(5)	2(2.5)	3(3.8)	38(47.5)	33(41.2)	4.18
4. My head complains on sense of timing	21(26.2)	25(31.2)	3(3.8)	11(13.8)	20(25)	2.80
Grand Mean						3.82

Table 4.6 above shows the teachers' views on the avoidance methods used by head teachers in management of conflicts between teachers. The respondents were asked if their head teacher tried to avoid unpleasant exchanges with the other. On this statement, 5 of the teachers representing 5% strongly disagreed, 5(6.2%) disagreed, 3(3.8%) were not sure, 46(57.5%) agreed while 22(27.5%) strongly agreed. The mean score of 3.96 implies that on the average the teachers agreed that their head teacher tries to avoid unpleasant exchanges with the other.

I wanted to find out whether their head teacher exhibits the ability to sidestep issues and 5 of the teachers representing 6.2% strongly disagreed, 3(3.8%) disagreed, 1(1.2%) were not sure, 23(28.8%) agreed while 48(60%) strongly agreed. The mean score of 4.33 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher exhibits the ability to sidestep issues.

Moreover, I wanted to find out whether their head teacher exhibits the ability to leave things unresolved and 4 of the teachers representing 5% strongly disagreed, 2(2.5%) disagreed, 3(3.8%) were not sure, 38(47.5%) agreed while 33(41.2%) strongly agreed. The mean score of 4.18 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher exhibits the ability to leave things unresolved

Lastly, I wanted to find from the teachers that whether their head complained on sense of timing and 21 of the teachers representing 26.2% strongly disagreed, 25(31.2%) disagreed, 3(3.8%) were not sure, 11(13.8%) agreed while 20(25%) strongly agreed. The mean score of 2.80 fell in the category of not sure. This implies that on the average, the teachers were not sure that their head complained about sense of timing.

Accommodating Strategy

Table 4.7 displays the accommodating strategy used by head teachers in management of conflicts between teachers.

Table 4.7: Accommodating Strategy used by the head teacher in managing conflicts between teachers

Statements-	SD	D	N	A	SA	Mean
1. Tries to satisfy the	20(25)	34(42.5)	13(16.2)	3(3.8)	10(12.5)	2.36
2. Often goes with the other's suggestions	39(48.8)	29(36.2)	4(5)	2(2.5)	6(7.5)	1.83
3. Meets the expectations of the parties	7(8.8)	4(5)	2(2.5)	46(57.5)	21(26.2)	3.87
4. Accommodates the wishes of parties	10(12.5)	9(11.2)	3(3.8)	20(25)	38(47.5)	3.84
Grand Mean						2.93

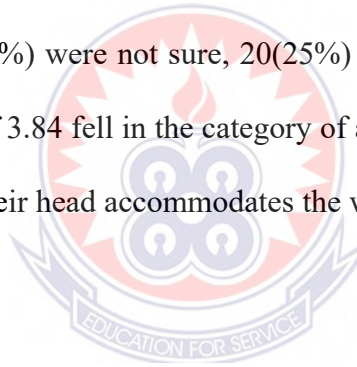
Table 4.7 shows the teachers' views on the accommodating strategy used by the head teacher in managing conflicts between teachers. The respondents were asked whether their head teacher tries to satisfy the other's needs. With this statement, 20 of the teachers representing 25% strongly disagreed, 34(42.5%) disagreed, 13(16.4%) were not sure, 10(12.5%) agreed while 10(12.5%) strongly agreed. The mean score of 2.36 implies that on the average the teachers were not sure that their head teacher tries to satisfy the other's needs.

I wanted to find out whether their head teachers often went with the teachers' suggestions and 39 of the teachers representing 48.8% strongly disagreed, 29(36.2%) disagreed, 4(5%) were not sure, 2(2.5%) agreed while 6(7.5%) strongly agreed. The

mean score of 1.83 fell in the category of disagreed. This implies that averagely, the teachers disagreed that their head teacher often goes with the other's suggestions.

