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SCHOOL PRINCIPAL-TEACHERS' CONFLICT, TEACHERS' JOB SATISFACTION AND PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN EDUCATION DISTRICT I, LAGOS STATE, NIGERIA

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ABSTRACT

This study focused on the influence of school principal-teachers conflict on teachers' job satisfaction and performance in senior secondary school Education District I, Lagos State. The research objectives focused on how school principal-teachers' communication gap, and non-proactive conflict management mechanism influence teachers' job satisfaction and performance. In the methodology section of this work, survey descriptive research design and simple random sampling were adopted for the study. A size of 304 principals and teachers in education district V were used to conduct the study as such 304 copies of questionnaire were taken to the field out of which 276 were found valid for analysis. Data were analysed using Pearson moment correlation. The findings obtained from the test of the two hypotheses shows that school principal-teachers communication gap, has a significant influence on teachers' job satisfaction and performance while school principal-teachers' non-proactive conflict management mechanism does not. Therefore, the study recommended anonymous suggestion box and creation of community as a mechanism for teachers to express their feeling and if taken into consideration will foster cooperation between the major actors in education and result to increase satisfaction and performance.

Keywords: Conflict, Communication gap, Job satisfaction, Non-proactive conflict management, Performance, Education District.

Introduction

The relationship between school principals and teachers is a critical factor in the overall success of a school. When there is conflict between school principals and teachers, it can have a significant impact on teachers' job satisfaction and performance. The conflict between school principals and teachers can also have a detrimental effect on teachers' performance. When there is tension or discord in the professional relationship, it can impact communication, collaboration, and

effective decision-making. Teachers may feel demotivated to go above and beyond in their roles, leading to a decline in the quality of instruction and student engagement. As a result, student achievement and overall school performance may suffer.

In every human gathering dispute is bound to occur, meaning conflict is inevitable in an environment that is made up of two or more people. It is literally believe that dispute bring about hatred and enmity among conflicting parties but despite that, conflict do have a negative impact but it also has its own positive impact as when properly managed it could promote positive change (Broukhim*et al*., 2019). it is observed that issues like industrial democracy, stock option and many more emanate in the work setting as a result of conflict that occur between employees and employers in the work history (Kaufman, 2018).

The school environment is been made up of principal, teachers and students. The principal is the head of the school as he/she is regarded as the leader of an institution while the teachers are conferred with the responsibility of dishing out knowledge to the pupils in school. Both the teachers and principal has one similar objective which is to assist in human capacity building of the country. In a school environment the common conflict are student-student conflict, teacher-student conflict, teacher-parent conflict (Thornberg*et al*., 2018) but as well conflict occur between principal and teachers.

The issue of transfer is a prominent problem in the academic setting. On most basis teacher from one school is been transferred to another school to become principal which teachers who have spent years in that same school might not be comfortable with. The fact that they have spent years in that school as such they believe they are in the best position to manage the school.

The term conflict brings to mind issues such as antagonism, struggles between parties, opposition processes and threats to co-operation (Agu & Obiukwu, 2021). Conflict is the dispute between two parties over conflicting goal. Incompatibility of goals brings about conflict in the work place. Every individual come into an institution with difference goal which might conflict each other and sometimes even antagonize the general objective of the institution. Nnamara (2019) observe that conflict over roles, teacher noncompliance with principal‘s directives, principal disregard for teacher‘s welfare, communication gap, teacher indiscipline, truancy and rivalry between principals and teachers hinders the attainment of school objectives. Conflict between principal and teachers in the past has witness both parties writing petition against themselves to the ministry of education and this mean no good not only to both parties but also the achievement student academic success.

Agu and Obiukwu (2021) and Agugu (2019) identify communication gap, and non-proactive conflict management mechanism as prominent indicators in measuring principal-teachers conflict in the academic setting. Communication has to do with flow of information from the sender to the receiver. This might be in oral or written from or verbal cues or gesture. Communication play a great role in every institution and it ineffective could up scorn problems which

might be difficult to resolve. For there to be an effective communication good speaking, listening and asking for clarification must be put into consideration. Despite the fact that communication is the key to success of every institution, it also develops mix reaction when the receiver perceives the information in the wrong manner. For example a kind gesture might be mistakenly mixed up for *—I too know",* disagree with a particular speaker might be termed to be as a result of development of hatred for the speaker. For communication to be effective when the receiver is not too clear with the speaker clarification should be seek for, to prevent mixed attachment of meaning (Mustajoki, 2021).

