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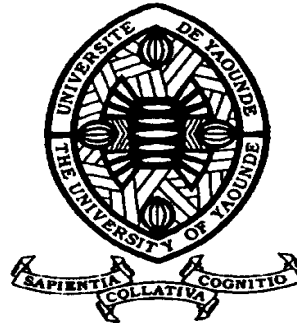
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Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

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ENGINEERING

POST COORDINATE SCHOOL

FOR

SOCIAL AND EDUCATIONAL

SCIENCES

**CONFLICT MANAGEMENT BETWEEN THE
ADMINISTRATION AND TEACHERS AND ITS'
INFLUENCE ON STUDENTS' OUTPUT**

A Dissertation Submitted to the Department of Educational
Foundation in Partial Fulfillment
of the Requirements for the Award of a Masters' Degree in Science of
Education.

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CERTIFICATION

This piece of work titled Conflict Management between Administration and Teachers and its influence on Students’ Output has been successfully carried out in the Department of Educational Foundations, Faculty of Education of the University of Yaounde 1 by **Awoh Carine Kuokuo (Matricule: 13S662)**. We hereby certify that the work was personally done by the researcher, free from all forms of plagiarism, which makes it fit for public hearing since the work meets the standard of the Faculty, University and Country at large.

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APPROVAL

We here by certify that this dissertation entitled “**CONFLICT MANAGEMENT BETWEEN THE ADMINISTRATION AND TEACHERS AND ITS’ INFLUENCE ON STUDENTS’ OUTPUT.** The case of some secondary schools in the kumba municipality was submitted to the faculty of education, University of Yaounde 1 by **AWOH CARINE KUOKUO (13S662)** and has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this work be bounded in hard copies and deposited to the department.

SIGNATURES

Supervisor

.....

President of Jury

.....

Examiner

.....

Head of Department

.....

DEDICATION

This piece of work is dedicated to my parents Mr. and Mrs. Awoh Vincent and to the entire Awoh's family.

ACKNOWLEDGEMENTS

I express my profound gratitude to my supervisor Professor Tamajong Elisabeth Vukeh who used her educational portfolio and despite her tight schedule she still dedicated her time to read, correct, and give ideas and options to enrich this work.

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ABSTRACT

This study titled '**Conflict Management between the Administration and Teachers and its Influence on Students' Output in Secondary Schools**' aimed to study the influence of conflict management on students' output. The study was motivated by the fact that despite the strategies available for conflict management, some administrators do not make use of them, paying little or no attention to conflict management which affects students' output negatively. Therefore the purpose of this study is to evaluate conflict management between the administration and teachers and its influence on students' output. This study was conducted in 12 secondary schools in the kumba municipality. The study was backed by the works of other authors and four theories. The simple random sampling technique was used to select 207 respondents, who constituted the sample.

Data was collected using 25 items on the questionnaire to answer using the likert scale. The study used descriptive statistics tools such as percentages, frequencies and charts to present the data while the Pearson correlation (r^2) test of independence was used to test the hypotheses at the 0.05 level of significance with the help of SPSS version 20.0. After carrying out the analysis, the inferential statistics came out with the following results:

there is a relationship between communication and students' output with a Pearson correlation index of (r_{xy}) is 0.550 (30.3 %)

there is a significant relationship between consultation and students' output with a Pearson correlation of (r_{xy}) is 0.714 (51 %)

there is a relationship between delegation of power and students' output with a Pearson correlation of (r_{xy}) is 0.600 (36 %).

there is a very significant relationship between negotiation and students' output with a Pearson correlation of (r_{xy}) is 1.000 (100 %).

Based on this, the researcher concluded that there exists a significant relationship between conflict management and students' output in secondary schools. In this regard, the researcher recommended that the administration should effectively make use of communication, consultation, delegation and negotiation in secondary schools to avoid conflicts and bring about an increase in students' output.

Key words: Conflict, Management, Students' Output, Administration, Teachers,

RÉSUMÉ

La présente étude intitulée « **Gestion des Conflits entre l'Administration et les Enseignants et son Impact sur le Résultat des Élèves dans les Écoles Secondaires** » a eu pour but d'étudier l'impact de la gestion des conflits sur le résultat des élèves. L'étude a été motivée par le fait que malgré l'existence des stratégies disponibles en matière de gestion des conflits, certains administrateurs ne les utilisent pas, accordent peu d'attention voire pas du tout, ce qui entraîne à des résultats négatifs des élèves. L'objectif de l'étude est d'évaluer le niveau de gestion des conflits entre l'administration et les enseignants et son impact sur les résultats des élèves. La présente étude a été menée dans 12 écoles secondaires de la municipalité de Kumba. L'étude s'est appuyée sur les travaux existants d'autres chercheurs et selon quatre théories. La technique d'échantillonnage aléatoire simple a été utilisée pour sélectionner 207 répondants, qui constituaient l'échantillon.

Les données ont été recueillies au moyen d'un questionnaire de 25 questions à l'aide de l'échelle de Likert. L'étude a utilisé des outils des statistiques descriptives telles que des pourcentages, des fréquences et des graphiques pour présenter les données tandis que le test d'indépendance de corrélation de Pearson (r^2) a été utilisé pour tester les hypothèses de signification à 0,05 à l'aide du SPSS, version 20.0. Après avoir effectué l'analyse, les statistiques déductives ont donné les résultats suivants :

il existe une relation entre la communication et le résultat des élèves avec un coefficient de corrélation de Pearson de (r_{xy}) qui est de 0,550 (30,3 %) ;

il existe une relation importante entre la consultation et le résultat des élèves avec une corrélation de Pearson de (r_{xy}) qui est de 0,714 (51 %) ;

il existe une relation entre la délégation de pouvoir et le résultat des élèves avec une corrélation de Pearson de (r_{xy}) qui est de 0,600 (36 %) ;

il existe une relation importante entre la négociation et le résultat des élèves avec une corrélation de Pearson de (r_{xy}) qui est de 1,000 (100 %).

Sur la base des résultats ci-dessus, le chercheur a conclu qu'il existe une relation importante entre la gestion des conflits et le résultat des élèves dans les écoles secondaires dans la municipalité de Kumba. À cet égard, le chercheur a recommandé que l'administration fasse efficacement usage de la communication, de la consultation, de la délégation et de la négociation dans les écoles secondaires pour éviter les conflits et pour accroître le résultat des élèves.

Mot clés: Gestion des Conflits, Résultat des Élèves, Administration, Enseignants,

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LIST OF ABBREVIATIONS

ADR	:	Associated Alternative Dispute Resolution
BAC	:	Probatoire and Baccalaureat
F.S.L.C	:	First School Leaving Certificate
IBRA	:	Interest-Based Relational Approach
G.C.E	:	General Certificate of Education
MINESEC	:	Ministry of Secondary Education
OECD	:	Organization for Economic Co-operation and Development
SPSS	:	Social Package for Social Sciences
UNESCO	:	United Nation Educational Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund

GENERAL INTRODUCTION

Going from Thucydides, Grotius, Plato and Aristotle, mankind has been dominated by conflicts. Conflicts have become part and parcel of human organisation the world over and so, there is a need for every functional organisation to have some binding rules and regulations for its smooth running and effective productivity. For instance, the case of the behavioral patterns of school administrators is a green example. This is fashioned by proofs that organisational behaviour is positively related to organisational output. The omnipresent nature of conflicts in our society has triggered educational administrators to take conflict management as an important stimulant of progress and success. This is simply because conflicts, and attempts towards resolution are perhaps the most powerful forces that exist to bring about changes in patterns of organisational output.

Conflict is not a recent phenomenon. Conflicts have existed in all its forms (tribal, sub regional, regional, continental and internationally, not forgetting those that arise within an administrative machinery). Conflicts have existed with the creation of man, for example, the Jewish/Roman conflict of 66/BC which is said to be the oldest conflict in the world. This implies that it is but normal that conflict is part of the school environment. In a school setting, the main actors involved are school administrators (principals), teachers and students. These personalities interact and so determine the school atmosphere and the principals get to the students mostly through the teachers. It is due to this pondering interrogations that caught the attention of this researcher to carry out an investigation on “conflict management between the administration and teachers and its influence on students output. The researcher does not however attempt to bring an exhaustive literature on the entire topic.

Conflicts are natural phenomena that accompany human interactions; hence the school environment, made up of human beings is no exception. Conflicts can arise because of individual differences in goals, values, interests; cultural backgrounds and limited resources which can start as a simple disagreement between teachers which if unresolved may escalate to avoidance, inability to work together, verbal assaults and resentments. In some cases, it may lead to hostility. Ghaffar (2010) is of the opinion that conflict is inevitable and often good because it helps to raise and address problems for example, it motivates them to participate and learn how to recognise and benefit from their differences. The author further maintains that, conflict is a problem when it hampers productivity, lowers moral causes more and continues conflict in an appropriate behaviour.

Conflicts are not only imbedded with negative characteristics. For instance; Novota *et al.*, (2008), a certain degree of conflict is needed and useful because it shows a healthy functioning of a group. They also mentioned that more conflict in a school means there is communication problem which therefore must be resolved. Deutsch and Coleman (2000), argue that conflict in itself is neither bad nor good and the manner in which conflicts are managed determines whether it is constructive or destructive. In a school setting, how well or poorly conflicts are managed, depends on how competent or skillful a leader is. The leading person in this case is the principal. It is in line with this that Oben (2006), said the success or failure of the administrator in achieving their goals largely depend on effective utilization and manipulation of the human and material resources available. This also depends on leadership style. Administrators make use of the various leadership styles like the democratic, autocratic and “laissez-faire” but the important thing to note here is that whatever style they administer, will play a very big role in either influencing or affecting the subordinates and to a large extent, determine the kind of results he or she achieves as a leader.

In a school setting, conflicts play a very big role in affecting students output either positively or negatively. The provision of good decisions that lead to the satisfaction of the members of a community, contribute to the strengthening of ties between the members of the communities. Aletum (2001), some students become very lazy during strikes or when there is a conflict between the administration and teachers. Some students take upon themselves to study very hard during this period which gives them nothing but good results. Therefore conflict in a school institution to an extent helps to fortify students and will still have to be managed because it might still hinder students as well as their excellent output.

At the head of every school organisation there is also the need for a leader, usually called the administrator or manager. Administrators have a big role to play for the goals and objectives of the school to be achieved. This is in a bit to ensure uniformity and the effective running of the educational institution. It is in this light that law No 98/004 of 14th April 1998 laying the guidelines for education in Cameroon stipulated in section 4 that the purpose of education shall be to train children for their intellectual, physical, civil and moral development and their smooth integration in the society, bearing in mind the prevailing economic and socio-cultural political and moral factors. This same law demands efficiency in our academic institutions. This can only be achieved through discipline and peaceful environment which also demand effective administrators to guide and direct the affairs of the institution. Nevertheless, conflicts have become part and parcel of educational institutions due to the social interaction in the school milieu Ndongko (1989). As a result of this interaction,

conflicts are bound to occur. Administrators tend to spend a lot of time in managing this conflict situation which if not resolved, would have a great influence on the achievement of the educational objectives.

CONTEXT OF THE STUDY

In an arena of outright bestiality of wanton conflicts in our society, the intellectual capacities of our citizens play a very important role in developing the level of our nation. Having in mind section 2 of law No 98/004 of 14th April 1998, to lay down guidelines for education stipulating among others that education shall be the top priority. The success and failure of schools in Cameroon will highly depend on the administration of the school. It is for this reason that the national forum for education held in Yaoundé from the 22 to 27 of May 1995, amongst other issues highlighted the poor administrative, pedagogic and management in our secondary schools. Despite all these good efforts to enhance good education for Cameroonians, so many types of conflicts such as value conflict, substantive conflict, conflict of interest, goal conflict, misattributed conflict, affective conflict etc continue to plague our schools. As educational institutions are becoming large due to high demand for education, conflicts are bound to occur and must be handled with care because it might affect students' output. Anja and Bassey (2006), observed that educational institutions are a complex community as they are often made up of people from different backgrounds in terms of needs, values, goals, skills, concepts, competences and other diverse characteristics.

Conflict management is a very complex mechanism and has engaged the attention of scholars for quite some time now. Johnson and Johnson (2005), refers to conflict management as long-term management of intractable conflict. It is the variety of ways that people handle grievances, standing up for what they consider to be right and against what they consider to be wrong. Maran as cited by Newstrom and Bittel (2002), further maintains that conflict management is a philosophy and set of skills that assist individuals and groups to better understand and deal with conflicts as each arises. Conflict management is a process, planning to avoid conflict where possible and organising to resolve conflicts where it does happen as rapidly and smoothly as possible.

It is therefore very important to note that the leadership style of the administrator is very important in conflict management as well as students' output especially that between administration and teachers. The reason here is that poor leadership towards teachers might likely make them less effective in their work and when this happens, students will greatly be affected since they might not be able to get all what they need from their teachers and might

equally go a long way in affecting their output. Leadership as viewed by Fonkeng and Tamajong (2009) is the ability of the manager to influence subordinates to voluntarily make efforts towards achieving organisational objectives. There are four types of leadership styles, that is, authoritarian, democratic, “laissez-faire” and situational. Each of them will have an influence on students’ output either positively or negatively. When a leadership style results in conflict between the administration and teachers, it will have a negative influence on students’ output and in situations where the leadership style used does not bring about conflict, the influence on students will be positive since teachers will be happy to put in all they can to influence students’ output.

JUSTIFICATION OF THE STUDY

The school as we know is made up of people from diverse backgrounds; therefore it is normal that in the course of interaction between these personnel in schools, it will eventually lead to conflict in one way or the other making the environment tense. This situation can affect students output especially when teachers are greatly involved in the conflict. Flippo (1980), attempted to explain this phenomenon when he remarked that, “a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts is being suppressed”. The inevitability of conflict was also established by Harold Kerzner (1998), when he asserted that conflict is part of change and therefore inevitable. It is therefore not abnormal to see the occurrence of conflicts in the administration of secondary schools. The nature and types of conflicts that occur in secondary school administration vary from one country to another and from one school to another. In the case of Cameroon, Meme Division, Kumba 1 and 2 to be precised. The causes of conflicts in schools include inadequate welfare package for workers, administrative incompetence, personality clashes, role conflicts and conflict of interest.

Conflict in schools is not limited to a particular group of people. This means that conflict can be between the principal and the vice principal, senior discipline master and the head of departments, teachers and the administration and lastly between teachers and students. In this case, we will be talking about conflict management between the administration and teachers, to be more specific. It is important for us to know that most of these conflicts in schools are mostly caused by administrative incompetence, personality clashes, role expectation and role perception of the personnel in the institution. This is evident in the case of role expectation where the vice principal may intervene in matters of indiscipline which

normally is the function of the discipline masters who are officially assigned to the post. Conflict could equally arise when the discipline masters take the role of a guidance counselor.

It is in this light that Anja and Bassey (2006), asserted that the many roles expectation associated with position in formal organisations are often inconsistent that they produce tension and stress. Role perception according to Mbua (2003), means the way the members of an organisation think they can behave and how others expect them to behave. There is a high demand for education in Cameroon particularly in public secondary schools given the fact that it is affordable.

According to Newstrom and Bettel (2002), conflict from many organisations arises in situations of change. To them, if things happen the way they should and the situations remain as it has been, very few problems would occur. This is just to tell us that conflict in human life cannot be avoided given the fact that interactions and change will always take place owing to their individual differences. It is unfortunate that change especially that which is unwanted is always around us. Conflict was also looked upon by these same authors as that which falls in two categories, that is, current conflicts which are those already observed and potential conflicts, those in the near future. These views are not contrary to what happens in most of our secondary schools today. Mindful of this, educational establishments should invent some strategies to expand resources since their scarcity induce conflict. The skillful management and expansion of resources is a potent tactic.

True and Adam (1997), talking on the inevitability of conflicts in human life observed that the training of educators to be peacemakers is the fulfillment of the United Nations for decades, for a culture of peace and non violence for the children, and we can as well see that schools are part of the global movement for the culture of peace. Mindful of the inevitable nature of conflict in all aspects of life nowadays, the United Nations declared 2001 to 2010 as a decade for the culture of peace. United Nation Educational Scientific and Cultural Organisation (UNESCO) acting as the lead agency in the promotion of peace encourages the appropriate authorities to provide education in the elementary schools. This should include lessons on mutual understanding, tolerance, active citizenship, human rights and the promotion of peace. This means that principals and teachers need to be educated on how to maintain a peaceful atmosphere in schools so that students can learn more by interacting with each other which go a long way in improving their output.

Haven seen the vital role conflict management plays as far as teacher performance and academic achievement of students is concern, we can hold conflict among other things responsible for the poor performance of students especially in general certificate of education

(GCE) examination. There has been fluctuation of GCE results in the past five years, recording less than 50% pass in most cases

Year	Percentage passed	Percentage failed
2010	58.02%	41.98%
2011	43.51%	56.49%
2012	42.8%	57.92%
2013	45.77%	54.33%
2014	34.41%	65.59%

Source: *Cameroon GCE Board Archives (2010-2014)*

The table above shows the fluctuation of students' results which might have come as a result of poor management of conflict between the administration and teachers. It is for this reason that the national forum on education held in Yaounde from the 22 to 27 of May 1995, amongst other issues highlighted the poor administrative, pedagogic and management in our secondary schools which if implemented will limit the occurrences of conflict in schools with a positive effect on students' output. This has been observed to be the situation in most of our secondary schools over the years. There are so many secondary schools whose teachers do not relate well with the administration because of lack of communication and poor leadership styles used by the administrators. For instance, when the researcher took up a part time teaching job in Divine High School Kumba, she noticed that some teachers' timetables were changed without their concern and without even communicating the change to them. This created tension in school with large consequences on the students at that period, since those involved could not efficiently do their jobs while some stayed for a very long time without coming to school. Some developed the habit of always coming late, reducing the teaching hour and efficiency. This greatly affected students' output, given the fact that some teachers were unable to meet up with their required task.

The statistics of 2016 GCE results demonstrate the poor performance of students and poor behavior of students. In CCAS kumba a total number of 803 students registered for the GCE Ordinary Level, and out of that number, 372 passed recording a below average percentage of 46.33% . Out of the 803 students, 26 of them were sanctioned. The 26 students that were sanctioned might have been as a result of bad behaviour like examination malpractice (bringing into class home prepared material, stealing from friends, non respect for time allocation, late coming). In GBHS kumba, 267 students registered 108 passed giving a percentage of 40.41% and one sanctioned which might have come as a result of the same

reasons stated above. In Divine comprehensive high school kumba, 48 students registered and out of that number 19 students succeeded recording a percentage of 39.58%. In Kumba City College, 16 students registered and only 1 passed giving an unsatisfying percentage of 6.7%. Government High School Kake registered 131 students and out of that number, 47 students succeeded with a percentage of 41.96%. In National Progressive Bilingual College Kumba, 35 students registered and out of that, only 9 succeeded with a percentage of 29.03. All these show that students did not perform well this year which might come as a result of conflicts between the administration and teachers. However, some schools performed well especially mission schools for example Baptist High School Kumba registered 80 sat 59, passed 39 with a percentage pass of 66.1. This can be explained by the fact that conflict in mission schools are easily managed given that they most often recruit only teachers from their denomination since they share the same religious belief. In such situations, administrative decisions are easily taken.

