



IMPACT OF PERSONAL/ORGANIZATIONAL CONFLICT ON STAFF PERSONNEL ADMINISTRATION IN SECONDARY SCHOOLS IN OHAOZARA LOCAL GOVERNMENT AREA OF EBONYI STATE

Dr. (Mrs.) Uzoma Aja-Okorie

Department of Educational Foundations, Ebonyi State University, Abakaliki

Abstract

The study focused on the impact of personal/organisational conflict on staff personnel in secondary school administration in Ohaozara local government area of Ebonyi State. Three research questions were posed for the study. A descriptive survey research design was used for the study. The population consisted of 672 secondary school teachers. A simple random sampling technique was used to draw 220 teachers used for the study. Instrument for data collection was a researcher self structured questionnaire entitled, “Impact of Organizational Conflicts on Staff Personnel in the Administration of Secondary Schools (IOCSPASS)”. Data collected were analysed using statistical mean. The results of the study showed that conflict has impact on teachers’ commitment, coordination, and mental stress of teachers, which negatively impact on the effective administration if secondary schools in Ohaozara local government area of Ebonyi State. Based on the findings the study recommended among others that teachers should be encouraged to participate in regular retraining of teachers. There should be regular clinical supervision, leave grants and staff promotion. It also recommended in-service training, workshops and seminars for teachers. It is also recommended that teachers be exposed to educative courses on conflict resolution and management to help them manage school related conflicts better.

Key words: *Organisational conflict, Staff personnel, Secondary school administration, Secondary schools.*

Introduction

Conflict happens because people have different beliefs, priorities and interests, and sometimes those interests clash with the environmental demand. Sometimes people can resolve their differences without conflict, and sometimes they either cannot or do not choose to. People make up organizations be it formal or informal. Thus, when people’s personal interests and goals clash there is bound to be conflict of interests. Therefore when there is conflict of interests, conflicts occur. In educational system, staff personnel constitute a part of members (teachers, non tutorials and students) in school administration, whom also are described as a group of people who are responsible for the actualisation of educational goals. They are responsible for implementing educational policies through the facilitation of learning by inducing acquisition of knowledge, skills, values, beliefs, and habits in educational institutions in pre-primary, primary secondary and tertiary system. According to Azubuike (2015), there are two major types of staff personnel, which are teaching (academic staff) and non-teaching staff (non-academic staff). The teaching staff (teachers) referred to as those who provide teaching and learning for students/learners. Uchendu (2014) further stated that teaching staff refer to professional personnel directly involved in teaching students. They are classroom teachers; special education teachers; and other teachers who work with students as a whole in a classroom situation. Other members of teaching staff include the principals and other professionally qualified teachers who may be placed in administrative cadre in the school setting. However, the other non-professional personnel who support teachers in providing instruction to students, such as teachers’ aides and other paraprofessional personnel are classified under non-teaching staff. On the other hand, Odimma (2009) and Okeh (2013) describe non-teaching personnel as those who facilitate school programmes, monitor school completion progress, deliver innumerable non-academic learning opportunities and help to facilitate the works of the teaching personnel through playing supportive role. They include also administrative staff, guidance counsellors, librarians, custodians, food service personnel, and even transportation workers. Both teaching and non-teaching staff are very important to education development. However, optimum performance for staff personnel lies in creating an enabling environment, devoid of unresolved conflicts.

Conflict can be described as a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together, (Okeh, 2013). It takes various forms but the bottom line is that it can be detrimental to human growth if not well managed. Conflict can present itself in the school in any of the following manners; the teachers and the school principal, teachers and students, community and school principals, school administrators and students among others. Adams, (2016) highlighted two forms of conflicts, which can be causes by internal or external factors. Internally related factors manifest in form of differences in staff personalities, values, orientations, poor communication, quarrels, and negligence of duties by teachers, students and principals among others while externally related factors emanate from poor remuneration of staff, poor working environment, excessive workloads on the teachers and the principals due to inadequate number of teachers among others. Duru (2015) reiterated that most common cause of conflict in schools administration stem from lack or inadequate payment of salaries and entitlements, to workers as well as being burdened by excessive workload.



Implicitly workers become de-motivated when their remunerations and other welfare packages are tampered with. Prolonged neglect towards workers' needs can result into organizational conflicts based on dissatisfactions and discontent.

According to Nseh (2014) conflict among staff personnel has a devastating effect on educational programmes, activities and overall development. He stated that conflicts disrupt the actualisation of educational objectives and goals such as in constant strikes, academic calendar could be truncated. Udem (2008) and Azubuike (2012) observed that through conflicts in the school system the morale can be negatively affected. Conflicts if not well managed can degenerate into chaotic situations with adverse consequences on effective school management. Unresolved conflicts in schools are inimical to educational development. An unhealthy and unfriendly environment cannot be a haven for productive educational activities. Where educational activities are disrupted as a result of constant conflicts, there is high propensity for low productivity. It is against this background that this paper assessed the impact of personal/organisational conflict on staff personnel in the administration of secondary schools in Ohaozara Local Government Area of Ebonyi State.

