

**CONFLICT MANAGEMENT STRATEGIES AND SECONDARY SCHOOL
TEACHERS' JOB EFFECTIVENESS IN OBUBRA LOCAL
GOVERNMENT AREA OF CROSS RIVER STATE,
NIGERIA.**

A RESEARCH PROJECT

BY

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SUBMITTED TO

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CERTIFICATION

This is to certify that this study on Conflict Management Strategies and Secondary School Teachers' Job Effectiveness in Obubra Local Government Area of Cross River State, is an original research work conducted by **Owan, Valentine Joseph** with Matriculation number **15/063143057** under my supervision. I hereby certify that this work has been approved as having met the requirements for the award of Bachelor of Education degree in the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Calabar.

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Signature

Date

DECLARATION

I **Owan, Valentine Joseph** an undergraduate student of the Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Calabar, with Matriculation Number **15/063143057**, declare that this research work on “Conflict Management Strategies and Secondary School Teachers’ Job Effectiveness” is an original study carried out in Obubra Local Government Area of Cross River State in 2017/2018 academic session. I hereby also declare that the work has not been duplicated in parts or in full for any other Diploma or Degree programme.

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ABSTRACT

The study investigated conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State. Six null hypotheses were formulated to guide the study. The study adopted correlational and factorial research designs. Purposive sampling technique was used to select a sample of 222 teachers from a population of 352 secondary school teachers. Conflict Management Strategies Questionnaire (CMSQ) and Secondary School Teachers' Job Effectiveness Questionnaire (SSTJEQ) were used respectively, as instruments for data collection. The hypotheses were tested at .05 level of significance using Population t-test, Pearson Product Moment Correlation and Multiple Regression analyses. Findings revealed that, teachers' job effectiveness level in Obubra Local Government Area is significantly high. Findings also revealed that arbitration, dialogue, and effective communication strategies respectively, had a significant relationship with secondary school teachers' job effectiveness. Smoothing strategy had no significant relationship to secondary school teachers' job effectiveness. The findings also revealed among others that; the four conflict management strategies (arbitration, dialogue, effective communication and smoothing) had a joint significant influence on secondary school teachers' job effectiveness. Based on these findings, it was recommended among others that; secondary school principals should not rely totally on one conflict management strategy as the best for all situations, instead they should learn how to use various conflict management strategies, and apply them in any given conflict situation in their schools.

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CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Every organization, whether formal or informal, has objectives established to be achieved. No organization can reach its ends without a corresponding means. One of the most important means through which any organization can achieve stated objectives is through human resources. These are the major determinants of any organizational success or failure, because they perform managerial functions and the manipulation of other devices, machines or material resources to work accordingly. In the context of the secondary school, teachers are the main human resources needed to implement the secondary school curriculum in order for the goals of secondary education to be realized. On this note, there is need for every secondary school teacher to be very effective in discharging his or her duties in order to improve the quality of students produce, and to boost the manpower of the economy.

Teachers' job effectiveness refers to the extent to which teachers carry out their instructional and pedagogical duties of teaching and behaviour modification as a means of making learners useful to themselves, and for the development of the society which they belong. Teachers' job effectiveness is the pivot around which teaching and co-curricular activities of the school revolve. It offers learners the opportunity to get adapted to the school environment for improved academic performance (Owan, 2012). An effective teacher can be judged based on the following indices: having a positive attitude,

development of a pleasant social /psychological climate in the classroom, having high expectations of what students can achieve, lesson clarity, effective time management, strong lesson structuring, the use of different teaching methods, using and incorporating pupil ideas, using appropriate and varied questioning, proper classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom sitting arrangement, understanding individual differences of learners, high level of punctuality, decent dressing attitudes, good possession or grasp of subject mastery, good record keeping attitudes, effective communication skills, good health practices within and outside the classroom environment, and other good personal characteristics such as honesty, politeness, flexibility, simplicity, trustworthiness, firm and fairness and so on. Teachers' job effectiveness has been a major issue of concern to the government and other relevant stakeholders. This is seen through the regular workshops, seminars, and other retraining programmes organized for teachers as means of enabling them adjust to the dynamic needs of the society.

In the past, teachers' job effectiveness in the school system had been hindered by a lot of factors, which resulted in teachers embarking on strikes at various times in an attempt to draw the attention of the Government to their plight. The situation in the past was so bad that teachers' job, called for sympathy from other professions. It was considered a reproach to take up teaching as a profession, parents were finding it very difficult to release or give their daughters in marriage to teachers. Teachers' effectiveness was also hindered by the problem of poor salaries. Salaries were not paid, and as when

due. Teachers were deprived of their promotion and lack of good working environment which affected most teachers' attitude to work.

Presently, the conditions of service offered to teachers have improved slightly, as it is no longer considered a reproach to become a teacher. This is evident in the sudden influx of people to the teaching profession including those not suitably qualified for the job. For example, the Federal government n-power initiative attracted a lot of graduates from various disciplines such as law, engineering, medicine and so on who were not suitably qualified for the job. According to Avverosuo (2017), this sudden influx of people into the profession is as a result of slight improvement in the condition of service for teachers; this include relatively prompt payment of teachers' salaries, increment of teacher's salaries following the recent minimum wage pronouncement, promotion of teachers in some quarters and building of classroom blocks and few offices being a project recently embarked upon by the state Government (Avverosuo, 2017).

In Cross River State for instance, there have also been remarkable improvements in terms of prompt payment of primary and secondary school teachers' salaries. The Government of Sen. Liyel Imoke paid teachers' salaries regularly and was eventually awarded nationally and the "best teacher friendly" governor in the federation. His successor Sen. Prof. Ben Ayade has continued in the boots of his predecessor by paying primary and secondary school teachers' salaries on or before 25th of each month. Both administrations provided computer systems of various brands (MSI and HP) to teachers to make them more digital, while fees for such computers were gradually deducted from these teachers' salaries. This was done to reduce the bulk of buying a new computer by

teachers which would have affected their livelihood and sustenance since many teachers rely on their salaries for survival.

However, given these recent developments and improvement by the Government and other Non-Governmental Organisations (NGOs) to improve the standard of teaching profession as well as boost teachers' effectiveness, one expected every secondary school teacher to be highly motivated and effective in discharging their duties. Unfortunately, this does not appear to be the case in Obubra Local Government Area of Cross River State, where many secondary school teachers have been displaying unprofessional and unethical attitudes to work.

It has been reported many times that many teachers in Obubra Local Government Area are truant and inconsistent to work, especially those in remote schools of the Area. Many teachers rarely report to school on the first day of resumption, and are often found exhibiting poor attitudes towards: time management, record keeping, punctuality, relationship with others, note writing, discipline of students, teaching the students, evaluation of learners and so on. In fact, many secondary school teachers in remote communities have been observed many times to be lukewarm, lackadaisical, engaging in sexual relationship with senior students, and negligent to duties; consequently, leading to many parents degrading the status of teaching profession. This ineffectiveness by many teachers is unacceptable, given that it has not only tarnish the image of the teaching profession, but can also be inferred to have contributed in some ways, to students' poor academic performance in classroom and standardized examinations such as WAEC, GCE, NECO, NABATEB, JAMB etc. Secondary teachers' ineffectiveness could be said

to have contributed to a lot of conflicts in secondary schools in Obubra Local Government Area. These conflicts are usually between the school principals and teachers, in the event that the school administrators try to caution some of these erring teachers. Sometimes it occurs amongst teachers, or between teachers and students.

Teachers' ineffectiveness, cannot be said to be the only cause of conflicts in secondary schools in Obubra Local Government Area. This is because, conflict in itself is a natural phenomenon that must always occur in any organization. It is a normal feature of the workplace; it occurs in every organization. According to Wilmot and Hocker (2011), conflict is a struggle over perceived incompatible differences in beliefs between two or more interdependent individuals. This may include differences in values, desires for esteem, control, and correctness. Ghaffar (2003), sees conflict as an important and inevitable human phenomenon emanating wherever diverse interests exist. Similarly, Mullins (2005) sees conflict as behaviour intended to obstruct the achievement of some other person's goals. According to this author, conflict is based on the incompatibility of goals that arises from opposing behaviours. It can be viewed at the individual, group or organizational level.

It can be said from the foregoing that conflicts exist whenever an action by one party is perceived as preventing or interfering with the goals, needs, or actions of another party. Conflicts tend to be associated with negative features and situations which give rise to inefficiency, ineffectiveness or dysfunctional consequences. But in some cases, it can actually stimulate creative problem solving and improve the situation for all parties involved (Ojo & Abolade, 2008). It is quite obvious that the human resources of any

organization (school) consist of people with diverse cultural, religious, social, political and economic background. This is shown in their attitude to work, temperament and frame of reference, which certainly makes their control often complex for secondary school administrators. These differences ultimately, leads to clash of interest among the personnel, which if not effectively managed, could degenerate into serious conflict situation (Anashie & Kulo, 2014). Conflict could arise among staff in a school setting, between staff and management, students and staff, between the school and the host community, or between trade unions and the government. The secondary and tertiary school levels of education in Nigeria, for example, have witnessed a lot of conflicts, ostensibly due to the divergent perceptions of government and the various unions, or different positions held by personnel in the school. Studies have shown that 80% of conflict situations occur independently of human will (Kharadz & Gulua, 2018).

The consequences of conflicts on the school organization have always been regrettable. Part of the repercussions on the school, is disruption of academic programmes, hostility, stress, anxiety, unnecessary tensions, suspicion and withdrawal from active participation in school activities (Ihuarulam, 2015). It also renders the school environment uncomfortable for serious academic activities. Unresolved conflict, can result in the breakdown of a group. When unaddressed conflict occurs in the school, it reduces teachers' effectiveness, reduces morale, hamper performance, and increase absenteeism. It leads to increased stress among employees, decreases productivity, and at worst, aggression or violence. This affects the output of the work group and can have a profound impact on the performance of the organization. Conflict, like any other key

business process, must be managed (Scannell, 2010). According to Anashie and Kulo (2014), if education is to be managed effectively for sustainable peace and economic development in Nigeria, then education of the post primary level should be managed free of crisis/conflict. There is a need for conflict management strategies to be employed by every school administrator (Ihuarulam, 2015).

Conflict management strategies refers to those techniques or approaches that can be used to prevent, control or resolve conflicts. Conflict management strategies are very important to any school because it is through these strategies that negative effects resulting from conflicts can be minimized or controlled. There exist several strategies that could be used to resolve conflict in schools. These include: dominance, compromise, synergy, culture of civility, win-lose strategy, lose-lose strategy, win-win strategy (Anashie & Kulo, 2014); integration, obliging, smoothing, avoidance, mediation (Best, 2000); dialogue, arbitration, conciliation, diplomacy (Crossfield & Bourne, 2018); negotiation, effective communication, accommodating (Rahim, 2005; Ojo & Abolade, 2008); collaborating, competing, harmonizing (Oshionebo & Ashang, 2017); adjudication, collective bargaining, confrontation, problem solving, creation of budget committee, separation device, neglect or silence, clarification of inter dependencies, consultation, boxing the problem, clarification of goals, and prayer (Ihuarulam, 2015). Secondary schools' principals are therefore, open to various strategies to apply in any given conflict situation in their schools. There is no one best conflict management strategy that may be used in all conflict situations. Different conflicts may require different strategies, with the choice of strategy, depending on the nature of the conflict

or the parties involved. However, four conflict management strategies were of major concern in this study, they include: arbitration, dialogue, effective communication and smoothing conflict management strategies.

Arbitration conflict management strategy is used in a situation where a neutral party helps groups in conflicts to discuss their difficult issues which allows disputants to ventilate anger and frustration in a free, open and therapeutic fashion (Oboegbulem & Onwurah, 2011). It can also be seen as a process in which a third party, neutral in the matter, after reviewing evidence and listening to arguments from both sides, issues a decision to settle the case. It is also the process by which a peace maker, arbitrator or a peace panel settles the conflict through appealing to the conscience of those in conflict. Members of the panel are usually impartial individuals acceptable to those in conflict (Amoh, 2007). The next conflict management strategy to be discussed is dialogue conflict management strategy.