CHAPTER ONE

THE PROBLEM

1.0 INTRODUCTION

This chapter focuses on the statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, and finally the definition of the terms used in the study.

1.1 STATEMENT OF THE PROBLEM

The intention of every training institution be it general, technical or commercial education is to realise their training goals and produce competent intellectuals that will meet the demands and standards of the society. It is as a result of this that many communities in the world today look up to schools for the nurturing of those innovative ideas which transform the technological, economic and social dimensions of peoples' lives towards development (UNESCO, 2005). It is for this reason that most governments nowadays both in developed and developing nations, allocate huge sums of money in training appropriate manpower, developing suitable policies, and providing the needed infrastructure for the smooth running of schools. Schools are thus dear to many people, as they are believed to be the cradle of development and progress. Therefore, the last thing one would expect to find in schools is anything that would affect students' output but evidence has shown that it is not the case in present day institutions since the school atmosphere is always plough with so many things that affect students' output. Conflict is one of the things in schools that affect students' output. With the presence of conflicts in schools, students always suffer the consequences due to teacher's ineffectiveness that originates as a result of conflict with the administration which might lead to low performance of students especially in public examinations. This can be seen in the G.C.E ordinary level results for the past 6 years (2010-2015). In 2015 the percentage passed was 44.9% and percentage failed was 55.1, in 2014 percentage passed was 33.4 and percentage failed was 65.6%, in 2013 the percentage passed was 45.7% and percentage failed was 53.3%, in 2012 the percentage passed was 42.8% and percentage failed was 57.2%, in 2011 the percentage passed was 43.5% and percentage failed 56.5% and in 2010 the percentage passed was 58.2% and percentage fail was 41.8%. *Cameroon GCE Board Archives (2010-2015)*

From the above result, it is evidently clear that for the past years, the result of official examinations have not been the best. The results have not had much to talk about due to its

poor nature. Even though the results are those of the students, the role played by teachers and principals cannot be left out since the success of these students depend on them.

Evidence of students' negative output can also be seen in students' poor behaviour since output cannot only be measured in terms of students' tests scores. The bad behaviour in schools is seen through from the disrespect for school authority, fighting with school mates and administrators, late coming and cheating during exams. In some cases, male students drop out of school, giving more value to criminal acts like cyber criminality (scamming and account hacking) while some female students on their part prioritise social activities like clubbing and early dating which some end up getting themselves pregnant. All this could be as a result of lack of concern and guidance from their teachers, resulting from the conflict they have with the administration which makes them pay less attention to the learners. With this poor behaviour on the part of students whom the society look up to for a better tomorrow, something urgently needs to be done to enhance this output. When students develop the habit of coming to school late, there is a probability that even when they start working, they may probably do same by always coming late to their job. Some students who drop out of school do nothing but roam the street of the society and girls becoming prostitutes in the society which go a long way in reducing the man power and intellectuals since they have nothing constructive to give to the society, rather, they become a burden. With all these effects of poor students' output to the society, the management of conflicts in schools has to be of utmost importance since it threatens both the students and the society at large but this is not what we see in schools, meaning there is a problem and if not properly handled may negatively affect the students and the society. Conflict especially between the administration and teachers is a big threat in attaining the school goals and the societal goal. Unresolved conflict will lead to hatred, enmity and even bias between the administration and teachers. This goes further to explain the common slogan which states that when two elephants fight, the grass suffers, hence interrelationship in schools is affected and students get to suffer the consequences. Therefore the problem of the study is a drop in students output and how conflicts are managed between the administration and teacher. Failure to resolve conflicts between the administrators and teachers affect the teaching learning process. This is seen in a situation where teachers do not focus on the learners in class especially when they are emotionally affected by conflict, they get to create a tense atmosphere in the classroom which makes it difficult for students to participate for fear of the outcome due to the teachers' countenance. Teachers in an angry state do not take time to explain to students, talk less of paying attention to their state or solve their problems. This further affects students' output as they do not feel

free to explain their problems or even indicate their difficulties to the teachers. At this level interactive teaching and learning becomes a problem. Hence students end up producing low outputs and some eventually dropout of school. The attitudes of some members of the school administration have not helped much in addressing this problem as some of their conflicts are centered on their personalities, administrative and leadership style. A ministerial circular dated 17th March 1981, to organise discipline in secondary schools specifies that, the teachers deceive considerations but unfortunately the attitude adopted by the persons who are expected to protect this right is one of indifference rather than responsible commitment. It can therefore be noted that inevitability of conflict in our secondary schools and how they manifest may depend on the management strategies used by the principals in managing them. Conflict management in schools becomes imperative where otherwise students may end up becoming morally handicap and academically frustrated which is contrary to the purpose of education in Cameroon. An investigation into the nature of conflict, their causes, management strategies as well as their effects on school administration and students output is therefore important in order to ensure harmony in the educational institution and to enhance the attainment of the desired policy of education. There will always be a problem if the administration does not collaborate with the teachers given that they are the ones who get in contact with the students and most of the times, the administration always passes through them to get to students. Teachers will find it difficult to effectively implement what is required of them if they are emotionally disturbed.

Van Tongeren (2000), in his study mentioned that several types of conflicts were identified in schools among which were conflicts between managers and staff, between staff and students, between the communities and schools, and inter-personal conflicts, to mention a few. The sources of conflicts in schools in a country include inadequate welfare package for workers, forceful and compulsory retirement/retrenchment of workers, administrative incompetence, personality clashes and role conflicts, ineffective communication and misunderstanding are all sources of conflict in schools which must be taken care of in schools to minimize the occurrences of conflict between the administration and teachers. The fact that most of the school administrators are not knowledgeable in conflict management, couple with the absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts. Loomis and Loomis (1963), believed that conflict is an ever-present reality in human relations, that there is no known institution that is exempted from it. Even the school community, which stands for education, growth and progress, has its fair share of a variety of conflicts, some of which end in violence. Most often, the conflicts

are suppressed with the neglect of other methods of conflict resolution. Consequently, this has dampened the moral of teachers and other workers in the educational sector in the country. This in effect has affected their performances and eventually affected students' output; thus the problem of study lies at the level of poor conflict management and unresolved conflict which affects students output negatively in secondary schools in Cameroon. To accumulate a series of conflicts without devising appropriate means of managing them, contribute largely to the non attainment of the educational goals, since the environment will be tense and not favourable for teaching and learning to effectively take place. The United Nations International Children's Emergency Fund (UNICEF, 1995) lent credence to this point: "conflicts when not dealt with constructively often explode into violence".

With particular note to the Cameroonian educational system, Mindang (2000), stated that the attitude of school administrators in Cameroon has not helped much as some of the conflicts are centered on their personality, administrative and leadership style. Just as the principals are involved, so too are the other members of staff and the students, thereby affecting the administration of schools and the students' output in the learning institutions. Experience and research have shown that some principals do not consult teachers in their decision making process especially those decisions affecting the subordinates directly, but expect them to implement these decisions, when this happens, teachers feel left out in the affairs of the school and their zeal to teach and attain their objectives reduces which to an extent might affect the students' output. Mbua (2003) is of the opinion that teachers be involved in decision making as much as possible for the effective administration for educational institutions. There seems to be lack of trust between the principal and the staff members. At times, some students fail in examinations and are promoted against the decision of the class council. In some cases, recalcitrant students who are dismissed at the end of the academic year for obvious reasons are re-admitted without consulting the disciplinary department. This makes the teachers feel neglected and reluctant to teach as their opinion is not sought and decisions are imposed on them which might go a long way in affecting students' output.

1.2 RESEARCH OBJECTIVES

1.2.1 General Objective

- To evaluate conflict management between the administration, teachers' and its influence on students' output

1.2.2 Specific objectives

- To investigate if communication has an influence on students' academic output.
- To investigate the influence of consultation between the administration and teachers on students' output.
- To find out if delegation of power between administration and teachers will influence students' output.
- To find out if negotiation between administration and teachers will influence students' output.

1.3 RESEARCH QUESTIONS

1.3.1 - General Research Question

- To what extent does conflict management between administration and teachers influence students' output?

1.3.2- Specific Research Question

- To what extent does communication between administration and teachers influence students' output?
- To what extent does consultation of subordinate in decision making influence students' output?
- What relationship exists between delegation of powers and students' output?
- How does negotiation between the administration and teachers influence students' output?

1.4 RESEARCH HYPOTHESES

1.4.1- General hypothesis

H₀: Conflict management between administration and teachers does not have a relationship with students' output.

H_{a1}: Conflict management between administration and teachers has a relationship with students' output.

1.4.2 Specific Hypotheses

H₀: Communication between the administration and teachers does not have a relationship with students' output.

H_{a1}: Communication between the administration and teachers has a relationship with students' output.

H₀₂: Consultation between the administration and teachers does not have any relationship with students' output.

H_{a2}: Consultation between administration and teachers has a significant relationship with students' output.

H₀₃: Delegation of power to subordinate has no relationship with students' output.

H_{a3}: Delegation of power to subordinate has a relationship with students' output.

H₀₄: Negotiation between the administration and teachers has no significant relationship with students' output.

H_{a4}: Negotiation between the administration and teachers has a significant relationship with students' output.

1.5 SIGNIFICANCE OF THE STUDY.

In an era where there is a general cry for peace and order to prevail as conflicts are seen almost in every sphere of life, there is need to contribute to the peace and stability in society. This study will be of great help for student teachers, administrators and the ministry of secondary education, as it will suggest ways in which conflict management can be implemented in schools in particular and the society at large.

To students

It has become almost like a cliché today (especially within political circles) to say that the youths of today are leaders of tomorrow. This study is important to help students learn how to practice democratic principles in the area of student's government in schools. Students will learn to reduce conflicts by avoiding issues like, the boycotting of lessons which is a subtle form of violence whose repercussions are usually adverse in terms of their output.

To principals

This study will contribute towards the finding of solutions to some administrative problems faced in schools. It will enable school heads to pay attention to the needs and feelings expressed by others, thereby curbing incidents that could otherwise degenerate into violent and conflict situations in the institution.

Furthermore, they will be guided by the implication of teachers' participation in the process of decision making in the administration task, bearing in mind the attainment of goals of the institution.

Ministry of Secondary Education

This study will be important to the management of organizations and government ministries especially the Ministry of Secondary Education in a bid to deal with conflict in schools and improve the educational standard in the country. It will also assist the ministry of education in developing a curriculum that can be used to enhance the capacity of the principals and teachers in handling conflicts in schools. This study will enable policy makers in the area of secondary education, other leaders or would be leaders to be versed with some conflict resolution skills to apply in the management of conflict. Curriculum planners will know the importance of including conflict management and resolution in the context of school administration and legislation.

1.6 DELIMITATION OF THE STUDY

Thematically, this study focuses on educational administration with a special interest on conflict management and students' output. It examines the effective management of conflict in our secondary schools. Hence, the target is principals of schools, teaching and support staff. This examination is done in relation to consultation, delegation negotiation and communication skills of the principal as the leader towards his subordinates.

Geographically this study is restricted to principals, staff and students in some selected secondary schools in Kumba1 and 2 in Meme Division in the South West Region of Cameroon. The results will be generalised to all secondary schools in Meme Division.

Reasons for the choice of the topic

Several reasons led to the choice of this topic. The South West Region is where I spent part of my secondary school days and during that time I noticed a lot of conflict that went on between teachers and the administration which played a great deal in affecting students'.

- This topic is very important because it gives a good and favourable atmosphere for organisational objectives to be achieved.
- The careful management of conflict gives a cordial relationship between staff in an organization which facilitates the attainment of their goals.
- When an organization makes good use of conflict management strategies, it gives way for growth and expansion since they will work in collaboration to bring about this growth.

- The limited occurrences of conflict in an organisation send out a good image to the society. This is seen by the output of the students they produce.

The choice of the schools is because they are the biggest schools in kumba and for this reason there could be visible aspects of conflicts in the schools given the diverse nature and behaviour of the administrators, teachers and students of these institutions. These schools are as follows:

- ❖ Government Bilingual High School (GBHS) - Kumba
- ❖ Saint John's College-Kumba
- ❖ Government High School Kake
- ❖ Martin Luther College Kumba
- ❖ Kumba City College
- ❖ Presbyterian High School Kumba
- ❖ Divine High School Kumba
- ❖ Government High School Kumba-Mbeng
- ❖ Government High School Akamalikum Kumba
- ❖ Eta College Kumba
- ❖ Full Gospel Secondary School Kumba
- ❖ All Saints Secondary School

1.7 DEFINITION OF TERMS

- Conflict

Szilagy (1981) defines conflict as a disagreement between two or more organisational members concerning the manner to be used to achieve certain goals: it is violent collision or a friction which may involve threats, war or contest: a mental struggle or a fight. To Deutsch (1973), conflicts exist whenever incompatible activities occur. A conflict can be as small as a disagreement or as large as a war. It can originate in one person, between two or more people, or between two or more groups. According to Middlemist and Hitt (1981), conflict is a disagreement, opposition and hostile interactions between two or more parties. It is a situation in which individuals and groups of people are in disagreement with each other with outcome being ineffectiveness and inefficiency in the organisation.

Conflict as per this study can be defined as disagreement emanating from a psychological opposition between two or more members of the educational establishment, and

may or may not degenerate into violence. The first definition ties with this study as conflicts abound due to divergence in individual perception of an idea.

❖ **Conflict Management**

According to Johnson and Johnson (2005), conflict management refers to the long-term management of intractable conflicts. It is the label for the variety of ways by which people handle grievances; standing up for what they consider to be right and against what they consider to be wrong. Those ways include such diverse phenomena as gossip, ridicule, lynching, terrorism, warfare, feuding, genocide, law, mediation, and avoidance. Which forms of conflict management will be used in any given situation and can be predicted and explained by the social structure. Conflict management also refers to the ability of the leader to control and minimize conflict arising between two or more members of the organisation.

Conflict management according to this study refers to the various ways that are applicable in controlling and curbing or minimizing conflict that emerges within the school milieu. All the definitions above have at least something to do with this study as they all stress in a nutshell that, conflicts should be minimized in organisations.

❖ **Conflict Resolution**

Fisher (1990), views conflict resolution as an administrative skill, taught in any school of management and public administration, which enable a practitioner to gather the two parties around the table and lead them around carefully planned steps into a conversation that will ultimately result in an agreement. To Assefa (2003), conflict resolution is an approach aimed at going beyond mitigation of consequences and attempt to resolve the substantive and relational root causes so that the conflict comes to an end. Sweeney and Caruthers (1996), defines conflict resolution as a process used by parties in conflict to reach a settlement. It can thus be defined as the method and process of coming to an agreement in order to end a conflict.

According to this study, conflict resolution is understood as the ability to bring the conflicting parties by using consultative and communicative skills with the aim of leading to a compromise that will be mutually satisfactory, thereby effectively bringing the conflict to an end.

❖ **Secondary schools**

Secondary school in Cameroon can only contain people who have completed their primary schools and are holders of First School Leaving Certificate. It therefore offers

secondary education Tambo (2003), Secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, “post secondary” or “higher” education.

According to Tamukong (2005), a secondary school is composed of a first and second cycle grammar and technical education where entrance is by means of Common Entrance Examination and interview.

According to this study, a secondary school is one in which students enroll for studies after obtaining the first school leaving certificate after spending at least six years in primary school. All the above definitions tie with the study especially as they present the same idea in terms of the entrance qualification.

❖ **Delegation**

According to Fonkeng and Tamajong (2009), delegation is to entrust to another the execution of some powers or duty vested on oneself. Tamukong (2005), sees delegation as the process of assigning various degrees of decision making authority to the subordinate. This involves passing authority down to subordinate where the ultimate responsibility rest with the manager. Furthermore, Mbua (2003), views delegation as the act of handing over responsibility of a given task to another person, who in principle is a subordinate.

According to this study, delegation would mean assigning responsibility of leadership to subordinates according to their respective competences to ease administration with the aim of effectively and efficiently attaining the set goals of the institution. Tamukong’s definition is in line with this study as it ensures a participatory form of leadership. The main idea here is based on the fact that if a delegated task is poorly done, the responsibility rests on the shoulders of the manager.

❖ **Consultation**

Perkins (1991), defines consultation as a practical tool of decision making that demands an effort from each person present and at the same time requires that these persons realize the limitations of their individual view points and thought and that all consciously strive to open their minds to the thoughts of others. To Fonkeng and Tamajong (2009), consultation is defined as a process based upon an equal relationship characterized by some mutual trust and communication. To Fisher (1990), consultation is also viewed as an exchange of opinions, a discussion aimed at ascertaining opinions or reaching an agreement.

Consultation in the light of this study entails that all participants who are affected by a decision be given the opportunity to freely contribute their views. The first definition ties with this study because it also advocates democracy in decision making where every participant will feel useful at the end of the process.

❖ **Communication**

Koontz et al (1982), defines communication as the transfer of information from the sender to the receiver with the information being understood by both the sender and the receiver. Communication can also be viewed as the exchange of information between two parties by means of speaking, writing or using a common system of sign and behavior. (Blake et al (1964) According to this study communication is a means by which people are kept in touch with one another in an institution such that every member is versed with issues concerning the life of the institutions and the welfare of colleagues. The third definition ties with this study in the sense that, principals of educational institution are required to be vigilant as staff members use a variety of ways, verbal and non verbal to commutation their desires

❖ **Negotiation**

According to Cambridge Advanced Learners' Dictionary negotiation can be defined as a process of discussing something with someone in order to reach an agreement with them. This has a very important part to play in this study since it is very important and necessary for negation to always take place between the administration and the teachers so as to enhance students output and for the easy realization of the goals of the institution. . Rubin et al (1994), also see negotiation very important since it is a joint decision making under conflict situations and uncertainty in which divergent positions are combined into a single outcome. He went further to explain that with negotiation, each cites attempts to obtain what it wants through the exchange of information typically in the form of offers and counter offers and when this is done, conflict to a larger extent will be avoided.

- **Administration:**

The formalized system which is intended to control, supervise, plan and make decisions about various activities of an organisation on the basis of established authority. Fonkeng and Tamajong (2009), define administration as the process of coordinating the activities of the organisation by means of establishing aims and policies while assuring that measures are taken towards their achievements. According to Mbua (2003), administration is

the careful and systematic arrangement and use of human, financial and material resources for the achievement of a specific objective in a given organisation. Tamukong (2005), views administration to be concerned with directing the efforts of people towards organisational goals and objectives. The second definition ties with this study because when human and material resources are effectively and efficiently utilised, conflict will be minimal and students' output will improve for the better at all levels and the organisational objectives will be attained.