Statement of the Problem

The secondary school system has been fathomed in two perspectives. Firstly, it serves as a template for providing skilled and competent manpower for vocationally inclined individuals, and secondly as a bridge for students to transit into tertiary institutions where high powered manpower is developed. However, this cardinal objective is often marred by constant conflicts in secondary schools. It has become a common phenomenon to witness school related conflicts in our secondary schools, where academic activities get disrupted. Disruptions in school activities can lead to absence of enabling environment that tend to jeopardise academic progress. This breeds devastating effects that can result to staff and student de-motivation. Discontent creates low morale in school system. Apparently, this situation has been the case in the area of study. As such, secondary school administration in the area of study has been facing enormous challenges in terms of staff and students control and overall school management. For instance, teachers seem to pay less attention to their professional duties due to perhaps a feeling of alienation. They are always engaged in constant agitations and petition writing against one another. Thus many schools are in constant disputes and discord. Prolonged school conflicts can degenerate into loss of academic programmes, discontent, and crises which can contribute to students' poor academic achievement both internal and external examinations. The rationale for conflict resolution is paramount as it forestalls the destructive capability of conflict and the threat to free flow of academic programme in schools. This lays credence to advancing more effective ways of identifying and handling disputes to avoid devastating effects. School conflicts and impact on effective secondary schools administration in Ohaozara Local Government Area of Ebonyi State formed the focus of the study.

Therefore the problem of study was to investigate the impact of conflict among secondary school staff personnel as a basis for advancing more effective ways of managing conflicts in Ohaozara local government area of Ebonyi State.

Purpose of the study

Generally, the purpose of this study was to investigate the impact of conflict among secondary school staff personnel in Ohaozara local government area of Ebonyi State. Specifically, this study sought to

1. Examine impact of conflict on teachers' commitment to academic activities in secondary schools in Ohaozara Local Government Area of Ebonyi State.
2. Ascertain the impact of conflict on teachers' classroom control in secondary schools in Ohaozara Local Government Area of Ebonyi State.
3. Determine the impact of conflict on teachers' mental stress in secondary schools in Ohaozara Local Government Area of Ebonyi State.

Research Questions

The study was guided by the following three research questions

1. What is the impact of conflict on teachers' commitment in secondary schools in Ohaozara Local Government Area of Ebonyi State?
2. What is the impact of conflict on teachers' ability to control classroom situations in secondary schools in Ohaozara Local Government Area of Ebonyi State?
3. What is the impact of conflict among staff personnel's mental stress in secondary schools in Ohaozara local government of Ebonyi State?



