



Principals' Conflict Resolution Strategies and Secondary School Teachers' Job Effectiveness in Wukari Education Zone, Taraba State, Nigeria

¹Dr. Patience Okwudiri Nwosu ²Doris Shekarau Awudu

^{1&2} Department of Educational Foundations Faculty of Education Taraba State University Jalingo

¹patsydearest@gmail.com 08086404999 ²angyudoris@gmail.com 08034720341

Abstract

The research investigated the conflict resolution tactics employed by principals and the work efficacy of secondary school teachers in the Wukari Education Zone, Taraba State, Nigeria. The study was directed by two research questions and two null hypotheses. The research employed a correlational design. The research population comprised all 467 instructors from the 30 public secondary schools in the Wukari Education Zone, Taraba State. All 467 teachers were utilised as the sample for the study due to the population's manageable size. The data collection instruments consisted of two researcher-developed questionnaires: the 'Principals' Conflict Resolution Strategies Questionnaire (PCRSQ)' and the 'Secondary School Teachers' Job Effectiveness Questionnaire (SSTJEQ).' The instrument's dependability was determined by the test-retest approach, resulting in reliability coefficients of 0.78 for PCRSQ and 0.78 for SSTJEQ, both deemed reliable. The data produced from the study was examined using mean and standard deviation to address the research objectives, while Linear Regression Analysis was employed to evaluate all null hypotheses at a significance level of 0.05. The study's results indicated that principals' conflict resolution tactics, including effective communication and conversation, were significantly related to teachers' work effectiveness in the Wukari Education Zone, Taraba State, Nigeria. The findings indicate a substantial correlation between administrators' conflict resolution tactics and teachers' work effectiveness in the Wukari Education Zone, Taraba State, Nigeria. It is advised that secondary school principals frequently employ good communication and conflict resolution strategies wisely to address disputes among school personnel, particularly on trifling matters and emotionally sensitive situations. They should facilitate an unrestricted exchange of information, prevent communication gaps, and employ discourse to elucidate positions on topics inside the school.

Keywords: Conflict Resolution Strategies, Effective Communication, Dialogue, Teachers' work effectiveness

Introduction

Organisations, regardless of their type, typically establish goals and objectives that they endeavour to achieve. The achievement of these objectives relies on the human element within the organisations. Human resources are the most fundamental factors of an organization's success or failure. This is due to their responsibilities in managerial roles and the allocation of additional resources to achieve objectives. The teacher is one of the most vital human resources, particularly in the educational sector. Educators bear the obligation of executing the school curriculum to achieve specified goals and objectives throughout all educational levels. The secondary level of education is critically significant. The effective performance of secondary school teachers at their duty posts is essential for producing quality students who can be admitted to tertiary institutions and subsequently integrated into the labour market to contribute significantly to national development. This can only be accomplished when educators are proficient in their instructional delivery.

The efficiency of employment has been a significant concern for the government and pertinent stakeholders, since it has been compromised by numerous issues, leading teachers to initiate strikes at various intervals to highlight their grievances to the government. Factors contributing to this situation include inadequate salary that were not disbursed punctually, denial of promotions, insufficient provision of instructional materials, and a generally terrible working environment, all of which adversely impacted the attitudes of many teachers (Owan, 2018). Recently, the conditions of service for teachers appear to have improved, as demonstrated by the rapid surge of individuals entering the field. Avwersuo (2017) posits that the recent surge of individuals entering the teaching profession is attributable to marginal enhancements in teachers' working conditions. These improvements encompass timely remuneration of salaries, salary increases consequent to the recent minimum wage declaration, promotions for certain educators, the construction of classroom facilities and a limited number of offices initiated by the state government, as well as regular workshops, seminars, and retraining programs designed to equip teachers with the skills necessary to adapt to the evolving demands of society.

Teachers' work effectiveness refers to the degree to which educators fulfil their designated instructional responsibilities and influence students' behaviour. Owan (2018) asserts that teachers' job efficacy is crucial to the teaching and co-curricular activities within the school. It provides learners the opportunity to acclimatise to the school environment for enhanced academic performance. An effective educator can be evaluated based on several criteria: a positive disposition, fostering a conducive social and psychological atmosphere in the classroom, maintaining elevated expectations for student achievement, clarity of instruction, proficient time management, robust lesson organisation, utilisation of diverse pedagogical methods, incorporation of student input, implementation of appropriate and varied questioning techniques, effective classroom management, proficient use of the chalkboard, application of sound disciplinary strategies, optimal seating arrangements, recognition of individual learner differences, high punctuality, appropriate attire, strong subject matter expertise, diligent record-keeping practices, effective communication skills, adherence to health practices within and outside the classroom, and other commendable personal attributes such as integrity, politeness, adaptability, simplicity, reliability, firmness, and fairness, among others. Consequently, it pertains to the degree to which educators fulfil their instructional and pedagogical responsibilities in teaching and behaviour modification to render learners beneficial to themselves and to the advancement of their community.

