

Extent of Role Conflict Among Principals and Teachers on the Administration of Secondary School in Ebonyi State

Dr. Emeka A Nwachukwu^{1*} Dr. Ogbonnaya Elom² Nwori, B. Chukwuma³
1.Department of Educational Foundations, Ebonyi State College of Education, Ikwo
2.Department of Agricultural Education, Ebonyi State College of Education, Ikwo
3.Department of Political Science, Ebonyi State College of Education, Ikwo

Abstract

This study set out to investigate the impact of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State. It was a descriptive survey. The study was guided by two (2) research questions and two (2) hypotheses, all derived from the purpose of the study. The population of the study consists of five thousand and forty seven (5047) teaching staff in the 221 secondary schools in the three education zones of Ebonyi State. A total sample of one thousand four hundred and seventy (1470) teachers and ninety eight (98) principals were sampled and was used for the study. A stratified proportionate random sampling technique was adopted by the researcher to select a sample of 98 principals and fifteen (15) teachers in each of the ninety eight (98) secondary schools from Afikpo, Onueke and Abakaliki respectively; given 1470 teachers for the study. Researcher developed instrument titled Principals Teachers role Conflict Questionnaire (PTRCOQ) was used for data collection The data were analysed using arithmetic mean and z-test statistics. The findings showed that there are no significant differences in the mean opinion scores of principals and teachers on the extent conflict between them arising from the role' performance of a principal in the areas of supervision, finance management, discipline and decision making affect secondary school administration. Based on the findings, appropriate recommendations were made regarding the various strategies to reduce conflict in secondary school administration which include among others; there should be very clear job description for both teachers and principals as this will help to reduce role confusion in secondary school. Principals should also strive to adopt democratic principles in school administration. This will help to promote team work and also enhance teacher's commitment in teaching and learning activities.

Keywords: Role Conflict, Principals and Teachers, Administration, Secondary School

1. Introduction

1.1 Background to the Study

Secondary Education is the education which children receive in a school system after primary education and before the tertiary level. Its broad goals include the preparation of the child for useful living within the society. In specific term, secondary education is to provide all primary school leavers with the opportunity for higher education. It is to provide .trained manpower in the applied science, technology and commerce at sub-professional levels. It is to inspire its students with a desire for self-improvement. It is to foster national unity as well as provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (Federal Republic of Nigeria, 2014). To achieve the full objectives of secondary schools, principals and teachers are of paramount importance. The principal is responsible for the coordination of human and material resources in the school to achieve set goals. Human resources include teaching and non teaching staff while the material resources include educational facilities that enhance teaching and learning. The principal plays a primary role as the head of the tutorial team and his role includes, disciplining students and staff according to the laid down rules. This could be achieved by effectively carrying out administrative functions which include curriculum implementation and supervision, personnel function, school community relations, school business and financial management.

The principal is the instructional leader who must constantly initiate policies and programmes that assist his colleagues (teachers) create conducive environment for teaching and learning activities in the school. The principal is to ensure that the school scheme of work is taught in all the classes according to educational specifications. He also supervises the teachers to assess their strengths and weaknesses, so as to plan for staff development programmes. In other words, the principal as an administrative head performs such functions and roles as planning, organizing, staffing, directing, co-coordinating, reporting and budgeting, among others.

The teachers on the other hand assist learners, parents and, other stake holders in education to ensure that resources for teaching and learning are provided at the appropriate time and in the right quality. In this way, learners discover their potentials and make the right choice while under the guidance of the teachers. To achieve this, the teacher is involved in curricular and co-curricular student activities as adviser, consultant or participant all of which are aimed at equipping the students with necessary skills, competences and knowledge. For example, the teacher plays the important role as a supervisor and disciplinarian by maintaining order and acceptable academic and behavioural conduct among students under his care.