Conceptual Framework

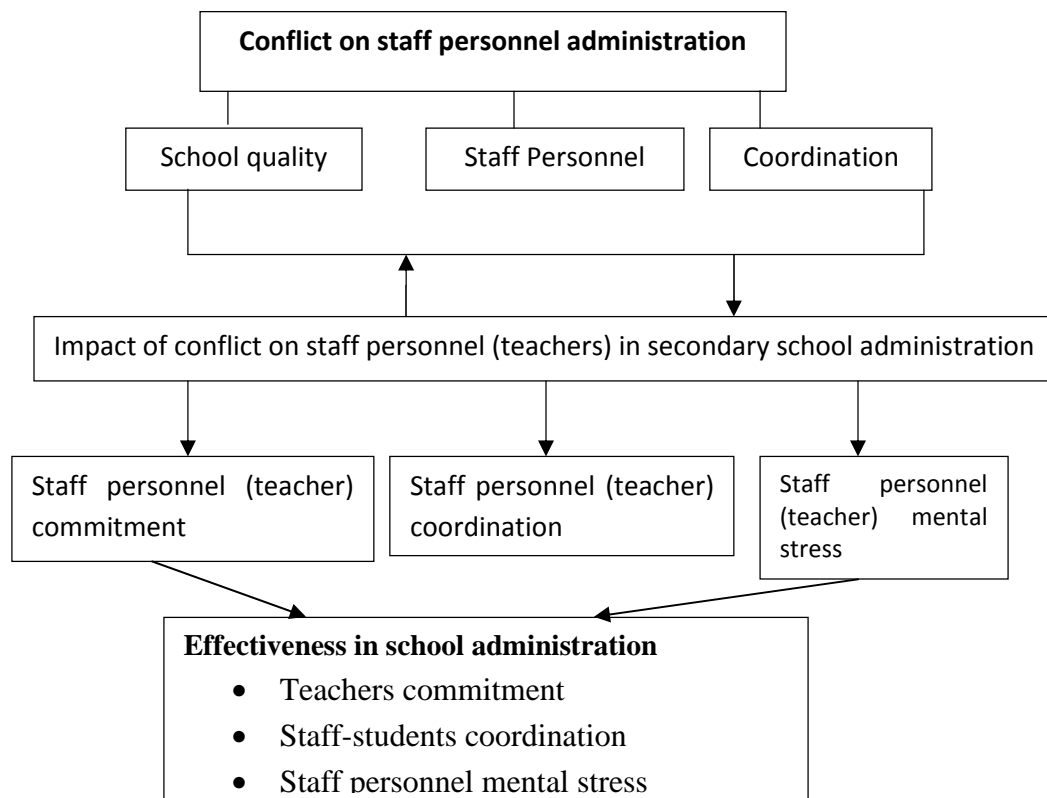


Figure: 1 Schematized diagram showing all the relationships among all identified variables in the conceptual framework (Source: Aja-Okorie, 2016)

Explanation of the diagram

At the first level of the diagram, it showed the nature of conflict in an organisation (secondary school). The second level or row showed the impact of conflict on staff personnel's coordination, mental stress and at the end point, how it affects the students they are teaching in the school. The third row of the diagram showed how conflict among staff personnel affects their commitment, coordination, mental stress and students' performance.

Concept of Conflict

Conflict can be described as a serious disagreement or argument, typically a protracted one. It is an active disagreement between people with opposing opinions or principles. As a concept conflict has been defined by various authors. According to Odoh (2010), conflict is a friction or opposition resulting from actual or perceived differences or incompatibilities. Omojola (2008) described conflict as a clash of interest and personality. Drever (2009) defined conflict as the opposition between contradictory impulses or wishes, intended to produce emotional tension that can result into disagreeable impulses. Among all these definitions, one principal denominator is that conflict is a disagreement through which the parties involved perceived a threat to their needs, interest or concerns.

In the same vein, conflict is common occurrences in life, which arises within and among people. Ezegebe (2007) noted that conflict is the mutual hostility at inter-personal, inter-human, inter-actions levels. This mutual hostility can be verbal, physical or emotional depending on the nature of the conflict. Within the marital setting verbal hostility could be expressed in form of rebukes, insults, name-calling etc. while physical hostility is expressed in the form of fighting, inflicting injuries, termination of relationship among others. Robins (2008) viewed conflict from an administrative lens and defined the term as all kinds of opposition or antagonistic interaction. It is based on scarcity of resources, power or social position that conflict may connote animalistic, violence, destruction, barbarism, and loss of civilized control and rationality. It may also connote adventure, novelty, clarification, growth and dialectal rationality. In conflicts, the disputants are usually aggressive to one



another in order to achieve preconceived objectives. Thus, conflicts are sometimes seen as clashes in opinion. He further stated that it could be functional; it can be functional when it brings positive results. He opined that conflict is not necessarily a negative term; it has its own value to the organization. A functional conflict will then be that which represents confrontation, reaction opposition or antagonistic interaction that benefits and or supports the goals of the organization. In other words functional conflict is said to occur when the outcomes lead to improved effectiveness.

Generally, conflict arises because there are needs, values or ideas that are seen to be different, and there is no means to reconcile the dispute. Very often, conflict lead to fights, or even wars. It is a difference that prevents agreement. It is in view of this that Okike (2011), posited that, conflict is the deliberate attempt to oppose, resist or coerce the will of another or others. It suffices to say from the foregoing that, conflict is a struggle between two forces, but these forces can be either internal (feelings) or external (Physical). External conflict can exist between two characters, like the conflict that exists between a controlling father and youthful, mischievous son or the tension that occurs between a virtuous woman and a vague of a man. External conflict can also be the conflict that occurs when a human encounters a physical challenge, like when a family is lost in a snowstorm internal conflict exists when a character struggles with an ethical or emotional challenge. Hence, conflict is something that follows argument, physical verbal or mental disagreement.

Staff personnel are employees and workers and managers working for a company, organisation or community. According to Njoku (2015) staff personnel are the individuals who work part-time or full-time under a contract of employment, whether oral or written, express or implied, and have their recognized rights and duties in an organisation. In Educational system, staff personnel are group of people who are responsible for the actualisation of educational goals. They implement educational policies. Uchendu (2014) further stated that teaching staff refer to professional personnel directly involved in teaching students. They are classroom teachers; special education teachers; and other teachers who work with students as a whole in a classroom situation. According to Aliyu (2015) maintaining a strong employer and employee relationship can be the key to the ultimate success of an organisation, the results are advantageous. It is known that if a strong relationship is in place employees will be more productive, more efficient, create less conflict and will be more loyal. According to Azubuikwe (2013), coordination in an organisation improves the following; employee loyalty, conflict reduction, student performance.