Researchers have noted that educators' detrimental attitudes towards job performance may come not only from governmental neglect of the teaching profession but also from inadequate

interpersonal interactions within the educational system (Oduor, 2012; Kagucia & Poipoi, 2014). Obetan et al. (2024) assert that this deficient relationship is evident through conflicts among school principals and teachers, among teachers themselves, between instructors and non-academic staff, between students and teachers, and potentially between school personnel and the local communities. Disagreements may manifest as overt disputes, physical altercations, animosity, numerous charges, and vituperative exchanges, among others. These disputes ultimately result in confrontations that adversely affect school productivity. Wilmot and Hocker (2015) describe conflict as a battle over perceived incompatible differences in beliefs among two or more interdependent individuals. This may encompass variations in values, aspirations for prestige, control, and accuracy. Consequently, conflict stems from the incompatibility of objectives resulting from competing behaviours, which may manifest at either individual or collective levels. Conflicts arise when one party's activities are seen to obstruct or hinder the aims, needs, or actions of another party. The human resources of every organisation, including schools, comprise individuals with varied cultural, religious, social, political, and economic backgrounds. Their work ethic, disposition, and perspective complicate management for secondary school administrators. These disparities ultimately result in conflicting interests among personnel, which, if not adeptly managed, could escalate into severe conflict situations with detrimental outcomes (Anashie & Kulo, 2014). Conflicts are typically linked to adverse characteristics and circumstances that result in inefficiency, ineffectiveness, or dysfunctional outcomes. The repercussions of conflicts on the educational institution have consistently been detrimental. The implications for the school include interruption of academic programs, animosity, stress, worry, unneeded tensions, suspicion, and withdrawal from active engagement in school activities (Ihuarulam, 2015). It also creates an uncomfortable atmosphere for serious academic pursuits. Unresolved dispute may lead to the disintegration of a group. Unresolved dispute inside the school can diminish instructors' effectiveness, lower morale, hinder performance, elevate absenteeism, and increase stress levels, hostility, or violence, among other consequences. Anashie and Kulo (2014) assert that for education to be efficiently administered for lasting peace and economic development in Nigeria, the management of post-primary education must be devoid of crisis or conflict. This highlights the necessity for conflict management measures to be implemented by all school administrators (Ihuarulam, 2015). Conflict is not invariably detrimental; in certain instances, it can foster innovative problem-solving and enhance the circumstances for all parties concerned. Conflict is inherently a natural phenomenon that inevitably arises inside any organisation. Nonetheless, irrespective of the potential benefits of conflict, its repercussions on the overall productivity of educators and the entire educational institution might be substantial. Consequently, leaders must adeptly handle conflict by employing several conflict resolution tactics.

Conflict resolution solutions are procedures employed to manage conflicts. Conflict resolution solutions are essential in any educational institution, since they mitigate or manage the adverse consequences arising from disagreements. Multiple ways exist for resolving conflicts in workplace settings, including educational institutions. Principals of secondary schools are thus receptive to many techniques for addressing conflict situations inside their institutions. No singular conflict management method is universally applicable to all conflict scenarios. Diverse disputes may necessitate distinct strategies, with the selection of approach contingent upon the nature of the conflict or the participating parties. The strategies encompass: dominance, compromise, synergy, a culture of civility, win-lose strategy, lose-lose strategy, and win-win strategy (Anashie & Kulo, 2014); integration, obliging, accommodating or smoothing, avoidance, mediation, dialogue, arbitration, conciliation, and diplomacy (Crossfield & Bourne, 2018); negotiation, effective communication, accommodating, collaborating, competing, and harmonising (Oshionebo & Ashang, 2017). The capacity of a school principal

to adeptly employ various tactics for conflict resolution may signify the principal's administrative acumen. This study emphasises conflict resolution tactics such as good communication and dialogue.