Conflict management mechanism has to do with plans and procedures put in place to manage conflict in the school setting. Despite the fact that conflict has been proven by some prominent scholars to have its own positive effect but the fact still remains that it early containment is still the best before it escalate. Proactive management of conflict has to do with putting in place measures to contain conflict even before it occur.

Job satisfaction on the other hand has to do with the comfort and fulfillment that an individual have toward their job while performance measure how well an individual has done in executing the task on his/her job. When an individual is satisfied with his/her job such individual assert more effect into that job to achieve the desired result. Eme (2018) observe that there is a direct relationship between job satisfaction and performance as satisfaction enhances performance. Some teacher see teaching as a means of survival while some sees it as a hubby thereby making them committed to the job to actualize the soul of objective of the occupation.

Teachers' job performance is the performance of teaching tasks and rendering of expected teaching services by the teacher (Orlando, 2013). It is the ability of a teacher to fulfill his/her duties as a teacher. Such duties according to Ukaeje (2010) include —teaching pupils in the assigned classrooms and various grades of years, taking part in the general life of the school and professional activities. Others include curriculum delivery, participation in extra-curricular activities and professional development under curriculum delivery. Teachers are charged to be in school on time for morning assembly, participate in sports/social welfare and discipline students. Besides, teachers are expected to understand and implement school policies and achieve goals effectively, and efficiently (Ukaeje, 2010).

Teachers' job performance is related to the extent to which a teacher is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the school objectives. Performance improvement is not only a result of well-functioning system but also depends on effective human resource strategies that succeed in recruiting and maintaining a committed and motivated workforce (Ekpiken & Edet, 2019). Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving the goals of the school organisation. Relatedly, Robbins and Robbins (2005) avert that teachers' job performance is the ability of a teacher to achieve the objectives and goals of the

organisation. Kahler (2017) further emphasized teachers 'responsibilities as to take part in professional organisational life, read professional write ups, attend professional lectures and other professional activities that continuously enhance teachers' job performance. When teachers are not satisfied with executing this task or following the foot step put forward by principals in executing this task there is tendency of conflict to occur in school (Agugu, 2019).

Research Hypotheses

H_{01}: School principal-teachers communication gap has no significant influence on teachers' job satisfaction and performance.

H_{02}: School principal-teachers non-proactive conflict management mechanism has no significant influence on teachers' job satisfaction and performance.

Literature Review

Concept of Conflict

Many people view conflict as an activity that is almost totally negative and has no redeeming qualities while other schools of thought accept it as dysfunctional, destructive, and at the same time, as a catalyst for change, creativity and production (Posigha & Oghuvwu, 2019). The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to situations of different conflict (Beck & Betz, 2015). Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals (Agugu, 2019). It arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop (Denohue & Kott, 2022).

Conflict is part of life and people may experience stress or tension at home or at work because of conflict (Tindal, 2019). Yakubu (2011) define conflict as war, battle, struggle, opposing ideas or belief, disagreement, argument, quarrel among others. Conflict may arise from domestic alteration, disturbance of personal comfort, socio-cultural and economic problems, power struggle in political area from opposing camps, religious intolerance, disputes over interest in hand, inequality in the people, status in life, greed and totalitarian approach in the traditional setting. According to Tindal (2019), conflict is defined as incompatibility, opposing views, crisis, aggression, disagreement, anarchy, distrust, misunderstanding, disagreement between two or more people and violent expression of incompatibility.