Dialogue conflict management strategy is a process where groups in conflicts are brought together (face-to face) to express their views on the subject matter. The conflict parties share their feelings and fears, are open to listening to the other parties' needs, are willing to be changed by what they hear, and are open to the idea of being vulnerable (Oboegbulem & Onwurah, 2011). In dialogue, each party makes a serious effort to take the others' concerns into his or her own picture, even when disagreement persists. No participant gives up his or her identity, but each recognizes enough of the others' valid human claims that he or she will act differently toward the other. The goal of dialogue is to develop joint approaches to conflict resolution, as well as improve relationships,

understanding, and trust between individuals or groups in conflict (Saunders, 2009). The next strategy that was discussed is the effective communication conflict management strategy.

Effective communication conflict management strategy is a strategy where all the necessary information needed by groups are communicated to them in due time, acted upon and provision of appropriate feedback. It can be used to avoid, minimize and manage conflicts when they occur. It is used by both parties in the conflict to say their mind, listen to others, and for apology where necessary. Effective Communication is a strong conflict management strategy because it can be used to avoid many problems that would have engulfed organization. Organization must at all times conduct meeting with all different cadres of their employees. By so doing they would be able to explain organizational policy and also listen to complaints and problems of members of staff. In addition, management should not fold their arms to rumours. Each time a rumour emanates, it must be confronted with relevant facts clearly communicated to all levels of units, departments and organizations (Obi, 2004). The last but not the least conflict management strategy that was discussed is the smoothing strategy.

According to Crossfield and Bourne (2018), smoothing conflict management strategy involves low concern for self and high concern for others. In this strategy, a party tries to absorb conflict by minimizing differences with other parties. This style is associated with an attempt to diminish differences and emphasize commonalities for the purpose of satisfying the needs of the other party. It can be used as a strategy when an individual is willing to make a concession with the hope of getting something in return.

This style is associated with an endeavour to play down the differences and emphasizing harmony to satisfy the concern of the other party. There is an element of self-sacrifice in this style.

Given the fact that conflicts are inevitable to every school, it implies that staff of secondary schools in Obubra Local Government Area, must definitely face conflicts as they relate with another. It also means that secondary school administrators must live with conflicts in their various schools, and it is a necessity for them to reorganize inevitability of conflicts in the school and develop an understanding of the strategies for managing, minimizing and resolving it. The ability and credibility to manage and resolve conflicts in any school depends on the experience of the school administrator and his leadership styles. The onus of resolving such conflicts is therefore in the hands of these staff, especially the administrators (principals). It is based on this background that this study was conducted to examine “conflict management strategies and secondary school teachers’ job effectiveness in Obubra Local Government Area of Cross River State.

1.2. Theoretical framework

This study was based on two theories which include:

1. Theory of conflict management by Max Weber, (1906)
2. Expectancy theory by Victor Vroom (1964).

1.2.1. Theory of conflict management by Max Weber (1906)

Max Weber (1906) was a German Sociologist. He asserted that the society is an arena of conflict and struggle over resources between dominant and subordinate groups.

Weber argued that there are many status and groups in a society which possess varying degrees of social power. He believed that power played a role in politics, ethnicity, gender and religion.

He also recognized the importance of economic conditions in producing inequality and conflict in society but included power and prestige as other sources of inequality. Weber defined power as the ability of a person within a social relationship to carry out his or her own will despite resistance from others, and prestige as a positive or negative social estimation of honour.

The implication of this theory to the study is very obvious because in the secondary school system, there is a hierarchy in which authority flows. Members of the secondary school system, just like every other organization can engage in conflicting situations either because of their ethnic differences, perception, or in their struggle for power and aspirations. Most often, teachers conflict amongst themselves, students and their leadership when they are not satisfied with their behaviour. As earlier established, their sudden engagement in conflict with others will lead to low morale, hampered harmony and poor work motivation.

1.2.2. Expectancy theory by Victor Vroom (1964).

The expectancy theory of motivation was postulated by Victor H. Vroom in 1964. Vroom theorized that the source of motivation in Expectancy Theory is a multiplicative function of valence, instrumentality and expectancy. He suggested that people consciously chose a particular course of action, based upon perceptions, attitudes, and

beliefs as a consequence of their desires to enhance pleasure and avoid pain (Vroom, 1964). Vroom suggests that prior belief of the relationship between people's work and their goal as a simple correlation is incorrect. Individual factors including skills, knowledge, experience, personality, and abilities can all have an impact on an employee's performance. The hypothesis is: "If a worker sees high productivity as a path leading to the attainment of one or more of his personal goals, he will tend to be a high producer. Conversely, "if he sees low productivity as a path to the achievement of his goals he will tend to be a low producer." This theory is based on three variables: Expectancy, instrumentality and valence.

Expectancy can be described as the belief that higher or increased effort will yield better performance. Conditions that enhance expectancy include having the correct resources available, having the required skill set for the job at hand, and having the necessary support to get the job done correctly.

Instrumentality can be described as the thought that if an individual performs well, then a valued outcome will come to that individual. Some things that help instrumentality are having a clear understanding of the relationship between performance and the outcomes, having trust and respect for people who make the decisions on who gets what reward, and seeing transparency in the process of who gets what reward.

Valence means "value" and refers to beliefs about outcome desirability (Redmond, 2010). There are individual differences in the level of value associated with any specific outcome. For instance, a bonus may not increase motivation for an employee who is motivated by formal recognition or by increased status such as promotion.

Valence can be thought of as the pressure or importance that a person puts on an expected outcome.

Vroom concludes that the force of motivation in an employee can be calculated using the formula:

$$\text{Motivation} = \text{Valence} * \text{Expectancy} * \text{Instrumentality}.$$

The implication of this theory to the study is that teachers' job effectiveness, depends on the level of drive and motivation that resides within them (intrinsic) and those from the external environment (extrinsic). Given the fact that conflicts can dampen teachers' morale, it means that their motivation level will be affected. Therefore, according to this theory, teachers cannot be effective on-the-job, unless their own values from where conflict arose from in the first place, are met. Proper management strategies must be employed by principals of secondary schools to handle conflicts in a manner that will not de-motivate teachers.

Also, different teachers value things differently. These differences in their values may lead to conflict as one teacher imposes his or her own value against the will of another.

1.3. Statement of the problem

In an ideal condition, teachers were supposed to maintain good attitudes towards the teaching and instruction of learners. They were supposed to do this with all amount of effectiveness in terms of having a positive attitude, development of a pleasant social /psychological climate in the classroom, having high expectations of what students can

achieve, lesson clarity, effective time management, strong lesson structuring, the use of different teaching methods, using and incorporating pupil ideas, using appropriate and varied questioning, proper classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom sitting arrangement, understanding individual differences of learners, proper teaching, high level of punctuality, proper note writing/records keeping and many other such good attitudes. Such effectiveness was also expected to yield positive results in terms of improved academic performance of student and the attainment of set goals.

Unfortunately, this does not appear to be the case in Obubra Local Government Area of Cross River State, where many secondary school teachers have been observed to be ineffective in performing their duties as manifested in their lateness to school, irregular attendance to classes, lack of self-discipline, poor attitudes towards writing notes of lesson, improper marking of students' attendance register, and several other unacceptable attitudes that cannot contribute to the attainment of set objectives. In the past, many teachers have attributed their ineffectiveness to be a product of poor motivation, poor facilities/infrastructural supply, poor/late payment of salaries by the government, and so on.

However, in recent times, the Government and other NGOs have made attempts to improve teachers' effectiveness, by organizing retraining and development workshops for teachers. The government has also improved in terms of quick payment of secondary school teachers' salaries. Despite all these efforts made by the government and other NGOs to improve teachers' effectiveness, coupled with the efforts made by external

supervisors and inspectors to check schools at regular intervals, many teachers in Obubra Local Government Area are still adamant and unwilling to change.

It is as a result of this, that the researcher wonders whether teachers' ineffectiveness in Obubra Local Government Area, could be as a result of poor conflict management. The problem of this study put in question form is: how does conflict management relate to secondary school teachers' job effectiveness in Obubra Local Government Area? An attempt to provide answer to this question, made carrying out this study germane.

1.4. Purpose of the study

The main purpose of this study was to examine the relationship between conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State. Specifically, this study sought to investigate the:

- i. level of secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State.
- ii. relationship between arbitration strategy and secondary school teachers' job effectiveness.
- iii. relationship between dialogue strategy and secondary school teachers' job effectiveness.
- iv. relationship between effective communication strategy and secondary school teachers' job effectiveness.

- v. relationship between smoothing strategy and secondary school teachers' job effectiveness.
- vi. joint influence of arbitration, dialogue, effective communication, and smoothing strategies on secondary school teachers' job effectiveness.

1.5. Research questions

The following research questions were posed to guide this study.

- i. What is the level of secondary school teachers' job effectiveness in Obubra Local Government Area?
- ii. How does arbitration strategy relate to secondary school teachers' job effectiveness?
- iii. How does dialogue strategy relate to secondary school teachers' job effectiveness?
- iv. How does effective communication strategy relate to secondary school teachers' job effectiveness?
- v. How does smoothing strategy relate to secondary school teachers' job effectiveness?
- vi. How does arbitration, dialogue, effective communication, and smoothing strategies jointly influence secondary school teachers' job effectiveness?

1.6. Statement of hypotheses

The following null hypotheses were formulated to guide the study.

- i. Secondary school teachers' job effectiveness level in Obubra Local Government Area is not significantly high.
- ii. There is no significant relationship between arbitration strategy and secondary school teachers' job effectiveness.
- iii. There is no significant relationship between dialogue strategy and secondary school teachers' job effectiveness.
- iv. There is no significant relationship between effective communication strategy and secondary school teachers' job effectiveness.
- v. There is no significant relationship between smoothing strategy and secondary school teachers' job effectiveness.
- vi. Arbitration, dialogue, effective communication, and smoothing strategies have no joint significant influence on secondary school teachers' job effectiveness.

1.7. Significance of the study

The findings of this study may have practical significance to the government, teachers, pre-service educational administrators, serving administrators, students generally, the society and researchers. They may all benefit from the findings of this study differently.

The findings of this study when placed in government gazette may provide educational policy makers with a useful guide in drawing up policies that may be used in preventing and resolving conflicts in secondary schools and in the entire education

sector. This may bring peace and help in the attainment of educational goals and objectives in Secondary Schools.

The findings of this study may enable the teachers to identify conflicts management strategies that are very important to resolve their own conflicts with others, or between their colleagues. It may also identify their inconsistencies and provide a better platform for their job effectiveness.

The findings of this study may as a means of education, help pre-service educational administrators to learn about the relationship and the role conflict management plays in managing teachers' job effectiveness. This may put them in a better position to well inform before their eventual practice.

The findings of this study if appropriately communicated, may serve as an eye opener to serving administrators on the choice of strategy to employ during conflict moments so as not to deteriorate teachers' job effectiveness. This may enable them become more effective in settling disputes amongst staff for increased performance.

The findings may recommend or suggest ways in which conflict can be avoided or minimized. These suggestions may be applied in any conflict situation in other organizations and within the society. Therefore, the society may benefit from this study through such suggestions as many people may become aware of the various conflict management strategies available, and may apply them in their own private conflict situations.

Finally, the findings of this study may be beneficial to researchers because it may constitute a basis for further research in this area or related areas. It may enable

researchers to identify research gaps and the areas to focus in their own research. It may help researchers to adopt similar methods to verify the results of this study or conduct similar studies elsewhere. It may also serve as a primary or secondary source of literature to researchers.

1.8. Assumptions of the study

The findings of this study were based on the following assumptions:

- i. That the variables selected for this study are measurable.
- ii. That the sample selected for this study was a true representative of the population.
- iii. That the sample obtained was unbiased.
- iv. That the variables of this study were normally distributed.
- v. That the results of this study were based on the information provided by the respondents.