❖ **Educational administration**

Mbua (2003), defines educational administration as a careful and systematic arrangement or organisation and use of human, financial and material resources and programs to achieve educational goals. Walker (1965), views educational administration as decision making, problem solving and as a social process. According to Luma (1983), educational administration implies professional leadership and guidance. It is the skill of getting things done thoroughly by means of the tactful utilisation of available human and material resources in the interest of the institution as a whole.

According to this study, educational administration can be seen as a skilful and effective coordination of human and material resources towards attainment of the set objectives with any necessary conflict. Luma's definition ties with this in that, when principals as leaders fail to be tactful in the management of the resources at their disposal, the outcome may be dangerous

❖ **Leadership style.**

Flippo (1976), as cited by Mbua (2003), defines leadership styles as a pattern of behaviour designed to integrate organisation management to pursuit some objectives. Leadership style according to this study refer to how the principal manipulates their professional, personal skills, combined with the power vested on him to influence his or her subordinates to work as a team towards the realization of the institutional goal.

- **Students' Output**

According to Fleming (2015), students' output refers to what a student produces in relation to objective and expectation. It is also the amount of something that is produced by a person or students. (Webster dictionary 2010©). According to this study, it is the performance of students after offering a particular Course. It is obvious that students after

studies will realise an output which can either be positive or negative and all these will depend on the way conflicts are managed in that particular institution.

– **Students' behaviour**

According to David (2009), behavior refers to the range of actions made by individuals in conjunction with themselves or the environment which includes other systems or the physical environment. Njuakom (2010) on his part defines behaviour as any observable or measurable response by a person or animal.

According to this study, students' behaviour refers to the comportment of students in the society after attaining a certain level of education. It will also mean the contribution of students in their job site and whatever environment they find themselves and their contribution to the growth of the society.

Conclusion

This chapter thus is made up of the problem of study that also examines the statement of the problem, research questions, objectives, significance of the study, and delimitation of the study and the definition of terms which are primordial for this study. This leads us to the next chapter which focuses on the review of literature, theoretical framework, hypothesis, and variables.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In recent years, a great deal of management attention has been directed towards the development of an effective way of managing conflicts in schools. This is all intended to empower administrators (principals) and teachers to perform and produce results which are essential for the survival of any school organisation. This chapter comprises a review of related literature on conflict management and will be examined under conceptual literature.

2.1 SECONDARY SCHOOL ORGANISATION IN CAMEROON

Secondary school in Cameroon is one in which pupils enroll for further education after emerging with a First School Leaving Certificate (F.S.L.C) from the primary school. Tambo (2003). Only successful candidates are accepted in to the secondary schools after an entrance examination run by the Regional Educational Authorities. Secondary education in Cameroon operates under the Ministry of Secondary Education (MINESEC). The secondary is headed by the principal whose appointment is done by the Minister of Secondary Education. Atabe (1999) also notes that the secondary schools in Cameroon are generally run by the government and private sectors.

Secondary schools in Cameroon are organised in accordance with the educational policy as stipulated by law No 98/004 of 14th April 1998 which lay down guidelines for education in Cameroon. Section 4 of this law states the general purpose of education which is the Cameroon's philosophy of education which brings out the fact that the national philosophy shall be to train children for their physical, intellectual, moral and civil development and how they can integrate in the society taking in to consideration the prevailing economic, political, moral and socio cultural factors.

Secondary education in Cameroon last for 7 years for the English system. It is made up of two sections that is the first and second cycle. The first cycle lasts for five years and the second cycle for two years. It is equally important to know that secondary schools in Cameroon are classified into general, technical/vocational each of these ends with a certificate: General certificate of education (G. C. E.) ordinary levels and advanced levels for the English sub-system. We equally have probatoire and Baccalaureat (B.A.C) for the French sub system. Tambo remarks that secondary education consists of grammar, commercial, technical and vocational schools.

Fonkeng and Tamajong define organisation as the structuring of the different parts of the system which though independent, may be arranged to function as a whole. To them, the success of social organisations like the school will depend on the efficiency in organising the various resources employed in education in order to achieve the educational objectives.

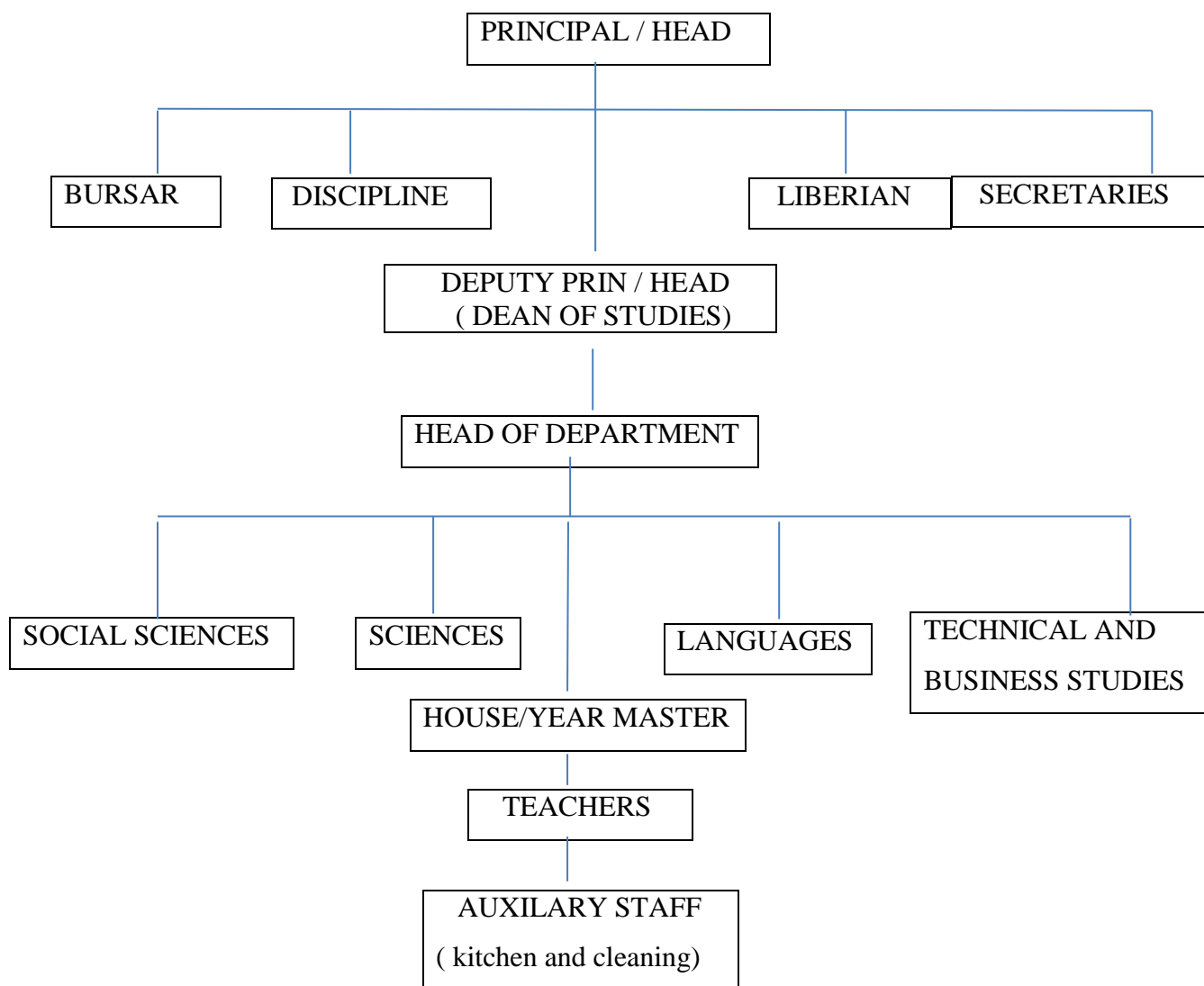


Figure 1: Formal organisational chart for large secondary schools

Source: Fonkeng and Tamajong (2009) *Secondary School Administration and Principalship* 2nd Edition, Presses Universitaires d' Afrique.

Looking at the school organigram above, we see that the principal who is the head of the administration is at the head of the school organisation. This means that he has an influence on the teachers who are under him. He has to try all he can to have a good relationship with teachers who help him in achieving the school goals. Teachers are the ones who come in contact with the students and for them to teach towards the realisation on the

expected students output, they need some good treatment, motivation and be happy with the principal . Failure to do so will cause them not to teach with enthusiasm, which will thus have a great influence on students' output.

2.2 THE CONCEPT OF CONFLICTS.

Conflict is a situation where two or more values, perspectives and opinions are contradictory in nature and not been aligned or agreed about yet, it may include: within oneself when you are not living according to one's values, when values and perspectives are threatened, discomfort from fear of the unknown or from lack of fulfillment. Conflict has both positive and negative outcomes and it is inevitable (Fillipo and de Waals, 2000). The art of conflict resolution or conflict management is grounded on the fundamental principles of management processes as outlined by Taylor (1911). There exist many and varied definitions of conflict as different scholars exist.

Gardiner and Simmons (1992) defined conflict as “Any divergence of interests, objectives or priorities between individuals, groups, or organisations or nonconformity to requirements of a task activity or process”. According to Gardiner and Simmons, whenever two people come together, there are bound to be disagreements at times. That's natural. However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and the organisation. When that occurs conflict is present.

Another critical analysis of the definition of conflict by Sisk and Williams (1981) states that: “Conflict is the struggle over resources or ideas, between two or more parties caused by the perceptions of the contending parties when both or all cannot have what they desire.” This definition buttresses the idea of conflict as originating from competition. This is in line with the definition of conflict by Duncan (1975) as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party. From various points of view, the definition of conflict connotes that a trace of competition cannot be totally ruled out. Duncan (1975) opined that conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition as it could occur as a result of breakdown in the mechanism of decision-making. While many researchers view conflict as synonymous to violence. The United Nations International Children's Emergency Fund (UNICEF, 1995) state that:“Conflict occurs not

only in situations of violence but conflict inevitably occurs between people over ideas, values, positions and perspectives on a range of issues.”

This study will adopt this definition basically because conflict is not necessarily synonymous with violence. Seville’s statement on violence and human nature (as cited by UNICEF, 1995) state that it is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned, other responses are possible and can be learned as well. Although conflict may impede the attainment of one’s goals, the consequences may be beneficial if they produce new information which in turn enhances the decision-making, lengthy delays over issues which do not importantly affect the output of the students, or a disintegration of the team’s efforts. Thamhain and Wilemon (1974) in their attempt to define conflict provided both sides of the coin the negative and the positive. They stated that conflict is the behaviour of an individual, a group, or an organisation which impedes or restricts at least temporarily another party from attaining its desired goals. No matter how hard one tries to define the term, one is prone to agree with Sisk and Williams (1981) that “conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one”.

Conflict may be viewed as occurring along cognitive (perception), emotional (feeling) and behavioural (action) dimensions. These three dimensional perspectives can help us understand the complexities of conflict and why conflict sometimes seems to proceed in contradictory directions Mayer (2001). As a set of perceptions, conflict is a belief or understanding that one’s own needs, interests, wants, or values are incompatible with someone else’s. There are both objective and subjective elements to this cognitive dimension. Conflict also involves an emotional reaction to a situation or interaction that signals a disagreement of some kind. The emotions felt might be fear, sadness, bitterness, anger, hopelessness, or some amalgam of these. Conflict does not take two to tango. Often a conflict exists because one person feels in contrast with another, even though those feelings are not reciprocated by or even known to the other person. The behavioural component may be minimal, but the conflict is still very real to the person experiencing the feelings Mayer (2001).

Mgbekem (2004) study revealed that negative effect of conflict can cause individuals or a group to become hostile and can withhold information or resources. It can cause hard working employees to leave the organisation and conflict has a detrimental effect on students’ output. Since conflict is inevitable in the schools, its management determines whether it will generate positive or negative effect on the

organisational performance. Mgbekem (2004) posited that some conflict positively affect the goal or the group of the organisation and improve its performance. Such conflicts are regarded as functional and constructive forms of conflict.

It is important for us to know that there exist conflicts within and between countries. A good example is the Bakassi conflict between Cameroon and Nigeria which existed for years before it was finally resolved by the Green Tree Agreement, near New York in June 2006. Newsroom and Bittel (2002) affirmed that it is impossible to eliminate conflict and likely undesirable because conflict is creative and constructive, necessary to limit, crucial to the future and must be a central agenda. This study tries to examine from the level of educational institutions that is the school.

The school community can be viewed as a microcosm of society since it contains individuals from diverse backgrounds and character. It is very normal that in the course of interaction, they are bound to exercise both their rational and animalistic aspects of their innate tendencies. Umoren (2002), as cited by Anja and Bassey (2006), stated that educational institutions are established for the sake of achieving set goals and objectives but sometimes due to some conflicts, these goals and objectives are not adequately achieved. The researcher is in support of this because schools cannot operate without their set goals and objectives. They will always like to set goals that will improve students' output. This is very important in this study because when good goals and objectives are set, teachers will do all they can to arrive at them and by so doing students' output will increase.

According to Kirkwood (2002), various types of conflict that exist in schools include data conflicts, structural conflicts, relationship conflicts, and interest conflicts. Conflicts can lead to disputes, grievances, lawsuits, complaints, strikes, and disciplinary actions. Conflict can occur at a number of levels of human functioning. Conflict in your head between opposing motives or ideas is shown by your "internal dialogue" and is at the intrapersonal level. Beyond that, the primary concern here is with social conflict that is, conflict between people whether they are acting as individuals, as members of groups, as representatives of organisations or nations. Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship. Communication breakdown is often an important source of interpersonal conflict and learning communication skills is valuable in preventing and resolving such difficulties. At the same time, very real differences occur between people that cannot be resolved by any amount of improved communication.

“Personality conflict” refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, if both parties in a relationship have a high need for power and both want to be dominant in the relationship, there is no way for both to be satisfied and a power struggle ensues. Common tactics used in interpersonal power struggles include the exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail, flattery and ingratiation. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination Fisher (2000).

There is also Multi party conflicts which occur in societies when many interest group and organisation have varying priorities over resource management and policy development. These complex conflicts typically involve a combination of economic, value and power source. This complexity is often beyond the reach of traditional authorities and more collaborative approach to building consensus is required for resolution (Cormick et al 1996, Cray 1989).

International conflict occurs between states at the global level. Competition for resource certainly plays a part, but value and power conflict is often intertwined and sometimes predominates

Sources of Conflict

An early theorist, Daniel Katz (1965), created a typology that distinguished three main sources of conflicts, the economy, value and power. According to him, economy involves competing motives to attain scarce resources. That is, each party want to gain the most that it can, the behaviour and emotions of each party are directed towards maximising its gain. Value involves incompatibility in ways of life, ideology, preferences, principles and practices that people believe in. and power is when each party wishes to maintain the amount of influence that exists in the relationship and the social setting. The power struggle usually ends up in victory and defeat since each party is attempting to control each other.

Ineffective communication, miscommunication and misunderstanding are other sources of conflict. Teachers and principals may have different perceptions as to what the facts are in a situation and until they share information and clarify their perceptions, resolution is impossible. Self centeredness, selective perception, emotional bias is all forces that lead us to perceive situations differently from the others. In a school, communication must follow the right channels and it is equally need for communication to flow from top to bottom and from

bottom to top. This therefore means that principals are expected to maintain simple communication void of ambiguity.

Yee and Cuba (1996) found out that some administrator are not fast enough to adopt and respond to complexities in their schools. Some boards get impatient because they expect quick positive change, and when change fail to occur, the principal is accused of being a low performer. The principal is quickly ejected out of the school and a new one brought in. Rono (2001) shares the above views and indicates that some principals display poor leadership qualities that create conflicts in schools. Gordon (1991) indicates that inexperienced administrators sometimes run into serious problems when they fail to use their scarce resources properly. Meager resources available in the school may be used on trivial projects while major ones were untouched.

Anja and Basse (2006), on their part identify three main areas from where conflicts in schools mostly generate: the academic staff, non- academic staff and the students. Fisher (1997), notes that “both individuals and groups have undesirable needs for identity, dignity, security, equity, participation in decisions that affect them”. Frustration of these basic needs becomes a source of social conflict. According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, differences in perceptions and values, disagreements in the role requirements, nature of work, activities, individual approaches, and the stage of organisational development.

Gray and Strake (1984), said that there are six sources of conflict in school as follows: limited resources, independent work activities, differentiation of activities, communication problems, differences in perceptions; the environment of the organisation. They further observe that, conflict can also arise from a number of other sources such as: individual differences, (some people enjoy conflict while others don't) authority structure, (people don't know the extent of their authority) differences in attitudes, task symmetries (one group may be stronger than the other, and the weaker group tries to change the situation) differences in time horizon.

Deutch in Campbell et al (1983), also identify some sources of conflict like the control over resources, values beliefs and the nature of relationships between the parties for proper understanding, these sources can be classified as follows.

a. Affective Conflict

This is defined as “a condition in which group members have interpersonal clashes characterized by anger, frustration, and other negative feelings”.

b. Substantive Conflict

Jehn (1997) characterized this type of conflict as “disagreements among group members’ ideas and opinions about the task being performed, such as disagreement regarding an organisation’s current strategic position or determining the correct data to include in a report”.

c. Conflict of Interest

This is defined as an inconsistency between two parties in their preferences for the allocation of a scarce resource. This type of conflict occurs “when each party sharing the same understanding of the situation, prefers a different and some incompatible solution to a problem involving either a distribution of scarce resources between them or a decision to share the work of solving it”.

d. Conflict of Values

This occurs when two social entities differ in their values or ideologies on certain issues. This is also called ideological conflict.

e. Goal Conflict

This occurs when a preferred outcome or an end-state of two social entities is inconsistent. In rare cases “it may involve divergent preferences over all of the decision outcomes, constituting a zero-sum game”.

f. Realistic versus Nonrealistic

Realistic Conflict

Realistic conflict is associated with “mostly rational or goal-oriented” disagreement, nonrealistic conflict “is an end in itself having little to do with group or organisational goals”.

g. Institutionalized versus Non-institutionalised Conflict

The former is characterised by situations in which actors follow explicit rules and display predictable behaviour, and their relationship has continuity, as in the case of line–staff conflict or labour management negotiations. Most racial conflict is non-institutionalised where these three conditions are nonexistent.

h. Retributive Conflict

This conflict is characterized by a situation where the conflicting entities or factions feel the need for a drawn-out conflict to punish the opponent. In other words, each party determines its gains, in part, by incurring costs to the other party.

i. Misattributed Conflict

This relates to the incorrect assignment of causes (behaviours, parties, or issues) to conflict. For example, an employee may wrongly attribute to his or her supervisor a cut in the employee's departmental budget, which may have been done by higher-level managers over the protest of the supervisor.

j. Displaced Conflict

This type of conflict occurs when the conflicting parties either direct their frustrations or hostilities to social entities that are not involved in conflict or argue over secondary, not major issues.