However in performing their statutory roles, principals and teachers tend to overstep their bound which creates room for conflicts. Thus, this inability to keep to their role boundaries can result to role conflict. The various types of conflict can be categorized as inter personal conflicts and inter-group conflicts both of which are caused by numerous factors within or from outside the school. The conflict that arises as a result of inability of principal and teachers to keep strictly to the demands of their roles is referred to as role conflict. While conflict can be discussed as any divergence of interests, objectives or priorities between individuals, groups or organizations, role conflict refers to the disagreements between individual or groups arising from the responsibilities entrusted to them in an organization. Role conflicts emanate as a result of role ambiguity, where people are not clear about what they expect of each other or of one another. Therefore, role conflict is known to have some impact on the performance of workers in every organization. This Study will focus on the extent of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State.

1.2 Statement of the Problem

The Nigerian education system especially secondary education, is witnessing a lot of challenges that seem to be impacting negatively on the achievement of its stated goals and objectives. There are several instances where it seems teachers are not performing some duties assigned to them because they see such duties as that of the principal. On the other hand teachers, at times, perform some roles that are statutorily meant for the principals, such as classroom supervision, curriculum implementation, school business management, maintenance of discipline and other students' personnel functions. When such happens, it always ends up in disagreement and conflict. The extent of such conflict on the administration of secondary schools is the problem of this study.

Therefore, the problem of this study, asked as a question is: what is the extent of role conflict among principals and teachers on the administration of secondary schools in Ebonyi State?

1.3 Scope of the Study

This study was carried out in secondary schools in Ebonyi State. It was delimited to only public secondary schools and covered only principals and teachers in the sampled schools in the three education zones of the state. The content scope of the study includes supervision, decision making, and administration of discipline. Financial management as well as impacts on student personnel management and curriculum implementation.

1.4 Purpose of the Study

The main purpose of this study was to determine the extent of role conflicts among principals and teachers on the administration of secondary schools in Ebonyi State. Specifically, this study was designed to identify:-

1. The extent of role conflicts between principal and teachers on staff personnel administration in secondary schools.
2. The extent of role conflicts between principals and teachers on curriculum implementation in secondary schools.

1.5 Significance/Justification for the Study

It is expected that the findings of this study if published will guide the Ministry of Education and other relevant agencies in making education laws and rules that will promote the relationship between principals and their teachers so as to enhance effective administration of schools.

Secondly, the findings of this study if published will help teacher education institutions to work intensively on the pre-service and in-service educations to enable teachers define or understand their roles in school administration. If teachers understand that the school is a social system and are exposed to the various personality characteristics of the organization during their pre and in-service training, they will become better teachers and manage conflict situations where they arise more maturely.

Also the findings of this study will provide educational administrators and scholars with basis for objective assessment of the nature and major areas of conflict in secondary schools and their influence on effective secondary school administration.

The principals will also benefit from this study as it will expose them to likely areas of conflicts in their role performance thereby placing them in a better position to prevent such conflict. It is expected that implementing the recommendations derived from this study will help in creating and enabling school environment that will encourage effective teaching and learning.

1.6 Research Questions

The following research questions were asked to guide the study: -

1. What is the extent of role conflict between principals and teachers in secondary school administration?
2. To what extent does role conflict between principals and teachers impact on the implementation of

school curriculum in secondary school administration?

1.7 Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance.

- H₁: There is no significant difference between the mean opinion scores of principals and teachers on the extent of role conflict between principals and teachers on staff personnel administration, in secondary schools.
- H₂: There is no significant difference between the mean opinion scores of principals and teachers on the extent of role conflict between principals and teachers on the implementation of school curriculum.

2. Review of Related Literature

2.1 Conceptual Framework:

2.1.1 Concept of Conflict

The school, like any other modern institution or organization is not without potential negative features and mismatched behaviours which might be counterproductive and give rise to incompetence or dysfunctional consequences in the achievement of goals and objectives. The school as a bureaucratic organization with division of labour, line of authority in terms of teacher-principal subordinate-super ordinate relationships, rules and regulations and communication flow is bound to have conflicts which may result in deficiency in the performance of the school both in terms of discipline and academic proficiency, Uchendu (2013).

Fadipe (2000) sees conflict as a form of disagreement in an establishment between two individuals or groups which according to Miller and King (2005) arises from compatible goals and behaviour that may make another action less likely to be effective because people are working against each other. A major factor that can throw parties into a state of incompatibility is their perception of issues of interest. There are other factors that can contribute to the creation of conflicts in organizations such as task interdependence, communication failures, individual differences and poorly designed reward system (Barton & Martine in Mgbekwem and Uchendu 2013).