Principals could employ effective communication to resolve disagreements. An effective communication plan ensures that all pertinent information required by groups is conveyed promptly, acted upon, and followed by appropriate feedback. It can be utilised to prevent, mitigate, and address disputes when they arise. Both participants in the argument utilise it to express their viewpoints, consider others' perspectives, and offer apologies where warranted. Tara and O'Hara (2014) assert that an individual's professional success is significantly influenced by social awareness skills, emotional intelligence, and communication abilities. These encompass the capacity to motivate and influence others, empathise and cultivate relationships, provide constructive feedback with sensitivity, regulate personal behaviour, interpret interpersonal dynamics and organisational politics, and manage one's own emotions as well as those of others. Do secondary school principals in the Wukari Education Zone effectively implement communication strategies for conflict resolution? This study aimed to investigate the correlation between principals' use of effective communication conflict resolution strategies and teachers' work effectiveness in the Wukari Education Zone, Taraba State, Nigeria.

Several empirical research have been undertaken regarding the effective communication strategies employed by principals for conflict resolution. Arop, Owan, and Ekpang (2018) examined the use of conflict management tactics by administrators and the work performance of secondary school teachers in Obubra Local Government Area, Cross River State, Nigeria. The findings indicated that the application of the three conflict management strategies (effective communication, arbitration, and conversation) collectively had a substantial impact on the job effectiveness of secondary school teachers. The examined study is pertinent to the current research as both investigations focus on conflict resolution strategies, specifically in relation to teachers' job effectiveness. Furthermore, both studies utilised the entire population and employed the same data collection instrument. Nonetheless, they varied on the quantity of research questions and hypotheses, research design, data analysis methods, and areas of study. Ajai (2017) evaluated conflict management practices in public secondary schools in Delta State, Nigeria. The study identified the most effective resolution tactics as open communication among staff members, confrontation, compromise, committee formation, accurate school record-keeping, and discourse. Ajai's research is pertinent to the current study as both investigations examined conflict resolution tactics and utilised the same data gathering instrument. Nonetheless, they varied on the quantity of research questions and hypotheses, research design, sample and sampling techniques, data processing methods, and areas of study. The reviewed study solely evaluated conflict management tactics in public secondary schools, but the current study examines conflict resolution strategies in relation to teachers' work efficacy.

Kofi (2022) investigated conflict and conflict resolution among administrative and teaching personnel in selected schools in Winneba, Ghana. The study revealed that ineffective communication, restricted opportunities for instructors to voice their concerns, and inadequate feedback contribute to conflicts inside schools. Consistent engagement via enhanced staff meetings and individual discussions can facilitate the resolution of school problems. The examined study is pertinent to the current research as both investigations analysed conflict resolution procedures and employed identical data gathering instruments. Nonetheless, they varied in research design, sample and sampling techniques, data processing methods, and areas of investigation. The reviewed study concentrated on conflict and conflict resolution among administrative and teaching personnel, whereas the current study examined conflict resolution

tactics in connection to teachers' job effectiveness.

A potential approach that principals may employ in conflict resolution is discussion. According to Adeyemi and Olumilua (2012), dialogue strategy is a procedure wherein conflicting parties engage in profound and substantive discussions to foster mutual understanding aimed at conflict resolution. It entails convening conflicting groups in person to articulate their perspectives on the issue at hand. The parties express their emotions and apprehensions, demonstrate a willingness to consider each other's needs, are receptive to transformation based on what they learn, and embrace the concept of vulnerability. In discourse, each participant diligently strives to incorporate the concerns of others into their perspective, despite ongoing disagreements. The objective of dialogue is to cultivate collaborative strategies for conflict resolution and to enhance connections, comprehension, and trust among individuals or groups in discord. However, the question is: Do principals of secondary schools in the Wukari Education Zone employ this technique for conflict resolution, and how effective has it been? This study investigated the correlation between principals' use of dialogue conflict resolution strategies and teachers' work effectiveness in the Wukari Education Zone, Taraba State, Nigeria.

Several empirical research have been undertaken regarding the dispute resolution technique of principals through discourse. Abdul, Enefu, and Yunusa (2023) examined the relationship between conflict management and teachers' job performance in selected senior secondary schools in Kogi State. The study's findings revealed that strategies including dialogue, an effective welfare scheme for teachers, timely salary and arrears payments, an open-door management policy, and the installation of suggestion boxes on school premises were effective conflict management strategies that impact teachers' job performance. The examined work correlates with the current study as both investigated conflict resolution procedures, utilised comparable research participants, employed identical data collection instruments, and applied the same reliability analysis method. Nonetheless, they varied with the quantity of research questions and hypotheses, research design, sample and sampling procedure, data analysis method, and field of study. The reviewed study concentrated on conflict resolution tactics concerning teachers' job performance, whereas the current study examines these strategies in relation to teachers' job effectiveness.