1.9. Scope of the study

This study was conducted in 2017/2018 academic session, and was de-limited geographically to include all public secondary school teachers in Obubra Local Government Area of Cross River State, Nigeria. In terms of content, the study was delimited to four conflict management strategies which include: arbitration strategy, dialogue strategy, effective communication strategy and smoothing strategy. These four strategies constituted the sub-independent variables of the study while the dependent variable was secondary school teachers' job effectiveness.

1.10. Limitations of the study

A study of this nature would not have been accomplished without some limitations. The limitations encountered from this study include the fact that the study relied on self-rating questionnaires implying some respondents would have overrated themselves or provided information that does not apply to them. Some of the respondents were not interested in the study and as such, they filled the questionnaire haphazardly. This implies that their responses may not be the true position of things in secondary schools in Obubra Local Government area.

The study was delimited to just one local government Area in Cross River state. This means that the results of this study could be different if the study was conducted in another location or on a larger scale. Only a handful of conflict management strategies (four) were studied out of the numerous conflict management strategies that could be studied. Those other conflict management strategies (variables) not studied are extraneous and could pose a threat to the findings of this study.

The results of this study revealed that conflict management strategies explained 13.27% of secondary school teachers job effectiveness as shown in Table 9. The study was not able to explain other factors that contributed to the remaining 86.73%.

1.11. Definition of terms

The following terms were used in the study and as a result, they have been defined for the purpose of clarity and readability. They include:

Conflict: A conflict is an open clash or an unpleasant situation that occur between two people or opposing groups usually through disagreements arising from differences in views.

Management: Management is the systematic process of unifying and harnessing all available human, time and material resources to aid the attainment of set goals.

Conflict management: This is an effort to control, minimize or cushion the disagreement or clash that has occurred between two parties.

Strategy: A strategy is a technique that can be employed to achieve a goal.

Conflict management strategies: This refers to the techniques that can be adopted to minimize or manage conflicting situations.

Secondary school: This is an institution of learning that develops the cognitive, affective, and psychomotor attributes of the learners as a means of making them better citizens and in preparation for tertiary education.

Teacher: A teacher is a skilful, knowledgeable, and qualified person who modifies the behaviour of learners and acts as a foster parent to them.

Teachers' job effectiveness: This is an ability of teachers in the workplace to perform all assigned tasks in a manner that will lead to the attainment of intended objectives.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with a detail review of several views, methodologies, findings and opinions of earlier studies and of other experts that are related to the various variables of this study as identified and explained below. For effective presentation and clarity, this chapter was organized under the following sub-headings:

- 2.1. The concept of teachers' job effectiveness
- 2.2. Arbitration strategy and teachers' job effectiveness;
- 2.3. Dialogue strategy and teachers' job effectiveness;
- 2.4. Effective communication strategy and teachers' job effectiveness;
- 2.5. Smoothing strategy and teachers' job effectiveness;
- 2.6. Summary of literature review.

2.1. The concept of teachers' job effectiveness

The concept of teacher effectiveness involves two important categories of actors (teachers and students) at three different levels (individual, group, and school). Teachers job effectiveness has been variously defined by scholars. Prasad and Prasad (2005), sees teachers' effectiveness as the impact that class-room factors, such as teaching methods, teacher expectations, class-room organizations and use of class-room resources, have on Student's performance. It is the power to realize socially valued objectives agreed for teacher's, especially, but not exclusively, the work concerned with enabling students to

learn. It is also the attribute of a teacher who has the capability or potential of having a positive impact on students learning, behaviour and attitudes (Prasad & Prasad, 2005).

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (Ministries of Education, Legislators and School administrators) as cited by (Altaf, 2012). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves or both (Altaf, 2012).

A corollary of this definition is that effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. The possession of knowledge and skills falls under the heading of teacher competence (Altaf, 2012). In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus, those who investigate and attempt to understand the teacher effectiveness must be able to link teacher competence and teacher performance with the accomplishment of teacher goals (that is teacher effectiveness) (Altaf, 2012).

According to Kane (2013), a teacher is “effective” if and only if, based on the available evidence (such as from classroom observations, students’ surveys and student achievement gains), their predicted impact on students exceeds that of the average novice teacher. In other words, if, after a few years in the classroom, a teacher’s predicted effectiveness is below that of the average novice teacher in their grade level and subject, then he or she would fail to meet the minimum standard of effectiveness required for tenure. The characteristics of effective teachers according to Altaf (2012), include

professionalism, commitment, confidence, trustworthiness, respect, thinking/reasoning, analytical thinking, conceptual thinking, expectation, drive for improvement, information seeking, initiative, leadership, flexibility, accountability, and passion for learning.

It can be added from the foregoing that teacher job effectiveness refers to the extent at which a teacher performs and discharges his or her duties of behaviour modification, instructional delivery, and the overall shaping of the child. The result of effective teaching can be used to judge an effective teacher. In addition to this, an effective teacher can be judged based on the following indices: having a positive attitude, development of a pleasant social /psychological climate in the classroom, having high expectations of what students can achieve, lesson clarity, effective time management, strong lesson structuring, the use of different teaching methods, using and incorporating pupil ideas, using appropriate and varied questioning, proper classroom management, good chalkboard management, use of good disciplinary approaches, proper classroom sitting arrangement, understanding individual differences of learners, high level of punctuality, decent dressing attitudes, good possession or grasp of subject mastery, good record keeping attitudes, effective communication skills, good health practices within and outside the classroom environment, and other good personal characteristics such as honesty, politeness, flexibility, simplicity, trustworthiness, firm and fairness and so on.

Several studies have revealed to some extent, the level of teachers' job effectiveness or performance. It becomes pertinent to present some empirical studies and their findings in relation to the level of teachers' job effectiveness in various settings. For

instance, Muhammad, Rahmat, Muhammad, and Malik (2013), investigated teachers' job performance at secondary school level in Southern Districts of Khyber Pakhtunkhwa. The survey research design was used. The objective of the study was to find out the expressed job performance of secondary schools' teachers. The study was guided by the research question: what is the expressed job performance level of teachers at secondary school level? The population of this study comprised all teachers of government boys' Secondary Schools of Southern Districts of Khyber Pakhtunkhwa. From the population four districts i.e. Kohat, Karak, Bannu and Lakki Marwat were selected randomly. From each district ten schools and from each school ten teachers were selected randomly and thus the sample was stood 400 teachers of 40 Secondary Schools. The data was collected through a questionnaire developed by the researcher. The collected data was analysed using Mean, Standard Deviation to provide answers to the research questions. The expressed teachers' job performance was above average and was good. It was recommended that findings of this study should be used in the appointment and training of secondary school teachers, and to enhance teachers' performance in-service training programmes should be offer for present school teachers.

In another study, Ogoch, (2014), examined the level of job satisfaction and teacher effectiveness in Trans-Mara West District, Kenya. This research adopted a Cross-sectional design with stratified random sampling technique to select the target schools. Out of the 16 registered public secondary schools, 130 respondents were selected from a population of 182 teachers. Data was collected by the use of questionnaires and analysed using both descriptive and inferential statistics. The study revealed that majority of

secondary school teachers in Transmara west district were male (62.5%) and that most had professional qualifications of either a Degree or Diploma in Education. The study further revealed that the level of job satisfaction among the respondents was very low. On teacher effectiveness, results have shown that the degree of teacher effectiveness is good. This is because majority of the respondents said they effectively did their duties. A notable policy implication of these findings is that there is need to tackle gender parity, implement policies, improve teachers' salaries and other fringe benefits in line with the economic trends and inflations and encourage school principals to increase Morale of teachers by recognizing them and showing appreciation whenever they excel. Finally, teachers' motivation could be enhanced if they are given some considerable autonomy and trust by their super ordinates.

Pranab, Dibyendu and Pranab (2015), studied the level of teaching effectiveness of teacher educators who are working in different govt. Aided and private-unaided/self-financed B.Ed. Colleges in west Bengal. The sample consists of 151 B.Ed. College student-teachers out of which 57 student-teachers taken from three govt.-aided B.Ed. Colleges and 94 student-teachers taken from four private-unaided/self-financed B.Ed. Colleges. The random sampling technique has been used for the selection of sample. The investigators developed a scale by themselves to measure the level of teaching effectiveness of teacher educators on the basis of Likert's five-point scale i.e. Strongly agree, agree, neutral, disagree and strongly disagree. For the analysis of data mean, S.D., t-test and graphs were used. The overall results of the study revealed that the level of teaching delivered by the B.Ed. college teacher educators is moderately effective. It was

also revealed that teaching effectiveness of govt.-aided B.Ed. college teacher educators is comparatively better than that of the teacher educators who are working in different private-unaided/self-financed B.Ed. colleges in west Bengal. It was also established that govt.-aided and self-financed B.Ed. college teacher educators differ significantly with respect to their teaching effectiveness and on most of the dimensions of teaching effectiveness, namely subject mastery, presentation style, motivational strategy, effective communication, student-teacher interaction, informal academic support and personal attribute.

2.2. Arbitration strategy and teachers' job effectiveness

Arbitration conflict management strategy is used in a situation where a neutral party helps groups in conflicts to discuss their difficult issues which allows disputants to ventilate anger and frustration in a free, open and therapeutic fashion. It helps disputants to receive an increased sense of power and personal worth. It also helps disputants to equalize interpersonal power struggles by promoting an egalitarian ethic (Oboegbulem and Onwurah, 2011). It can also be seen as a process in which a third party, neutral in the matter, after reviewing evidence and listening to arguments from both sides, issues a decision to settle the case. It is also the process by which a peace maker, arbitrator or a peace panel settles the conflict through appealing to the conscience of those in conflict. Members of the panel are usually impartial individuals acceptable to those in conflict (Amoh, 2007).

Arbitration strategy is popularly referred to as mediation. Mediation is a dynamic, and well-structured interactive process where a neutral third party assists disputing parties in resolving conflict through the use of specialized communication and negotiation techniques. All participants in mediation are encouraged to actively participate in the process. The mediator uses a wide variety of techniques to guide the process in a constructive direction and to help the parties find their optimal solution. The mediator analyses issues and relevant norms ("reality-testing"), while refraining from providing prescriptive advice to the parties (Wikipedia, 2018).

Several studies have been conducted to investigate the usefulness of arbitration strategy in conflict management. For instance, Abia and Ekpoattai (2014), carried out an investigation on arbitration as an alternative method of conflict resolution among the Ibibio of South-South Nigeria. The study adopted a multi-disciplinary approach supported by primary and secondary data sources. Different approaches such as mediation, conciliation, and negotiation were used in the study. It was noted that arbitration is widely accepted as a means of conflict resolution, and that it ranges from customary arbitration to arbitration under the Act. They explained conclusively that arbitration is a mechanism whereby the elders in the community play a major role in maintaining peace. The study noted that, the judgment or award is normally binding on the parties, that arbitration does not encourage win and lose character of adjudicatory process which works against future harmony between parties. From the ideas presented above by Abia and Ekpoattai (2014), one could easily relate the use of this strategy to the context of secondary schools in conflict management where members of the

secondary school community are instated to serve as arbitrators, in order to settle disputes in the school amicably.

The relationship between arbitration conflict management strategy and teachers' job performance or effectiveness has been explored by various researches at different locations. In a study, Inang (2016) examined head teachers' conflict management resolution strategies and primary school teachers' job performance in Calabar-south local government area of Cross River State. In the study, three null hypotheses were formulated and were tested at .05 level of significance. Simple random sampling technique was used to select 10 primary schools, while a purposive sampling technique was used to select a sample of 100 participants. The instrument for data collection was a questionnaire, while Pearson product moment correlation was used to analyse the data and test the hypotheses. The results obtained revealed a significant relationship between mediation, avoidance, collaboration, and teachers' job performance. Based on these, it was recommended that principals/head teachers should be trained on the best strategy to successful conflict resolution.