As a matter of fact, sometimes, in the school system, there may be no real dispute to be managed, but there may be need for greater understanding, cooperation and team work to promote interpersonal harmony and good organizational climate for teaching and learning.

Conflicts, therefore affects the accomplishment of organizational goals due to their attending stress, hostility and other undesirable factors. The issue of conflict then becomes paramount for goal accomplishment in secondary school administration.

Conflict occurs because individuals have different perceptions (Sagimo 2002, Rue & Byarr 1992) it appears in variety of forms and grows from simple to complex, from non-violent to violent depending on the gravity. They further described conflict as a disagreement or incompatibility in wants, values and aspirations of two or more persons or group. It may also entail difference in people's opinions, beliefs and priorities. Owens (1987) believes that a conflict is a contest of opposing force or power; a struggle to resist or overcome. It is present whenever incompatible activities occur.

Hellregle, Slocurn and Woodman (1992) are in agreement with Owens' when the state that conflict refers to the situation in which there were incompatible goals, thoughts or emotions within or between individuals or groups which lead to bitterness and opposition. Conflict connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs (Sagimo 2002). Therefore, conflict is an inevitable friction in any organization and it exists at level of our academic world. Without doubt, no meaningful development can take place in a crisis-ridden system torn apart by crisis as witnessed in the educational institution in the country today, (Adeyemi, Ekundayo and Alonge 2010).

In addition to these, many known school conflicts have resulted in protracted disharmony in school staff interpersonal relationship and increased indiscipline among students and staff. It has also disarmed school authorities clogged channel of progressive communications and rendered educational institutions of learning to mere centers of gossip and cold war, (Agbonna 2009).

2.1.2 Concept of Role Conflict

All social structures from the small unit such as family to the larger unit such as the nation, consists of a complex structure of inter-related positions. These positions are really classifications of persons with certain similar traits who hold certain designed relationships with members occupying other positions. Some of the positions occupied by people are ascribed; that is to say, a person occupies a position quite independently of his wishes or accomplishments.

Role concept concerns one of the most important features of social life and characteristic behavioural patterns. It explain roles by presuming that persons are members of social positions and hold expectations for their own behaviours and those of other persons. According to Karl Marx (1971) in all stratified societies there are two major social groups; a ruling class and a subject class. The ruling class derives its power from its ownership and control of the forces of production. The ruling class exploits and oppresses the subject class. As a

result there is a basic conflict of interest between the two classes. The various institutions of society such as the legal and political system are instruments of ruling class domination and serve to further its interests (George Herbert Mead ,1934 and Linton cited in Campbell et al ,1983).

2.1.3 Role/Functions of Principals in School Administration

The principal which is always the head of a secondary school is entrusted and charged with the business of controlling the staff, finance and other activities of the schools. He then becomes accountable for running the school. He ensures that government policies are executed. According to Obemeata in Chukwudebelu (2011) many people see the school head as one whose work revolves round the school; its reputation depends on him and he can make or mar a school.

Administration on the other hand is the coordination of human and material resources towards the attainment of some predetermined objectives. It is the capacity to coordinate many, and often conflicting social energies in a single organization so that they shall operate as a unit. In the case of educational administration, the emphasis is on bringing men and materials together for the achievement of educational goals.

According to Adesina, (1988), school administration is a function of leadership, which a principal is giving to motivate and inspire other staff to adapt. It is expected that such staff should be able to adapt so as to be able to achieve and maintain individual and organizational goals. In other words, effective secondary school administration is the ability of principals to get all members of the school community to work together towards the achievement of the excellent goal of the education of all the students. The school principal motivates and directs employees to use their energy towards maximum realization of the goals of the institution.

In Nigeria schools, principal- ship evolved from the position and performance of the teacher. According to Ukeje and Ndu (1992), the school principal grew out of classroom, from teacher with some administrative responsibilities, to a principal teacher and finally a principal.