Staff commitment has become one of the most popular work attitudes studied by practitioners and researchers. Akintayo (2010) and Tumwesigye (2010) noted that one of the reasons why commitment has attracted research attention is that organizations depend on committed employees to create and maintain competitive advantage and achieve superior performance. Committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged to be the primary asset available to an organization (Hunjra, 2010). They provide the intellectual capital that, for many organizations, has become their most critical asset (Hunjra, 2010). Furthermore, employees who share a commitment to the organization and their collective wellbeing are more suitable to generate the social capital that facilitates organizational learning.

In every organization, different types of work are performed by various departments and work groups and no single department or work group on its own can be expected to achieve the goals of the organization as a whole. Hence, it becomes essential that the activities of different departments and work groups of the organization are harmonized (Ukeji, 2013). This function of management is known as 'coordinating' function. It ensures unity of action among individuals, work groups and departments, and brings harmony in carrying out the different activities and tasks so as to achieve the organizational goals efficiently. The concept of coordinating always applies to group efforts. There is no need for coordination when only single individual is working. In other words, coordinating function is the orderly arrangement of individual and group efforts to provide unity of action in the pursuit of a common goal. In an organization, all the departments must operate in an integrated manner so that the organizational goals are duly achieved. Coordinating function involves synchronization of different efforts of the various departments so that the planned objectives are achieved with minimum conflict. The significance of coordinating as a function of management mainly arises from the fact that work performed by different departments and groups form integral part of the total work for which the organization exists. Without harmonized effort or unity of action, achievement of goals in some departments may run counter to that of the other departments, or the timing of achievements may not match properly. The coordinating function of the management prevents overlapping and conflict so that the unity of action is achieved (Ali 2013).

Coordination consists of inter-relating the various parts of the work as well as the work of different departments. It involves coordinating the various job roles and responsibilities of the employees so that they have good relationship with the co-employees while delivering the output. It also consists of developing relationship with stakeholders and the environment



under which the organization operates. According to Parker (2005), coordinating is the “Plus-value of the group”. That is, if there is good coordination between the groups then the combined achievement of the groups will be greater than the total of the achievement of the individual group, Coordinating is an integral element or ingredient of all the managerial functions. It is a hidden force which binds all the other functions of management. It is required in each and every function and at each and every stage.

Stress has been defined in different ways over the years. Originally, it was conceived of as pressure from the environment, then as strain within the person. According to Miranda (2012), Stress is the feeling of being under too much mental or emotional pressure. The generally accepted definition today is one of interaction between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation (Azubuike, 2015). Thus, stress is more likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individuals and for organisations Signs of stress can be seen in people's behaviour, especially in changes in behaviour.

Acute responses to stress may be in the areas of feelings (for example, anxiety, depression, irritability, fatigue), behaviour (for example, being withdrawn, aggressive, tearful, unmotivated), thinking (for example, difficulties of concentration and problem solving) or physical symptoms (for example, palpitations, nausea, headaches). If stress persists, there are changes in neuroendocrine, cardiovascular, autonomic and immunological functioning, leading to mental and physical ill health (for example anxiety, depression, heart disease). Miranda (2012) opined that Conflict within an organization can cause members to become frustrated if they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. Organization members may have problems sleeping, loss of appetite or overeating, headaches and become unapproachable. In some instances, organization members may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms. Work stress is harmful to physical and emotional responses. It occurs when job requirements do not match the worker's capabilities, resources, and needs (National Institute of Occupational Safety and Health 1999). It is recognized world-wide as a major challenge to individual mental and physical health, and organizational health (ILO 2016). Stressed workers are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. In a bid to actualise educational development, stress among educational staff can be one of the major barriers that not only lead to discouragement but also to withdrawal (Palmer 2004). Work stress can come from a variety of sources and affect people in different ways. Although the link between psycho-social aspects of the job and the health and well-being of workers has been well documented limited work has been done on the effects of distinct stressors on job performance. As well, various protective factors can prevent or reduce the effects of work stress, and little research has been done toward understanding these mitigating individual and organizational factors (Dollard and Metzger, 2009).

Ukeje (2002) stated that “the increasing rate of conflict in our educational system is so alarming “the constant conflict has great effect on our educational system if this leads to failing standard of education as a result of conflict by teachers during conflict period schools are closed door and students were left at home. This have negative effect on the students since education is the inculcation of knowledge and the changing of behaviour through learning, this objective could not be achieved efficiently as a result of industrial action. Oruma (2001) stated that “conflict lead to loss of school calendar and thus destabilized our educational system”. This entail that during conflict in order for teachers to meet the target stated by the ministry of education they promote students to another class without ascertaining whether learning have been done through proper evaluation. Because of constant conflict in our educational system, most parent prefer sending their children to study abroad