Moreover, I wanted to find out whether their head teacher met the expectations of the parties and 7 of the teachers representing 8.8% strongly disagreed, 4(5%) disagreed, 2(2.5%) were not sure, 46(57.5%) agreed while 21(26.2%) strongly agreed. The mean score of 3.87 fell in the category of agreed. This implies that averagely, the teachers agreed that their head teacher meets the expectations of the parties.

Lastly, I wanted to find from the teachers that whether their head accommodated the wishes of parties and 10 of the teachers representing 12.5% strongly disagreed, 9(11.2%) disagreed, 3(3.8%) were not sure, 20(25%) agreed while 38(47.5%) strongly agreed. The mean score of 3.84 fell in the category of agreed. This implies that averagely, the teachers agreed that their head accommodates the wishes of parties.



Collaborating Strategy

Table 4.8 displays the collaborating strategy used by head teachers in the management of conflicts between teachers.

Table 4.8: Collaborating Strategy used by the head teacher in managing conflicts between teachers

Statements	SD	D	N	A	SA	Mean
1. Looks at issues with the parties to find solutions that meet the	2(2.5)	6(7.5)	1(1.2)	32(40)	39(48.8)	4.25
2. Tries to investigate an issue to find a solution	2(2.5)	5(6.2)	3(3.8)	20(25)	50(62.5)	4.39
3. Exchanges accurate information with the other so we can solve a	2(2.5)	5(6.2)	3(3.8)	30(37.5)	40(50)	4.26
4. Tries to bring all our concerns out in the open	14(17.5)	8(10)	2(2.5)	35(43.8)	21(26.2)	3.51
Grand Mean						4.10

Table 4.8 above shows the teachers' views on the collaborating strategy used by the head teacher in managing conflicts between teachers. The respondents were asked whether their head teacher looked at issues with the parties to find solutions that meet the needs of each party. With this statement, 2 of the teachers representing 2.5% strongly disagreed, 6(7.5%) disagreed, (1.2%) was not sure, 32(40%) agreed while 39(48.8%) strongly agreed. The mean score of 4.25 implies that on the average the teachers strongly agreed that their head teacher looks at issues with the parties to find solutions that meet the needs of each party.

The researcher wanted to find out whether their head teachers tried to investigate an issue to find a solution acceptable to conflicting parties and 2 of the teachers representing 2.5% strongly disagreed, 5(6.2%) disagreed, 3(3.8%) were not sure, 20(25%) agreed while 50(62.5%) strongly agreed. The mean score of 4.39 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher tries to investigate an issue to find a solution acceptable to conflicting parties.

Moreover, I wanted to find out whether their head teacher exchanged accurate information with the other so they can solve a problem together and 2 of the teachers representing 2.5% strongly disagreed, 5(6.2%) disagreed, 3(3.8%) were not sure, 30(37.5%) agreed while 40(50%) strongly agreed. The mean score of 4.26 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher exchanges accurate information with others so they can solve a problem together.

Lastly, I wanted to find from the teachers that whether their head tried to brought all their concerns out in the open so that the issues can be resolved and 14 of the teachers representing 17.5% strongly disagreed, 8(10%) disagreed, 2(2.5%) were not sure,, 35(43.8%) agreed while 21(26.2%) strongly agreed. The mean score of 3.51 fell in the category of agreed. This implies that on the average, the teachers agreed that their head tries to bring all their concerns out in the open so that the issues can be resolved.

Compromise Strategy

The following table displays the compromise strategy used by the head teacher in the management of conflicts between teachers.

Table 4.9: Compromise Strategy used by the head teacher in managing conflicts between teachers

Statements - Compromise	SD	D	N	A	SA	Mean
1. Tries to negotiate and adopt a give-and-take approach to	2(2.5)	4(5)	3(3.8)	17(21.2)	54(67.5)	4.46
2. Prefers to compromise when solving problems and just move	4(5)	6(7.5)	6(7.5)	45(56.2)	19(23.8)	3.86
3. Proposes a middle ground for breaking deadlocks.	3(3.8)	6(7.5)	4(5)	22(27.5)	45(56.2)	4.25
4. Negotiates with the other to reach a compromise.	4(5)	12(15)	4(5)	41(51.2)	19(23.8)	3.74
Grand Mean						4.07