In other words, the personality of the principal is the fulcrum around which the totality of the schools image revolves. Akpa (2002), concluded that the school principal has emerged as one of the most important educational leadership positions because he gives orders to ensure that things are done quickly. In the school, he may be seen as a disciplinarian because he disciplines students and members of his staff. He could also be seen as a manager as he manages the various affairs and resources of the school. Hornby as cited by Babayemi in Chukwudebelu (2011) describes him as an executive head of the schools because of the way he makes decisions and implements, he is a coordinator, who coordinates activities for work to proceed smoothly, quickly and efficiently.

In essence, the principal helps to achieve the goals of the educational system through the teachers. Principals just like most administrators, plan, stimulate, coordinate, direct and evaluate the work of teachers. It is of paramount importance that a principal works well with people if he or she is to be effective. Basically, the principal-ship is about shared leadership. Consequently, the model of principal who unilaterally runs a school no longer works very well.

2.1.4 Roles of Teachers

Emenalo and Asiabaka (2011) enumerated some roles of the teacher in all areas of the educational system. According to them, the teacher must know the objectives of the teaching and learning process and develop professional strategies for imparting knowledge in specific areas of competence. The teacher as counselor helps learners solve their personal and academic problems. Because of the confidence and trust learners have in the teacher, they depend on him for clarification and direction.

In addition, the teacher is an architect of curriculum development plans and implements instructional programmes by diagnosing teaching-learning environment and problem areas that require attention. The teacher achieves this by developing a mechanism for evaluation. The teacher's role also includes the facilitation of all curricular and extracurricular activities.

Traditionally, teachers are responsible for the instructional dimension which focuses on inculcating subject matter, .passing on the accumulated wisdom of the people and preserving a people's terrene.

2.1.5 Role Conflicts in Formal Organization

One common distinguishing of formal organization is that members deal with conflict every day. Sometimes it may be between a few individuals, groups or within the operational systems of the organization. Organizational behaviour is positively related to organizational output, and for this reason, the educational administrator needs to take conflict ,issues as very important, because conflicts are perhaps the most powerful force existing to bring about changes in patterns of organizational behaviour (Canavan and Monahan 2001),

Conflicts arise when interests collide, usually as a result of divergence in organizational goals, personal ambition, group loyalties, and so forth. Therefore conflicts originate from multitude of sources found at personal and organizational .levels in institutions. Duze (2012) and Sanusi (2012) cited in Duze (2012) identified levels of conflicts, each of them being interaction either within and between informal organization, or within formal organization or between formal and informal organizational levels. According to Kipkemboi & Kipruto (2013) conflicts affect the accomplishment of the school goals due to attending stress, hostilities and other undesirable

factors. Decenzo (1997) also discovered that school conflicts can either take horizontal conflict form, vertical conflicts form and role confusion conflict form.

Many factors are known to influence conflicts in secondary schools. They include work independence and differences in goals and perceptions. The sources of these conflicts can be classified into four namely competition for scarce resources, divergence, autonomy and difference in opinion and goals.

Role conflict according to Tang and Chang (2012) is a type of social conflict caused from an individual being forced to take on separate and incompatible roles. Role conflicts can occur individually, as in the case of one person being torn between separate role for different organizations or groups, or within an organization, when an individual is asked to perform multiple roles in the same group. An employee with both work and management roles in a department, for instant, assumes the conflicting roles of supervisor and co-worker. While most role conflicts occur because of multiple obligations to different groups, role conflicts can also occur within a single organization when individuals have various conflicting responsibilities.

Role conflict can have many different effects on the work-life of an individual as well as their family-life. Those suffering from role conflict also suffered greatly in their work performance, mainly in the form of lack of motivation. Those with role conflict did not do more-than the bare minimum requirements at work. There was also a decline in the ability to assign tasks. Having multiple roles will often lead to job dissatisfaction. While there are many de-motivational effects of role conflict on work, there is also a positive effect. Those undergoing role conflicts often had an increase in work creativity. Due to multiple roles, there is an increase in flexibility, different sources of information, and these people have many different perspectives to bring to the table (Tang and Chang 2012).