Yusuf and Ibrahim (2019) investigated conflict management strategies and administrative efficacy in higher education institutions within Sokoto metropolitan. The study identified discourse as crucial for administrative efficacy, as it enables team members to cultivate collaborative thinking and embrace diversity, therefore preventing crises and enhancing performance in the pursuit of sustainable quality university education. The study by Yusuf and Ibrahim is related to the current research as both investigations examined conflict resolution tactics, employed identical research designs, and utilised the same data gathering instruments. Nevertheless, they varied regarding research subjects, sample and sampling methodology, data processing techniques, and areas of study. The reviewed study concentrated on conflict resolution tactics concerning administrative effectiveness, whereas the present study examined these strategies in relation to teachers' job effectiveness. Oshionebo and Ashang (2017) investigated the administrative solutions for resolving principal-teacher conflicts in secondary schools in Lagos State, Nigeria. The study's findings indicated that responses from both categories of respondents favoured dialogue as a method for resolving principal-teacher conflicts, alongside other administrative strategies including dominance, compromise, smoothing, synergy, civility, mediation, negotiation, and communication. The examined work is related to the current study as both investigated conflict resolution procedures, utilised comparable research participants, and employed the same data collection instrument. Nonetheless, they varied on the quantity of research questions and hypotheses, research design,

sample and sampling techniques, data processing methods, and areas of study. The reviewed study concentrated on administrative tactics for resolving principal-teacher conflicts in secondary schools, whereas the current study examined conflict resolution strategies in connection to teachers' work effectiveness.

Statement of the Problem

Literature and observation indicate that teachers have grown ineffectual in fulfilling their responsibilities, as seen by their lackadaisical attitude towards work, sporadic class attendance, and poor time management, among other factors. Previously, instructors' ineffectiveness was ascribed to insufficient motivation, inadequate instructional materials, overcrowded classrooms, and a negative public impression of the teaching profession, among other factors. Recently, the Government and several NGOs have undertaken initiatives to enhance teachers' efficiency through in-service training, workshops, seminars, and timely salary disbursement, among other measures. Notwithstanding these endeavours, the issue of teacher efficiency remains prevalent, particularly in the Wukari Education Zone of Taraba State. Teachers' negative work attitudes may stem from disagreements among teachers, principals, and other school officials, as their collaborative interactions are prone to friction. It has been noted that the ongoing conflict between teaching staff and school officials may adversely affect pupils, perhaps leading to unrest and negative repercussions for the institution. Numerous schools in the Wukari Education Zone have seen riots, strikes, and student aggression, including violence against teachers, vandalism, arson, assaults, unauthorised absences, fights, absenteeism, drug misuse, and test malpractices. The researcher considers whether inadequate conflict management may account for the noted ineffectiveness of instructors under the Wukari Education Zone. There is a pressing necessity to conduct an investigation into this matter. This study aimed to investigate the correlation between principals' conflict resolution tactics and the job performance of secondary school teachers in the Wukari Education Zone of Taraba State, Nigeria.

Purpose of the study

The main purpose of this study was to examine the relationship between principals' conflict resolution strategies and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

- i. Ascertain the relationship between effective communication conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State.
- ii. Determine the relationship between dialogue conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State.

Research Questions

The following research questions were posed to guide this study:

- i. What is the relationship between effective communication conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State?
- ii. What is the relationship between dialogue conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State?

Research Hypotheses

The following null hypotheses were postulated to guide the study and were tested at 0.05 level of significance.

- H₀₁:** There is no significant relationship between effective communication conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State.

- H02** There is no significant relationship between dialogue conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State,

Methodology

The research employed a correlational design. The research population comprises four hundred sixty-seven (467) teachers from all 30 public secondary schools in the Wukari Education Zone, Taraba State. Taraba State Post-Primary Schools Management Board (TSPPSMB, 2023). The study encompassed all 467 instructors from public secondary schools in the Wukari Education Zone, Taraba State, due to the population's manageable size. Ali (2006) asserts that when a population is comparatively small, all its individuals may serve as a sample. Consequently, all 467 teachers in the Wukari Education Zone were utilised as the sample. The data collection instruments consisted of two researcher-developed questionnaires: the 'Principals' Conflict Resolution Strategies Questionnaire (PCRSQ), referred to as part 1, and the Secondary School Teachers' Job Effectiveness Questionnaire (SSTJEQ), referred to as part 2. Each of the two components comprised two sections: A and B. Section A requested demographic information from the respondents, whilst Section B comprised the questionnaire items. The PCRSQ was further categorised into two clusters, A and B, based on the research variables. Each cluster comprises 10 elements. This resulted in a total of 20 items. Cluster A was designed for an effective communication conflict resolution strategy, whereas Cluster B aimed to gather information on dialogue conflict resolution approach. The SSTJEQ, part 2 of the questionnaire, comprised 25 items formulated sequentially rather than in clusters to assess the dependent variable of the study, namely secondary school teachers' work efficacy. The PCRSQ and SSTJEQ utilised a four-point rating scale consisting of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). They received scores of 4, 3, 2, and 1 for positive items and 1, 2, 3, and 4 for negative items, correspondingly.