Tshuma, Ndlovu and Bhebhe (2016), in a similar study, investigated the causes of conflict in the urban and peri-urban secondary schools in Gwanda District, Zimbabwe. The instruments used were survey questionnaire and interview with the selected respondents. The descriptive survey design was used to collect data through survey questionnaires and face-to-face interviews. The data was presented using tables and percentages. The results showed that conflicts in Gwanda urban and peri-urban secondary schools occur among teachers in the same department; among teachers in

different departments; between teachers and the school heads and among teachers, parents and students. The study established that conflict was influenced by both structural and personal factors among personnel in Gwanda urban and peri-urban secondary schools. The main structural causes of conflict were identified as sharing of resources, poor work conditions and administrative style used by leadership. The major personal factors that cause conflict in Gwanda urban and peri-urban secondary schools were differences in personalities, poor dissemination of information and favouritism at work by leadership.

Adeyemi (2009), examined principals' management of conflicts in public secondary schools in Ondo State, Nigeria. As a descriptive survey, the study population comprised all the 281 public secondary schools in the State. Out of this population, a sample of 80 schools was drawn while 340 respondents (80 principals and 260 teachers) were selected through the stratified random sampling technique. A questionnaire was used to collect data for the study. The data collected were analysed using percentages. The findings showed that conflicts have not been effectively managed by principals of schools because of their inability to effectively utilize the strategies for resolving conflicts. Based on the findings, it was recommended that principals should inculcate the idea of setting up of committees to resolve conflicts. Principals should allow a free flow of information while communication gap should be prevented. Principals should endeavour to make use of dialogue strategy in managing conflicts in schools.

2.3. Dialogue strategy and teachers' job effectiveness

Dialogue strategy is a process where groups in conflicts are brought together (face-to face) to express their views on the subject matter. The conflict parties share their feelings and fears, are open to listening to the other parties' needs, are willing to be changed by what they hear, and are open to the idea of being vulnerable (Oboegbulem and Onwurah, 2011). In dialogue, each party makes a serious effort to take the others' concerns into his or her own picture, even when disagreement persists. No participant gives up his or her identity, but each recognizes enough of the others' valid human claims that he or she will act differently toward the other. The goal of Dialogue is to develop joint approaches to conflict resolution, as well as improve relationships, understanding, and trust between individuals or groups in conflict (Saunders, 2009).

Studies related to conflict management strategies have found dialogue to be an effective conflict management strategy for improved teacher effectiveness. Yirik, Yıldırım, and Çetinkaya (2015), carried out a study on conflict management and conflict resolution in hospitality organizations. The research population contains personnel working at five-star hotels in Alanya, Turkey. The sample was in the 18-45 age range with 201 employees. Results of the research showed that dialogue is an effective strategy for the management of conflict within an organization. That it plays an important role in the efficient operation of in-house systems. Developing good relationships among employees, between the employer, employees and the units can be enhanced through interactions and dialogue. That dialogue helps in taking precautions

against possible conflicts, finding proper solutions to strengthen the relationship among the staff, and providing the organization with high-quality service.

Arop and Bassey (2017), examined the influence of administrators' conflict management techniques and supervision of students' legal rights in secondary schools in Cross River State, Nigeria. Two conflicts management techniques used by secondary school administrators and five fundamental rights of students were considered in the study. The study adopted a descriptive survey design while a four-points Likert scale questionnaire was used for data collection. A sample of 92 principals were selected out of 231 principals in Cross River State. Data collected were analysed using independent t-test at .05 level of significance. The results of the study revealed that there was a significant influence of administrators use of dialogue and domination on secondary school students' rights to fair hearing, dignity of human person, freedom of expression, peaceful assembly and association except in the recognition and protection of students' rights to freedom of religion. The study further revealed that school administrators do not possess an in-depth understanding of the basic ideals of dialogue in handling conflict situations in the school.

The study concluded that when opportunities are not created by school administrators for dialogue, it will invariably heighten the already existing silence created as a result of the negative actions taken by the opposing sides. The study recommended that there should be establishment of school conflict management (SCM) for acquisition of conflict management skills as well as the proper use of dialogue as

option for resolving all conflicts in the school instead of the use of brute force and “buy off” (Arop and Bassey, 2017).

In a different study, Oshionebo and Ashang (2017), examined the administrative strategies for the resolution of principal-teacher conflicts among secondary schools in Lagos state, Nigeria. One research question and hypothesis were formulated to guide the study. The target population for this study was 2,231 respondents comprising 2,021 Secondary School Teachers and 210 School Principals. A total of 202 teachers and 21 principals were selected using simple random sampling technique. Administrative Strategies for Conflict Resolution (ASCR) questionnaire was the structured instrument used to elicit the needed information from the respondents. The data collected were analysed using mean and standard deviation to answer the research question and independent t-test statistical tool was used to test the null hypothesis at 0.05 level of significance and 240 degrees of freedom.

The findings of the study showed that responses of both categories of respondents favoured the use of dialogue for principal-teacher conflict resolution among other administrative strategies such as dominance, compromise, smoothing, synergy, culture of civility, mediation, negotiation, and communication. It was recommended among other things that in selecting appropriateness of the approach; the nature of the institutions involved, composition of the members and the intensity of the conflict should be systematically considered (Oshionebo and Ashang, 2017).

2.4. Effective communication strategy and teachers' job effectiveness

Effective communication is a very good strategy for managing conflicts. It is a process where all the necessary information needed by groups are communicated to them in due time, acted upon and provision of appropriate feedback. Effective communication has a big role to play in conflict management because it has been observed that poor communication results in misunderstanding and ultimately conflicts. Communication has to be clear and precise to avoid conflicts (Oboegbulem and Onwurah, 2011). Effective Communication is a strong conflict management strategy because it can be used to avoid many problems that would have engulfed organization. Organization must at all times conduct meeting with all different cadres of their employees. By so doing they would be able to explain organizational policy and also listen to complaints and problems of members of staff. In addition, management should not fold their arms to rumours. Each time a rumour emanates, it must be confronted with relevant facts clearly communicated to all levels of units, departments and organizations (Obi, 2004). Ogonor (2004) posited that conflict resolution is meant to change attitude and perception of disputants and enables them to obtain new information and engage in a process of creative problem-solving through the perception and “reframing” of the conflicting situation using controlled communication.

Studies on effective communication and teachers' job effectiveness have revealed some relationships between the two variables. Ramani and Zhimin (2010), conducted a survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya. The broad objective of the study was to determine various mechanisms

applied in resolving conflicts within public secondary schools in Nairobi province. The study used descriptive and exploratory research design. A sample comprising of principals, representatives of Boards of Governors (BoG's), class teachers, students and education officers was used to investigate the understanding, perceptions and impacts of conflict resolution mechanisms in their respective schools. The research instruments included a questionnaire and an interview schedule, which were administered to the respondents. The data collected were subjected to qualitative and quantitative analysis. They were analysed using SPSS. Frequency distribution tables, percentages, and charts were used to present data. The findings showed that the causes of conflicts in public secondary schools are varied and that resolution of such various forms of conflicts would therefore, require specific strategies since the root causes may be unique.

Ajai (2017), assessed conflict management strategies in public secondary schools in Delta state, Nigeria. Three research questions were raised to guide the study. The study adopted a descriptive survey design and convenient sampling to select 140 public secondary school heads out of the 159 public secondary schools in Delta north senatorial district. The questionnaire was used as the key data collection tool and analysis of data was done through the use of simple percentage. The study revealed that the major causes of conflict in secondary schools were; principal's illegal collection of levies, principals delegating duties meant for senior teachers to junior teachers, principals tempering with staff salary, communication without feedback and irregular payment of staff salary. From the study, it was found that the area most affected by conflict in secondary school administration were financial administration and student personnel. The study also found

that the most effective resolution strategies were the confrontational, compromising, setting up committee, free flow of communication between members of staff, proper school record keeping and dialogue.

Sompa (2015), investigated management strategies of interpersonal conflict between teachers and head teachers in selected secondary schools of Lusaka Province, Zambia. A survey design was adopted which used interviews, focus group discussions and document review to collect data from a sample of 107 participants in seven public secondary schools. The sample of this study comprised 7 head teachers, 56 teachers, 42 Heads of Department, the District Education Boards Secretary and the chairperson of the Teaching Service Commission. The schools were sampled using random sampling. The head teachers, the Heads of Department; the District Education Boards Secretary and the Chairperson from the Teaching Service Commission were sampled using purposive sampling whilst the teachers were sampled using snowball sampling. The findings showed that teachers and head teachers were able to manage conflict through different management strategies such as confrontation, avoidance, dialogue, maintaining government policy by giving teachers copies of working conditions, charging the teacher, mediation, communication and scolding the teacher. The causes of these conflicts were said to be absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, unsatisfactory class allocation, teachers negative work culture, favouritism and not submitting teaching files on schedule. These conflicts had a negative impact such as teacher transfers as well as both parties in conflict being frustrated.

The study of Wachira (2011), on conflict management strategy and teachers job satisfaction revealed that effective school management depends on collaboration and teamwork among teachers and administrators. That decision making in educational systems is frequently characterized by conflict and disagreement due to differences of interests and opinions among the players. A total of 28 primary schools participated in the study, which were selected using stratified sampling. The respondent of the study were 22 head teachers and 184 teachers in the sampled schools. Descriptive statistics using table of frequency and percentages were used for analysis of the data. The results of the study indicated that in schools where the head teacher used control-oriented conflict management strategies, 81% of teachers tended to be dissatisfied. Teachers reported higher levels of satisfaction at 90.9% when the head teacher used collaborative approach, open communication and a problem-solving stance when dealing with conflict situations.

2.5. Smoothing strategy and teachers' job effectiveness

This technique is also known as accommodation, yielding or obliging technique (Ghaffar & Khan, 2012). Smoothing style involves low concern for self and high concern for others. It is that management style in which administrators ignore self-interest by satisfying others' concerns. In obliging style, the administrators try to absorb conflict by minimizing differences with other parties. The administrator is hesitant in expressing his ideas, beliefs and feelings. It highlights common interests while bringing to the fore open recognition of actual or perceived conflicts to their lowest points.

This is, however, a temporary style of conflict management where a principal makes effort to buy time as he/she seek cooperation in the school (Crossfield & Bourne, 2018). This style is associated with an attempt to diminish differences and emphasize commonalities for the purpose of satisfying the needs of the other party. It can be used as a strategy when an individual is willing to make a concession with the hope of getting something in return. This style is associated with an endeavour to play down the differences and emphasizing harmony to satisfy the concern of the other party. There is an element of self-sacrifice in this style. The obliging style is used when relations are more important than issues and encouragement is needed to staff. The strategies which are used in obliging styles are to make excuses, to be silent, soft language, reluctant in voice and follow the ideas of opponent party (Johnson, 2005).

Yasin and Khalid (2015), investigated conflict management styles that are frequently used by the professionals working at various organizational hierarchies to reduce the conflicts to save the organizational environment. Moreover, gender differences in using different conflict management styles were also explored. The sample comprised of 100 professional teachers including lecturers, professors, associate professors and assistant professors. The Thomas-Kilmann Conflict Mode Instrument (Thomas and Kilmann, 1978) was used to measure different conflict management styles. The results of the study revealed that teachers mostly used the avoiding conflict management style. Moreover, professors and associate professors used compromising conflict management style. But the assistant professor used the accommodating and lecturers used the avoiding conflict management style. Females more frequently use

avoiding conflict management style than males. Through the findings of their study, they recommended that seminars and workshops should be organized to train teachers using healthy conflict management styles; senior professors should adopt more of avoiding style which can enhance work motivation of junior teachers (Yasin and Khalid, 2015).

Ilem (2016), conducted a study to investigate administrators' conflict resolution practices and secondary school teachers' attitude to work in Biase local Government Area, Cross River State. The study adopted a survey design while a simple random sampling technique was used to select 150 from a population of 1600 teachers. The findings of the study revealed that there is a significant influence of domination, accommodation, compromise and integration on secondary school teachers' attitude to work. It was recommended that the Ministry of Education board should organize conferences and workshops on conflict management to school principals to enhance effective school conflict resolution.