2.2 Theoretical Framework

Conflict Process Theory proposed by Goldman (1966) in Alade (1998) formed the theoretical foundations of the work. The principal assumption of this theory is that the substantive issues of conflicts arise from and have consequences for basic structural components of organizations. The theory provides a way to classify the substantive issues of social and political conflicts and observes the organizational consequences of the resolution and non-resolution of these conflicts. It takes records of developmental trends associated with sequences of conflict cycles and ultimate with sequences of conflicts cycles and ultimately provides an empirical basis for designing strategies of conflict resolution and avoidance.

It assumes that social and political conflict between two or more adversary parties are initiated and concluded by events of a decisional character; the sequence of events from the initiating one of the concluding one may be referred to as a conflict cycle.

At least one of the three types of substantive topics may be found as issues in all social and political conflicts and such substantive topics include, disagreement about the 'task-expectation' associated with a position or office; disagreement about the 'role-performance' of particular incumbents in the position; disagreements about the conditions of 'incumbency' of the person in the position.

The theory holds that conflict cycles are resolved by decisions about one or more of these substantive topics. Sequences of resolving decisions about task-expectations produce a 'formalization' process. When the decisions are on role-performances, they produce a 'socialization process while the decisions on incumbency conditions produce an 'investiture' process.

Formalization means that task-expectations should not be verbal or assumed but should be formally and clearly stated and presented to the officer in-charge of each position. Socialization requires that role-performances should declare the way and manner by which the officer should perform the duties assigned by the position including induction; while investiture should involve formal installation into and celebration of the officer's position. These will ensure that the officer knows very well what to do, how to do it, where the limits come, all in a conducive atmosphere. The Conflict Process Theory also states that the observation of conflicts pertaining to major organizational offices is a reliable procedure for sampling the developmental tendencies of the organization as a whole. Therefore, when secondary schools experience positive/non-destructive role conflicts, innovations and creativity should emerge, which will further lead to better conflict resolutions and conflict avoidance, thus improving, the administrators' effectiveness and efficiency in accomplishing set goals and objectives.

2.3 Empirical Studies

One of the related empirical works in this study is the study carried out by Anthony (2012) entitled conflict management in Ghanaian schools: a study of role leadership in Winneba region. The study examined the role of school heads in managing conflict, and being a descriptive research with one hundred and seventy three respondents, the findings indicated that conflict in the school originated from threat to student autonomy, disregard for teachers and students needs, and struggle over power and scarce resources. The researcher found out that though role conflicts had caused retardation in developmental projects, as well as suspicion and tensions

among staff and the school community, it had also created positive outcomes such as due recognition to staff and students.

Okotoni and Okotoni (2003) survey also examined conflict management in secondary schools in Osun State. The study examined the various ways conflicts manifested in the administration of secondary schools. Using primary and secondary sources and a sample size of 280 respondents, the findings of the study showed that interpersonal conflicts ranked highest among the several types of conflicts that were identified in schools selected for the study. According to the findings of this study one of the ways to deal with the problem is to organize seminars for workers on how to relate with co-workers in a harmonious way and deal with differences without resulting in conflicts. This is important because regular occurrence of such conflicts will adversely affect productivity in schools.

3. Methodology

3.1 Research Design

A descriptive survey research design was adopted for the study. The study was carried out in Ebonyi State. Ebonyi State is an inland south-eastern state of Nigeria. The state is situated in the south-eastern part of the country and shares boundaries with Benue to the north, Enugu to the northwest, Abia to the south-east and Cross River to the east. It has an area of 5,5333kmsq. Ebonyi state lies deg15'N, 8deg05'E, 6.250degN, 8.083degE. (www.ngex.com/mgeria 29\10\2015).

The population of the study consists of five thousand and forty seven (5047) teaching staff in the 221 secondary schools in the three education zones of Ebonyi State.

A total sample of one thousand four hundred and seventy (1470) teachers and ninety eight (98) principals were sampled and was used for the study. A stratified proportionate random sampling technique was adopted by the researcher to select a sample of 98 principals and fifteen (15) teachers in each of the ninety eight (98) secondary schools from Afikpo, Onueke and Abakaliki respectively; given 1470 teachers for the study.