Table 4.9 above shows the teachers' views on the compromise strategy used by head teachers in managing conflicts between teachers. The respondents were asked whether their head teacher tried to negotiate and adopt a give-and-take approach to problem situations. With this statement, 2 of the teachers representing 2.5% strongly disagreed, 4(5%) disagreed, 3(3.8%) were not sure, 17(21.2%) agreed while 54(67.5%) strongly agreed. The mean score of 4.46 implies that on the average the teachers strongly

agreed that their head teacher tries to negotiate and adopt a give-and-take approach to problem situations

I wanted to find out whether their head teacher preferred compromise when solving problems and just move on and 4 of the teachers representing 5% strongly disagreed, 6(7.5%) disagreed, 6(7.5%) were not sure, 45(56.2%) agreed while 19(23.8%) strongly agreed. The mean score of 3.86 fell in the category of agreed. This implies that on the average, the teachers agreed that their head teacher prefers compromise when solving problems and just moves on.

Moreover, I wanted to find out whether their head teacher proposed a middle ground for breaking deadlocks and 3 of the teachers representing 3.8% strongly disagreed, 6(7.5%) disagreed, 4(5%) were not sure, 22(27.5%) agreed while 45(56.2%) strongly agreed. The mean score of 4.25 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher proposes a middle ground for breaking deadlocks.

Lastly, I wanted to find from the teachers that whether their head negotiated with the other to reach a compromise and 4 of the teachers representing 5% strongly disagreed, 12(15%) disagreed, 4(5%) were not sure, 41(51.2%) agreed while 19(23.8%) strongly agreed. The mean score of 3.74 fell in the category of agreed. This implies that on the average, the teachers agreed that their head negotiates with the other to reach a compromise.

Competition Strategy

The following table displays the competition strategy used by head teachers in the management of conflicts between teachers.

Table 4.10: Competition Strategy used by head teachers in management conflicts between teachers

Statements - Competition	SD	D	N	A	SA	Mean
1. Uses his influence to get his ideas accepted	2(2.5)	4(5)	3(3.8)	17(21.2)	54(67.5)	4.46
2. Uses his authority to make a decision in his favour	4(5)	6(7.5)	6(7.5)	45(56.2)	19(23.8)	3.86
3. Uses his expertise to make a decision that favours' him.	3(3.8)	6(7.5)	4(5)	22(27.5)	45(56.2)	4.25
4. Sometimes uses his power to win	4(5)	12(15)	4(5)	41(51.2)	19(23.8)	3.74
Grand Mean						4.08

Table 4.10 shows the teachers' views on the competition strategy used by the head teacher in management of conflicts between teachers. The respondents were asked if their head teachers' use his influence to get his ideas accepted. With this statement, 2 of the teachers representing 2.5% strongly disagreed, 4(5%) disagreed, 3(3.8%) were not sure, 17(21.2%) agreed while 54(67.5%) strongly agreed. The mean score of 4.46 implies that on the average the teachers strongly agreed that their head teacher uses their influence to get their ideas accepted.

The researcher wanted to find out whether their head teacher uses his authority to make a decision in his favour and 4 of the teachers representing 5% strongly disagreed, 6(7.5%) disagreed, 6(7.5%) were not sure, 45(56.2%) agreed while 19(23.8%) strongly agreed. The mean score of 3.86 fell in the category of agreed. This implies that on the average, the teachers agreed that their head teacher uses his authority to make a decision in his favour

Moreover, I wanted to find out whether their head teacher used his expertise to make a decision that favours' him and 3 of the teachers representing 3.8% strongly disagreed, 6(7.5%) disagreed, 4(5%) were not sure, 22(27.5%) agreed while 45(56.2%) strongly agreed. The mean score of 4.25 fell in the category of strongly agreed. This implies that on the average, the teachers strongly agreed that their head teacher uses his expertise to make a decision that favours' him.