In similar vein, Gbosi and Omoke (2004) declared that “no education system can stand firm with constant conflict in schools” in fact, conflict destroy our educational system and deprive it from achieving its goals and objectives of education. They end up producing half-baked graduate in the economy impact of conflict on teachers' proficiency, indeed, conflict have a great effect on teachers' proficiency. According to Gbosi (2002) “teachers are the national builders, they should not be left to wallow in dark and hunger”. Often time's teachers are left to work without salaries. This affects their proficiency because you do not expect them to give the students their best when they have not received their salaries. They end up embarking on conflict in other to press home their demand. Hunderbury (2000) was of the opinion that “if teachers are well taken care of, they will put in their best in making the students to understand what they are taught in classes. He pointed out that since teachers are not motivated by paying them their salaries and promoting them when due, they might find it difficult to inculcate knowledge into the students. It could even lead to absenteeism because the teachers may decide to go to classes or be present in school. They might also decide to be present at school without teaching the students. The students because they



never had them in mind before coming to school due to their own condition, that they found themselves. Also, one does not expect the best from teachers when their salaries are withheld for months and sometimes years without government making any attempt to pay them. They therefore decide not to give out their best to students while because the grasshopper that suffers when elephant fight. Enelagu (2016) opined that “industrial actions affect teachers’ efficiency by not allowing them to function efficiently. The incessant industries actions teachers have numerous effects on the academic performance of students stay at home per months and sometime years without going to school. Those have effect on their mental ability and thereby the mental ability of the students .Okonkwo (2004) on his opinion state that throwing students in and out of school around only school will not enable them to be focused because education need total concentration and also continuation, that is carrying out from one stage to another without missing any stage because any stage missed affect the next stage. Due to constant conflict actions, teachers when they return from conflict may decide to start from any stage they like and thereby making learning difficult for students. From the literature, it is observed that the economy of the country is disturbed and at its best, remains stagnant. This is because commercial activities of the people are disturbed. Also conflict affect mostly educational sector. This is because, during conflict, the teachers are unable to cover their scheme of work, the attitudes of the children are not monitored and all these affect their academic performance.

Methodology

The design of the study is a descriptive survey design. Descriptive Survey research design refers to a process of eliciting data from a target population through both questionnaire or interview instruments and subjecting such data to statistical analysis for purpose of drawing conclusion, (Nwandu 2015). This study was carried out in Ohaozara. The reason for the choice of the area is because of high level of conflict among staff personnel in the area. The population for this study consists of all the four hundred and forty four (444) teachers and school administrators from public secondary schools in Ohaozara Local Government Area of Ebonyi State. All the eight public secondary schools were used for the study. Therefore all the 444 teachers and school administrators from public schools administrators from area were used for the study. The total number of population was 672. Based on the large number population of the study, a simple random sampling method was adopted for the study. Two hundred and twenty teachers were selected randomly for the study. From the above information, the number of educational staff and teachers sampled for the study was 220. The instrument for data collection is a structured questionnaire titled, “Impart of Organizational Conflicts on Staff Personnel in Secondary School Administration (IOCSPPSA)”. The instrument was divided into two parts; part A and part B. Part A deals with the personal data of the respondents while the second part or part B help to elicit information from both the educational staff and teachers on the influence of conflict on staff personnel in secondary schools. This part was further divided based on the research questions. Each of the sub-division has five clusters. The instrument was validated by two experts in Educational Administration of the Department of Educational Foundations and one in measurement and evaluation from the Department of Science all in Ebonyi State University, Abakaliki, carried out face and content validation of the instrument. Corrections made were duly effected and adopted for data collection.

The instrument was subjected to the reliability estimate of test retest method was used. In doing this, the researcher first administered the instrument to twenty (20) teachers in Ahoada east local government area and repeated at two weeks interval. After which, spearman’s rank order was used to determine the reliability of the instruments and the result yielded 0.73. This showed that the instrument was highly reliable. Two hundred and twenty copies of the questionnaire were distributed to the respondents who filled and all retrieved and used for the study. The researcher used statistical mean in analysing the data collected. The responses to the questionnaires item include; Strongly Agree SA = 4, Agreed, A = 3, Disagree D = 2 Strongly Disagreed SD = 1. However, the researcher assigned numerical values to the different scaling items, the mean was obtained by dividing the sum of nominal values with the number of scaling item. Any mean below 2.5 is rejected but above 2.5 is accepted.

Results

Research Question1: What impact does staff conflict has on teachers’ commitment to work in secondary schools in Ohaozara local government Ebonyi State?