Ezeugbor, Onyali and Okoye (2015), conducted a study with the aim of investigating Principal's adoption and utilization of effective conflict management strategies for promoting peace culture in secondary schools in Anambra State. The study adopted descriptive survey design. Two research questions guided the study, and two null hypotheses tested at 0.05 level of significance were formulated for the study. The population of the study consisted of 254 principals and 254 vice principals (Administration) in the public secondary schools of Anambra State. Data were collected using a 22-item questionnaire. The t-test was adopted in testing the hypotheses at 0.05 level of significance. The findings revealed that principals did not adopt a considerable

number of effective conflict management strategies such as smoothing, dialogue, effective communication, and compromise in schools. Also, the extent to which they utilized effective conflict management strategies in building peace-culture was low.

It was recommended that such conflict management strategies as smoothing, effective communication, dialogue, and compromise should be used in managing conflicts in their schools. It was also recommended among others, the principals as a matter of urgency should be exposed to the necessity of adopting all the effective conflict management strategies. This should be done through conferences and seminars if the aim of building peace in secondary schools would be achieved (Ezeugbor, Onyali and Okoye, 2015).

The findings from the study of Edem (2016), on principals' conflict management competence and teachers' job effectiveness in secondary schools in Calabar-South Local Government Area, Cross River State, Nigeria, using a sample of 200 teachers, revealed that principal use of avoidance, accommodation, collaboration and mediation skills of conflict, management, had a significant relationship with teachers' job effectiveness. It was recommended that principals should be encouraged to acquire requisite skills so as to help improve the performance of teachers in the school.

Anashie and Kulo (2014), examined empirically the strategies adopted by secondary school principals in Cross River State of Nigeria in resolving conflicts and sustaining peace and economic development. Descriptive survey research design was adopted. A sample of 100 public secondary schools' administrators was randomly drawn from a population of 253 public secondary schools in the state. An instrument tagged

“Conflict Resolution Strategy Questionnaire (CRSQ)” was used for data collection. Frequency table, percentages and t-test statistics were used to analyse the data collected in order to answer one research question and test two hypotheses at .05 level of significance respectively. The findings of the study revealed that secondary school administrators adopted conciliation; competitive; yielding and co-operative strategies in resolving conflicts in their schools, while the avoidance and forcing strategies were rarely used by schools’ administrators. It was therefore, recommended among others that, school administrators should be properly trained in the art of peace education and conflict resolution strategies particularly in the mediation and arbitration techniques.

2.6. Summary of literature review

The chapter was very vital because it offered the researcher better insights and understanding of the topic. The chapter also enabled the researcher to identify what areas has been covered and where to focus, in order to avoid repetition or attempting to solve a problem that has already been solved by others. The chapter also offered direction in terms the methodology used by other studies, and also provided a basis for developing the items in the questionnaire.

Teachers level of effectiveness have been explored by earlier studies. Most studies conducted in different parts of the world and at different times, have established various levels of teachers’ job effectiveness. Some studies disclosed that teachers job effectiveness was good or high, above average, low and so on, depending on the results of their studies.

In terms of arbitration conflict management strategy and teachers' job effectiveness, seven citations were made comprising of three conceptual citations and four empirical citations. The conceptual citations were used to offer a brief explanation of the concepts, while the empirical studies were used to understand the relationships that have been discovered between the two variables in other studies.

Under dialogue conflict management strategy and teachers' job effectiveness, two conceptual citations were made, as well as three empirical studies. The conceptual review made it easy for the researcher to explain the concepts in order to gain some understanding in this section. All the empirical studies cited in this section, established one form of relationship or the other between the variables used in their studies. Different methodologies were used by these studies in a unique manner that suit their situation.

In the section of effective communication conflict management strategy and teachers' job effectiveness, a total of seven citations were included. Out of these, three were conceptually reviewed, while four studies were reviewed empirically. However, the studies cited in this section empirically, studied various variables and made use of different methodologies. The studies established various forms of relationships between the variables used.

In terms of smoothing conflict management strategy and teachers' job effectiveness, three conceptual literatures were cited while five empirical studies were reviewed. These studies were conducted in different parts of the world and were able to establish one form of relationship or the other between the variables studied respectively.

From existing literatures generally as cited herein, it can be deduced that several studies have been conducted which have identified the causes, types and strategies for managing conflict in schools. Some studies have assessed some conflict management strategies and their interactions with other dependent variables such as teachers' work performance, teachers' attitude to work and workers' performance. The conflict management strategies popularly identified and used in most earlier studies include more of integration, mediation, negotiation, dialogue, and avoidance; and less of effective communication, smoothing, arbitration, or compromise. The studies that made use of some of these strategies mentioned above were dominated by those whose purposes were to find out the best technique for managing conflict in schools, and those which sought to identify the most commonly used conflict management strategy adopted by head teachers in resolving conflicts in their schools.

However, even though it seems much has been done already, there are still several gaps in the literature that this present study may fill. It must be noted that some of these researches available, were conducted in foreign countries and their results might not be applicable to Nigeria, Cross River State, or Obubra Local Government Area. Secondly, the studies conducted in Nigeria generally, are very few. Even the few studies have not been able to study all the conflict management strategies available. Because of the differences in ethnicity and location, the result of other studies conducted outside Obubra Local Government Area specifically, may not be applicable.

The focus of most already-existing studies has been more on tertiary institutions with little or no focus on secondary or primary levels of education. Only a few studies

(four studies) were observed to have been conducted in Cross River State, which investigated the relationship between conflict management strategies and teachers job effectiveness in Cross River. Out of these, one study focused on Cross River State generally; one in Biase and two studies in Calabar South Local Government Areas of Cross River State. These four studies did not make exact use of the same variables as those selected for this study. This means that the results obtained from these studies may not also be applicable to Obubra Local Government Area.

As a matter of fact, there seem to be no available study in Obubra Local Government Area that was conducted to examine conflict management strategies and teachers job effectiveness which used the same sub-variables as this study. This means that much still needs to be done to fill these gaps identified, and to obtain results that may be consume or utilized locally to solve problems.

Therefore, this study is not the same as other earlier studies. It is different from all other existing studies because of the following reasons: the study examined arbitration, dialogue, effective communication, and smoothing conflict management strategies and their relationships with secondary school teachers' job effectiveness respectively; the study was conducted in 2018; the study was carried out in Obubra Local Government Area of Cross River State; the study focus was specifically on secondary school teachers job effectiveness; the study methodology was also different from those used in earlier studies irrespective of location; and lastly, this study sought to determine the joint influence of four conflict management strategies (arbitration, dialogue, effective communication, and smoothing) on secondary school teachers job effectiveness, which

no other study was observed to have done. It was based on these reasons that the researcher considered the present study highly important to carryout in order fill the gaps existing in literatures, and to create or add new knowledge to earlier studies.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the methods and procedures employed to obtain and analyse data for this study. The chapter was organized according to the following sub-headings:

- 3.1. research design
- 3.2. area of the study
- 3.3. population of the study
- 3.4. sampling techniques
- 3.5. sample of the study
- 3.6. instrumentation
 - 3.6.1. validity of the instrument
- 3.7. procedure for data collection
- 3.8. procedure for data preparation/scoring
- 3.9. procedure for data analysis

3.1 Research design

Two research designs were adopted for the study. The first research design adopted for the study was the correlational research design. According to Idaka and Anagbodu (2012), correlational research design attempts to find the nature of the relationships between a set of variables. This relationship is not determined by the

researcher; it cannot also be manipulated. It is naturally present within a group or sample. The relationship between variables can be positive, negative or there could be no correlation at all. It was on these bases that correlational research design was considered appropriate for this study, because the purpose of this study was to examine independent variables such as arbitration, dialogue, effective communication and smoothing as conflict management strategies, and their respective relationships to teachers' job effectiveness.

The second research design adopted for the study was the factorial research design. According to Shuttleworth (2016), a factorial design is often used by scientists wishing to understand the influence of two or more independent variables upon a single dependent variable. This design was considered appropriate because factorial designs allow experiments to have more than one independent variable (factors), and either a dependent variable or dependent variables with categories (levels). In this study, four factors (four conflict management strategies) were jointly studied to determine their influence on the dependent variable (secondary school teachers job effectiveness).

3.2. Area of the study

This study was carried out in Obubra Local Government Area. Obubra is a Local Government Area of Cross River State, Nigeria with its headquarters in the town of Obubra. It is located in Latitude 6.0857° N, and Longitude 8.3280° E with an area of 1,115 km², and a population density of 206.8/km² (National Bureau of Statistics, 2016). The projected population of the area is two hundred and thirty thousand, six hundred

(230,600) people according to National Population Commission of Nigeria (2016). It is one of the oldest Local Government Areas in the country with the postal code 551.

Obubra is bounded by Yakurr Local Government area in Cross River State, to the south; Ikom Local Government Area in Cross River State, to the north; Akamkpa Local Government Area in Cross River State, to the North-west; and Izzi Local Government Area of Ebonyi State, to the east. It consists of a mono-cultural group of people of Mbembe descent. The major units of this member speaking people include Adun, Ofumbongha, Okum and Osopong.

Other splinter groups of large nationalities that also co-exist with their Mbembe neighbours include Yala (Nkum Akpambe), Ekuri, Isobor and Izzi speaking people. The National Youth Service Corps, Cross River State Orientation Camp is situated in this Local Government Area. Analytically speaking, Obubra Local Government Area somehow shares the national characteristics of being a multi-ethnic or plural society. The life of the people is largely determined by the prevailing environmental condition in which they have found themselves. Thus, as a basically agrarian society, the people are simple, unassuming, accommodating and live a life of relative contentment. The Local Government is endowed with abundant natural resources including agricultural, forest and mineral resources.

3.3 Population of the study

The population of this study comprised all the public secondary school teachers in all the 16 public secondary schools in Obubra Local Government Area of Cross River

State. According to information gathered from the Obubra Local Government Education Authority, there are a total of 304 teachers in the Area. Out of these, 213 were males, while 91 of them were females.

3.4 Sampling technique

Two sampling techniques were adopted to select the sample frame and sample of respondents. The simple random sampling technique was adopted to select a sample frame of 10 public secondary schools out of the 16 public secondary schools available in the area. In achieving this, all the names of the 16 public secondary schools in the area were written on separate piece of papers and folded up to a form that a school cannot be merely identified. The folded papers were put into a container (hat) and stirred to mix up. One folded paper was blindly picked per time, unfolded, and the school name on it was written down. The paper was refolded and replaced back into the hat, so as to give each school equal probability ($1/16$) of being selected, and to obtain an unbiased sample. The same procedure was followed until 10 public secondary schools were obtained. However, where a school already selected was re-picked, such school was not selected again, instead the paper was refolded immediately and put back into the hat.

On the other hand, a purposive sampling technique was adopted by the researcher to select all the teachers available in the sample frame of 10 public secondary school in Obubra Local Government Area. According to Asim, Idaka, and Eni (2017), in purposive sampling, the researcher uses his or her judgment to select people for the sample who would best serve the purpose of the study.

3.5 Sample of the study

The sample of this study was made up of the entire two hundred and twenty-two (222) teachers that were available in the ten (10) selected public secondary schools in Obubra Local Government Area of Cross River State. However, a total of 222 senior secondary students were randomly selected across the 10 selected schools to assess the job effectiveness of their mathematics teachers. The sample of this study was presented in Table 1.

TABLE 1.

Sample distribution of secondary school teachers from the ten selected public schools in Obubra Local Government Area, Cross River State (n = 10)

Schools	Males	Females	Total
A	11	8	19
B	10	12	22
C	16	4	20
D	14	5	19
E	14	7	21
F	21	2	23
G	16	7	23
H	18	11	29
I	12	7	19
J	17	10	27
Total	149	73	222

3.6 Instrumentation

Two instruments designed by the researcher were used for data collection including:

- a. Conflict Management Strategies Questionnaire (CMSQ).
- b. Secondary School Teachers Job Effectiveness Questionnaire (SSTJEQ).

- a. Conflict Management Strategies Questionnaire (CMSQ).