Lastly, I wanted to find from the teachers that if their head sometimes used his power to win and 4 of the teachers representing 5% strongly disagreed, 12(15%) disagreed, 4(5%) were not sure, 41(51.2%) agreed while 19(23.8%) strongly agreed. The mean score of 3.74 fell in the category of agreed. This implies that averagely, the teachers agreed that their head sometimes uses his power to win.

Comparison of strategies used by the head teacher in managing conflicts between teachers

Even though, all of the conflict resolution methods were found employed by the head teacher, this does not necessarily mean that he employed them evenly. Table 4.11 below clearly compares the overall strategy employed.

Table 4.11: Summary of strategies used by head teachers in management conflicts between teachers

Conflict Management Strategies	Grand Mean	Severity Rank
Avoidance Strategy	3.82	4 th
Accommodating Strategy	2.93	5 th
Collaborating Strategy	4.10	1 st
Compromise Strategy	4.07	3 nd
Competition Strategy	4.08	2 th

The grand mean in the above table clearly depicts that teachers strongly agreed that their head teacher employed collaborating method in resolving conflict among teachers. This was seen on their grand mean scores of 4.10. According to the Likert scale used, 1 = strongly disagree, 2 = disagree, 3 = Not sure, 4 = agree while 5 = strongly agree. Looking at the grand mean stated above, 4.10 falls in the category of strongly agree.

This finding is line with that of Rahim (2002) who emphasized that head teachers employed collaborating conflict management strategy to resolve conflict among teachers as collaborating embrace an integrative solution as both parties concerns are too important to be compromised.

The finding also support that of Balay (2006) who claimed that heads mostly employ collaborating conflict management strategy because collaborative effort is the complementary ways in which teachers can enhance their relationship. Balay (2006) further calls out that collaborating style strives to make sure that both sides are satisfied.

Gordon (2003) also added that when a school has different teachers collaborating on a project, then you get a greater sense of creative input that enable heads to tap into the creative combination of several teachers in one group. This implies that the collection of different ideas, approaches to the project and brainstorming can spur innovative results that can in turn raise the visibility and quality of the services offered by the school.

The finding further support that of Follett (2001) who claimed that collaborative efforts in the workplace is the way that the work is divided and concluded that when more than one person is involved in accomplishing a certain task, particularly when it is a large project, it helps for everyone to have a small portion of the responsibility to ensure things get done versus loading one or two people with too much work to accomplish the task.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings of the study, which investigate conflict among teachers and its management in Twene Amanfo Senior High School. This chapter includes a summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

5.2. Summary of Findings

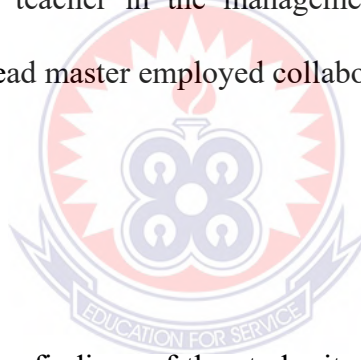
The study investigated conflict among teachers and its management in Twene Amanfo Senior High School. The following research questions were posed to guide the study:

1. What types of conflict occur among teachers in Twene Amanfo Senior High School?
2. What factors cause conflicts that exist among teachers in Twene Amanfo Senior High School?
3. What strategies can be employed to deal with conflict among teachers in Twene Amanfo Senior High School?
4. The participants were teachers and students
5. Questions and answers was used to get the data from the participants
6. The data was analysed based on the answers the teachers and the students gave during the data collection.

5.2.1 Summary of Major Findings

The following findings were arrived at in the present study:

- The first research question sought to find out the types of conflict among teachers in teachers in Twene Amanfo Senior High School revealed that of interpersonal conflict.
- Moreover, the second research question which sought to find out the causes of conflict among teachers in Twene Amanfo Senior High revealed that favouritism by the school head cause conflicts in the school.
- Finally, with respect to Research Question 3 which sought to find out the methods used by the head teacher in the management of conflicts between teachers, revealed that the head master employed collaborating method in resolving conflict among teachers.