The questionnaire was evaluated by three experts: two from Educational Administration and Planning and one from Measurement and Evaluation, all affiliated with the Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. The experts received copies of the two surveys to evaluate the relevance of the items in relation to the research topics, the appropriateness of the language, and any potentially ambiguous items, among other factors. The specialists reviewed the questionnaires and mandated revisions in the areas of rephrasing certain double-barreled topics, reorganising the clusters, and adhering to punctuation conventions, among others. The final instrument was developed by incorporating all observations and corrections from the experts. The reliability of the questionnaires was assessed by a pilot test involving 40 teachers randomly selected from two secondary schools in the Takum Education Zone, Taraba State, which, while not part of the study, possesses comparable features to the study area. The objective of the pilot test was to allow the researcher to gather data regarding the properties of the test items and to get reliability indices for the instrument. The test-retest method of reliability was employed, wherein the questionnaires (PCRSQ and SCTJEQ) were provided to the respondents initially and subsequently re-administered after a two-week interval. As a result, two datasets were produced for each questionnaire, which were analysed using the Pearson Product Moment Correlation Coefficient. Two coefficient values were determined: 0.935 for PCRSQ and 0.843 for SCTJEQ, respectively. Consequently, the questionnaires were regarded as reliable for data gathering.

Descriptive and inferential statistics were employed to analyse the data produced by the study. Descriptive statistics, specifically Mean and Standard Deviation, were employed to address the research issues. The criterion for decision-making was 2.50. Items scoring 2.50 and above were allowed, whilst those scoring below 2.50 were discarded. Consequently, a score of 3.50 - 4.00 represented Strongly Agreed (SA), 2.50 – 3.49 indicated Agree (A), 2.00 - 2.49 denoted

Disagreed (D), and a score of 0.00 - 1.99 signified Strongly Disagreed (SD). Consequently, a criterion mean (x) of 2.50 or higher was deemed indicative of a relationship, whereas a mean (x) score below 2.50 was considered indicative of no association. Inferential statistics of Linear Regression were employed to evaluate all null hypotheses. Linear regression was employed to determine the linear correlation between administrators' conflict resolution tactics and the work performance of secondary school teachers. The decision rule stipulated that if the computed F statistic surpasses the critical F statistic at the 0.05 significance level, the null hypothesis is rejected; conversely, if the critical F statistic exceeds the computed F statistic at the 0.05 significance level, the null hypothesis is accepted.

RESULTS

This presents the data analysis as well as interpretation and discussion of findings. All results are presented in tables according to the research question and hypothesis framed for the study.

Question one:

What is the relationship between effective communication conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State?

Table 1a: Mean Ratings of Respondents with Regard to Effective Communication Conflict

s/n	Item description	Resolution Strategy				Sum	X	Std.D	Dec
		SA	A	D	SD				
CLUSTER A: Principals' effective communication conflict resolution strategy									
1	Allows for quick delivery of vital information in order to discourage tension that can lead to conflict	204	450	290	84	1028	2.39	0.93	D
2	Involves teachers frequently in making vital decisions.	108	345	352	112	917	2.13	0.87	D
3	Takes time to advise teachers after a successful conflict resolution	552	300	284	50	1186	2.76	1.03	A
4	Often conducts general meetings with teachers to discuss serious conflict that are beyond his powers.	272	519	80	149	1020	2.37	1.11	D
5	Often rebukes teachers found to be responsible for particular conflicts in the school.	192	291	394	88	965	2.24	0.90	D
6	Adequately disseminates all the information needed by teachers to carry out assigned tasks effectively.	204	507	228	96	1035	2.41	0.96	D
7	Ensures the delivery of sensitive information tactically/ carefully between groups.	104	411	320	107	942	2.19	0.88	D
8	Encourages staff/ students to express positive attitudes towards one another	288	615	216	45	1164	2.71	0.87	A
9	Ensures that conflicting parties do not make derogatory remarks to each other.	168	366	464	34	1032	2.40	0.77	D
10	Ensures that directives are clearly given to teachers to forestall misunderstandings that can lead to conflict.	168	366	464	34	923	2.15	0.90	D
Cluster Mean							2.37	0.95	D