Table 1: The mean scores of staff conflict on teachers’ commitment to work in secondary schools in area of the study.

| S/N | Item | SA | A | D | SD | N | fx | \bar{x} | Decision |
|-----|---|-----|----|----|----|-----|-----|-----------|----------|
| 1 | Conflicts among teachers negatively affect overall school attendance of teachers. | 140 | 40 | 15 | 5 | 200 | 715 | 3.5 | Accepted |



| | | | | | | | | | |
|-------------------|---|-------------|----|----|----|-----|-----|-----|----------|
| 2 | Conflict among teachers often adversely affect their day-to-day class activities. | 160 | 30 | 10 | - | 200 | 750 | 3.7 | Accepted |
| 3 | Conflict among teachers infringe on students' welfare in the school. | 170 | 20 | 6 | 4 | 200 | 756 | 3.7 | Accepted |
| 4 | Teachers do not cover their scheme of work when there is conflict among themselves. | 130 | 40 | 20 | 10 | 200 | 690 | 3.4 | Accepted |
| 5 | Teachers often pay less attention to students when they have conflict among themselves. | 130 | 60 | 9 | 1 | 200 | 719 | 3.5 | Accepted |
| Grand Mean | | 3.56 | | | | | | | |

Table 1 showed the mean score of the impacts of conflict on teachers' commitment in secondary schools in Ohaozara local government Area of Ebonyi State. From the table, it was indicated that 1 items 1-5 were accepted by the respondents as the impacts of conflict on teachers' commitment in secondary schools in Ohaozara local government Area of Ebonyi State. This is evidently shown in the mean scores of the items which were 3.50, 3.70, 3.70, 3.40 and 3.50 respectively. The grand mean score of all the items in table 1 is 3.56 which signified strongly disagreed. Therefore, staff conflict has negative impact on teachers' commitment to work in secondary schools in Ohaozara local government Ebonyi State.

Research Question 2: What are the impacts of conflict among staff personnel coordination in secondary schools in Ohaozara Local Government Area of Ebonyi State?

Table 2: The mean score of the impact of conflict among staff personnel coordination in secondary schools in Ohaozara Local Government Area of Ebonyi State

| S/N | Item | SA | A | D | SD | N | fx | \bar{x} | Decision |
|-------------------|---|-------------|----|----|----|-----|-----|-----------|----------|
| 6 | Conflicts among teachers affect effective free flow of communication in staff line. | 130 | 40 | 20 | 10 | 200 | 690 | 3.40 | Accepted |
| 7 | Conflict among teachers often affect their shared corporate responsibility. | 130 | 60 | 9 | 1 | 200 | 719 | 3.50 | Accepted |
| 8 | Conflict among teachers affects their disrupts delegation of duty. | 120 | 70 | 9 | 1 | 200 | 709 | 3.50 | Accepted |
| 9 | Conflict among teachers affects their following a planned school calendar. | 140 | 30 | 20 | 10 | 200 | 700 | 3.50 | Accepted |
| 10 | Conflict among teachers makes teachers to keep malice among themselves which can affect school record management. | 130 | 40 | 20 | 10 | 200 | 690 | 3.40 | Accepted |
| Grand Mean | | 3.46 | | | | | | | |

Table 2 showed the mean scores of the respondents' responses on the impacts of conflict among staff personnel coordination in secondary schools in Ohaozara Local Government Area of Ebonyi State. From the table. Items 6-10 were with the mean scores of 3.40, 3.50, 3.50, 3.50 and 3.4 respectively which indicates that conflict has an impact among staff personnel coordination in secondary schools in Ohaozara Local Government Area of Ebonyi State. The grand mean score of all the items in table 2 is 3.46 which signified strongly agreed. Therefore, conflict has negative impact on staff personnel coordination in secondary schools in Ohaozara Local Government Area of Ebonyi State.

Research Question 3: What are the impacts of conflict among staff personnel's mental stress in secondary schools in area of the study?



Table 3: The mean rating of teachers on the impact of conflict on staff personnel mental stress in secondary schools administration in Ohaozara Local Government, Ebonyi State

| S/N | Item | SA | A | D | SD | N | fx | \bar{x} | Decision |
|-------------------|---|-------------|----|----|----|-----|-----|-----------|----------|
| 11 | Conflicts among teachers often make them to be aggressive. | 130 | 50 | 15 | 5 | 200 | 705 | 3.50 | Agreed |
| 12 | Conflict among teachers often make them to segregate in the school. | 100 | 60 | 30 | 10 | 200 | 650 | 3.20 | Agreed |
| 13 | Conflict among teachers affects teachers' concentration in the class | 130 | 50 | 15 | 5 | 200 | 705 | 3.50 | Agreed |
| 14 | Conflict among teachers makes them to feel isolated. | 140 | 50 | 10 | - | 200 | 730 | 3.60 | Agreed |
| 15 | Conflict among teachers makes most teachers to reduce the level of their commitment to school activities. | 150 | 40 | 8 | 2 | 200 | 738 | 3.60 | Agreed |
| Grand Mean | | 3.48 | | | | | | | |

Table 3 showed the mean score of the impacts of conflict among staff personnel's mental stress in secondary schools in Ohaozara Local Government Area of Ebonyi State. From the table it was indicated that items 11-15 were with mean scores of the 3.50, 3.20, 3.50, 3.60 and 3.60 respectively, which were above 2.50 the benchmark for acceptance. This means that conflict has an impact on staff personnel's mental stress in secondary schools in Ohaozara Local Government Area of Ebonyi State. The grand mean of all the items in table 3 is 3.48 which indicate strongly agreed. Therefore, staff conflict affect staff personnel mental health negatively in secondary schools in Ohaozara Local Government Area of Ebonyi State.