5.3 Conclusion

Based on the findings of the study, it was possible to draw the following conclusions:

1. The analysis of the data revealed that task conflict was the dominant conflict experienced by the teachers and that each teacher should be assigned to his/her duty as such.
2. Head's favouritism of some teachers causes conflict between the teachers. It is no exaggeration to say that favouritism in the workplace is counter-productive and, in some cases, illegal. When heads assign responsibility or delegate based on favouritism, the school is not always getting the most qualified teachers in a job.

3. The school head managed the conflict between the teachers mostly by practicing collaborating conflict management style. Through collaboration of teachers and other stakeholders there would be peace in the school to improve effective teaching and learning.

5.4. Recommendations

Considering the major findings from the research, the following recommendations are made for consideration.

- Regional Director, and for that matter the GES, through the Municipal Director should organize seminars and workshops on the essence of conflict.
- Municipal and District Directorate should organize workshop and orientation for head master for effective school administration.
- Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

5.5. Recommendations for Future Research

The areas suggested by the study for further research include:

1. Examination into the relationships between conflict management styles and leadership styles.
2. Determinants of head teachers' conflict management behaviour.

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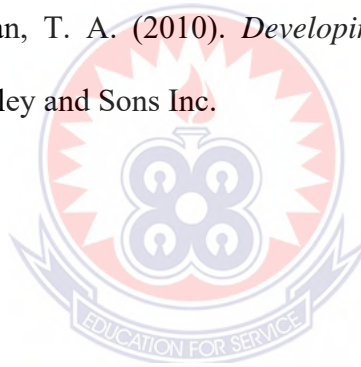
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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am carrying out a study on the topic “ *Conflict Management in Senior High Schools: The Case of Twene Amanfo Senior High School, Sunyani Municipality*”. You have been there and been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,



Josephine Kwayie.

(Researcher)

SECTION A

RESPONDENTS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right or wrong answer therefore no particular response is targeted.

1. Age. Less than 30 []. 31- 40[].41 - 50[] 51+ []
2. Sex: Male []. Female [].
3. Educational Status: Diploma [] First Degree [] Second Degree []
4. Work Experience: 1 – 5yrs [] 6 – 10yrs [] 11 – 15yrs [] 16+yrs []



SECTION B**TYPES OF CONFLICT QUESTIONNAIRE**

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure, 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. There is bad working environment					
2. Low standard of living of teachers					
3. Teachers' disagreement with head master					
4. Overload of work of teachers					
5. Lack of cooperation between teachers					
6. Inappropriate implementation of school rules and regulations					
7. Authoritarian approach of solving problems by the heads					
8. Power struggles among the teachers					

SECTION C

CAUSES AND EFFECT OF CONFLICT QUESTIONNAIRE

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure, 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The incompetence of the head teacher causes conflict in the school					
2. Misappropriation or embezzlement of funds causes conflicts in the school					
3. Indiscipline on the part of students causes conflicts in the school					
4. Poor academic performance causes conflicts in the school					
5. Favoritisms by the school head causes conflicts in the school					

SECTION D**HEAD MASTER CONFLICT BEHAVIOURS QUESTIONNAIRE**

Please, respond to the statements by ticking the number of the 5-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure, 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
When there is conflict my head master mostly.....					
1. Tries to avoid unpleasant exchanges with the other.					
2.Exhibits the ability to sidestep					
3.Exhibits the ability to leave things unresolved					
4.Complains on sense of timing					
5.Tries to satisfy the other's needs					
6. Often goes with the other's suggestions.					
7.Meets the expectations of the parties					
8. Accommodates the wishes of parties					
9.Looks at issues with the parties to find solutions that meet the needs of each party					

10. Tries to investigate an issue to find a solution acceptable to					
11. Exchanges accurate information with the other so teachers can solve a problem together.					
12. Tries to bring all our concerns out in the open so that the issues can be resolved.					
13. Tries to negotiate and adopt a give-and-take approach to problem situations.					
14. Prefers to compromise when solving problems and just move on					
15. Proposes a middle ground for breaking deadlocks.					
16. Negotiates with the other to reach a compromise.					
17. Uses his influence to get his ideas accepted.					
18. Uses his authority to make a decision in his favour.					
19. Uses his expertise to make a decision that favours' him.					
20. Sometimes uses his power to					