Source: Researcher's Field Survey, 2024

The table above regarding principals' effective communication conflict resolution strategies in the Wukari Education Zone presents mean scores and their respective standard deviations. Among the 10 items in this cluster, 2 items possess mean scores that fall below the criterion mean of 2.50 for the acceptability level. Participants concurred that principals allocate time to counsel instructors following effective conflict resolution ($x = 2.76$; $SD = 1.03$); and that principals promote healthy interactions among staff and students ($x = 2.71$; $SD = 0.87$). Respondents, however, expressed greater disagreement with more items than agreement. For example, participants contested the notion that the principal facilitates the prompt dissemination of essential information to mitigate tensions that may result in conflict ($x = 2.39$; $SD = 0.93$). The respondents also contended that principals do not usually engage teachers in critical decision-making ($x = 2.13$; $SD = 0.87$). Similarly, the principal seldom holds general meetings with teachers to address significant problems that exceed his authority ($x = 2.37$; $SD = 1.11$); also, principals seldom reprimand teachers identified as responsible for specific conflicts inside the school ($x = 2.24$; $SD = 0.90$). The mean scores of 2.41 ($SD = .96$), 2.19 ($SD = 0.88$), 2.40 ($SD = 0.77$), and 2.15 ($SD = .90$) for items 36, 37, 39, and 40, respectively, suggest that principals infrequently employ effective communication conflict resolution strategies.

The cluster mean score is low ($x = 2.37$; $SD = 0.95$) due to the significant number of items with mean values below 2.50. This signifies that respondents' evaluation of principals' effective communication and conflict resolution strategies is poor and below the average threshold. Additional examination of the association between principals' successful communication conflict resolution strategies and teachers' job effectiveness is illustrated in the correlations below.

Table 1b: Correlations between Effective Communication Conflict Resolution Strategy and Teachers' Job Effectiveness

		Correlations	
		Job Effectiveness	Effective Communication
Pearson Correlation	Job Effectiveness	1.000	.646
	Effective Communication	.646	1.000
Sig. (1-tailed)	Job Effectiveness	.	.000
	Effective Communication	.000	.
N	Job Effectiveness	430	430
	Effective Communication	430	430

Further comparison of the independent variable (effective communication conflict resolution strategy) having cluster mean of 2.37 with the dependent variable (teachers' job effectiveness), which has mean score of 2.40 suggests that there is some positive relationship between the two variables. The r value of 0.646 suggests strong relationship between effective communication conflict resolution strategy and teachers' job effectiveness. This implies that a high or low mean score on effective communication conflict resolution strategy is similarly seen on teachers' job effectiveness.

Question Two:

How does dialogue conflict resolution strategy relate to secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State?

Table 2a: Mean Ratings of Respondents with Regard to Dialogue Conflict Resolution Strategy

S/N	Item description	Response							
		SA	A	D	SD	Sum	X	Std.D	Dec.
Cluster D: Principals' dialogue conflict resolution strategy									
11	Opens up channels for discussion between the conflicting parties in the school.	236	474	264	81	1055	2.45	0.95	D
12	Uses dialogue to foster understanding between staff with different opinions in the school.	100	306	398	104	908	2.11	0.84	D
13	Encourages both parties in conflict to listen to others' views during conflict resolution.	204	507	228	96	1035	2.41	0.96	D
2114	Ensures that both parties in conflict apologize to each other after the dialogue process.	276	534	62	152	1024	2.38	1.12	D
15	Brings teachers in conflicts face-to-face to express their views on the issue at hand.	188	279	424	78	969	2.25	0.88	D
16	Makes conflicting parties willing to promote peace by identifying where they have erred.	576	306	278	45	1205	2.80	1.02	A
17	Often organizes staff meetings to discuss conflict related matters.	288	615	216	45	1164	2.71	0.87	A
18	Gives room for teachers in conflict to share their feelings during the dialogue process.	96	414	320	108	938	2.18	0.87	D
19	Encourages conflicting parties to willingly resolve their problems through expressing themselves freely.	148	300	504	41	993	2.31	0.76	D
20	Uses dialogue to foster understanding between staff with different opinions in the school.	180	297	416	78	971	2.26	0.87	D
Cluster Mean							2.39	0.94	D

Source: Researcher's Field Survey, 2024

Table 2a above presents the average ratings of respondents regarding principals' conversation dispute resolution approach as a factor influencing teachers' work effectiveness. Mean scores and their respective standard deviations are presented. There is clear dissent over eight of the ten items. Respondents expressed disagreement regarding principals' facilitation of communication between conflicting parties within the school ($x = 2.45$; $SD = 0.95$); additionally, principals do not employ dialogue to promote understanding among staff with divergent opinions ($x = 2.11$; $SD = 0.84$); principals fail to encourage both conflicting parties to consider each other's perspectives during conflict resolution ($x = 2.41$; $SD = 0.96$); and principals do not ensure mutual apologies between conflicting parties following the dialogue process ($x = 2.38$; $SD = 1.12$). Items 25, 28, 29, and 30 exhibit mean scores of 2.25, 2.18, 2.31, and 2.26, respectively, all of which fall below the acceptable threshold of 2.50.