2.2.1 The Concept of Conflict Management

According to Johnson and Johnson (2005), conflict management refers to the long term management of intractable conflict. It is also a variety of ways in which people handle grievances; standing for what they consider to be right and against what they consider to be wrong. Such ways include things like gossip, ridicule, terrorism, feuding and many others. According to this study, conflict management refers to the various ways that are applicable in controlling and curbing or minimizing conflicts that emerges within the school milieu especially the administration and teachers.

Conflicts are prevalent in our schools today and some principals. Due to their lack of skills in managing them, at times try to shun them. That is trying to avoid conflict Anja and Bassey (2006), say that, in search of means to avoid conflict, the administrators are in a way solving the conflict that would have occurred considering the inevitable nature of conflict.

Conflict management between the administration and teachers is very important given that it has a lot to do with students' output. Sometimes problems occur between the administrator and teacher that make especially the teacher to go on strikes for either day's weeks and even months leaving all the effects on the student. When the teacher stay for a month without going to school, then it is obvious that he or she might not complete the syllabus and with these lapses, students' output will be affected, but if these problems are effectively managed in such a way that there will be no strikes then there is a possibility of

them achieving their goals and by so doing, students output will increase since teachers will constantly be there to teach and make sure that they complete what is required of them. With this, students' output will positively be affected. From this, we can say that all administrators are supposed to apply conflict management in their schools. But it is rather unfortunate that some administrators do not practice this in their schools, claiming that they can do whatever they want which goes a long way in affecting students output since they might not be too happy with it.

A positive school climate benefits administrators, students, teachers and even parents. In such a climate, students with special educational needs feel good about themselves as valued learners whose achievements are respected. Parents feel welcomed and involved and are reassured that their children are receiving a good education and are making demonstrated progress. Educators or teachers feel that their expertise is respected so that they can focus on what they do best, which is teaching students.

Achieving and maintaining a positive school climate requires teamwork on the part of administrators, educators, students and parents. Research has shown that the greater the family involvement in schools the better the outcomes in terms of students' output, attendance, and attitude Carter (2002). By encouraging family involvement and developing and maintaining relationships of mutual trust and respect with parents and students in schools. A "culture of collaboration" can help parents and educators to work constructively together to address concerns related to programs and services before they become sources of conflict. To create such a culture, boards and schools need to promote a positive school climate and establish effective lines of communication among administrators/principals, students, and educators/teacher.

2.2.2 Conflicts Management Methods/Strategies within the school

Given that conflict is inevitable in any organisation, the school is not an exception. The crucial question is, how to react to, respond to and manage conflict so that positive changes will be realised and negative effects minimised. Poor management of conflict in school administration may result in deficiencies in the performance of the school both in terms of discipline and academic proficiency.

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by administrators, which affect students in national examinations. When this happens, principals face conflicts from parents, students and the community. The administrators

therefore needs to manage the curriculum to avoid failure of students in examinations. The principal should device ways to supervise teaching and to make sure of what goes on in all classes and in all subjects. He further indicated that there is a need for effective evaluation through examinations such as end of term, end of year examinations, and continuous assessment tests which should be valid and useful to students. This is very relevant to this study in that by trying to apply management, there will be less conflict and with this, teachers will have a very calm environment to teach and students will also have a conducive environment to learn. This put together will play a great part in improving students output.

Okumbe (2008) agrees with the above view and indicated that personnel management is very important if learning activities have to succeed in schools. In managing personnel, there is need for administrators to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resources. There is need to ensure that the organizational climate enhances employees' mutual relationship and co-operate effort. He asserts that the success of the organisation depended entirely on how effectively its human resource is managed.

Hughes (1994) advocates that performing management functions is a continued activity for the principal who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The principal must lead ahead of time, know how to administer and when to manage. In administration, less friction is realised when "craft" of administration is applied in ensuring that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

Jantzi (1996) found out that administrators who are gifted in leadership, experienced minimal brush conflicts in their institutions. Schools that experience fewer conflicts have a link between motivation, commitment and capacity building. Research done by Harckman and Old man as reported by Jantzi (1996) on motivation indicated that teachers who have control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome.

Okumbe (2008) concurs with the above author and points out that some teachers have taught for many years without being recognised or given promotion. Such teachers lack motivation because there is nothing to look forward to in their work. The administrator's needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary

skills, knowledge and attitudes for effective job performance through service and undertaking of courses related to conflict resolutions. Teachers should also be helped in their career growth where they will use their talents and have aspirations. He further showed that those teachers temporarily or permanently stop in their career promotional grades. He asserts that a teacher in this state suffers from stress and psychological withdrawal. A teacher of this nature can be a problem to the administrators. The principal needs to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career. The researcher agrees with this because it is very important as far as students' output is concern but it is rather unfortunate that many administrators do not care to know how teachers feel. They do not see motivation as an important aspect that can facilitate the attainment of school objectives as well as students' output.

Kempiles (1997) indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. Again, teachers are motivated to work when their efforts are recognised. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with working environment conducive to efficient and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

Hughes (1994) reported a general theory on human relations. The theory indicates that human relation is an important asset in school administration. It also indicates that understanding workers' behavior is important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in the school.

Foster (1989) concurred with the above view and indicates that administrators need to relate with teachers in such a way that will motivate them to be ready to work with them. He indicates that the principal should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them, they will conform when the principal uses pressure and independent decision-making. Musvosvi (1998) shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the school in view. He has also shown that teachers have needs which if not met will affect their output and morality in their class. Positive working

relations enhance productivity. This view will make the administrators know that only teachers can determine the output of students. This therefore means that knowing their state of mind is very important. A good relationship with them will have a positive effect on students output since it is a way by which conflicts can be avoided. Poor relationship with teachers will affect teachers as well as students' outputs.

Fraser and Hertzell (1990) affirm the above view when they emphasize that the principal encounters students, teachers and parents on daily basis and requires the value of caring. Principals therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest, they may become more willing to try new practices, share information and are ready to co-operate with the principal.

Okumbe (2008) indicated that students are not the only raw materials in the educational industry but also important human resources in the school. Sound management of students is therefore required. The school management needs to ensure that the student's activities and operation in the school are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (principal) to be an effective students' manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management, but also be a constant operator of the management techniques.

Management of students requires that the principal should show concern and drive towards students' output through teaching and learning, constantly communicating appropriately and effectively to students. Lack of proper communication may lead to conflicts with students. It is always good to make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision-making, solve problems by applying the appropriate problem solving techniques speedily, equitably, cautiously, take disciplinary measures consistently and timely, motivate students by maintaining the school climate conducive to everybody. In order to do this effectively, the principal can employ use of student government through the use of Students' Representative Council (SRC). This is to ensure that the students' issues are addressed promptly through the right procedure (Okotoni & Okotoni, 2003). The researcher is in support of this view because students have a lot to do with their own output. It is necessary for the school administrators to handle students with care in order to avoid striking and destabilizing the learning environment. This can be done by of student's government

representative in the school council. Despite the importance of this, some administrators do not take students into consideration or give them the opportunity to express their problems which is not very good for the growth of the school.

Weic (1996) in her lecture given at the State University Utah in USA cited that the principals' alertness is a valuable asset. When the alertness is compromised then he should do what is possible to restore it. Small events may not be necessarily simple events because they may take a complete turn. Musvosvi (1998) shares the same view and has shown that the principals should be on the lookout on possible symptoms of conflicts. they must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of diffusing situations which are likely to be explosive. However, some principals may get so involved watching for symptoms of conflicts in the school at the expense of other activities. There is need to balance between watching for fires and doing duty as an administrator.

Hart (2000) in her papers presented at a conference in Ohio for University Council for Educational Administration shares the above view with the above authors and demonstrates that teachers need to assess the "news" and "no news". The principal should then act appropriately on "rumours" especially those touching management. If the principals are keen on these rumours they can easily stop the conflicts from materialising.

Conflict management strategies in schools differ from those in the religion and complex political systems. This is because the school is out to mould and mend the character of persons within the school milieu including the students entrusted to their care in a way that they may become developers of the society. Commenting about educational administrators, Goodman and Penning in Hoy and Miskel (1998), as cited by Anja and Bassey (2006), place great importance on maintaining harmony because harmonious actions enhance organisational effectiveness. According to this author mention above school conflict can be mediated. They may also be attributed by the school disciplinary council according to the nature of conflict. In other words conflict management strategies vary with the type of conflict at hand. Other schools of thought have it that, the basic strategy of reducing intergroup conflict is to find goals upon which the competing group can agree and to establish valid communication between these groups. This implies that the administrators must first of all identify the hot-spots and bring them together for a dialogue where interaction with each other will help to bring them to a compromise. Experience has shown that, when leaders implore dialogue with protesting groups, its manner of approach has an impact on the protesting groups and thus can

help to calm tempers to a certain degree. This in effect means that the administration must first of all seek an appeal system before any other strategy can be sought.

Conflicts can be avoided by using the avoidance strategy. This implies shunning, avoiding or annulling conflicts. School administrators are believed to possess talent and professional skills in matters of conflicts. This means that with this endowment, they are versed with areas that can bring conflict such that they can be able to shun some conflicts.

According to Anja and Bassey (2006), when the administrator is looking for the means to avoid conflict, she is in other ways solving the conflict which would have emerged. This is however logically true because when the school objectives are made known to the subordinates and duties well defined such that each person is aware of what to do and when, the principal has tactically managed an impending conflict. They suggest the circumstances under which avoidance strategy could apply as follows;

- When the issues are trivial or circumstances dictate that a solution is better left until later.
- When maybe until you or the other people have calmed down, or reinforcements have arrived.
- When perhaps it is better to avoid decision making due to tiredness, stressed where your judgments may not be sound.

Persuasion is also a conflict management strategy which requires a diplomatic effort to change the behavior of parties in conflict. This method has been termed a ‘psychological need gratification’. This is because the principal is required to give an empathetic listening to both parties to be able to convince them to come to an agreement. This attitude of the principal helps to relieve them of their anxieties.

Conflict can equally be managed by a co-operation. This is a strategy in which opposing individuals or groups are made part of the working team. It is in effect a strategy for neutralizing opponents in the organization or in this case the school. According to Baron and Greenberg (1986), as cited by Bodin and Crawford (1999), when opponents in any organization are co-opted, the tendency for opposition is overcome. In a school setting, the principal may achieve this strategy by both re-assigning and promoting opponent or by creating friendly links with them and involving them especially in functions where they oppose most.

Administrators can use authentic listening to manage conflict. According to Tom Hanks, authentic listening is the first step in communication with integrity when it comes to conflict management. It occurs when you respond to the speaker in ways which indicate to him that you care about what he is saying and give him every opportunity to complete his

trend of thought. The idea here is to let the speaker know without a doubt that you are focusing your attention on his words and feeling with the specific intent to understanding his point of view. He goes further to highlight some advantages of authentic listening as a conflict management strategy as follows:

- The mediator will become more attractive to disputants and they in turn, will be attentive to him.
- He will learn much about the human condition.
- He will glean important information about the person that other may miss.
- He will appear thoughtful and intelligent: it is impossible to showcase his ignorance when his mouth is shut.
- He will be practicing self control and self discipline which are always good tents to uphold.
- He will substantially improve his relationship with every person in his life whether business or peer group.
- He will develop greater self esteem.

Commenting about communication in conflict management, Hocker and Wilmot (1985), stated that “communicating your feelings and needs clearly is also an important aspect of conflict management as you properly know that saying a wrong thing will spark fire and worsen the conflict” This means that, in managing a conflict, the most important thing is to come to a place of understanding, and try to bring out things in a way that is respectful to all involved in the conflict.

Finally, we have the management of conflict by mediation. Ludwig Erhard (1996), as cited by Very (2007), sees mediation method in conflict management as an informal yet structured negotiation with an independent neutral third party (mediator), or facilitator. Following this method, each participant is given the opportunity to explain his position and perspectives as they relate to the underlined conflict. Each person must listen to, and reflect upon the others viewpoint, and in many cases, engage in certain techniques which confirm that he understood. The ultimate goal is to have each participant empathize with the other’s perspective even if only slightly. It is remarkable that, empathy fosters trust, enlightens all the participants and is essential in approaching management.

Techniques for Conflict Resolutions

Sergiovanni (1980) emphasized that conflicts were natural and expected in a dynamic organization. Conflicts are not abnormal, nor are they necessarily a symptom of a breakdown in the school. Conflicts are considered a natural outgrowth process and indeed seen as a sign of organizational health rather than pathology. In the present times, conflict resolution make up the major part of the administrative job. There is turmoil surrounding education sector today and as such the role of conflict mediator is an essential part for secondary school administration.

Musvosvi (1998) asserts that conflicts arise when people are barred from realizing their expectations, desires and ideals that may not be in line with other people's values within the organisation. Some values, desires and ideas may also be in conflict with those of the organisation. He further asserts that common conflicts in place of work are those between subordinates and the administration. The workers on the same level can also have conflicts especially if they are competing over the attention of those in the administration. He also indicates that many conflicts in an organisation are a product of human interaction. It is therefore important to put in place a peace making process.

According to Robbins (2003) conflict in schools has got two possible outcomes. These outcome may be functional in that the conflicts results in an improvement in the group's performance or dysfunctional in that it hinders group performance. According to him, if a conflict is dysfunctional, then the parties need to de-escalate it and if a conflict is too low, then the parties need to increase it and make it more functional. These can be done using conflict management techniques which make use of resolution and stimulation techniques to achieve the desired level of conflict. He identified nine conflict resolution techniques to achieve the desired level of conflict.

He identified nine conflict resolutions techniques as: A Super-ordinate goal. This involves creating a shared goal that cannot be attained without the cooperation of each of the conflicting persons.

Altering the human variable: This involves using the behavioural change techniques such as human relation training to alter attitudes and behaviour that influence conflict. This entails changing the formal organisation structure and the interaction patterns of the conflicting parties through job redesign, transfers, creation of coordinating position and the like.

Authoritative command: This is where the management uses its formal authority to resolve the conflict then communicates its desires to the parties involved.

Avoidance: This involves withdrawal from, or suppression of the conflict.

Compromise: This is where each party to the conflict gives up something of value.

Expansion of resources: When a conflict is caused by the scarcity of a resource. For example money, promotion opportunities and office space then expansion of the resource can create a win-win solution.

Problem solving: This involves face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving it through open discussion.

2.2.3 Effects of Conflicts

The word conflict generally seems to evoke negative emotions, destructive actions and harmful outcomes. Disagreement in school can lead to low job satisfaction and low productivity, nevertheless, conflicts operate like “two edged sword”, as it can yield both harmful and beneficial results. According to Lewis (1969), “groups require disharmony as well as harmony; disassociation as well as association and conflicts within them are by no means altogether disruptive”

Negative effect of conflict

According to Fodor (1976), conflict often generates negative strong feelings among the persons concerned and can be quite stressful. To support this fact, Kemery et al (1985), confirm that role conflict is an important source of stress as it often interferes with communication between individuals in the school. There by hampering coordination between them. This can be very dangerous as communication is an indispensable management tool. Hoy and Miskel (1978) observed that when there is lack of communication in a school situation, deficiency will permeate every activity of the establishment. Experience has shown that nearly all problems that plague the school institution, families, organisations and even the society are more or less aggravated by inadequate or ineffective communication

Furthermore, conflict in schools tends to disrupt academic programs by mutilating the session if not quickly resolved. To Denga (1991), when a school is closed or lesson suspended because of campus violence, there is a general waste of resources. Conflicts between groups (students, academic and non academic staff) sometimes encourage their leader (principal) to shift from participative to authoritarian style of living. This often arises because groups experiencing stress may require firm directions from their leaders.

Persistent conflict seriously interferes with the organisational effectiveness. This is because effective work cannot take place in an organisation rife by quarrels, disagreement or conflict. This drains a lot of resources that would have been better used for other purposes of the organisation.

Positive effects of conflict

Conflict serves to bring problems that have previously been ignored out in the open where recognition of such problems constitute an essential step to the solution.

It enhances the functionality of an organization by encouraging healthy competition and a sense of carefulness in the parties concerned therefore the understanding of one another.

When conflicts are handled in a respectful and positive way, they provide an opportunity for growth, alternately strengthening the bond between two people. If the principal masters the skills he needs for successful conflict resolution, he can keep his personal and professional relationships strong and growing.

When conflicting needs are recognized and there is a willingness to examine them in an environment of companionate understanding, it opens pathways to creative problem solving, team building, and improved relationships Tamukong (2005). This implies that when conflicts and disagreements are quickly and painlessly resolved, mutual trust will flourish.

Conversely, Anja and Bassey (2006), have it that, the absence of conflicts in school may reflect less creativity, lack of vision, wrong decision-making and ineffectiveness in task performance in the educational enterprise. As earlier mentioned, conflict is a part of life and it brings change. The challenges in our secondary schools today is not to eliminate conflict but to transform it from a culture of coercion and force to that of content and mutual trust. To confirm this, Ury (2006) states that “We want more conflicts not less”

2.3 STUDENTS’ OUTPUT

Education is regarded as a promoter of human development and seen by many to be at the centre of every society’s life and concern. It is a social artifact embodying aspirations about the welfare and development of the society it deems to serve. Education is expected to contribute towards the social, cultural, political and economic welfare and development of citizens. Children who complete secondary education are expected to have acquired lifelong skills and be competitive in the global village when it comes to their employability. This therefore calls for students to excel academically or hopefully perform to the satisfaction of the nation. This to a greater extent can be achieved with the help of teachers who directly come in contact with the students in class, putting in their competence and pedagogic skills in

impacting the learners with diverse knowledge and skills necessary to upgrade their performance which in turn leads to a better output and moral standards acceptable by the society.

Output here will be viewed in terms of performance and students behaviour. Performance as a synonym of output is defined by Anne Ward et al (1996) as the outcome of education, that is the extent to which a student or institution has achieved their educational goal. They went further to say that performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important. Academic performance can be defined as excellence in all academic disciplines in class as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike.

Ojoko (1987) cited in Avwokeni (2004), asserted that academic performance is a cardinal concept in education. Performance is how well an individual is able to demonstrate desired abilities. The centrality of this concept is derived from the goal of instruction which is to bring about desired changes in knowledge, skills and attitude of students. For example, the reason why people send their children to school is to acquire certain competences and their preference on the attributes of interest provides an indication of the degree of efficiency of the machinery of education. In the formal school system, student's academic performance can be assessed using the three types of performance assessment and these are: diagnostic, formative and summative evaluation or assessment.