This instrument was used to assess principals' conflict management strategies. It was organized into 2 (two) sections. Section A was designed to elicit respondents' personal data such as sex, age, and working experience. Section B meanwhile, comprised a total number of 20 (twenty) items that were organized on a 4-points Likert scale. The twenty items were group into four units corresponding to the four sub-variables (Arbitration, Dialogue, Effective communication, and Smoothing) of the independent variable of this study. Each unit had a total of 5 (five) items respectively. 222 secondary teachers across all the schools in the sample frame were used to respond to the items on this instrument, as means of assessing their principals' conflict management strategies

- b. Secondary School Teachers Job Effectiveness Questionnaire (SSTJEQ).

This instrument was designed by the researcher to obtain information from respondents with respect to secondary school teachers' job effectiveness. The instrument was structured into two sections. Section A was designed to elicit respondent demographic information such as Age, Class and Gender; while section B comprised of

10 (ten) items that were arranged on a four Point Likert Scale. 222 senior secondary students across all the selected schools in the sample frame were used to assess the effectiveness of their mathematics teachers.

3.6.1 Validity of the instrument

The items in the instruments were drawn in reflection of the hypotheses generated by the variables under study. Before using the instruments, the items developed were given to two experts in test and measurement unit in the Department of Educational Foundations, Faculty of Education, University of Calabar, for face, content and construct validity. They scrutinized the instrument and made necessary corrections before it was finally taken to the project supervisor. The supervisor carefully went through them before approving it for administration.

3.7 Procedure for data collection

Copies of the questionnaires were administered to the sampled schools on different occasions based on the permission of the respective schools' principals. The respondents were informed of the exercise as well as the importance of providing objective responses to the items. They were also told to be honest, focused and to provide true responses to the various items. Since the respondents were teachers and senior secondary school students, it made the administration of the instrument easier.

In assessing conflict management strategies of secondary school principals, teachers were used to complete the questionnaires. In order to obtain reliable and

unbiased data, the researcher made used of 222 senior secondary school students to assess their mathematics teachers' job effectiveness. The researcher was assisted by some teachers who were not part of the study sample, in administering the questionnaires to the respondents. Upon completion, copies of the questionnaires were retrieved from the respondents for analysis.

3.8 Procedure for data preparation /scoring

The collected data were prepared on a person by item matrix using a computer spreadsheet program (Microsoft Excel version 2016). Each respondent was assigned a nominal variable using letters of the alphabets and a combination of alphabet and numbers for easy identification. The scoring of the questionnaire was done differently for positively worded and negatively worded items. Shown below was the scale used to score each response.

Response	Positively worded items	Negatively worded items
Strongly Agree (SA)	4 points	1 point
Agree (A)	3 points	2 points
Disagree (D)	2 points	3points
Strongly Disagree (SD)	1 point	4 points

3.9 Procedure for data analysis

The data of this study were analysed using descriptive statistics such as mean, standard deviation, and variance; while Population t-test, Pearson Product Moment

Correlation, and multiple regression statistical techniques were used to test the null hypotheses at .05 level of significance through the use of Microsoft Excel version 2016.

Multiple regression analysis was used to determine the joint and relative contributions of the four independent variables (X_1 ---- X_4) in predicting teachers' job effectiveness (Y). The criterion variable was therefore regressed on each of the four explanatory variables (X_1 ---- X_4). The regression equation is $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$. Where $b_1 - b_4$ are the regression weights that represent the relative contributions of the independent variables (X_1 ---- X_4) to the prediction of the dependent variable (Y). Before testing the null hypotheses, the independent variables, dependent variable, as well as the statistical technique employed were clearly written as shown below.

Hypothesis One (H_0)

Secondary school teachers' job effectiveness level in Obubra Local Government Area is not significantly high.

Variable involved: Teachers' job effectiveness

Statistical technique: Population t-test

Hypothesis Two (H_0)

There is no significant relationship between arbitration strategy and secondary school teachers' job effectiveness in Obubra Local Government Area.

Independent Variable: Arbitration strategy

Dependent Variable: Teachers' job effectiveness

Statistical technique: Pearson Product Moment Correlation.

Hypothesis Three (H_03)

There is no significant relationship between dialogue strategy and secondary school teachers' job effectiveness in Obubra Local Government Area.

Independent Variable: Dialogue strategy

Dependent Variable: Teachers' job effectiveness

Statistical technique: Pearson Product Moment Correlation.

Hypothesis Four (H_04)

There is no significant relationship between effective communication strategy and secondary school teachers' job effectiveness in Obubra Local Government Area.

Independent Variable: Effective communication strategy

Dependent Variable: Teachers' job effectiveness

Statistical technique: Pearson Product Moment Correlation

Hypothesis Five (H_05)

There is no significant relationship between smoothing strategy and secondary school teachers' job effectiveness in Obubra Local Government Area.

Independent Variable: Smoothing strategy

Dependent Variable: Teachers' job effectiveness

Statistical technique: Pearson Product Moment Correlation Coefficient.

Hypothesis Six (H_06)

Arbitration, dialogue, effective communication, and smoothing strategies have no joint significant influence on secondary school teachers' job effectiveness in Obubra Local Government Area.

Independent Variables: Arbitration, dialogue, effective communication, and smoothing strategies.

Dependent Variable: Teachers' job effectiveness

Statistical technique: Multiple regression (R) analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is concerned with the presentation, interpretation and discussion of the results obtained from the analysis of data. The following sub-headings were of major concern in the chapter:

- 4.1. General description of research variables
- 4.2. Presentation of results
- 4.3. Discussion of results

4.1. General description of research variables

This section described the research variables of the study. The variables described in this section include the sub-variables of the independent variable, and the dependent variable. Arbitration, dialogue, effective communication and smoothing strategies were the sub-variables of the independent variable; while the dependent variable of the study was secondary school teachers job effectiveness. The variables of the study were described using mean, percentage standard deviation and variance as presented Table 3 below.

TABLE 2.

Mean, percentage, standard deviation and variance of the independent and dependent variables of the study.

n = 222

Variables	Sum	Mean	%	SD	S ²
Arbitration strategy	1417	6.38	15.7	2.13	4.53
Dialogue Strategy	1469	6.62	16.3	2.53	6.39
Effective communication Strategy	2139	9.64	23.7	3.47	12.02
Smoothing Strategy	1968	8.86	21.8	3.43	11.78
Teachers' Job effectiveness	2035	9.17	22.5	3.36	11.30
Total	9028	40.67	100	14.92	46.02

20% = hypothesized average mark

From Table 2 above, arbitration strategy achieved a mean of 6.38 representing 15.7% of the total responses indicating that the response was below average. Dialogue strategy achieved a mean of 6.62, representing 16.3% of the total responses which was below average. Effective communication strategy achieved a mean response of 9.64 representing 23.7% of the total responses which is above average. Similarly, smoothing strategy achieved a mean response of 8.86 representing 21.8% of the total responses which is above average. Teachers' job effectiveness was above average with mean 9.17 representing 22.5% of the total responses

4.2. Presentation of results

The results obtained from the analysis of this study were presented on the basis of the hypotheses formulated to guide the study.

Hypothesis One (H_0)

Secondary school teachers' job effectiveness level in Obubra Local Government Area is not significantly high. The result of the analysis of data using Population t-test statistical technique is presented in Table 3.

TABLE 3.

Summary of Population t-test result of secondary school teachers' job effectiveness level in Obubra Local Government Area of Cross River State (n = 222)

Variable	Sample mean	μ	S^2	SE	t-cal.
Teachers' job effectiveness	9.17	12.5	3.36	.226	14.77*

* p < .05 df = 221 t-crit. = 1.960 μ = hypothesized population mean

The results presented in Table 3, revealed that the calculated t-value of 14.77 is greater than the critical value of 1.960 meaning that, $p < .05$ at 221 degrees of freedom. With this result, the null hypothesis is rejected implying that, secondary school teachers' job effectiveness in Obubra Local Government Area is significantly high.

Hypothesis Two (H_02)

There is no significant relationship between arbitration strategy and secondary school teachers' job effectiveness. The result of the analysis of data using Pearson Product Moment correlation statistical technique is presented in Table 4.

TABLE 4.

Summary of Correlation analysis of the relationship between arbitration strategy and secondary school teachers' job effectiveness (n = 222).

Variables	ΣX	ΣX^2	ΣXY	r-cal
	ΣY	ΣY^2		
Arbitration strategy	1417	10045	13352	.230*
Teachers' job effectiveness	2035	21151		

* $p < .05$; $df = 220$; r crit. = .138

The results presented in Table 4 revealed that, the calculated r – value is greater than the critical values ($r = .230 > .138$) at .05 level of significance, and 220 degrees of freedom. With this result, the null hypothesis is rejected implying that, there is a significant relationship between arbitration strategy and secondary school teachers' job effectiveness.

Hypothesis Three (H_03)

There is no significant relationship between dialogue strategy and secondary school teachers' job effectiveness. The results of data analysis using Pearson Product Moment correlation statistical technique is presented in Table 5.

TABLE 5.

Summary of Correlation analysis of the relationship between dialogue strategy and secondary school teachers' job effectiveness (n = 222).

Variables	ΣX	ΣX^2	ΣXY	r-cal
	ΣY	ΣY^2		
Dialogue strategy	1469	11133	13842	.200*
Teachers' job effectiveness	2035	21151		

* $p < .05$; df = 220; r crit. = .138

The results presented in Table 5 indicates that, the calculated r value .200 is greater than the critical r value .138 at .05 level of significance and 220 degrees of freedom. Consequently, the null hypothesis stated above is rejected implying that, there is a significant relationship between dialogue strategy and secondary school teachers' job effectiveness.

Hypothesis Four (H_04)

There is no significant relationship between effective communication strategy and secondary school teachers' job effectiveness. The results of the analysis of data using Pearson Product Moment correlation statistical technique is presented in Table 6.

TABLE 6.

Summary of Correlation analysis of the relationship between effective communication strategy and secondary school teachers' job effectiveness (n = 222).

Variables	ΣX	ΣX^2	ΣXY	r-cal
	ΣY	ΣY^2		
Effective communication strategy	2139	23267	20104	.193*
Teachers' job effectiveness	2035	21151		

* $p < .05$; $df = 220$; $r_{crit.} = .138$

The results presented in Table 6 revealed that, the calculated r value .193 is greater than the critical r value .138 at .05 level of significance and 220 degrees of freedom. Based on this result, the null hypothesis is rejected implying that, there is a significant relationship between effective communication strategy and secondary school teachers' job effectiveness.

Hypothesis Five (H_05)

There is no significant relationship between smoothing strategy and secondary school teachers' job effectiveness. The results of the analysis of data using Pearson Product Moment correlation statistical technique is presented in Table 7.

TABLE 7.

Summary of Correlation analysis of the relationship between smoothing strategy and secondary school teachers' job effectiveness (n = 222).

Variables	ΣX	ΣX^2	ΣXY	r-cal
	ΣY	ΣY^2		
Smoothing strategy	1968	20050	18317	.109*
Teachers' job effectiveness	2035	21151		

* $p > .05$; $df = 220$; r crit. = .138

The results presented in Table 7 indicates that, the calculated r - value is less than the critical values, i.e. $.109 < .138$ at .05 alpha level and 220 degrees of freedom. With this result, the null hypothesis is retained implying that, there is no significant relationship between smoothing strategy and secondary school teachers' job effectiveness.

Hypothesis Six (H_06)

Arbitration, dialogue, effective communication, and smoothing strategies have no joint significant influence on secondary school teachers' job effectiveness. The results of multiple regression analysis of the influence of the four conflict management strategies on secondary teachers' job effectiveness is presented in Table 8.

TABLE 8.

Summary of Multiple Regression results of the influence of arbitration, dialogue, effective communication, and smoothing strategies on secondary teachers' job effectiveness (n= 222)

R	R Square	Adjusted R Square	Standard Error
.3643	.1327	.1167	3.159

It can be inferred from the results presented in Table 8 that, the four conflict management strategies namely: arbitration, dialogue, effective communication and smoothing, have a joint multiple correlation which is positive with teachers' job effectiveness ($R = .3643$). This implies that, the four conflict management strategies are quite relevant and important towards the determination of secondary school teachers' job effectiveness. Furthermore, the four conflict management strategies explained 13.27% of the total variance of secondary school teachers' job effectiveness in Obubra Local Government Area ($R^2 = .1327$). By implication, the remaining 86.73% may be due to other factors that were not studied. However, in order to determine whether or not, the R^2 value of .3643 obtained is statistically significant, the analysis of variance (ANOVA) of the regression analysis was performed as shown in Table 10 below.