Respondents concurred that principals encourage contending parties to foster peace by recognising their mistakes ($x = 2.80$; $SD = 1.02$); they also acknowledged that principals frequently convene staff meetings to address conflict-related issues ($x = 2.71$; $SD = 0.87$). The cluster mean score is 2.39 with a standard deviation of 0.94, indicating that the principals' discussion conflict resolution approach falls below the approved mean score. The subsequent

analysis of the association between principals' successful communication conflict resolution strategies and teachers' work effectiveness is illustrated in the correlations below.

Table 2b: Correlations between Dialogue Conflict Resolution Strategy and Teachers' Job Effectiveness

		Correlations	
		Job Effectiveness	Dialogue
Pearson Correlation	Job Effectiveness	1.000	.717
	Dialogue	.717	1.000
Sig. (1-tailed)	Job Effectiveness	.	.000
	Dialogue	.000	.
N	Job Effectiveness	430	430
	Dialogue	430	430

A correlation coefficient of 0.717 is indicative of a strong relationship between dialogue conflict resolution strategy ($x = 2.39$; $SD = 0.94$) and teachers' job effectiveness ($x = 2.40$; $SD = 0.95$). A positive relationship is thus established between the two variables, because low mean scores on the dialogue conflict resolution strategy is equally seen on teachers' job effectiveness.

Testing of Hypotheses

H₀₁: There is no significant relationship between effective communication conflict resolution strategy and secondary school teachers' job effectiveness in Wukari Education Zone, Taraba State.

Table 3: Regression Analysis Showing Relationship between Principals' Effective Communication Conflict Resolution Strategy and Secondary School Teachers' Job Effectiveness

Descriptive Statistics			
	Mean	Std. Deviation	N
Job effectiveness	2.4017	.24142	430
effective communication conflict resolution strategy	2.3749	.30085	430

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646	.417	.416	.18449

a. Predictors: (Constant), effective communication conflict resolution strategy

b. Dependent Variable: Job effectiveness.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.436	1	10.436	306.617	.000
	Residual	14.568	428	.034		
	Total	25.004	429			

- a. Dependent Variable: Job effectiveness
- b. Predictors: (Constant), effective communication conflict resolution strategy

Source: Researcher’s Analysis, IBM SPSS Statistics, 2024

The table above presents the findings of the regression analysis for hypothesis 4, which examines the association between principals' effective communication conflict resolution strategies and teachers' job effectiveness. Simple linear regression indicates a significant model ($F(1,428) = 306.617, p < 0.05, R = 0.646$). This signifies a robust and favourable correlation between good communication, conflict resolution strategies, and teachers' job efficacy. The coefficient of determination ($R^2 = 0.417$) indicates that the effectiveness of principals' communication and conflict resolution strategies accounts for 41.7% of teachers' job satisfaction. A P-value < 0.05 also refutes the null hypothesis. Consequently, the null hypothesis, which posits that there is no significant association between effective communication conflict resolution strategies and the work effectiveness of secondary school teachers in the Wukari Education Zone, Taraba State, is rejected, and the alternative hypothesis is accepted.

H₀₂: There is no significant relationship between dialogue conflict resolution strategy and secondary school teachers’ job effectiveness in Wukari Education Zone, Taraba State.

Table 4: Regression Analysis Showing Relationship between Principals’ Dialogue Conflict Resolution Strategy and Secondary School Teachers’ Job Effectiveness.

Descriptive Statistics			
	Mean	Std. Deviation	N
Job effectiveness	2.4017	.24142	430
dialogue conflict resolution strategy	2.3900	.29739	430

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717	.514	.513	.16844

- a. Predictors: (Constant), dialogue conflict resolution strategy
- b. Dependent Variable: Job effectiveness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.861	1	12.861	453.296	.000
	Residual	12.143	428	.028		
	Total	25.004	429			

- a. Dependent Variable: Job effectiveness
- b. Predictors: (Constant), dialogue conflict resolution strategy