The diagnostic assessment takes place as the course commences, the teacher here tries to find out from the students in the form of verbal questions and answers their knowledge about course or content to be taught. Formative assessment are periodic tests given to the students after a unit, topic or lesson has been taught to measure their level of understanding before moving to another topic for example continuous assessment exercises. While summative tests are end of year or course examination administered by classroom teachers and external examination bodies to measure the students for the entire academic year or training session. With summative assessment, grades ranging from A-U are usually awarded to the student depending on their performance. Academic performance here generally refers to

how well a student is accomplishing his or her task or studies. There are quite a number of factors that determine the level and quality of students' academic performance. It is also important to know that grades are the most well known indicators of academic performance which are the students' score for their classes and overall tenure. Grades are most often tallying or average of assignments and test score and may often be affected when teachers are not ready or in their best frame of mind to attend to students. Grading varies from one country to another and the Cameroon scale includes a percentage from 1-100% and lettering system from A-U. According to this study, it is the performance of students after offering a particular course. It is obvious that students after studies will realise an output which can either be positive or negative and all these will depend on the way conflicts are managed in that particular institution. This is in line with Robinson (2001), who says academic performance is the grade obtained by students in examination. It can be expressed in the form of good scores, prizes as a result of hard work, exceptional performance in classroom tests, assignments and examination. In every school setting, students are perpetually in search of academic success, the success of academic quest is their ultimate goal. The teacher is the facilitator of the learning process. He provides the necessary learning conditions without which learning cannot flourish. The teacher will expose the students to the appropriate pedagogical practices that will enhance their academic performance.

In a report carried out by a Cambridge University reporter in 2003, point out that academic performance is frequently defined in terms of examination performance. That is academic performance is characterized by performance in tests, in course work and performance in examinations of students. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

According to the Organisation for Economic Co-operation and Development OECD (2011), academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments specifically in school, college, and university. School systems mostly define cognitive goals as knowledge that either apply across multiple subject areas (critical thinking) or the acquisition of knowledge and understanding in a specific intellectual domain (numeracy, literacy, science, history). Academic performance is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goals. Therefore, academic performance should be considered to be a multifaceted construct that comprises different domains of learning because the field of academic is very wide-

ranging and covers a broad variety of educational outcomes. The definition of academic performance depends on the indicators used to measure it. Among the many criteria that indicate academic performance, there are general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. .

According to Driscoll (2005), academic performance is observed to be the direct outcome of learning. It is the main indicator that learning has occurred. He went further to describe learning as a “persisting change in performance or performance potential that results from experience and interaction with the world”. Therefore, for the goals of learning to be observed, there must be demonstration through performance on related tasks. Though performance heavily depends on learning, low performance may not necessarily reflect inadequacy in learning. According to Bandura (2001), it is possible to learn a task and yet perform poorly in it. Other factors other than the learning process have potential of influencing performance on tasks. Academic performance, as demonstrated using scores on tests, it has over the years been used to determine the competence of a student in a course. Gagne (1985) points out that there are five main categories of learning outcomes. They are verbal information, intellectual skills, cognitive strategies, attitudes and motor skills. All these outcomes are of importance to the learning process and different learning tasks would require of the demonstration of various learning outcomes.

Simpson and Weiner (1989), sees academic performance as the observable or measurable behaviour of a person or an animal in a particular situation usually experimental situation. This means that performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test must be conducted or carried out.

Singer (1981) defined performance test as the type of mental test in which the students are asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols. In relation to educational research. Academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies students' academic performance consists of scores obtained at any particular time from a teacher- made test. Therefore, we can

equate academic performance with the observed behaviour or expectation of achieving a specific educational intention in a research.

Polloway (1994), defines academic performance as child's performance in school, measured not only by grades, but also by teacher effort and attention given to students and the student's own self perception. Although performance on standardized tests receives the greatest attention in discussions of students' academic performance, teachers' evaluation of performance as indicated in course grades represent a common metric of student performance that often is more directly tied to the day-to-day business of teaching and learning than an annual standardized test scores. Grades serve a number of important functions. They communicate to students and parents information about students' mastery of course content.

2.3.1 Student Behaviour

According to Njuakom (2010) behaviour is any observable or measurable behaviour by a person or animal. He went further to say that behaviour is a product of conscious choice. David (2009) on his part sees behaviour as any action of an organism that changes its relationship to its environment. He went ahead to say that behaviour provides output from the organism to the environment. This study views behaviour as the end result of students' behaviour in the society after attaining a certain level of education that is the way they behave in the society, their jobsite and where ever they find themselves.

Student's behaviour is associated with desired and undesired outcome. Students with desired outcome are those who after attaining a certain level of education, behave well in the society by giving positive contribution to the growth of the country. This dream can only come true with the help of the teachers who act like the first parents of the students. They are the ones who come in contact with the students in class and have a big role to play in order to produce students with the required behaviour. The administration should always try to avoid those situations that will lead to conflict since it is one of the factors that will discourage teachers from putting in all their best to bring about the desired behaviour of students. When teachers are emotionally disturbed, they dedicate less time for students, do not care to know what difficulty they are going through, they will not call a student's who is practicing a bad behaviour to a good one. When all this happens, it will bring about an undesired behaviour in students. Jessica Minahan (2013), is of the opinion that students need teachers to help them reflect and evaluate their behaviour specially when he sees a student going out of track. To him, the teacher after each period, have to meet briefly with students and talk about their behaviour by using monitoring aids like vibrating timers to help make self monitoring

Often, students struggling with emotional disabilities becomes emotionally stressed and frustrated, can feel out of control, develop self doubt and feel unsure about handling future situations. Such students need the help of the teacher to empower their behaviour and make them know that though stressful situations are impossible to avoid, they can learn to cope and not to give up. This is very important because it gives them hope and encourages them not to drop out from school for prostitution, stealing, cyber crime, theft and become burden to the society. All this can only take place in an atmosphere that is favourable for teaching and learning. The administration should therefore limit the occurrences of conflict with teachers since it will affect teachers' efficiency.

2.4 COMMUNICATION BETWEEN ADMINISTRATION AND STUDENTS OUTPUT.

Fonkeng and Tamajong (2009), define communication as the transmission of facts, ideas, opinions and decisions. But broadly speaking it involves a dialogue that is based upon facts, promotes ideas, opinions and reaches decision. They further note that it has become an integral part of the process of school administration and it is impossible to conceive of organisation, administration or any major step in the administrative process without communication. Thus its importance in decision-making, planning and evaluation is obvious. According to Koontz (1992), communication is the transfer of information from the sender to the receiver. It can also be looked upon as any act by which one person gives or receive from the person, information about that persons need, desires, perception, knowledge or affective state Tamukong (2005). In view of this, Ndongko (1982), emphasizes that, administrators must be able to convey and receive information in a clear manner. Weiss (1986) is of the opinion that meetings are the best means of communicating with people and in such meetings, long information can be passed out. This view should be put in practice because when teachers come together in a staff meeting, they have the opportunity to express their minds, share their ideas and the problems they encounter in the cause of doing their jobs. Farrant (1985) sees communication as almost impossible because it is a milieu with so many variables. It is very important for communication to take place in schools especially between the administration and teachers. Communication is a perfect way of conflict management in schools. This can be seen in the sense that with communication, teachers who always get in contact with the students will always know what to do in order to achieve their required goals. Sometimes, they pass out necessary information to students on what is concerning them. The information we are talking about here can be verbal, by a noticed board, telephone calls,

meetings, radio and television announcement and the internet .Administrators are therefore encouraged to use the communication channels effectively as this will go a long way in avoiding conflict management between the administration and teachers bringing a favourable atmosphere for teaching and learning as well as a great influence students' output. Teachers cannot implement what they are not aware of so they need information in order to teach as required.

Fonkeng and Tamajong (2009) brought out some important elements that make up the communication process as follows: the communicator, the purpose or what the communicator hopes will result from the communication, the communicate, they also suggests some parameters necessary for every communicative event to be considered effective as follows: the speaker, the listener, the situation which refers to the context (time and space) in which the communication occurs. The fact that communication leads to the circulation of information, makes it very important. With this, teachers are informed about their time tables and so many other things concerning the school. This will go a long way in improving their efforts to teach as well as an increase in students' output since everybody is aware of what to do and work towards the achievement.

According to Tamukong (2005), communication is the sharing of information between two or more persons. Stressing the need for communication in life of an institution, he goes further to note that, "in an organisation, communication involves receiving information and disseminating it". For the manager to plan, he gathers information from within his organisation and also from without since not all organisations are open systems. Devised plans have to be communicated to all employees and their various roles explained. Evaluation or appraisal results of implementation activities and devised corrective measures must be disseminated. New plans, when produced must once again be communicated to all employees.

Commenting on problems of communication in large school, Fonkeng and Tamajong (2009), opine that, a great deal of time has to be devoted to let the process of communication flow from staff to pupils and vice versa. Communication should take a two-way form i.e. vertical and horizontal (upwards and downward) and horizontal or lateral between heads of department, house heads, and year heads. Communication in school needs to consider the external authorities. For instance, parents and guidance are members of the community and at the same time part of the school.

The above implies an effective communication system which can work well in a school, through the use of notice boards, staff and student committees, staff meeting, general school assembly and many others. Newstom and Bittel (2002), are of the opinion that for a complex

modern organisation to function well and smoothly, communication must occur in three ways; up/down, from the principal to the staff and students, and vice versa, left/right, within subordinates and in/out from the school to external sources. Communication is very important in organisations because most organisational processes require communication to solve problems, and also to accomplish goals. It is equally important to note that managers and administrators direct through communication and the staff equally plan and control through communication.

Fonkeng and Tamajong (2009) brings to light the fact that, there are so many categories of information and so one need to discriminate as to whom, how what and when to transmit. A good sense of government need to be explored by the person communicating. The principal will want to encourage communication between department heads and teachers as well as keep feedback lines in a free manner. A special effort is required in other to communicate with all those who may be directly by the evolving plan. To Support this view, Enoh (2007), citing Scott and Mitchell (1976), outline four purposes served by communication in a school system. Which are to influence the performance of the organisational members, to direct instruct and evaluate, to clarify and express feelings and to control. In this light, Tamukong (2005), outlined the characteristics of a good communication which the source that individuals or group, this in the school the principal, vice principal, heads of departments, counselors and prefects, the message that content or information. This mostly has to do with teaching/learning process, time table's admission criteria, and graduation activities channels that are methods or medium of communication. Staff meeting, class council, general assemblies, and departmental meetings, the receiver that is the target, the audience, the consumers of information. This is mostly the teachers, students and the community.

Communication is very important as far as students' performance is concern. Performance here is an aspect of students output. Teachers need to be aware about any little change in school because they are the ones that get in contacts with the students and will easily pass out information that concern students. Communication to an extend determine how best teachers will perform their pedagogic task of teaching and learning because teachers cannot implement in class what they are not aware of, and some of them become very angry and disappointed if they discover that there was an important information which they were not informed by the administration. This reduces their zeal to teach well because they think they are neglected and less important. This will go a long way in affecting students' performance since some of the teachers being discourage might be unable to attain their stated goal and students output might be affected negatively. On the other hand if teachers are communicated

about changes in school they feel as part of the administration and with this joy and happiness, they easily pass out information that concerns students and also adjust and fit in to the new program determine to follow and implement it with no delay. This will significantly influence students' output.

Students' moral behaviour is another aspect that shows students output and communication has a great deal to do in order to bring about an increase in this behaviour. The communication of information to teachers will mean an increase in students' moral behavior since they will feel happy while working and equally enough time not only to teach but equally follow up students by counseling them. On the other hand teachers might have less time to dedicate to students if there is no communication which might make them unhappy and thus affects students' output.

2.4.1 Channels of communication in schools.

Fonkeng and Tamajong (2009) identify some communication channels in education such as the notice board for routine information, the staff handbook, the pupils' handbook, Individual notices to staff, the principal's open door memorandum, staff welfare committee, student committee or school council, the school or section assembly, the role of the form tutor, staff meetings, the public address system, the telephone, the internet, the pigeon holes, runners or errand boys and the key ring systems.

2.4.2 Challenges in communication

It is believed that with these many channels of communication there are bound to be many problems encountered which wise principals need to know and handle with care. Handy(1981) cited by Fonkeng and Tamajong (2009), notes that perpetual bias by the receiver or a disposition to receive or hear only what one wants/desires and a lot more are common problems in communication. To this effect he emphasizes the fact that all oral communication should be supported with a written reminder and to repeat instructions on strategic occasions. This confirms the common saying that "Administration in written." With keen notes is the idea of over loaded information in a single channel. Also distance has been identified as another problem in communication. Most often, when one is further away communication, face distortion which is a potential source of conflict whereas when people are closed together there is some level of clarity.

2.4.3 Guidelines to avoid trouble in communication.

Conscious of the problems and challenges in communication, Newstrom and Bittel (2000) identified the following as guidelines to avoid problems in communication:

Avoid the appearance of relying on personal whims and focus your mutual attention on the demands of the situation and the goals to be met, and avoid using power

2.5 CONSULTATION OF SUBORDINATES AND STUDENTS OUTPUT

According to Fonkeng and Tamajong (2009), Consultation is a process based upon an equal relationship characterized by mutual trust and communication. Through this, there are joined approaches to problem identification and the selection of strategies that will have some probability of solving the identified problem. To them, the main purpose of consultation is to enable the head to draw upon knowledge, experience, expertise and judgment of his colleagues, while they in turn derive professional satisfaction from making their view point known and from putting their advice at his disposal. Perkins (1991), view consultation as a practical tool of decision making that demands an effort from each person present and at the same time required these persons to realise their limitation of their individual view point. Consultation will play an important role in educational administration, if the administrators make great use of it. It is important to note that when teachers are consulted in those issues that concern them, it will make them feel important and that they are also part of the school community. With this, unnecessary conflicts which sometimes arrive as a result of decisions taken by the administrators will be limited. Experience has shown that, when teachers are consulted in schools, it helps to bring a sense of belonging in them. In the light of this study, the consultation of teachers make them part of the family and they intern look at the students as their children working with determination to give students what they need which plays a great role of enhancing students output

Consultation can therefore be looked upon as an active participation of most or all administrators and teachers in the decision making process. This can be done over phone face to face and even online chats. Teachers who work under administrators that are always conscious of conflict management feel comfortable doing their job since there are little occurrences of conflict.

Considering the school as a society, this aspect of leadership is very essential since an individual can never be a reservoir of knowledge. The principal needs to collaborate with his subordinates to get their own ideas where he may then as the decision maker choose among the alternatives. However, the most important thing with consultation is that it brings mutual

understanding between the parties involved. Fonkeng and Tamajong (2009), are of the opinion that subordinates should be involved in the total planning process to ensure effective implementation of decisions. To them, the consultation process demands simplicity to ensure that every member of staff or students can have something to contribute and by so doing they receive unconscious training for position of leadership. In the same light, Denga (1986) assert that,

“In order to share experiences with teachers and provide professional advice and assistance to them, the principal should consult the teacher on both routines and casual basis he can gain experience from teachers, impart skills, advice them and find out their professional problems with a view of offering possible solutions to them.”

To this regard, consultation is a reciprocal process which provides ground for developing an environment for growth highly recommended for effective leaderships in school. It is equally very important because it brings about motivation especially in the side of the teachers who will do what they can to greatly influence students' output positively.

2.5.1 Channels of consultation

According to Fonkeng and Tamajong (2009) consultation in secondary schools have channels like that between the principal and his deputy or between the principal and the various heads of department, between the heads of department, between the principal and the house and year heads, in a meeting of all the various heads between the principal and the general staff, between the head of department and subject teachers in his department, between the head of pastoral care, guidance and counseling and the house or year masters.

To this regard, it is essentially through this various sectors of the school structure that a series of diverse issues and problems are dealt with. This consultation is simply for adversary purposes though it may take on larger issues of innovation in curriculum which require a flow of ideas from a large number of staff. Never the less they emphasized that caution and discretion be employed in the application of consultation in the school administrative processes. Even though all staff would like to participate in the consultation process, there are others who are just contented with their role as teachers and would want nothing to do with decision-making or any similar process which calls for consultation. It is the discretion of the principal to choose who to consult and for what purpose.

Perry (1974), cited by Enoh (2007), provide a concise and adequate consultative procedure by looking at consultation from the view of corporate management. He talk about distribution to all staff document setting out a structure of consultative machinery, Receipt of amendments to staff by principals, distribution of amendment to all staff, staff meeting with full discussions voting right on main proposals, a two third majority required before the agreed structure of consultative machinery can be implemented.

Given that consultations have a great relationship with decision-making, Valery Perry (1974), as cited by Fonkeng and Tamajong (2009), suggested that the consultative patterns could meet the needs of most secondary schools.

- ❖ Monthly staff meeting chaired by the principal where committee reports are adopted or rejected discussed and decisions on items of the agenda submitted by the principal or staff.
- ❖ Monthly pastoral committee, which involve year and house tutors with a representative from each committees. This has to deal with the well being of students support services and carrier matters.
- ❖ Monthly curriculum committee, heads of departments plus representatives from each of the committees. This will go a long way in handling curriculum, timetabling, new appointments, and probation teachers.
- ❖ Monthly staff room committee which is elected by the staff. This is to handle the well being of the staff, and also for their working conditions.
- ❖ Monthly finance committee elected by the staff with one representative from each committee. This will have to deal with financial matters patterning to school funds.
- ❖ Ad-hoc committees which work when required and are answerable to the staff.

A possible decision making structure based on a staff management group.

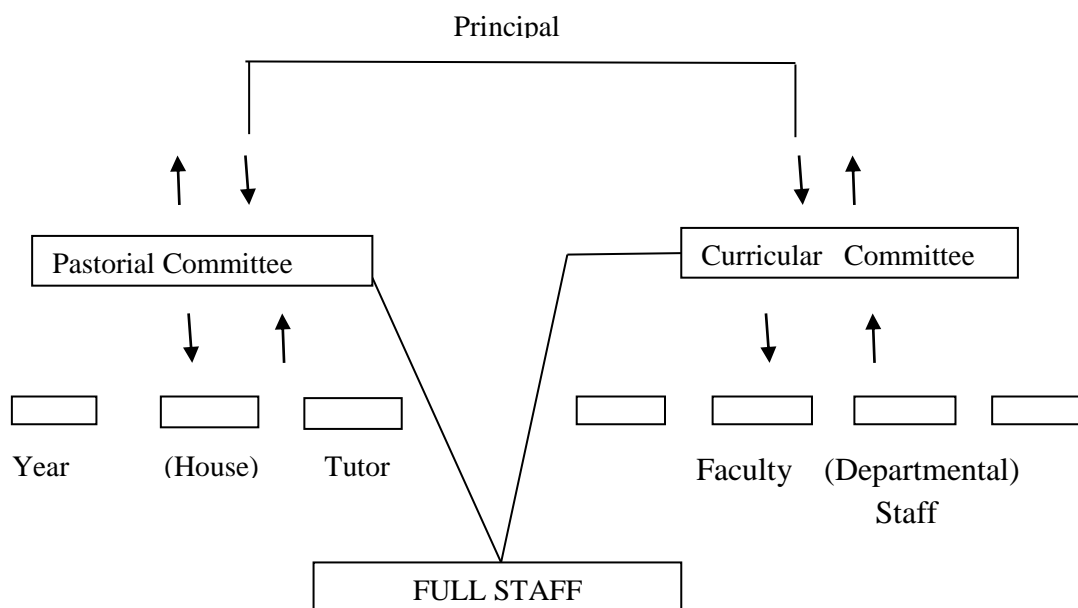


Figure 2. The consultation process prescribed above is represented on the above table.

Source: Fonkeng. E G and Tamajong. E.V, (2009) *Secondary School Administration and Principalship* 2nd edition. Yaoundé, Presses Universitaire d’Afrique.