TABLE 9

Analysis of Variance (ANOVA) of the Regression Analysis

<i>Source of Variation</i>	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Sig. F</i>
Regression	4	331.363	82.841	8.301	.0000*
Residual	217	2165.470	9.9791		
Total	221	2496.833			

* Significant at $p < .05$

The results presented in Table 9 shows clearly that, the R Square value obtained from the regression analysis, is statistically significant, since the p-value is less than .05 alpha level. i.e. $F = 8.301$; $p\text{-value } .0000 < .05$. This means that the R Square value of .3643 obtained, was not due to chance. With this result, the null hypothesis is rejected implying that, arbitration, dialogue, effective communication, and smoothing conflict management strategies have a joint significant influence on secondary school teachers' job effectiveness.

In order to determine the conflict management strategy with the highest influence, the relative contributions of the four variables (Arbitration, dialogue, effective communication and smoothing strategies) to secondary school teachers' job effectiveness was used as presented in Table 10.

Table 10.

Relative Contributions of arbitration, dialogue, effective communication, and smoothing strategies to secondary school teachers' job effectiveness.

<i>Variables</i>	<i>Coefficients</i>	<i>SE</i>	<i>t Stat</i>	<i>Rank</i>	<i>p-value</i>
Intercept	2.904	1.133	2.563		.0111
Arbitration strategy	.321	.107	3.000	2 nd	.0030
Dialogue strategy	.218	.090	2.413	3 rd	.0166
Effective communication	.237	.063	3.788	1 st	.0001
Smoothing strategy	.055	.063	.880	4 th	.3800

The results presented in Table 10 revealed that, three out of the four conflict management strategies were statistically significant in influencing secondary school teachers' job effectiveness. That is, arbitration, dialogue and effective communication strategies were statistically significant in influencing teachers' job effectiveness respectively (with p-values .0030, .0166, and .000 < .05); while smoothing strategy alone was not statistically significant (with p-value .3800 > .05). Out of the three statistically significant conflict management strategies, effective communication had the highest influence ($t = 3.788$); followed by arbitration conflict management strategy ($t = 3.000$); then dialogue conflict management strategy ($t = 2.413$) on secondary school teachers' job effectiveness.

4.3. Discussion of results

The results obtained from the analysis of this study are discussed on the following sub-headings below.

4.3.1 Level of secondary school teachers' job effectiveness.

The results of this study established that, secondary school teachers' job effectiveness in Obubra Local Government Area is significantly high. This result may be because teachers in the area were quite effective in making deliberate efforts to enhance students' knowledge in their subjects. They were also reported to be responsive to students' views and comments during lessons; many came to teach with already prepared lesson notes; many teachers supported students to take active part in co-curricular activities of the school and in writing clearly on the chalkboard for every student to see.

They were also reported as being effortful in stimulating students' interest in their subjects, in responding to students' questions satisfactorily during lessons, in providing clear explanations of important issues in their subjects, in the display of their subject mastery and in their evaluation of students during and after lessons.

This finding does not mean that teachers' effectiveness in the area is near perfection, but implies that, to a significant extent, teachers job effectiveness in Obubra was high enough and was not due to chance. This finding supports the findings of Muhammad, Rahmat, Muhammad, and Malik (2013), that investigated teachers' job performance at secondary school level in Southern Districts of Khyber Pakhtunkhwa. It was revealed that the expressed teachers' job performance was above average and was good. The finding also supports the finding of Ogoch, (2014), who examined the level of job satisfaction and teacher effectiveness in Trans-Mara West District, Kenya. The study revealed among other things that the level or degree of teacher effectiveness is good. This is because majority of the respondents said they effectively did their duties. In support of Ogoch's findings, the present study revealed many secondary school teachers demonstrated positive attitudes to work as revealed by majority of the responses.

4.3.2 Arbitration conflict management strategy and secondary school teachers' job effectiveness.

The findings of this study established a significant relationship between arbitration conflict management strategy and secondary school teachers' job effectiveness. However, there was a weak positive relationship between the two

variables, implying that an increase in the use of this strategy will lead to an increase in teachers' job effectiveness. In addition to this result, many teachers indicated that the school principals use interaction to settle disputes amongst the staff; third parties are also used to settle disputes between staff. One of the problems on the use of this strategy was based on the fact that almost all the respondents indicated that there was no conflict management committee in almost all the schools.

The findings of this study support the findings of Inang (2016); Adeyemi (2009); and Tshuma, Ndlovu and Bhebhe (2016), who in their study revealed a significant relationship between mediation, avoidance, collaboration, and teachers' job performance. Based on these, it was recommended that principals/head teachers should be trained on the best strategy to successful conflict resolution. Based on this Adeyemi (2009), recommended that principals should inculcate the idea of setting up of committees to resolve conflicts. Principals should allow a free flow of information while communication gap should be prevented.

4.3.3. Dialogue conflict management strategy and secondary school teachers' job effectiveness.

The findings of this study revealed a significant relationship between dialogue conflict management strategy and secondary school teachers' job effectiveness. There was a weak positive relationship between the two variables, implying that an increase in the application of dialogue conflict management strategy in resolving teachers' conflicts, will lead to an increase in teachers' job effectiveness. It was also discovered through the

findings of this study that many teachers are brought face to face to express their views, they were willing to listen to other parties' view concerning the issue on ground, they were also willing to change their view in order to settle the matter amicably.

From existing literature, the findings of Arop and Bassey (2017) supported this finding. It was revealed that there was a significant influence of administrators use of dialogue and domination on secondary school students' rights to fair hearing, dignity of human person, freedom of expression, peaceful assembly and association except in the recognition and protection of students' rights to freedom of religion. It also supports the position held by the findings of Oshionebo and Ashang (2017), whose study favoured the use of dialogue for principal-teacher conflict resolution among other administrative strategies such as dominance, compromise, smoothing, synergy, culture of civility, mediation, negotiation, and communication.

4.3.4. Effective communication conflict management strategy and secondary school teachers' job effectiveness.

The findings of this study in terms of effective communication conflict management strategy and secondary school teachers' job effectiveness, revealed a significant positive relationship between the use of effective communication conflict management strategy and secondary school teachers' job effectiveness. There was also a weak correlation between the two variables. In addition, many teachers displayed some level of awareness in the use of this strategy. Many teachers revealed that all the information needed by them to work are communicated to them on time, they are aware that poor communication leads to

misunderstanding between teachers. However, many teachers also indicated from their responses that they are not frequently involved in decision making.

The finding of this study supports the findings of Wachira (2011), whose study revealed that teachers reported higher levels of satisfaction at 90.9% when the head teacher used collaborative approach, open communication and a problem-solving stance when dealing with conflict situations. The finding of this study also supported the findings of Sompa (2015), who revealed that teachers and head teachers were able to manage conflict through different management strategies such as confrontation, avoidance, dialogue, maintaining government policy by giving teachers copies of working conditions, charging the teacher, mediation, communication and scolding the teacher.

4.3.5. Smoothing conflict management strategy and secondary school teachers' job effectiveness.

The findings of this study established that, there was no significant relationship between the use of smoothing strategy and secondary school teachers job effectiveness. However, there was a weak positive relationship between the two variables, this relationship was statistically insignificant in improving secondary school teachers' effectiveness in terms of lesson preparation, attendance to school, punctuality, academic performance of their students and in effective marking of attendance register. The implication of this result is that an increase in the use of this strategy will not increase secondary school teachers' job effectiveness. In addition to this, many academic staff revealed that they cannot displease themselves to please other

people during conflict resolution, they do not consider others' point of view, and many are not ready to build harmony with their colleagues even when they are at fault.

The finding of this study in this section, negates the finding of Ilem (2016), whose study revealed that there is a significant influence of domination, accommodation, compromise and integration on secondary school teachers' attitude to work. The difference in the results obtained may have been due to differences in the area of study, or other factors such as the respondents used in both studies.

Perhaps the finding of this study in this regard could be used to explain the position revealed by the findings of Ezeugbor, Onyali and Okoye (2015), who revealed that principals did not adopt a considerable number of effective conflict management strategies such as smoothing, dialogue, effective communication, and compromise in schools. Also, the extent to which they utilized effective conflict management strategies in building peace-culture was low.

4.3.6. Joint influence of arbitration, dialogue, effective communication, and smoothing conflict management strategies on secondary school teachers' job effectiveness.

The findings of this study with respect to this section revealed that, the four conflict management strategies (arbitration, dialogue, effective communication, and smoothing) have a joint positive relationship to secondary school teachers' effectiveness. The implication of this result is that when these four conflict management strategies are jointly used in resolving staff conflicts, it will improve their effectiveness in terms of lesson preparation, attendance to school, punctuality, academic performance of their students and in effective marking of

attendance register. The joint use of these strategy implies that principals use each strategy according to the situation on ground.

The findings of the study also revealed through the results of the ANOVA that these four conflict management strategies have a joint significant influence on secondary school teachers' job effectiveness. However, effective communication had the highest influence, followed by arbitration, and then dialogue. Smoothing conflict management strategy even when jointly assessed with other conflict management strategies such as arbitration, dialogue and effective communication had an influence that was not statistically significant in improving secondary school teachers' job effectiveness. Effective communication may have had the highest influence perhaps, because of its usefulness and potency in avoiding or preventing conflict within the school system. This is something other conflict management strategies may not provide or guarantee.

The findings in this section could also be used to prove the results in earlier sections of this discussion. Based on existing literature, Yasin and Khalid (2015), recommended that seminars and workshops should be organized to train teachers using healthy conflict management styles; senior professors should adopt more of avoiding style which can enhance work motivation of junior teachers. It was recommended that such conflict management strategies as smoothing, effective communication, dialogue, and compromise should be used in managing conflicts in their schools. It was also recommended among others that, the principals as a matter of urgency be exposed to the necessity of adopting all the effective conflict management strategies. This should be done through conferences and seminars if the aim of building peace in secondary schools would be achieved (Ezeugbor, Onyali and Okoye, 2015).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusion and recommendations. It was organized as follows:

- 5.1. Summary of the study
- 5.2. Conclusion
- 5.3. Recommendations
- 5.4. Suggestions for further research

5.1. Summary of the study

This study was designed to investigate conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State. Specifically, the study investigated: the level of secondary school teachers' job effectiveness in Obubra Local Government Area; the relationship between arbitration, dialogue, effective communication smoothing conflict management strategies and secondary school teachers' job effectiveness respectively; and the joint influence of arbitration, dialogue, effective communication, and smoothing conflict management strategies on secondary school teachers' job effectiveness.

In achieving these objectives, six research questions were posed and six null hypotheses were formulated to guide the study. The study was based on two theoretical frameworks: Max Weber theory of conflict management and Victor Vroom's Expectancy theory. Various literatures were consulted and cited in order to identify what has been

done by earlier studies, their methods and results, and the possible gaps that needs to filled.

The study adopted two research designs: the ex-post facto and factorial research design. The population of this study comprised all the teachers in all the public secondary schools in Obubra Local Government who were still working during the 2017/2018 academic session. Simple random sampling technique was employed to select ten public secondary schools which constituted the study sample frame; while a purposive sampling technique was used to select the entire teachers in the sample frame. The sample of the study comprised a total of 222 teachers.

The instruments used for data collection was for data collection were two sets of questionnaires designed by the researcher tagged: “Conflict Management Strategies Questionnaire (CMSQ),” and “Secondary School Teachers Job Effectiveness Questionnaire (SSTJEQ),” respectively. The instruments were validated by two experts, while Cronbach Alpha was used to established the internal consistency of the instrument. Consequently, the reliability coefficients obtained were 0.85, 0.73, 0.83, 0.86 and 0.87 for arbitration, dialogue, effective communication, smoothing, and secondary school teachers’ job effectiveness in that order. The instruments were administered and retrieved by the researcher with the help of some teachers. The data collected were analysed using descriptive statistics such as sum, mean, standard deviation and variance; while the null hypotheses were tested at .05 level of significance, using Population t-test, Pearson Product Moment Correlation and Multiple regression analyses (where applicable).