Source: Researcher’s Analysis, IBM SPSS Statistics, 2024

The regression analysis results for hypothesis 3, presented in Table 4, explored the predictive link between administrators' conversation conflict resolution strategies and teachers' job performance using a simple linear regression model. A dataset of 430 respondents was examined, linking dialogue conflict resolution method values ($M = 2.39; SD = .297$) with job effectiveness values ($M = 2.40; SD = 0.241$). Simple linear regression indicates a significant

model ($F(1,428) = 453.296$, $p < 0.05$, $R = 0.717$). A robust and favourable correlation exists between the variables under examination. Furthermore, $R^2 = .514$, representing the coefficient of determination, implies that the dialogue conflict resolution technique accounts for approximately 51.4% of instructors' work effectiveness. Similarly, the p-value is less than 0.05. Consequently, the null hypothesis asserting the absence of a significant association between dialogue conflict resolution approach and the work performance of secondary school teachers in the Wukari Education Zone, Taraba State, is rejected, while the alternative hypothesis is supported.

Analysis of Results

The findings of this study were derived from mean scores and standard deviations to address the research issue, while the hypothesis was evaluated using linear regression analysis. The discussion of the findings is shown below under the subheading: the association between effective communication, conflict resolution strategies, and teachers' work effectiveness in the Wukari Education Zone, Taraba State.

Analysis of data concerning mean averages and standard deviation scores indicated a robust correlation between principals' effective communication conflict resolution strategies and the job effectiveness of secondary school teachers in the Wukari Education Zone, Taraba State. This discovery aligns with the research conducted by Arop, Owan, and Ekpong (2018), which examined the application of conflict management strategies by administrators and the job effectiveness of secondary school teachers in Obubra Local Government Area, Cross River State, Nigeria. Their findings indicated that the employment of three conflict management strategies—effective communication, arbitration, and dialogue—exerted a collectively significant impact on the job effectiveness of secondary school teachers. The discovery aligns with (Aja 2015; Ajai, 2017) that identified the most effective resolution strategies as open communication and collaboration with staff members. This finding corroborates Kofi's (2022) research on conflict and conflict resolution among administrative and teaching staff in selected schools in Winneba, Ghana, which demonstrated that effective communication through dialogue and negotiation facilitates the resolution of conflicts between teachers and administrators. The conclusion drawn is that ineffective communication, restricted channels for teachers to voice their concerns, and inadequate feedback contribute to conflicts inside schools. The researchers assert that the significance of efficient communication in formal organisations, such as schools, cannot be underestimated. The principal establishes the school's climate through the clear and direct communication of information to the staff. Ambiguous communication, open to multiple interpretations, may lead instructors to see the administrator as biased. Therefore, principals must ensure that instructions are explicitly communicated to teachers to prevent misconceptions that may result in conflict.

This discovery aligns with the research conducted by Abdul, Enefu, and Yunusa (2023), who examined conflict management and teacher performance in selected senior secondary schools in Kogi State, revealing that dialogue as a conflict resolution method significantly impacted teachers' job performance. The findings of this study align with Owan's (2018) research on conflict management strategies and secondary school teachers' job effectiveness, which revealed that the dialogue strategy significantly correlates with teachers' job effectiveness. The discovery corroborates the findings of Yusuf and Ibrahim (2019), who investigated conflict management strategies and administrative efficacy in tertiary institutions within Sokoto metropolis. They determined that the dialogue conflict resolution strategy significantly enhances administrative effectiveness, as it fosters collaborative thinking and acceptance of differences among team members, thereby mitigating crises and enhancing performance towards the sustainability of quality university education.

The research revealed a substantial correlation between principals' conflict resolution tactics,

specifically effective communication and discussion, and the job effectiveness of secondary teachers in the Wukari Education Zone, Taraba State, Nigeria.

Conclusion

The study investigated the correlation between principals' conflict resolution tactics and the job efficacy of secondary school teachers in the Wukari Education Zone, Taraba State, Nigeria. The study concludes that principals' conflict resolution tactics are strongly correlated with secondary school teachers' job satisfaction in the Wukari Education Zone, Taraba State, Nigeria, based on the data presentation, analyses, and conclusions. This indicates that the principals' successful communication and conversation strategies contribute to the work efficacy of secondary school teachers in the Wukari Education Zone, Taraba State, Nigeria. When the administrators implement the tactics outlined in the conflict resolution, it will establish the necessary peace and tranquilly inside the school, so enhancing the efficacy of instructors in their duties.

Suggestions

In light of the study's findings and conclusions, it is recommended that:

1. Principals of secondary schools should frequently employ effective communication and conflict resolution strategies wisely to address differences among school workers, particularly on trifling matters and emotionally sensitive situations. They should facilitate an unrestricted exchange of information while preventing communication gaps. Principals should implement a dialogue conflict resolution method to facilitate mutual understanding between themselves and instructors on various issues, so aiding in the resolution of misunderstandings.

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