Looking at the consultation process above and the decision making structure represented above, it can be seen that principals that are effective have very little or no conflict. This means that irrespective of the size of the school, if principals follow the above consultation process, it will be an opportunity for all members of staff to take part in the decision making process. Starting from a committee member and coming to other full staff meeting where concrete decisions are finalized. When decisions are taken in this way; implementation will be guaranteed since the staff is part of the decision making. Principals that put this into practice go a long way of minimizing the occurrences of conflict and the evident of this can be seen in the effective performance of students. This means that consultation is very important because with this, teachers are happy and willing to teach. This will eventually have a great effect on students’ output.

Fonkeng and Tamajong brought out merits of consultation that it enables the school to adapt itself in a brought and planned change, of staff are brought into closer ties with each other socially and academically. This includes improvement in human relations and social interaction within the school. This equally enable an increase in effective communication to the school which is vital to the success of the school objectives, it provides confidence and

conviction in executing and implementing decisions and the spirit of communication among staff members, consultation enables increase in effective communication to the school which is vital to the achievement of the school objectives, it provides confidence and conviction in executing and implementing decision and the spirit of communication among staff members.

Consultation is a very important factor in enhancing students output, performance as an aspect of students output is affected by consultation in that some teachers deliberately refused to implement some school roles and regulation in the teaching learning process because the administration did not consult them before taking such roles and regulation. By so doing, their zeal to teach reduces and as a result of this reduction, they turn to teach students poorly which greatly affect students' performance negatively and a drop in students' output. On the other hand consultation of teachers gives them a lot of motivation to teach and perform their pedagogic work well. With all this, students performances are enhance positively and thus an increase in students' output

Again students behavior which is also an aspects that bring about an increase in students output is greatly affected by consultation. This will be seen if teachers are consulted by the administration before taken certain decisions that govern the school. They feel motivated in performing their pedagogic functions and caring out their functions as counselors to students and when this happen, students behaviour will be improved due to this counseling and follow up by teachers. In the case where teachers are not consulted, the feel left out in the running of the school and will feel neglected and less important with no zeal or push factor to perfume their role as counselor to the students as a result, students turn to behave poorly due to lack of follow up by teachers and thus reducing students' output. This is an indication that moral behaviour to an extent plays a very big role for an increase in outputs.

2.6 DELEGATION OF POWER AND STUDENTS OUTPUT

Delegation can be defined as the process of defining task and roles in order to bring about effective work. It is very important in an organisation that each member should know who is responsible for duty at any time. Here, complex processes are broken down into managerial task and entrusted to members.

According to Fonkeng and Tamajong (2009), to delegate is to entrust to another the execution of some power or duty vested in oneself. As such delegation implies in its very essence the transfer to another of more than mere executors power and discretion. Delegation in relation to this study is the assignment of responsibilities by the administrators to teachers according to their respective competences, to ease the administration with the aim of

effectively attaining the goals of the school. Denga (1986), is of the opinion that, ‘principals should delegate authority to their staff to carry out certain administrative functions.’ This therefore means that delegation involves encouraging others to take leadership role and to use management team effectively. This is very important in schools given the increase in educational institutions. To ease the work, principals are expected to share their responsibilities since they may not be everywhere at the same time and cannot be an expert in all domains. This will give them much time to handle administrative issues. Farrant (1985), say that administrators should be able to delegate power while maintaining and ensuring that a close control and supervision of the act of instruction of his or her administrative collaboration. With this type of climate in school, there will be less conflict since the staff will be busy making sure their own portion of the work is effectively carried out, given that they will be held responsible for any failure. This will bring about effectiveness and thus an increase in students’ output.

A principal who is open and friendly to his or her task, get to know them better and it spares him the problem of whom to delegate power and for what task. According to Luma (1983), “every colleague or member of the school should be made to handle a task because they enjoy doing so” it is good for us to notes that when power is delegated to teachers especially in their various domain, they feel happy and useful. Administrators need to take this into consideration since they have a lot to achieve if they understand their staff and use delegation effectively. If this spirit is put into staff members, conflict will reduce, and performance will be high as each person will be struggling to put his or her best to see that the set objectives are attained. When teachers carryout their jobs effectively, they may attract further assignment and recommendation from the administrators. This can either be to assign them to represent the school in seminars and other extracurricular activities. The idea of delegation of power is almost absent especially in private schools as power is more or less centered on one person. Most principals make a mistake of thinking that they can do everything single handedly. Njilah (2006), note that in principles the vice principal is not to communicate official information outside, but some principals have exaggerated this policy to the extent that, they refuse their assistants access to official letters as secretly as possible. With this type of attitude, most staff members are reluctant to initiate and even their creative spirits dies down. Some principals admit students and conduct interview for new teachers all alone. They are reluctant to recommend staff for post of responsibility or assign for specific functions within their competences. In schools were this happen, Teachers align with students and make work difficult for the school heads who claim to be all and all. Njilah (2006), is of

the opinion that administration cannot be a one man show therefore subordinates should not be treated as if they are foreigners in a school because they too need their comfort as much as the principals. It is with this in mind that Luma (1983), assert that, delegation of power is a major key to conflict management. The absence of delegation of power often leads to lack of efficient performance in the institution as personnel tend to suffer psychological conflict which affect not only their performance but also that of the students and thus playing a lot on their output.

Fonkeng and Tamajong (2003), point out two types of delegation in the educational institution that is from a major authority to a lesser body or individual for example from the principal / head to the head of department or to the deputy principal/ head or to the bursar, from a major authority to a specially constituted community or group for example from the principal/head to heads of the department, class/ year master or dormitory/house masters. With this type of delegation in the educational institution, the crux of the matter lies in the nature of the delegation itself that is how to delegate the task that is to be delegated. Davies is of the view that the process of delegation is universally the same. He thus mentions as key issues that must be well defined before the leader considers any delegation of authority, the following. The task, accountability, responsibility and authority itself. The task must be clear whether the delegated power task is the minor or major part of the work which should eventually contribute in a clearly visible way to the success of the organisation. This entails that the principal ensure clarity in defining the mission, its values and its objectives. He has to follow up to ensure that the job is well done. The choice of whom to delegate power must be base on meritocracy and the willingness on the part of the member.

As far as accountability is concern, the person who is delegated remains answerable to his or her superior for the success or failure in the assigned task. A conscious principal whose task is to avoid conflict will monitor the delegate periodically to ensure that unilateral decisions with prejudice should not occur to affect a successful students' output.

The next issue is that of responsibility for the one delegated. Since delegation requires that the superior (the principal) gives some powers to someone else to make decisions need for the success which he himself is implicated, it is incumbent on him to define the limits of the responsibility in question clearly.

Delegated authority also requires someone to do what is meant for the superior this makes it very necessary for the delegate to have the adequate resources for the task. So, it is important for any delegation of powers to be accompanied by some degree of authority to the delegate. This include financial resources, material resource, technical support (the

secretarial assistance) and political power (the authority to require the participation of other personnel's in the assigned task). Good leaders use delegation as a means of developing their staff's expertise, and an important element in this is the follow-up to a completed task or the progress review of an on-going one. In either case, the delegate is entitled to receive feedback from the superior or principle. According to Davies (1990), as cited by Mbua the main reasons for delegation is that it allows the full creativity of all members to be used in the best interest of the organisation since everyone has a share in decision making

Delegation plays an important role in enhancing students' performance as well as students' output. Students' performance might greatly be affected when delegation of powers is not well taken care off or well handled. Teachers, who are the main actors in bringing about good performance in students, sometimes feel discourage and unhappy in doing their job well because powers are not delegated to them and they feel left out in the affairs of the administration. This makes them not to realise their stated objectives and even those of the school, which might affect students' performance which is an aspect of students' output. On the other hand, the delegation of powers to teachers serves as a catalyst and motivation to teachers to teach well since they feel included in the affairs of the administration. Knowing this, they expect nobody to tell them what to do since they have a post of responsibility and also know that the principal who is an administration will always move around to see their competence and capabilities. With this, they are left with no choice than to do their job willingly with love and passion. All this will bring about an increase in students' performance

Moral behaviour plays a big role in enhancing students' output. Teachers are the ones to enhance and bring about this moral behavior in students. When power is delegated to teachers, it encourages them to teach well and also instill moral behaviour in students. They set-aside time to follow up students in their studies and also counsel them. This is effectively done by the teacher because they are the ones who deal with students and also have the possibility to know needs of each student. Sometimes they try to look into the statistics of students' evaluation marks and try to caution and counsel some students who perform poorly together with those who portray bad behaviour in class. This is an indication that when teachers are happy doing their work, they do a lot to help the students both in their studies and moral upbringing and therefore a positive increase in students output. Lack of delegation of powers on the other hand, will reduce teachers' interest and commitment in doing their pedagogic job effectively which is teaching well and also less time to follow up students in order to enhance their moral behavior which off course might have a negative influence on students' output.

Fonkeng and Tamajong (2009), brought out some merits of delegation such as development of specialists which ultimately contribute to higher efficiency in the execution of delegated responsibilities and over all increased effectiveness, It gives the principle's time to make contact with staff and students rendering him more approachable easily accessible, it gives the principal enough time for adequate supervision and control particularly in areas of pastoral care, improves the curriculum, teaching methods and administration including staff morale because of closer communication and interpersonal relationship.

They equally gave demerits such as the growth of pressure groups; departmental views may be confused with the general objectives of the school, There is a great risk of task over-loading and a situation of this nature can lead to duties or tasks not being executed swiftly and effectively, Where there is delegation parallel it is risky that is, when the same responsibly is passed over to more than one person .Barry and Tye (1975) cited by Fonkeng and Tamajong (2003),this situation may lead to an extent, to an unavoidable diversity of practice with some amount of inconsistency also Tamukong (2005),citing page(1993),observed that ,despite all the advantages that delegation offers, some managers do not delegate powers at all for reasons being believe in fallacy, if you want to do the right thing do it yourself, lack of confidence and trust in subordinates, low self confidence, fear of being called lazy, and reluctant to take to take the risk involved in depending on others.

2.7 NEGOTIATION OF SUBORDINATE AND STUDENTS OUTPUT.

Negotiation is a discussion among two or more people with the goal of reaching an agreement. Broadly speaking, negotiation is an interaction of influences. Such interactions, for example, include the process of resolving disputes, agreeing upon courses of action, bargaining for individual or collective advantage, or crafting outcomes to satisfy various interests. Negotiation is thus a form of alternative dispute resolution. According to Rubin et al (1994) negotiation is very important since it is a joint decision making under conflict situations and uncertainty in which divergent positions are combined in to a single outcome. A typical dictionary approach to defining negotiation is that it is an activity which tries to reach an agreement or arrangement by discussion. Negotiation is important in the process of conflict management in a school. When there is effective negotiation in a school, the school goals can easily be arrived at. The administrators should take this into consideration by making sure that whatever negotiation they make with teachers should be a success. This gives the school a favorable climate for the teaching and learning process to take place. Negotiation involves two basic elements: the process and the substance. The process refers to

how the parties negotiate the context of the negotiation, the parties to the negotiation, and the relationships among these Parties, the communication between these parties and the tactics used by the parties. The substance refers to what the parties negotiate over, the agenda issues, the options, and the agreements reached at the end. Hence, negotiation is one of the three primary methods of alternative dispute resolution. A dialogue, discussion, or written exchange aimed at resolving a dispute or consummating a transaction. Virtually all cooperative conflicts are resolved through discussion and negotiation. Negotiation is very important because it helps in resolving problems between the administration and teacher that may affect students' output. Peace can rein in schools as a result of negotiation and with these teachers will be determined and willing to teach well thus leading to increase in students' output.

2.7.1 There are four forms of negotiations, they include the following;

Mediation is a voluntary and confidential process in which a neutral third-party facilitator helps people discuss difficult issues and negotiate an agreement. Basic steps in the process include gathering information, framing the issues, developing options, negotiating, and formalizing agreements. Parties in mediation create their own solutions and the mediator does not have any decision making power over the outcome.

Conciliation is the least intrusive of third-party processes. A neutral person agreeable to all parties is selected to serve as conciliator. The conciliator serves as a go-between. Typically the conciliator meets separately with each party in attempts to persuade the parties to proceed with each other. Thus, the conciliator's primary role is to reestablish or improve communication between the parties. When the parties are too angry to speak with each other, a conciliator may be all that is needed.

Arbitration is a process in which a third-party neutral, after reviewing evidence and listening to arguments from both sides, issues a decision to settle the case. Arbitration is often used in commercial and labor/management disputes.

Adjudication is the legal process by which an arbiter or judge reviews evidence and argumentation including legal reasoning set forth by opposing parties or litigants to come to a decision which determines rights and obligations between the parties involved.

Even before the negotiation process starts, people in a positive mood have more confidence, and higher tendencies to plan to use a cooperative strategy. During the

negotiation, negotiators who are in a positive mood tend to enjoy the interaction more, show less contentious behaviour, use less aggressive tactics and more cooperative strategies.

Negative affect has detrimental effects on various stages in the negotiation process. Although various negative emotions affect negotiation outcomes, by far the most researched is anger. Angry negotiators plan to use more competitive strategies and to cooperate less, even before the negotiation starts. These competitive strategies are related to reduce joint outcomes. During negotiation, anger disrupts the process by reducing the level of trust, clouding parties' judgment, narrowing parties' focus of attention and changing their central goal from reaching agreement to retaliating against the other side.

Negotiation must take place between the administration and teachers for students' performance to increase which is an aspect of students output. A successive negotiation between the administration and teachers will motivate the teachers to teach well and work hard towards the achievement of their goals which might improve students' performance positively as well as students output while an unsuccessful negotiation between the administration and teachers might discourage teachers not to concentrate in their pedagogic work of teaching and learning and thus affecting students performance as well as students output.

This chapter examines the review of related literature that is; it brings out the ideas of other authors on conflict management. The chapter equally examines the various concepts of conflict management under conceptual literature.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.0 INTRODUCTION

The theoretical framework gives an understanding of theories, which explains why conflicts are inevitable. It also looks at the various styles/strategies that the school administrator can implement to deal with conflicts.

3.1 HUMAN RELATIONS MOVEMENT (THE BEHAVIORAL APPROACH) MAYO 1950

According to Mbua (2003), Human Relation Movement theory also called the behavioural approach develops in reaction to the formal traditions of the classic models of administration. This approach emphasis the fact that people should be the focus of management. Citing Tamukong (2002), Fonkeng and Tamajong (2009) noted that advocates of this approach believed that successful management depends on a large extent on the number of the managers' ability to understand and work with people who have different backgrounds, needs, perceptions and aspirations. This approach for a team spirit, in the organisation (in our case the school) emphasizes the idea of working with a high sense of commitment at lower level management and freely identifying themselves in the organisation. For this to be achieved in our secondary schools, principals needs to involve the staff and students in some administration matter especially the decision- making process.

Talking about stimulating people to work together, Fonkeng and Tamajong (2009) observed that the principal's leadership is augmented by the staff working together to improve instruction and the total educational environment. The same authors citing Roe and Thelbert (1974) highlight an investigation carried out on interactive relationship among insurance, agents and managers. It was seen that, when professional interaction took place, the agent became more supportive to each other. When goals were emphasized among them, they were more satisfied with each other and business volume was greater. Fonkeng and Tamajong (2009), here stress the idea that managers were also interacting with agents and plans were not just set into motions to run themselves.

Bringing this idea of team spirit in the school setting will imply effective collaboration between the principal and the entire staff. It is important to note that, when the principal is open to his/her staff in such a way that he consults, delegates, negotiates, and passes on the essential information to the subordinates, output will be high in terms of work and students' output. This will also provide for a harmonious school climate where the entire staff will

operate as a family each being one another's keeper. Fonkeng and Tamajong (2009), noted that, the principal is the key in helping people to work together as he/she can set the style for positive goal-oriented interaction among professional colleagues. Edem (1999), is of the opinion that principals should incorporate the staff and support staff as part of the school system by including the school administration through their school representatives.

In relation to this approach, Follett (2013) cited Mbua (2003), believed that the fundamental problem in all organisations was, developing and maintaining dynamic and harmonious relationship. She emphasises on output, goal attainment, discipline and authority relationships, maintaining that this is only attained through integrating them with other factors which take into account human feelings, needs and satisfaction. She thought conflict was "not necessarily a wasteful outbreak of incompatibilities, but normal process by which socially valuable differences register themselves for enrichment of all concerned".

The detractors of this theory are as follows

- It over emphasized human social needs at the expense of needs for accomplishment or responsibility or for organisational task and processes.
- Etzioni (1964), as cited by Mbua (2003), suggest that the human relation approach grossly over simplifies the complexity of organisational life by glossing the realities of work. Organisations have conflicting values and interest as well as shared ones; they are a source of alienations as well as human satisfaction.
- There was the lack of evidence to confirm some of the derivation from the postulate advanced.

Relevance of this theory to the study

This theory is relevant to this study in that it emphasizes that people should be at the center of management and that a successful management depends to a large extent on the managers' ability to understand and work with people who have different backgrounds, needs, perceptions and aspirations. According to this theory, educational objectives are easily achieved when there is team spirit among workers, when leaders are able to diagnose and provide solutions to workers' grievances and complaints rather than going in to confrontation with them. It is important to know that the spirit of involvement and participation will make teachers to regard themselves as one or a team and with all these; work will effectively be done for the good of the institution. Administrators should make all this possible through consultation, delegation, communication and negotiation.

3.2 THE "INTEREST-BASED RELATIONAL APPROACH" THEORY BY ROGER FISHER 1981.

The second theory is commonly referred to as the "Interest-Based Relational (IBRA) Approach". This type of conflict resolution respects individual differences while helping people avoid becoming too entrenched in a fixed position.

In resolving conflict using this approach, you follow these rules:

- **Make sure that good relationships are the first priority:** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.
- **Keep people and problems separate:** Recognise that in many cases the other person is not just "being difficult"; real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- **Pay attention to the interests that are being presented:** By listening carefully, you will most likely understand why the person is adopting his or her position.
- **Listen first; talk second:** To solve a problem effectively you have to understand where the other person is coming from before defending your own position.
- **Set out the "Facts":** Agree and establish the objective, observable elements that will have an impact on the decision.
- **Explore options together:** Be open to the idea that a third position may exist and that you can get to this idea jointly.

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

Using the Tool: A Conflict Resolution Process

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organisation.

Over time, people's conflict management styles tend to mesh and a "right" way to solve conflict emerges. It is good to recognize when this style can be used effectively however, making sure that people understand that different styles may suit different

situations. Look at the circumstances and think about the style that may be appropriate. Then, use the process below to resolve the conflict:

Step One: Set the Scene

If appropriate to the situation, agree the rules of the IBR Approach (or at least consider using the approach yourself.) Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression. If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

In addition, make sure that when you talk, you are using an adult, assertive approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem. Try to understand his or her motivations and goals and see how your actions may be affecting these. Also, try to understand the conflict in objective terms: Is it affecting work performance? Damaging the delivery to the client? Disrupting teamwork? Hampering decision-making? And so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

Step Three: Agree the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You will need to agree the problems that you are trying to solve before you will find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems. If you cannot reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other and a mutually satisfactory solution may be clear to all. However, you may also have uncovered real differences between your positions. Here a technique like “win-win” negotiation can be useful to find a solution that at least to some extent, satisfies everyone. There are three guiding principles here: Be Calm, Be Patient and Have Respect.