The researcher-made questionnaire titled Principals Teachers role Conflict Questionnaire (PTRCOQ) as instrument for data collection. A four point scale was used to elicit information from both the Principals and teachers from the sampled schools. The values assigned to the 4 point scale are as follows: Strongly agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). While the criterion means was 2.5. Anything below 2.5 was rejected.

The instrument developed was given to two specialists in Measurement and Evaluation and Educational Management and planning to ensure its face and content validity.

For the reliability of the instrument, the researcher conducted a test-retest administration of the instrument using schools outside the sample area. The reliability was calculated using Cronbach Alpha correlation coefficient formulae. And the correlation coefficient of 0.85 was gotten for the instrument. The researcher administered the instrument using Direct Delivery Technique (DDT) with the help of three well trained, research assistants, each from the three Education Zones in the State.

The research questions were analyzed using arithmetic mean, while the hypotheses were tested with z-test at 0.05 level of significance. Thus 2.50 were adopted as decision rule. Any point above 2.50 was accepted positive while any less than 2.50 were rejected.

4. Data Analysis and Results

The presentation of analysis of data in this chapter is organized with respect to the research question and hypotheses as follows:

Research Question One

What are the impacts of role conflicts on staff personnel in secondary school administration in Ebonyi State?

Table 1: Teacher Response on impact of Role Conflict on Staff Personnel

Item No	Options				Total	Total Score	Mean
	SA	A	D	SD			
1	296	838	295	41	1470	4329	2.94
2	1091	251	83	45	1470	5328	3.62
3	85	631	691	63	1470	3678	2.50
4	1195	129	101	45	1470	5414	3.68
5	1195	147	85	43	1470	5434	3.69
6	487	879	85	19	1470	4774	3.24
	4349	2875	134	256	8820	28957	3.28

Table 2: Principal Response on Impact of Role Conflict on Staff Personnel

Item No	Options				Total	Total Score	Mean	Overall Mean
	SA	A	D	SD				
1	26	53	16	3	98	298	3.04	2.99
2	73	12	7	6	98	348	3.55	3.58
3	6	42	45	5	98	245	2.5	2.50
4	83	11	2	2	98	371	3.78	3.73
5	79	15	2	2	98	367	3.74	3.72
6	36	55	5	2	98	321	3.27	3.26
	303	188	77	20	588	1950	3.31	3.29

Table 2 above indicates that the teachers and principals' mean response scores on all the items listed in this cluster are all above the item mean of 2.5. This resulted to an overall mean response score of 3.29 showing therefore that role conflict between principals and teachers results to punitive transfer, poor interpersonal relationship, withdrawal of staff benefit, grievances and frustration.

Research Question Two

What are the impacts of role conflict on the implementation of school curriculum in secondary school administration?

Table 3: Teachers' Response on Impacts of Role Conflict on Curriculum implementation

Item No	Options				TOTAL	Tot. score	mean
	SA	A	D	3D			
12	5071	756	127	80	1470	4630	3.14
13	546	756	126	42	1470	4746	3.22
14	693	567	149	61	1470	4832	3.28
15	883	443	105	39	1470	5110	3.47
16	254	778	379	59	1470	4167	3.83
17	714	607	107	42	1470	4933	3.35
	3597	3907	993	323	8820	28418	3.22

Table 4: Principals' Response on impacts of Role Conflict on Curriculum Implementation

Item No	Options				Total	Total score	Mean	Over Mean
	SA	A	D	SD				
12	66	27	3	2	98	353	3.60	3.37
13	49	45	2	2	98	337	3.43	3.33
14	58	27	11	2	98	337	3.43	3.36
15	72	15	8	3	98	352	3.59	3.53
16	22	58	15	2	98	297	3.03	2.93
17	68	26	2	2	98	356	3.63	3.49
	335	199	41	13	588	2032	3.45	3.33

Results as shown in table above indicates that the responses of teachers and principals on impact of role conflict on curriculum implementation gave rise to mean responses ranging from 2.9 to 3.5. Both the teachers and principals' responses in all the items listed are above the item mean of 2.5. The overall mean for respondents is 3.34 which indicates that teachers and principals to a large extent agree that role conflict between them has negative impact on curriculum implementation.