Discussion of findings

This study explored information on the impact of conflict among secondary school staff personnel in Ohaozara local government area of Ebonyi State. The result of the study showed that conflict has impact on teachers' commitment in secondary schools in Ohaozara local government area of Ebonyi State. The table showed that all items were accepted by the respondents as the impact of conflict on teachers' commitment in secondary schools in Ohaozara local government area of Ebonyi State. This means that the respondents agreed that conflict among staff personnel affect teachers' school attendance, conflict among teachers often affect their class coordination, conflict among teachers affects Good teacher-to teacher relationships in administration, teachers do not cover their scheme of work when there is conflict among the themselves and that during the time of conflict among staff personnel most teachers often punish students out of malice. The results of the study were in line with Eze (2014), who stated that conflict brings discordance among teachers which often affect their core commitment. Ajila and Nwosu (2004) also opined conflicts among teachers affect their classroom coordination and management. Ali (2010) further noted that conflicts among teachers affects their relationship with their colleague and students as well as their work. In line with the above Akintayo (2010) stated that conflict among teachers affects teachers ability to cover their scheme of work.

The result of the study equally showed the mean scores has impact conflict on staff personnel coordination in secondary schools in Ohaozara local government area of Ebonyi State. The table showed that all the items were accepted by the respondents as the impact of conflict on staff personnel's coordination in secondary schools in Ohaozara Local Government area of Ebonyi State. This means that the respondents agreed that conflicts among teachers affect effective communication among them, conflict among teachers often affect their shared duty, conflict among teachers affects their co-operation in the school, conflict among teachers affects their following a planned school calendar and that conflict among teachers makes them to keep malice within themselves. The results of the study were in line Ukeji (2013) who stated that discordance and conflict affects workers coordination and shared responsibilities in an organisation. Also Ali (2013) stated that conflict bridges effective communication among staff personnel in an organisation which halts organisational performance. Furthermore, Aliyu (2015) stated that conflict among teachers affects their ability to score students work/assignments objectively.

The result of the study further showed the mean score of the impacts of conflict among staff personnel's mental stress in secondary schools in Ohaozara Local Government Area. From the table, it was indicated that all the items were agreed with



all the items as the impact of conflict among staff personnel's mental stress in secondary schools. This means that, conflicts among teachers often make them to be aggressive, conflict among teachers often make them to segregate in the school, conflict among teachers affects teachers' concentration in the class, conflict among teachers makes them to feel isolated and that conflict among teachers makes most teachers to reduce the level of their commitment to school activities. The results were all in line with Miranda (2012) who stated that conflict in an organisation makes most of the employees to isolate themselves from other organisational meeting and gatherings. Furthermore, Aliyu (2013) stated that conflict among staff may likely cause mental stress among workers.

Conclusion

Organizational conflicts exist in secondary schools. Conflict can occur through personal or and structural imbalances. The major personal factors include differences in perception, personality, diversity of views and ethics while structural factors responsible for conflict include sharing of common resources, authority relationship, goal differences and specialisation being the least. Conflict has both positive and negative effects. However, negative conflicts impact negatively on productivity and goal realization through inducing mental stress, lack of commitment and proper coordination in academic activities. In order to manage and minimise the negative effects of conflict on teachers there should be regular retraining of staff on conflict management skills to minimize and manage conflict successfully in schools.

Recommendations

On the basis of the above study the following recommendations are made.

1. It is also recommended the teacher education curriculum include courses on conflict resolution and management as a form of preparation future teachers for the real world of teaching after training.
2. The study also recommended that the government should seriously consider improving the conditions of service for the teachers to restore the dignity of the profession as well as provide adequate teaching and learning resources.
3. The study further recommends the establishment of conflict resolution committees, newsletters, peer support groups and suggestion boxes to facilitate conflict resolution and communication with stakeholders.