3.2.1 The Dual Managerial Grid Model of Interpersonal Conflict

What is the most effective way to handle conflict at schools? Unfortunately, there is no single answer to this question. There are various tips on handling conflict depending on the type and the nature of the conflict. Because of this, there have been many definitions and groupings about conflict management styles and strategies. It is impossible to project all yet, interpersonal conflict is generally based on a two dimensional grid although there exists many conflict management styles. This could be named as ‘dual managerial grid’.

This model was inspired and developed from the research findings of Blake and Mounon (1964) which states that the conflict management styles of administrators in organizations mostly vary depending on the high and low interests of administrators towards the product and people. Although conflicts can be managed in a variety of ways, individuals' conflict management styles are based on a two-dimensional typology, the so-called concern for self and concern for others' interests and outcomes. In the course of conflict, this model is reshaped depending on the leader's concern for self, concern for people and concern for production (Pruitt and Rubin, 1986; Wilmot and Hocker, 2001). Scholars generated classifications in handling conflict based on this model. Most researchers today tend to refer to a five-style classification including integration, dominating, avoidance, accommodating and compromising. For styles, one style may be more appropriate than another depending on the situation.

Integration style is associated with problem solving which involves high concern for self and others. This style involves openness, exchanging information, looking for alternatives and examination of differences to reach an acceptable effective solution among the parties. It is useful in utilizing the skills, information and other sources possessed by different parties to define and to redefine a problem. This style is effective in formulating alternative solutions for problems and commitment is needed from parties for effective implementation of a solution Rahim (1985). This style is based on open communication.

Obliging style involves attempting to play down the differences and emphasizes commonalities to satisfy the concern of other party. An obliging person neglects his or her own concern to satisfy the needs of the other party Rahim, (1985).

Dominating style refers to high concern for self and low concern for others. This style has been identified with win-lose orientation or with forcing situation to win one's position. A dominating person goes all out to win his or her objective and as a result often ignores the needs and expectations of the other party (Rahim, 1985).

Avoiding style refers to low concern for self and others. It is associated with withdrawal, buck-passing and sidestepping situations. An avoiding person fails to satisfy his or her own concern as well as the concern of other party Rahim, (1985).

Compromising style involves give and take, whereby both parties give up something to make a mutually acceptable decision. This style is useful when the goals of the conflicting parties are mutually exclusive or when both parties are equally powerful and have reached an impasse in their negotiation process. This style is used when consensus cannot be reached and the parties need a temporary solution to a complex problem, or other styles have been used and found to be ineffective in dealing with the issues effectively Rahim, (1985).

Schools are different from other organizations in that the fundamental raw material is human and the instrument in the process is communication. From this perspective, communication dimension forms the basis of school's organizational nature. At the same time, schools differ in the quality of service and the qualifications of the stakeholders in the production process. Learning and teaching services are not routine services based on individual efforts and decisions. These services require teamwork and collaboration as well as creativity. It is impossible to maintain quality service in education without involving teachers, students and parents in the administrative processes through active collaboration. The degree of this collaboration increases especially when present and probable conflicts sourced from globalization are taken into consideration.

Nowadays, schools are made up of students who have many sources to access knowledge, experienced and expert teachers and parents who consider themselves as an important stakeholder of the school. Active participation is compulsory to handle conflicts with external and internal stakeholders effectively. When these realities are taken into consideration, the need for communication and participation based conflict styles and strategies increases. When we analyze the characteristics of five classifications of conflict management styles, integration and in cases where the integration style becomes ineffective, compromising styles are preferred over other styles, as the ideal style of conflict management in schools.

Integration is a cooperative and effective problem solving style, which focuses on active collaboration and teamwork through open communication and mutual trust. Compromise style appears in the middle between concern for self and concern for the other. This style is used when using the integration style appears impossible.

In avoidance style, individuals tend to avoid or withdraw communication, through the denial of the conflict and being noncommittal. This style could also serve as a source for new and intense conflicts as well as a lose orientation for both parties. On the other hand, the dominating style attempts to eliminate conflict emerged by change through pressure. However, this may increase the resistance. Both avoiding and dominating styles hinder collaboration and teamwork.

Key Points

Conflict in workplaces can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used.

To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively. School administrators, teachers, parents, students and the society need to employ the right approaches to conflict resolution as the case may be.

Teachers who claimed that the following namely general indiscipline; allegation of corrupt practices in the school; communication gap and denial of rights and privileges were causes of conflicts in the schools.

Relevance of this theory to the study.

This theory is relevant in this work in that it makes the administrators and teachers to manage and respect individual differences in order to avoid the occurrences of conflict. With this theory, the administrators will be able to know that there is no particular way of handling conflicts in school but rather, there are various tips on handling conflicts depending on the type and the nature of the conflict. The theory equally bring out the approaches in solving conflict, strategies and management styles. When both administrators and teachers make great use of this, conflicts to a larger extent will be avoided and even if there is conflict for one reason or the other, the appropriate management styles stipulated by this theory will be implemented. This will bring about a favorable learning environment for students to learn and thus an increase in their output.

3.3 THE THEORY OF CONFLICT MANAGEMENT SYSTEMS BY WILLIAM K. ROCHE 1990.

Since the 1990s the literature on conflict management in organisations has focused heavily on the concept of conflict management systems. An earlier and continuing strand of the literature on conflict resolution also canvassed the idea of a 'systems theory'. But that concept referred to an approach concerned mainly with the operation and effects of classical grievance procedures in unionized firms and taking systematic account of external and internal influences on their operation and outcomes Lewin (1999). The newer theory of conflict management systems is distinct in proposing a series of generic design principles for conflict management in unionized and non-union firms that departs significantly from classical approaches to managing conflict, which some proponents see as amounting to something of a 'paradigm shift' in both theory and professional practice.

Thus Lip sky and his colleagues in one of the area's canonical texts, *Emerging Systems for Managing Workplace Conflict* (2003), refer to the emergence of conflict management systems as a 'new paradigm for organisations, linked with an emerging new social contract between stakeholders in the workplace. In the same vein, Bingham and Chachere (1999), refer to the area as a 'new field of practice and scholarly inquiry', and Costantino and Sickles Merchant, in another widely influential book, *Designing*

Conflict Management Systems (1996), make reference to the imminence of 'next generation conflict management systems'.

An appreciation of such big claims requires an understanding of the conflict management systems theory, as propounded by leading advocates of this approach. These claims will be outlined, focusing in sequence on systems design features, the role of line managers, approaches to conflict involving individuals and groups, the outcomes of conflict management systems and how systems operate or impact on students' output.

3.4.1 Systems Design Features

Arguably the core claims of conflict management systems theory were developed in Ury, Bret and Goldberg's (1988), *Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict* a book described by subsequent contributors as 'revolutionary' Costantino and Sickles Merchant (1996), and much of the subsequent literature has been concerned with refining and developing this paradigm. Ury et al. (1988/1993), proposed a theory of 'dispute systems design' based on a distinction between three primary methods of dispute resolution and six principles for setting up dispute resolution procedures. First, disputes might be handled and ultimately resolved through 'power-based methods', such as strikes, lockouts or other coercive sanctions.

Second, they might be handled through 'rights-based methods', where the parties seek a resolution on the basis of rules or principles, such as those set down in collective agreements or in legislation concerning employment rights. Examples of this are provided by the operation of grievance procedures and arbitration.

Finally, disputes could be addressed on the basis of 'interest-based methods', where the parties seek to identify and accommodate their needs or 'interests' through joint problem solving and associated techniques. An interest-based approach involves such practices as mediation, facilitation and joint problem solving initiatives. Ury et al. advocate the primacy of interest-based over other methods of managing workplace conflict on the grounds that interest-based methods are less costly and more satisfactory or versatile by being capable of addressing more of the concerns of disputants than other methods Ury et al. (1988). It is also recognized that interest-based methods may not always be optimal or effective and that dispute resolution systems needed to be designed to provide low-cost rights-based methods as a backup to interest-based methods.

Here the distinction between three primary dispute resolution methods links forward Ury et al.'s (1988) six principles for setting up dispute resolution procedures. The first

principle advocates a preference for dispute management that puts the emphasis on interests and associated dispute resolution practices. The second principle advocates the provision of 'loopbacks' whereby the parties to a dispute are not constrained to move in a linear fashion through a formal dispute resolution system, but can opt to return from rights-based methods to interest-based or more informal methods. The third and related principle involves the provision of rights-and power-based backups, such as traditional step-wise grievance and dispute resolution procedures or arbitration, to interest-based processes.

The fourth principle advocates consultation in designing dispute resolution processes and systems and the use of post-dispute feedback to bring about ongoing improvement in processes and systems. The fifth principle echoes classical dispute resolution processes in advocating that dispute resolution processes be arranged in a 'low to high cost sequence' involving the use of methods such as negotiation, mediation or conciliation before arbitration or other forms of adjudication. The sixth principle advocates fostering the motivation, skills and resources necessary to support the effective use of the procedures and processes put in place. Ury et al.'s model is generic in the sense that it covers the design of conflict management or dispute resolution systems in either unionized or nonunion organizations, or involving either individuals or groups of employees.

The ways in which the theory departs from classical approaches to managing grievances and disputes are clear. First, interest-based methods and associated 'alternative dispute resolution practices' (ADR) are assigned primacy. The subsequent literature in the area builds on this premise by emphasizing the importance of ADR practices as critical design features of conflict management systems, but not to the exclusion of more traditional methods.

Second, the theory departs from the linear, step-wise approach to conflict management associated with classical practice. In classical dispute or grievance procedures conflict was first expected to be handled directly and informally between the disputants, and then, if it proved incapable of resolution at this level, moved onwards in a linear manner through successive stages of procedure involving increased investments of time and expertise by progressively higher levels of management.

In unionized firms, where individual grievances or where collective disputes have arisen, the same procedures usually also involved progressively more senior union representatives, acting in their own right as 'managers of discontent', to echo C Wright Mills evocative phrase Mills (1948). In either non-union or unionized firms, grievance

and dispute resolution might perhaps culminate in arbitration or some related method of adjudication, or possibly in litigation. In contrast, in conflict management systems, disputants may opt to address their concerns through interest-based options or be empowered to move forward between these and rights-based options or to 'loop back' from rights-based to interest-based options in their search for an effective way of resolving their disagreement. Finally, stakeholders in conflict management systems are expected to be formally involved in the design and evaluation of dispute resolution processes. Rowe (1997) and also Rowe and Bendersky (2003) elaborated on aspects of this model primarily in the context of the management of conflict involving individuals or groups in non-union environments. Conflict management systems should be open to all categories of employees and encompass virtually any concern of employees, whether as individuals or members of teams Rowe (1997). She advocates the provision of multiple interest based and rights-based options primarily on the grounds that employees have different preferences with respect to conflict resolution that needed to be accommodated by multiple and different processes and options – enshrining the principle of 'redundant resources' in the design of conflict management systems Rowe (1997). Like Ury et al. Rowe believes that most employees, given the choice, would opt for interest-based options for resolving workplace problems.

Apart from providing for 'loop forward' and 'loop back' and parallel options of the kind proposed by Ury et al., Rowe also stresses the importance of allowing for 'parallel options' wherein the same problem might be addressed simultaneously through different processes Rowe and Bender sky (2003). 'Multiple access points' or 'fair gatekeepers' to processes are also advocated 'ombudspersons' being seen as the pivotal gatekeepers in conflict management systems Rowe (1997) Specialists like ombudspersons might also be expected to play 'multiple roles': possibly acting as mediators prior to problems being considered by peer review panels, while also coordinating these panels; external and neutral 'fact-finders' engaged to provide informational or technical assistance to the parties involved in a dispute or grievance might also be expected to act as mediators. Finally, Rowe also emphasized the involvement of organizational stakeholders in the design, regular oversight, monitoring and evaluation of the system. Costantino and Sickles Merchant (1996) openly acknowledge their indebtedness to Ury et al., but claim to revise and extend conflict management systems theory through the application of organizational development principles. They claim that pre-existing theory had failed adequately to address the underlying causes of conflict and emphasized the

importance of providing for 'preventive ADR options', such as consensus building, partnership and training in joint problem solving, designed to pre-empt conflict. According to Costantino and Sickles Merchant 'organizational dynamics' had also been inadequately considered by earlier contributors, including providing for 'incentive and reward structures' to support conflict management systems. Included under this heading were a variety of rewards like recognition, involvement and participation in the design of system own right – and performance-pay, linked to managers' effectiveness in the operation of ADR. More generally, Costantino and Sickles Merchant claim that the systematic involvement of organizational stakeholders, through the application of 'interest-based conflict management design principles', should be provided for in the creation of dispute resolution systems and in their ongoing evaluation and continuous improvement.

Many of these ideas again appear in Slaikeu and Hasson (1998), with little further development other than a definition of best-practice design that appears to envisage a typical but non-mandatory linear sequence in dispute resolution beginning with 'individual initiative, followed by negotiation, mediation, an appeal to 'higher authority', via a rights-based option, and failing all, resort to force or power. Slaikeu and Hasson (1998) and see also Conbere (2001) Lipsky et al (2003) again echo and endorse the received postulates of earlier contributors. The concept of 'multiple access points' is extended to include supervisors, union stewards, workplace leaders and others who may act as gatekeepers facilitating individuals or groups accessing the multiple options of the conflict management system. Lipsky et al (2003) also developed Rowe's original emphasis on providing for fairness in conflict management systems by allowing disputants to be accompanied by an ally or advocate when engaged in seeking a solution to a problem or redress for a grievance. To this principle Lipsky et al. add other principles of a 'fair conflict management system' that include a right to privacy and confidentiality, the 'neutrality of neutrals' (mediators, arbitrators, fact-finders etc) and the prohibition of reprisal or retaliation. 'Support structures' for conflict management systems are conceived to be a critical facet of the overall 'organizational infrastructure' in firms practicing conflict management. While this concept is elaborated in general terms, training in conflict management skills, and managers being held accountable for conflict management through such mechanisms as performance management are consistent with the notion of a supportive 'organizational infrastructure' Lipsky et al. (2003).

The relevance of this theory to the study

This theory is important in this work in that it brings out three main approaches of conflict resolution such as the interest based, right based and disputes based approach and six principals for setting up resolution procedures. This theory equally recommend consultation in designing dispute resolution processes and systems and the use of post-dispute feedback to bring about ongoing improvement in processes and systems. This will enable the administrators to know that consulting teachers to get their own point of view enriches their ideas and motivate teachers to work towards achieving their goals. When this is done, an increase in students' output is guaranteed. It also brings out the fact that dispute resolution processes should make use of methods such as negotiation, mediation or conciliation to minimize the occurrences of conflict and bring about a favourable atmosphere for teaching and learning and thus an increase in students' output.

PERFORMANCE THEORY BY DON ELGER 2003

According to this theory, to *perform* is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other performances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, teachers and the university.

According to Armstrong and Baron (1998) performance management is concerned with output. That is the achieved results which can be outcomes, competences and capabilities. Outcome constitutes the impact of the overall performance of this achievement. Competences have to do with the processes required in achieving the result, where as capabilities involve inputs in terms of knowledge, skills and competences. They went further to assert that the need to improve performance will be driven by the definition of improvement, which can be associated with increase in efficiency and reliability as well as developing abilities to respond and adapt to changing circumstances.

John (2008) "creating high performance in work place" proposes that mutual helpfulness and understanding creates an atmosphere of trust, open communication and incentives for high team performance, measured by selecting performance measures which are specific, measurable, achievable, realistic and timely can make an organisation highly performance. Carol (2008), further support this assertion that linking performance management to professional development can immediately improve specific areas of learning

in the school. Improving on the quality and effectiveness of teaching learning requires two essential elements

Level of Performance

According to this theory, performance as the adage goes is a “journey not a destination.” The location in the journey is labelled as “*level of performance.*” Each level characterizes the effectiveness and the quality of performance.

- As an academic department improves its level of performance, the members of the department are able to produce more effective student learning, more effective research, and a more effective culture.
- As a teacher advances his levels of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this.
- As a manager advances his level of performances, he is able to organize people and resources more effectively and to get higher quality results in a shorter time.
- As a learner improves his level of performance, he is able to learn parts quicker, play more varied roles, and produce a deeper and more meaningful impact on audiences.
- As a lawyer improves her level of performance, she can conduct legal research faster, more thoroughly, and more in-depth.

Relevance of the theory to this study

This theory is relevant to this study in that it helps teachers integrate knowledge and skills will help them to produce valuable results. Teachers have been empowered with skills to impact knowledge to students. The realisation of this can only come through conflict management and collaboration between administration and teachers. This theory equally brings out the levels of performance and each level characterises the effectiveness and quality of performance. Teachers need to be in their best state of mind for the realisation of high student performance. They identify when teaching methods are inappropriate, which evaluation method will be best and when to apply specific teaching techniques to suit learners’ needs especially when their main goal is to obtain positive results from learners in the teaching learning process. Teachers really have to give in their best given that the success of students depends highly on the efforts they put in. Haven ascertain that the teachers role in

the student' life have a great impact on their output. The administration should endeavour to avoid getting into conflict with teachers since it might affect their mood and adversely affect their relationship with the students. This will go a long way in improving students' output.

In conflict management, consultation, communication, delegation of power and negotiation should be put together in order to achieve the goal of the institution and also a good climate to avoid conflict. The principal who is the head of the administrator needs to have a very broad knowledge on administrative skills and educational psychology in order to manage conflicts in school successfully.

CHAPTER FOUR

RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.0 INTRODUCTION

This chapter deals with the methods and procedures that were employed in carrying out the study. The methods and procedures examined here include:

4.1 Research Design

“This is the blue print, road map or plan, which specifies how data relating to a given problem should be collected and analysed” Amin (2005), Smith and Davis (2004) define research design as the general plan for selecting participants, assigning participants to experimental condition, controlling extraneous variables and gathering data. Nworgu (1991), on his part sees research design as a plan which specifies how data related to a given problem should be collected. To this effect, the study uses the survey design and made use of both the quantitative and qualitative research method.

4.1.1 Survey design

In this study, the quantitative research approach is employed, the cross sectional survey was used. According to Nworgu (1991), cited by Azenui (1996), a survey research is one in which a group of people or items are studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. Keeves (1988), on the other hand says a survey involves the collection of information from members of a group of students, teachers, or other persons associated with the educational process, and the analysis of this information to illustrate important educational issues. This design was chosen so as to manage the sample size; it helps the researcher to obtain descriptive information about the target population since a sample is selected and the results obtained are generalised to the population.