Principal-teachers' conflict is a situation whereby principals and teachers disagree over an issue which may influence teachers' teaching methods, communication, use of instructional materials, planning of lesson notes, teachers' willingness to discipline students and supervision of instruction (Agugu, 2019). It is noted that principal-teachers' conflict in school makes teachers react in many undisciplined ways to cope with the situation and to show their resentment (Agugu, 2019). Some may resort to eye-service and sycophantic behaviours. Others may come out in outright opposition and deliberately indulge in lateness to work, absenteeism, reduction to work output, sabotaging the work, withdrawal of support and cooperation (Agugu, 2019). Conflict could arise as a result of many factors such as an inadequate supply of basic amenities in the

schools, inadequate facilities, insufficient audio-visual materials and inadequate number of laboratories (Adeyemi, 2018; Bens, 2019). Conflict in the school organisation can emanate over the sharing of scare resources, conflicting values and ideas (Agugu, 2019).

Communication Gap

Communication has to do with the information send from the sender to the receiver. Communication gap has to do with the vacuums that bridge the information from the sender to the receiver. Communication is the process of sending, interpreting, and responding to information through different patterns and directions. It is the process that aims to pass and exchange information between people. Communication is a specific system that helps to achieve a specific target. It is the process of imparting or exchanging of attitudes, ideas, and information by using the human abilities or technological media (Littlejohn & Foss, 2019). It is the process of transmission of information. Delivering words, emotions, or sentiments from one person to another is called communication (Zaini & Syafaruddin, 2020). A leader's success particularly that of the principal, is greatly influenced by their communication skills (Sirait, 2016). Managing employees and other relevant parties to ensure their optimum performance or active participation in school development initiatives is one of the principal's primary responsibilities (Holmes et al., 2021). Effective communication is a key component of staff management, as is persuading different stakeholders of the program's value and need in order to win their support. If the principle or school leader can successfully explain the concept or program, others will be motivated to assist (Bafadal et al., 2020). If there is a behavioral change, communication might be considered to have been successful in achieving the aim. Support for staff and teacher regulation will help schools accomplish their goals more successfully. To put it another way, the school can accomplish its objectives by making the most of all of its resources, including its buildings and infrastructure as well as the community's potential (Ruslan, 2020).

Within an organization, communication may occur horizontally—between persons—as well as vertically—from top to bottom and between individuals (Hardiansyah & Zainuddin, 2022). The likelihood of collaboration will increase with improved communication. Research by Yao et al. (2020), which reveals that internal communication adds 9.5% to the construction of instructors' performance, lends weight to this assertion. There are several methods to communicate, including over the phone, the internet, chat, a microphone, memos, letters, meetings, seminars, and more. This allows for effective communication between the principal and other instructors. To support teachers' success, there must be communication between instructors, between teachers and the administrator, and between teachers themselves. Communication gap create a misunderstanding understanding between the sender and receiver (AI Hajar, 2016). Without good communication, a synergy cannot be created between principal and teachers which can affect the creation of optimal environment in which all parts contribute together to support students' academic progress and social development (Hardiansyah & Zainuddin, 2022).

Teachers' Job Satisfaction

Teacher job satisfaction can be defined as the sentiments of eagerness and faithfulness that an individual or group has about a project, a business or a career. It is the negative or positive feelings teachers have towards their career (Sunal, Sunal, & Yasin, 2017). Job satisfaction can also offer fulfillments of a need or want for teachers. Job satisfaction is broadly described as a positive feeling about teaching and working conditions (Brezicha *et al*., 2020). Job satisfaction has to do with individual feeling towards the job. Teachers will attain high job satisfaction when he gets what they expect from their job. In other to make teachers happy and satisfied with their job principal has to ensure they enjoy benefit attributed to them. On the other hand dissatisfaction on the job generally involves negative attitude and may cause excessive absenteeism, turnover, sabotage and other factors that influence organisations ineffectiveness. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). Job satisfaction can only be inferred and not seen because it is an emotional response to a job situation (Okumbe, 1998). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job.

Job Performance

According to Okunola (2020), performance is the act of completing or carrying out a certain duty. It is the capacity to deftly match appropriate behavior with organizational aims and objectives (Olaniyan, 2019). According to Obilade (2019), a teacher's work performance may be defined as their actions within a certain time in the school system that contribute to the achievement of organizational objectives. It may be defined as ―the capacity of instructors to mix appropriate inputs for the advancement of teaching and learning processes,‖ according to Okeniyi (2015). According to Peretemode (2016), an employee's degree of involvement in the day-to-day operations of the company affects how well they perform on the job. According to Amin & Atta (2013), a teacher's performance is influenced by a number of factors, including:

a. satisfying the learners through their style and quality of instruction;
b. completing other assignments as assigned by the department and the principal;
c. maintaining class discipline;
d. carrying out their duties on a regular basis; and
e. interacting with students, parents, colleagues, and high officials.