References

1. Ajila, C., & Awonusi, U (2004). Organizational Behaviour: Concepts and Applications. Lagos: Malthouse Press Limited.
2. Ali, T.B. (2013). Handling Conflicts. Journal of Workplace Learning, 11(1): 27- 32.
3. Azubuike, A (2015). Organizational Behaviour. Calabar: Rylx Press.
4. Azubuike, A. C (2012). Management of University Education in Nigeria. Calabar: University Of Calabar Press.
5. Azubuike, C. A (2013). "The Incidence and Management of Conflict in Secular and Non-Secular Tertiary Institution in Nigeria". Retrieved from www.academicjournals.org/ERR/. Downloaded 10th August, 2016.
6. Dollard, M., & Metzer, G (2009). The SYMLOG Dimensions and small Group conflicts. Central states speech Journal. 37, 61 – 78.
7. Drever, C. (1999). Organizational conflicts affecting technology commercialization from non-profit laboratories. Journal of Product Brand Management, 4(5): 5-15.
8. Eneje, B., (2002). "The Assault on School Teacher Bargaining in Ontario" Relations Industrielles/Industrial Relations 57(1): 100-128.
9. Enelagu, F. (2000) Keynote address on National school curriculum Review. Curriculum and Innovation held at University of Lagos on 10th march, 2000.
10. Ezegebe, M.C (2007). Organizational conflicts perceived by marketing executives. Electronic Journal of Business and Organization Studies, 10 (1): 22-28.
11. Gbosi, A. N. (1993), "The academic effects of teacher strikes", Journal of Collective Negotiations in the Public Sector, 21(2), 123-138.
12. Gbosi, A.N., & Omoke, P.C. (2004), The Nigeria an economy And current problems Enugu:packs publishers'
13. Hunderbury, A. (2000) School personnel relation education in Nigeria. Lagos Spirate Publishers
14. Hunjra, A. (2010). Causes of Conflict and Effective Methods to Conflict Management at Islamic Secondary Schools in Yala, Thailand. International Interdisciplinary Journal of Education, 1(1): 15-21.
15. Miranda, O. (2012). Conflict Resolution: A Basis for Effective Conflict Management of Banks in Baguio City. Thesis Submitted to St Louis University, Baguio City, Philippines.
16. Njoku, Z.C. (2000), The level of performance of secondary school Science laboratory assistants on laboratory safety skills. Nigeria research in Education 2 (8) 30-35.



17. Odimma, T. (2009) Perspectives on Workplace Conflict Management and New Approaches for the Twenty- First Century. In Albert, I. O. (Ed) Perspectives on Peace and Conflict in Africa Essays in Honour of General (Dr.) Abdusalami A. Abubakar Ibadan: John Arches Publishers.
18. Odoh, L.R. (2010). A systems theory of organizational conflict. *Academy of Management Journal*, 9: 246-53.
19. Oduma, L (2010). "Success strategies of inner-city teachers: A year-long study". *Journal of Educational Research* 69 (8): 283–289.
20. Odusami, K. T. (2002). Perceptions of Construction Professionals Concerning Skills of Effective Leadership. *Journal of Management in Engineering* ,18, (2), 61-67.
21. Ojeh, L (2012) Conflict Management in Ghanaian Schools: A Case Study of the Role of Leadership of Ukwani Local Government Senior High School. An unpublished Project, Delta State University, Abrakka.
22. Okike, T. O. (2011). Principals' management of conflicts in public secondary schools in Ondo State, Nigeria. A critical Survey. *Educational Research and Review*, 4 (9), pp. 418-426.
23. Okonkwo J. N (2004). Problem of Industrial Planning and Man Power in Nigeria. Enugu: Jones Communications.
24. Onyemereaka, B. (2007). Teachers' apathy to teaching. A handbook of 21 year education research papers for all Nigerian Schools. (All Nigeria Confederation of Principals of Secondary Schools (ANCOPASS) 185-198.
25. Oruma K.I. (2001). Assessment of Factors Influencing Management Conflicts In Church Sponsored Public Secondary Schools In Kenya. *International Journal of Scientific & Technology Research*, 2(6): 241-246.
26. Palmer, D. (2004). Managers' conflict Management Style and Leadership Commitment: The Moderating Effects of Gender. *Sex Roles*, 29, 405-420.
27. Tayo, I. (2002), Industrial action and educational development. *Journal of the Science Teachers Association of Nigeria*. 2 (3) 59-67.
28. Tumwesigyi, M. (2010). *Sociology: Themes and Perspectives*. (4th Educational.) London: Collins Educational.
29. Uchendu I. O. (2014). *Introduction to Third Party Intervention in Community Conflicts*. Ibadan: John Arches Publishers.
30. Ukaeje, O. (2002). *Industrial Conflict in Nigerian Universities: The case of the Academic Staff Union of the University Teacher's Strike of December 2002 - June 2003*. Dept. of Sociology, Anthropology and Applied Social Sciences, Bristol University.
31. Ukeje, U.W. (2013). Twenty Five Years of Unrest in Nigerian Educational Institutions. A sociological analysis. *Alvan School of Education Journal II* (2), 211-235.
32. Webster, N. (2005). *Webster Dictionary (5th Edition)*. Skinner, David (ed) Electronic dictionary in EPWING/JIS X 4081 format.
33. Zappala, T (2002). *Human Resources Management and Organizational Behaviour in the University System: the Registry Experience*. Retrieved from <http://www.articlesbase.com/authors/ebi/35747>. Downloaded 10th August 2015.