Hypothesis One

Table 5: z statistics of mean opinion scores of principals and teachers on impact of role conflict on staff personnel administration in secondary schools.

Status	No of respondents	Mean response	Standard deviation	z critical	z calculated	Decision
Principal	98	2.99	0.95	1.96	2.00	Reject
Teachers	1470	2.97	0.98			

The table above indicates that the mean responses of principals and teachers on impact of role conflict on staff personnel administration are 2.99 and 2.97 respectively. On further analysis the difference between these mean opinions was found to give a z calculated value of 2.00 which; is greater than the z critical value of 1.96 at 0.05 level of significance, The decision therefore is to reject the null hypothesis.

Hypothesis Two

Table 6: z statistics of mean opinion scores of principals and teachers on the impact of role conflict on the implementation of school curriculum

Status	No of Respondents	Mean Response	Standard deviation	Z critical	z calculated	Decision
Principal	98	3.31	0.89	1.26	2.26	Reject
Teachers	1470	3.1	0.96			

The mean opinions of principals and teachers on impact of role conflict on implementation school curriculum are 3.31 and 3.1 respectively. The z calculated value of the difference in this mean is 2.26 which greater than the z critical value at 0.05 level of significance. The decision therefore is to reject the null hypothesis and accept the alternative.

In conclusion, the mean opinion of principals and teachers on the impact of role conflicts on the implementation of school curriculum differ significantly.

5. Discussion of Findings

Research question one looked at the impact of role conflict between principals and teachers on staff personnel administration. Items 1-6 of the instrument were used to investigate this. From the analysis and findings the study shows that the respondents identified negative appraisal by the principal, petition writing, communication gap and witch hunting among staff as major impacts of role conflicts on staff personnel administration having mean response score of 3.73 for item 4 and 3.72 for item 5 respectively. As a result therefore this leads to sudden transfer of teachers, poor inter personal relationship among staff and victimization of staff by school management. This is supported by the overall mean response score of 3.3 which indicates that the items in this cluster are consequences and effects of role conflicts in secondary school administration.

The results from research question two which tried to find out the impacts of role conflicts on implementation of school curriculum indicated high mean response scores of 3.2 and 3.3 for the principals and teachers respectively. This is a confirmation that both teachers principals agree that role conflicts between them give rise to negative impacts on curriculum implementation. Such negative impacts and influences include truancy and nonchalant attitude to duty, poor counseling, programmes, and poor supervision of instructional activities and displacement of educational objectives emanating from quest for personal ambitions among staff. This finding is also supported by Kipkemboi, and Kipruto (2013) investigation which reported that role conflicts affect the accomplishment of school goals due to hostilities, power struggle, stress and other undesirable factors such as competition for scares resources.

6. Educational Implications of the Study

1. The result and findings of this study have clearly established that secondary school teachers in Ebonyi State experience role conflicts. Despite the huge sum of money injected into secondary education sector principals and teachers do not always work together to achieve common-goals as a result of hostility, power tussle and competition among staff.
2. Many secondary school teachers now indulge in absenteeism,; lateness and other nonchalant behaviours which sabotage the efforts of school management and government. Most teachers are no longer dedicated to their job and quality teaching and learning are no longer the priority of teachers. This explains why most parents still prefer to send their children to private secondary schools not minding the free education policy of Imo State Government

7. Recommendations

Based on the findings of the study, the following recommendations were made.

1. Educational objectives cannot be achieved single handedly by one individual. The findings of this study has spelt out the need for principals to involve the teachers in taking decisions and through it build a cordial and supportive interaction among teachers and principals for effective secondary school administration.
2. The secondary education management board of the ministry of education 'should organize workshops, seminars and conferences from time to time to educate and sensitize'" teachers and principals on work ethics.
3. Secondary school administration should be made more dynamic and democratic by involving teachers and principals in the formulation of education polices at the state and federal level which will be implemented by them in the classroom.
4. Since most of the classroom teachers have attained the level of principals, they should be duly respected and considered by the duty school principal in intra-school appointments such as house masters and unit heads.

5. There should be proper job description and job content for both teachers and principals. This will help to reduce role confusion in school administration.

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