The results of the analysis revealed that:

- i. secondary school teachers' job effectiveness in Obubra Local Government Area, is high.
- ii. There is a significant relationship between arbitration conflict management strategy and secondary school teachers' job effectiveness.
- iii. There is a significant relationship between dialogue conflict management strategy and secondary school teachers' job effectiveness.
- iv. There is a significant relationship between effective communication conflict management strategy and secondary school teachers' job effectiveness.
- v. There is no significant relationship between smoothing conflict management strategy and secondary school teachers' job effectiveness.
- vi. Arbitration, dialogue, effective communication, and smoothing conflict management strategies have joint significant influence on secondary school teachers' job effectiveness. With effective communication having the most influence on teachers' job effectiveness.

5.2. Conclusion

Based on the results emanating from this study, it was concluded that; many secondary school teachers in Obubra Local Government Area of Cross River State, are discharging their duties above average. Out of the four conflict management strategies studied, three (arbitration, dialogue and effective communication) had significant relationship to secondary school teachers' job effectiveness respectively. It was also

concluded that out of the three conflict management strategies that were statistically significant in their contribution to secondary school teachers' job effectiveness, effective communication strategy had the highest influence, followed by arbitration and dialogue conflict management strategies in that order. Therefore, these three conflict management strategies should be used accordingly for improved teachers' job effectiveness.

5.3. Recommendations

Based on the findings of this study, and in order to improve secondary school teachers' effectiveness, the following recommendations were made:

- i. Teachers should be provided with the enabling environment, incentives, funds and materials in order to motivate them to improve in their job effectiveness
- ii. Principals should ensure that they setup conflict management committee (CMC) in their schools that will serve as the body responsible for managing teachers' conflict. Staff in this committee should be adequately trained on how to handle conflicts and other related matters.
- iii. Teachers in conflict should always be brought to interact face to face and explain their feelings in order to ensure that their differences, disparities, and positions are well understood. This will enable them resolve their issues amicably through proper dialogue.
- iv. All the information needed by teachers should be communicated to them on time; teachers should be actively involved in school decision making; and teachers should develop positive attitudes by being always ready to apologize to another

when an action by them caused others to get angry. This will help eliminate some conflicts before they even occur, or help manage a conflict situation.

- v. Teachers should learn to see others' views as being also important, rather than hold on to their rights, teachers should be enlightened on the need to put the needs of others first before thinking about themselves.
- vi. Secondary school principal should not rely totally on one conflict management strategy as the best for all situations, instead they should learn how to use various conflict management strategies, and apply any one based on the type of conflict, and the people involved in it.

5.4. Suggestions for further research

The following suggestions were made for further studies.

- i. A study of similar nature as this should be conducted in another area using a larger sample size in order to re-validate the findings of the present study.
- ii. A trend analysis study should be conducted on conflict management skills and the effectiveness of the effectiveness of tertiary of institutions.
- iii. A study should be conducted on principals' characteristics and effective conflict management in secondary schools.
- iv. Lastly, a study should be conducted that will examine effective communication as a conflict management strategy and primary school teachers' participation in academic activities.

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APPENDIX I

CONFLICT MANAGEMENT STRATEGIES QUESTIONNAIRE (CMSQ).

Department of Educational
Administration and Planning,
Faculty of Education,
University of Calabar, Calabar.

Dear Respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

The purpose of this questionnaire is to obtain valuable data for an academic research exercise on “Conflict Management Strategies and Secondary Teachers Job Effectiveness in Obubra Local Government Area, Cross River State, Nigeria.” The information you provide will be treated with total confidentiality and used mainly for the purpose of this research. Therefore, I implore you to fill truthful and reliable information that will enable the researcher reach valid conclusions.

Yours faithfully,

Researcher.

SECTION A - DEMOGRAPHIC DATA

Instruction: Please kindly tick (✓) against your chosen responses.

1. **Gender:** Male []; Female []
2. **Qualification:** OND/NCE []; HND/1st Degree []; Masters []; Ph.D. []
3. **Age:** 18 – 27 yrs []; 28 – 37 yrs []; 38 – 47 yrs []; 48 years and above [].
4. **Working experience:** Below 5 years []; 5 – 9years []; 10 – 14 years; [];

above 14 years [].

SECTION B – QUESTIONNAIRE ITEMS

Instruction: Respond by ticking any of the following options in the spaces provided based on the following metrics below.

SA – Strongly Agree;

A – Agree;

D – Disagree;

SD – Strongly Disagree

S/N	ITEMS	SA	A	D	SD
ARBITRATION STRATEGY					
1	My school principal uses interaction to settle disputes amongst staff.				
2	My school principal does not settle conflicts in the school between teachers				
3	There is no conflict management committee in my school.				
4	The principal of my school uses variety of techniques in conflict resolution				
5	My school principal does not encourage teachers in conflicts to participate in the process of arbitration.				
DIALOGUE STRATEGY					
6	The principal of my school brings teachers in conflicts face-to-face to express their views.				

7	My school principal does not give room for teachers in conflict to share their feelings during the dialogue process.				
8	During conflict resolution, the principal of my school encourages both parties in conflict to listen to others' views concerning the matter.				
9	The principal of my school does not discuss conflict related matters during staff meetings.				
10	My school principal ensures that both parties in conflict apologize to each other after the dialogue process.				

EFFECTIVE COMMUNICATION STRATEGY

11	The school principal communicates all the information needed by teachers to work on time.				
12	The principal of my school does not involve teachers frequently in making decisions for the school.				
13	The principal of my school takes time to advise teachers after a successful conflict resolution.				
14	The school principal does not rebuke teachers found to be responsible for particular conflicts in the school.				
15	The school principal conduct general meetings with teachers to discuss very serious conflict that are beyond his ability.				

SMOOTHING STRATEGY

16	Sometimes the principal of my school sometimes tells teachers in conflict to forget about the matter even without listen to the problem.				
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17	The principal of my school does not encourage some teachers in conflict to change their own point of view and consider those of their opponent.				
18	The principal of my school sometimes uses his position of authority to put to end, conflict between some teachers.				
19	The principal of my school always like singling out the teacher responsible for conflict to blame.				
20	The principal of my school often advises teachers to have high concern for themselves rather than others.				

APPENDIX II

SECONDARY SCHOOL TEACHERS' JOB EFFECTIVENESS

QUESTIONNAIRE (SSTJEQ)

Department of Educational
Administration and Planning,
Faculty of Education,
University of Calabar, Calabar.

Dear respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

The purpose of this questionnaire is to obtain valuable data for an academic research exercise on "Conflict Management Strategies and Secondary Teachers Job Effectiveness in Obubra Local Government Area, Cross River State, Nigeria." The information you provide will be treated with total confidentiality and used mainly for the purpose of this research. Therefore, I implore you to fill truthful and reliable information that will enable the researcher reach valid conclusions.

Yours faithfully,

Researcher.

SECTION A - DEMOGRAPHIC DATA

Instruction: Please kindly tick (✓) against your chosen responses.

1. **Gender:** Male []; Female []
2. **Age:** 10 – 14 yrs []; 15 – 19 yrs []; 20 – 24 yrs []; 25 years and above [].
3. **I am in:** SS1 []; SS2 []; SS3 []

SECTION B – QUESTIONNAIRE ITEMS

Instruction: Respond by ticking any of the following options in the spaces provided based on the following metrics below.

SA – Strongly Agree;

A – Agree;

D – Disagree;

SD – Strongly Disagree.

S/N	ITEMS	SA	A	D	SD
	My Mathematics teacher:				
1	does not always makes deliberate efforts to enhance students' knowledge in the subject.				
2	is always responsive to students' views and comments during lessons				
3	does not comes to teach with already prepared lesson notes.				
4	support students to take active part in co-curricular activities of the school.				
5	does not write clearly on the chalkboard for every student to see.				
6	makes effort to stimulate students' interest in the subject.				
7	does not responds to students' questions satisfactorily during lessons				
8	provides clear explanations of important issues in mathematics				
9	does not display in-depth knowledge of mathematics				
10	always ask students questions at the end of each lesson.				

APPENDIX III

Population Distribution of Public Secondary Schools teachers in Obubra Local Government Area, Cross River State (N = 16)

S/N	Names of Public secondary schools	Males	Females	Total
1	Community Sec. School, Ababene.	11	3	15
2	Community Sec. School, Adun.	11	8	19
3	Community Sec. School, Apiapum.	10	12	22
4	Community Sec. School, Ofodua.	11	2	13
5	Community Sec. School, Ofumbongha.	16	4	20
6	Community Sec. School, Ogurude.	14	5	19
7	Community Sec. School, Onyen-Okpon.	14	7	21
8	Community Secondary School, Yala.	21	2	23
9	Community Sec. School, Onyadama.	10	3	13
10	Dr. Eyaba Girls Sec. Sch., Ogada II.	16	7	23
11	Egara Comp. Sec. School, Iyametet.	12	3	15
12	Ekpashi Technical School, Ogada I.	18	11	29
13	Government Comp. Sec. School, Ejia.	11	5	16
14	Government Sec. School, Iyamoyong.	12	7	19
15	Mbembe Comprehensive Sec. School.	17	10	27
16	Okum East Secondary School,Ochon.	9	2	11
Total		213	91	304

APPENDIX IV

Sample frame of the study (n =222)

S/N	Name of Public secondary schools	Males	Females	Total
1	Comm. Sec. Sch, Adun.	11	8	19
2	Comm. Sec. Sch, Apiapum.	10	12	22
3	Comm. Sec. Sch, Ofumbongha.	16	4	20
4	Comm. Sec. Sch, Ogurude.	14	5	19
5	Comm. Sec. Sch, Onyen-Okpon.	14	7	21
6	Comm. Sec. Sch, Yala.	21	2	23
7	Dr. Eyaba Girls Sec. Sch, Ogada II.	16	7	23
8	Ekpashi Technical Sch, Ogada I.	18	11	29
9	Government Sec. Sch, Iyamoyong.	12	7	19
10	Mbembe Comp. Sec. School.	17	10	27
Total		149	73	222

APPENDIX V

DEMOGRAPHIC INFORMATION OF RESPONDENTS (TEACHERS)

Summary of descriptive statistics showing the frequency, and percentage of teachers' gender and academic qualification.

Variables	Frequency (F)	Percentage (%)
Gender		
Males	149	67.12
Females	73	32.88
Total (n)	222	100
Qualification		
OND/NCE	5	2.25
HND/1 ST Degree	183	82.43
Masters	34	15.32
Ph.D.	0	0
Total (n)	222	100

Summary of descriptive statistics showing the frequency, and percentage of teachers' age

Variables (Age)	Frequency (F)	Percentage (%)
18 – 27 years	33	14.86
28 – 37 years	69	31.08
38 – 47 years	78	35.14
48 years and above	42	18.92
Total (n)	222	100

Summary of descriptive statistics showing the frequency, and percentage of teachers' work experience

Variables (Work experience)	Frequency (F)	Percentage (%)
Below 5 years	45	20.27
5 – 9years	94	42.34
10 – 14 years	51	22.98
Above 14 years	32	14.41
Total (n)	222	100

APPENDIX VI

DEMOGRAPHIC INFORMATION OF RESPONDENTS (STUDENTS)

Summary of descriptive statistics showing the frequency, and percentage of students' gender and class.

Variables	Frequency (F)	Percentage (%)
Gender		
Males	111	50
Females	111	50
Total (n)	222	100
Class		
SS1	117	52.70
SS2	105	47.30
SS3	0	0
	222	100

Summary of descriptive statistics showing the frequency, and percentage of students' age

Variables (Age)	Frequency (F)	Percentage (%)
10 – 14 years	36	16.22
15 – 19 years	128	57.66
20 – 24 years	47	21.17
25 years and above	11	4.95
Total (n)	222	100