Teachers' job performance refers to teachers' act of accomplishing or executing a given task, whose elements include teaching methods, communication, use of instructional materials, planning of lesson note, willingness to discipline students and supervision of instruction (Bennell, 2014). Teachers' job performance is perceived as the behaviour that can be assessed in terms of the extent to which it contributes to the school organisational effectiveness. Teachers' job performance is related to the extent to which a teacher is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the school objectives (Agugu, 2019). Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving the goals of the school

organisation. According to Robbins and Robbins (2015) teachers' job performance is the ability of a teacher to achieve the objectives and goals of the organisation. Robbins states that establishing a specific and challenging goal will motivate teachers to work harder and significantly improve motivation and job performance.

Research Method

This study adopts descriptive survey research design. Descriptive survey gives room to study both small and large population through a careful study of the sample chosen in other to discover the relative incidence and distribution of variables. The researcher intend to use this type of survey design for this study as it will help to limit the response of the respondents to the scope to which this study is about to be conducted. The population for this study consists of all principals and teachers in the public secondary schools in Lagos State Education District I. The total population of principals in senior secondary school Education District I, Lagos State are forty one (41) and that of teachers are one thousand two hundred and twenty three (1,223) (Lagos State Education, 2023). Therefore the total population of the study is one thousand two hundred and sixty four (1264). To total population of principals in Education District I was utilised for this study due to their small size while the sample size of teachers were deduced using Taro Yamen formula was utilised and the reason for using this method is due to the credibility of the method which has been proven to be worth relying on according to experts in research methodology and the formula and solving is displayed below:

$$n = \frac{N}{I+N(e)^2}$$

where:

n = Sample size

N = Total population = 1264 e = error margin = 0.05

$$n = \frac{1264}{1+1264(0.05)2}$$

$$n = \frac{1264}{4.16} = 304$$

The total sample size utilised for this study is 304 and the sample technique that is used for this study is the simple random technique and the reason for proposing this technique is that it will give equal opportunity to the entire respondents to participate in the study without bias.

The research instrument that is used for this study is the Principal-Teacher Conflict on Job Satisfaction and Performance Questionnaire (PTCJSPQ). The questionnaire contains items designed and obtained information from the respondents. The questionnaire is divided into two sections (A and B). Section A of the questionnaire contains the personal data of respondents. The section B contains items structured in line with a four point Likert rating scale with their corresponding scores of strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

Test-retest reliability method was conducted within an interval of two weeks to establish the reliability of the instrument. The questionnaire was administered to twenty

participants for the first time. After a period of two weeks, the same questionnaire was administered to the same participants. The data generated were subject to Pearson Moment Correlation Coefficient to ascertain the consistency of the instrument and the cronbach alpha result is presented on the table below.

Variables	Cronbach Alpha
Principal-teachers communication gap	0.89
Principal-teachers non-proactive	0.79
Teachers job satisfaction	0.83
Teachers job performance	0.70

For this study, both primary and secondary sources of data were employed. Primary data was obtained through questionnaire administration and secondary data was sourced from the internet, text book, journals, news paper and event magazines.

The data collected through the questionnaire was analysed using percentage and frequency count for demographic information of the respondents. The research hypotheses formulated were tested using the regression method of analysis with the aid Statistical Package for Social Science (SPSS).

Presentation of Results

After a careful and systematic analysis of the respondent responses to hypothesis earlier formulated were tested using regression method of data analysis with the aid of statistical package for social science (SPSS).

H_{01}: School principal-teachers communication gap has no significant influence on teachers' job satisfaction and performance.

Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.590[a]	.348	.346	.3571

a. Predictors: (Constant), communication Gap

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.000	.132		7.589	.000
	Communication Gap	.634	.051	.590	12.544	.000

a. Dependent Variable: Teachers_job_ satisfaction_performance

The coefficient of determination ($R^2 = 0.348$) shows that 34.8% of the freedom recorded in teachers job satisfaction and performance is contributed by School principal-teachers

communication gap. This result is statistically significant because the result of the p-value (0.000) is less than 0.05 level of significance used for the study. This indicates that School principal-teachers communication gap have a significant influence on teachers' job satisfaction and performance. The results on the tables above show that School principal-teachers communication gap play a significant role in shaping teachers' job satisfaction and performance. Therefore the alternative hypothesis (H_1) is accepted while null hypothesis is rejected.

H_{02}: School principal-teachers non-proactive conflict management mechanism has no significant influence on teachers' job satisfaction and performance

Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.097[a]	.009	.006	.44037

a. Predictors: (Constant), Non_Proactive_Conflict_Management_Mechanism

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.457	.108		22.741	.000
	Non_Proactive_ Conflict_Management_Mechanism	.068	.040	.097	1.676	0.95

a. Dependent Variable: Teachers_job_satisfaction_performance

The coefficient of determination ($R^2 = 0.009$) shows that 0.9% of the freedom recorded in teachers job satisfaction and performance is contributed by School principal-teachers non-proactive conflict management mechanism. This result is not statistically significant because the result of the p-value (0.095) is greater than 0.05 level of significance used for the study. This indicates that School principal teachers non-proactive conflict management mechanism have no significant influence on teachers' job satisfaction and performance. The results on the tables above show that School principal-teachers non-proactive conflict management mechanism play no significant role in shaping teachers' job satisfaction and performance. Therefore the null hypothesis (H_0) is accepted while alternative hypothesis is rejected.

Discussion of Findings

The finding of the first hypothesis revealed that school principal-teachers communication gap have a significant influence on teachers' job satisfaction and performance and this is in tandem with the finding of Nwangwu and Chidiobi (2018) who observe that principal-teachers' conflict arises as a result of poor communication in schools. Agugu (2019) also support the argument stating that principal-teachers' conflict in communicating teaching methods, use of instructional materials, planning of

lesson notes, mode of discipline and supervision have significant influence on teachers‘ job performance in public secondary schools. Muhatia (2022) also support the motion stating that principals' communication as a strategy in conflict management positively influenced teachers' job performance in public secondary schools. He further stated that communication as a strategy for conflict management used by principals is useful in explaining teachers' job performance. AI Hajar (2016) finding also correlate with the study observing that there is a significant relationship between principal-teacher communication practices and teachers’ job satisfaction

The finding of the second hypothesis reveal that school principal-teachers non-proactive conflict management mechanism has no significant influence on teachers‘ job satisfaction and performance and the finding negate the finding of Muhatia (2022) who observed that taking proactive measures to manage conflicts in schools and enhance teachers' job performance motivate teachers and enhances collaboration in the workplace.

Conclusion

In conclusion for satisfaction and high performance to be witness among teachers a cordial relationship must exist between principals and teachers to bridge the gap in communication, goal difference and appropriate leadership style must be adopted at all time so as not to tense the atmosphere in the school working space. To create atmosphere where teachers and principals can have a cordial relationship principals have to keep teachers aware of any changes to be made in school activities using relevant platforms. In other to give room for two way communication teachers suggestion must also be seek for, as feedback from both parties will promote an effective communication which will enable both parties to express their view toward educational development. To some extent principals need to be strict especially when teachers possess fall under the generation X, which sees work as play as it take a stringent measure to ensure they execute their function and duties to foster student performance. Principals need to set punishment and instill discipline to promote teachers compliance with the purpose while they are employed and act in an ethical manner which is in tandem with Nigeria education system.

Recommendations

1. Principal and teachers should create a community where teachers will also be part of the school management team as this will promote a sense of representation among teachers and make them satisfied with decision arrived at in every meeting
2. Anonymous suggestion box should be made available in schools where teachers can lay complain of principal behaviour they find toxic which prevent hatred that might arise from physical allegation
3. Teachers should always present their ideas like a suggestion and give the principal a sense of a leader so as to prevent loggerhead of power in the work environment.

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