4.2 THE POPULATION OF THE STUDY

The population of this study includes the totality of individuals with common characteristics on which the researcher hopes to make inferences and also to test the hypotheses of the study. The population of this study includes all secondary school teachers and school administrators in meme Division, South West Region of Cameroon from different cultural backgrounds, schools, and categories.

4.2.1 Accessible population

According to Amin (2005), accessible population refers to the population from which the sample is actually drawn. The subjects for this study include the school administration and teachers of some selected secondary schools in kumba Sub Division. These were the people from whom the researcher believed the required data could be obtained and analysed in such a way that the results could be applicable to many other secondary schools in Meme Division. The accessible population here includes 440 teachers.

4.3 SAMPLING TECHNIQUES

Two sampling techniques were used for this study that is the simple random and the purposive sampling. According to Amin (2005), simple random sampling is a sample obtained from the population such that samples of the same size have equal chances of being selected in the defined population without any bias. The simple random sampling technique was used in selecting the schools and teachers specifically the paper-slips method. A list of secondary schools was constituted and each written on a small piece of paper and twisted for no one to see the schools after which they were put inside a basket. After this a little child was called to pick out 12 schools which the research was carried out in. This was done to avoid bias, and giving each school equal chances to be used in the study. A purposive sampling is obtained when a researcher uses his own judgment or common sense regarding the participants from whom information will be collected Amin, (2005). knowing that the researcher was working with teachers and administrators, a purposive technique was used to select the teachers and administrators who constituted the sample population of this study. This was after when the researcher had seen the principal of the school, presented herself and the purpose of the study.

4.3.1 Sample

The sample size is that portion of the accessible population that is actually studied. According to Amin (2005), a sample is the portion of the population whose results can be generalised to the entire population. Sampling therefore, is the process of extracting a portion of the population from which generalisation to the population can be made. To select the sample, we used the Krejcie and Morgan (1970), table for determining sample size for research activities cited by Amin (2005). Following this table, the sample size for 440 is 207 which constitute the sample of this study.

Table 1: Population and Sample

School	No of principals	No of Teachers	Sample population
G. B. H. S Kumba	1	90	50
Eta College Kumba	1	20	10
Saint John Kumba	1	35	13
FUGOSEC Kumba	1	30	12
Government High School Kake	1	60	25
Presbyterian High School kumba	1	35	12
Government High School Kumba – Mbeng	1	38	20
Kumba City College	1	20	10
Government High School Nkamalikum, Kumba	1	40	15
All Saint Secondary School, Kumba	1	12	10
Martin Luther College, Kumba	1	30	15
Divine High School, Kumba	1	30	15
Total	12	440	207

The table above shows the sample of selected schools. This implies that the sampling technique used was the simple random sampling. The researcher visited 12 schools from which she intended to get responses from 207 teachers.

4.4 INSTRUMENTATION FOR DATA COLLECTION

4.4. 1 the Questionnaire.

This section involves a description of the instruments used in the collection of data for the study. The instrument used for this research was the questionnaire designed by the researcher with the assistance of the supervisor. A questionnaire is often a one-time data gathering device on the variables of interest to the research. It consists of a set of questions to which the research participants are supposed to responded to in writing. A questionnaire according to keeves (1988) is a self-report instrument used for gathering information about variables of interest to an investigator which consists a number of questions or items on paper that a respondent reads and answers. The questionnaire for this study was a semi-structured questionnaire made up of two parts. Part one of the questionnaire carried the demographic

information of the research participants while part two contained the items of the study in accordance with the specification of the research questions of the study. The part two of the questionnaire contained four clusters and each contained five items drawn from literature. The questionnaire was used because it was time saving and enabled the researcher to gather much information which can easily be analysed from a greater number of respondents at a relative short period of time. It equally gives a wider sample to the population than could be reached at the same cost by other methods. The questionnaires constituted 25 items distributed under four constructs as seen below.

Background information 1-5

Communication 6-10

Consultation 11-15

Delegation of power 16-20

Negotiation 21-25

The likert scale was used where in SA was coded 4, A 3, SD 2 and D 1

4.5 VALIDITY OF THE INSTRUMENT

This section sought to describe the procedures that were adopted in ensuring that the instrument used in collecting data was appropriate for the study. This is because inference cannot be made from data that has been collected without serving the purpose for which they were intended since the results can be faulty thus pulling down the general validity of the study. For this study, the content of the instruments corresponded to the research questions of the study. The researcher presented the instrument to her supervisor for validation. There are two types of validity, which is face and content validity.

4.5.1 Face Validity

These instruments of the study were crossed-checked and validated by the supervisor of this work, whose suggestions and corrections aided the researcher to improve upon the quality of the instruments. To achieve good face validity, copies of the instruments were given to some persons in the field of education. The questions set were also presented to the supervisor to confirm them. This constituted the face validity. Their contributions were indispensable for the attainment of face validity.

4.5.2 Content Validity

According to Amin (2005), content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed. To him, content validity shows how adequately the instrument samples the universe of knowledge that the respondent is expected to exhibit. In this study, the content of the questionnaire was examined in the light of the research questions and the hypothesis of the study. Necessary corrections were made for it to actually measure what it intended to measure and making it ready for field work. The value index calculated by the computer using Statistical Package for Social Science (SPSS) is 0.80 which is greater than 0.7. Thus making the instrument to be valid or making the content validity to be assured. According to Amin (2005), content validity index is accepted when the calculated value is greater than 0.7.

4.6 Reliability of the Instrument

Reliability is the degree to which scores on the same test by the same individuals are consistent over time Amin, (2005). To approve the reliability of the instrument, the researcher carried out a test re-tests reliability. The questionnaire was administered to a group of teachers in kumba 3 by the researcher. After one week, the same questionnaires were administered to the same group of teachers. This was to see if the questions were understandable and also to see how successful the instrument will be. Their responses gave an assurance of success and the few questions with problems were rephrased making them ready for the field work. All this was calculated using parametric statistical package in order to be sure that this instrument was really reliable. The reliability index was calculated using Cronbach Alpha which gave us 0.729. This value is greater than 0.6 making the instrument reliable.

4.7 ADMINISTRATION OF THE INSTRUMENT

A letter from the University of Yaoundé 1, authorising the student was presented to the various principals of the institutions who then introduced the researcher to the staff members. The questionnaire made up of a brief letter of introduction was attached to the questionnaire to explain the purpose of the study, ask for cooperation from administrators and teachers in completing the questionnaire and also to ensure that their honest responses to all items will be treated with a maximum degree of confidentiality.

Table 2: Return Rate of questionnaire by respondents

School	No of Teachers	Number administered	Number returned	Percentage
G. B. H. S Kumba	90	50	50	100
Eta College Kumba	20	10	10	100
Saint John Kumba	35	13	13	100
FUGOSEC Kumba	30	12	12	100
Government High School Kake	60	25	25	100
Presbyterian High School kumba	35	12	12	100
Government High School Kumba – Mbeng	38	20	20	100
Kumba City College	20	10	10	100
Government High School Nkamalikum Kumba	40	15	15	100
All Saint Secondary School Kumba	12	10	10	100
Martin Luther College Kumba	30	15	15	100
Divine High School Kumba	30	15	15	100
Total	440	207	207	100

4.8 METHOD OF DATA COLLECTION

The researcher personally met the research participants and briefed them on what the research was all about, assuring them on the confidentiality of their responses and urging them to be sincere with their responses. The researcher then issued the research instruments to the research respondents after which they were completed. The research instruments were collected by the researcher immediately they were completed by the research participants. Therefore the instruments were collected on the spot by the researcher. All the questionnaires that were administered were collected thus giving a percentage of 100%

4.8.1 Data Analysis Procedure

After collecting data from the field and before the researcher conducted the analysis and interpretation, there was need to prepare the data through the following steps.

Step 1: Organisation and coding of data on the questionnaire

The questionnaires were organised according to the schools involved. The researcher went further to check each questionnaire to ensure that all the items were responded to. Out of the items administered all were completely filled. The researcher went further to assign codes to all the variables starting with demographic variables to the variables of the study.

Step 2: Capturing Data

Data from the questionnaire was entered into the statistical package for social sciences version 20. 0. The researcher started with the variable view editing windows which has ten attributes. All these attributes were correctly filled and then the researcher moved to the data view editing window where the codes assigned for the variables were filled in. Each column represented a variable and each row represented a case or participant.

Step 3: Correcting Errors in the Coding

Mistakes are always inherent in entering data. So after all the data were entered in the data-editing window and variables in the variable view editing window, the researcher went through the data again to ensure that if there were any mistakes there should be corrected. Attention was given to the column containing missing values to ensure that no entries were omitted.

4.9 VARIABLES OF THE STUDY

Luma et al (1999) defined a variable as a characteristic which can differ from one another. It can equally be defined as any measurable conditions, event, characteristic, or behaviour that are controlled or observed (Weiten 1989). To Amin (2005), a variable is anything that can take on varying values which can differ at various times for the same object or person .this variables includes the independent and dependent variable.

4.9.1 Independent Variable

According to Amin (2005), an independent variable is the variable that influences the dependent variable and equally the presumed cause in the variation in the dependent variable. It is the condition or characteristic that the researcher controls or manipulates in order to determine its relationship with the observed state of affairs. The independent variable of this study is conflict management between the administration and teachers. It is presumed that, this variable has an effect on the dependent variable, in this case, students' output.

4.9.2 Dependent Variable

According to Amin (2005), a dependent variable is the variable of primary interest to the researcher, it is the presumed effect. Luma et al (1999) says it is the characteristic that is being predicted when the statement of the hypothesis is made the dependent variable, in this case the students' output

The types of variables

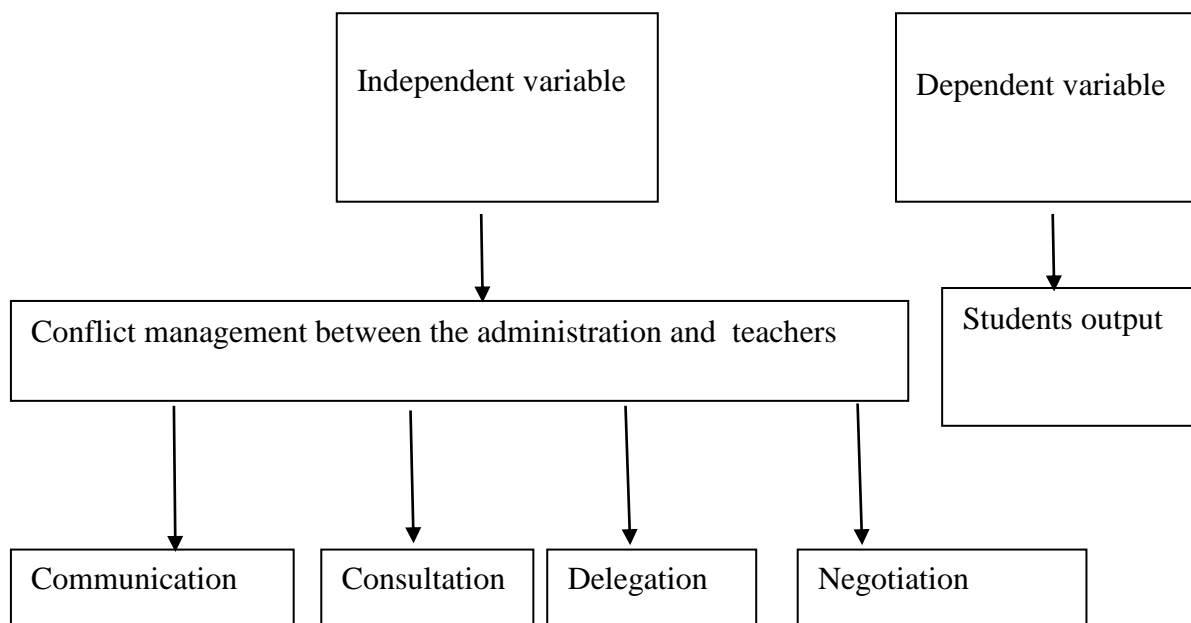


Figure 3: The types of variables

4.9.3 Extraneous Variables

These are variables that may compete with the independent variable in explaining the dependent variable. In this study, the extraneous variables include socioeconomic status, environment, learning facilities and proper guidance.

This chapter examines the research methodology, which include the step by step procedure on how the research was conducted. This chapter focuses on: research design, area of the study, the population of the study, the sample and sampling technique, research instruments and data analyses technique. The chapter gives way for the next, which are the presentation of data and the analysis of the four indicators of conflict management which in this case include communication, consultation, delegation and negotiation.

Table 3 : Recaptulative table

Hypothesis	Independent Variable	Indicators	Dependent Variable	Indicators	Modalities	Measuring scale	Statistical test
Communication between the administration and teachers have a relationship with students output.	Communication	-collaboration -flow of information -resolution of conflict. -Sharing of ideas -Professional growth	Students output	Good results	-Strongly agree -Agree -Strongly disagree -Disagree	Nominal	Pearson
Consultation between the administration and teachers have a relationship with students output.	Consultation	-collaborative decision making -smooth running of school Teacher motivation -team spirit	Students output	Desirable moral standards	- Strongly agree - Agree -Strongly disagree - Disagree	Nominal	Pearson
Delegation of power between the administration and teachers have a relationship with students output.	Delegation	-attainment of objective -sense of responsibility - belonging -mutual respect	Students output	Positive behaviour	- Strongly agree - Agree -Strongly disagree - Disagree	Nominal	Pearson
Negotiation between the administration and teachers have a relationship with students output.	Negotiation	-mediation -conciliation -arbitration -adjudication	Students output		- Strongly agree - Agree -Strongly disagree - Disagree	Nominal	Pearson

CHAPTER FIVE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.0 INTRODUCTION

This chapter is made up of data that was collected with the help of the questionnaire. It was analysed using the Pearson correlation to verify the relationship that exists between the background variable and students' output and the verification of hypothesis constituted the second part. The data includes the descriptive and inferential statistics

5.1 DESCRIPTIVE STATISTICS.

The presentation of the findings here were base on the various modalities, frequencies and percentages and presented using pie charts and brief explanations to show the various percentages.

	Frequency	Percent
Public	84	40.6
Lay Private	68	32.9
Mission School	55	26.6
Total	207	100.0

Table 4: Frequency distribution according to institution

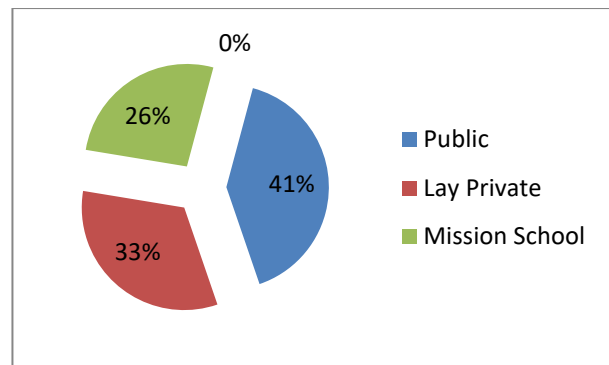


Figure 4: Frequency distribution according to institution

The chart above represents a frequency distribution of teachers according to institutions. Looking critically at this chart we see that the public school had 84 respondents out of a total frequency of 207 scoring a percentage of 40.6%, private school had 68 respondents with a percentage of 32.9%, and the mission had 55 respondents with 26.6%. This can be accounted by the fact that public schools in kumba municipality have many teachers as compare to the private and mission. Conflict can be seen more in public schools than mission and private given that it has a higher number of teachers indicating greater diversity and differences among teachers and the administration. This makes it difficult for decisions to be taken considering their diversity in religion societal and cultural beliefs. If conflict arises in this type of setup, it will be difficult to manage because of the diversity background. On the other hand, most mission schools, when they are recruiting teachers, they recruit mostly teachers from their denomination since they share the

same religious belief. In such situations, administrative decisions are easily taken. In this situation, conflicts can easily be managed.

	Frequency	Percent
Male	104	50.2
Female	103	49.8
Total	207	100.0

Table 5: Frequency Distribution According to Sex

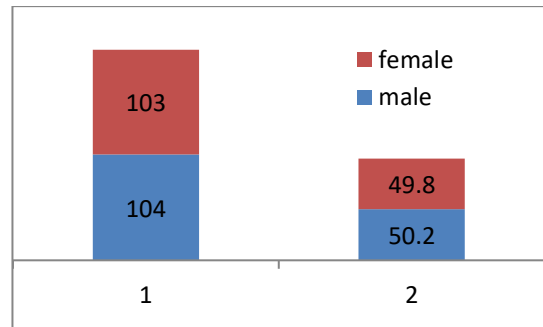


Figure 5: Frequency Distribution According to Sex

This frequency shows distribution according to sex with 104 male teachers scoring a percentage of 50.2% and 103 female teachers with a percentage of 49.8%. Looking critically at the above table, we will see that the gap between the male and the female teachers is very insignificant. With the promotion of female education and for the fact that women have gotten up and have taken their rightful position by denying the fact that their place is no longer in the kitchen, they find teaching more convenient. With more and more women getting to the teaching profession, it is more likely for administration to experience conflicts in diverse forms as women in their natural nature are more troublesome than men.

	Frequency	Percent
Master degree	1	.5
Degree	156	75.4
Advanced level	50	24.2
Total	207	100.0

Table 6: Frequency Distribution According to Academic Qualification

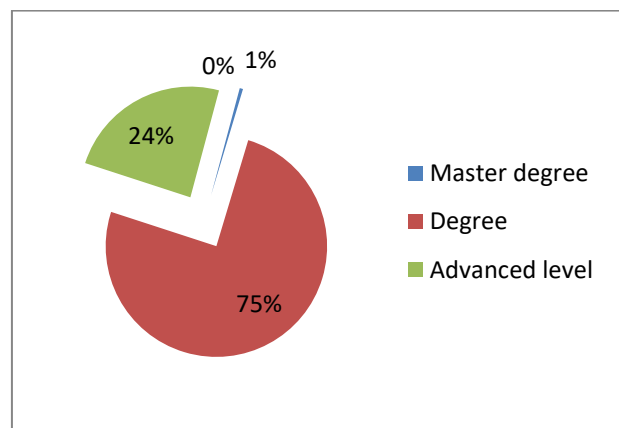


Figure 6: Frequency Distribution According to Academic Qualification

The third table presents the frequency distribution according to the teachers' level of qualification. 1 respondent had a master's degree, scoring a percentage of 0.5%, 50 had an advanced level with 24.2%, and 156 respondents had a degree, scoring 75.4%. Following this table, we can see that

there is a great disparity as far as qualification is concern and can be accounted by the fact that most schools in kumba municipality make great use of qualify teachers as seen above. Given that those with a greater percentage are the educated teachers which helps to reduce conflicts since it is believed that the more educated a person is, the more understanding and responsible he behaves which reduce the chances of conflict to occur thus enhancing students output.

	Frequency	Percent
Principal	4	1.9
Vice principal	5	2.4
Discipline master	12	5.8
HOD	23	11.1
Teacher	163	78.7
Total	207	100.0

Table 7: Frequency Distribution According to Duty Post

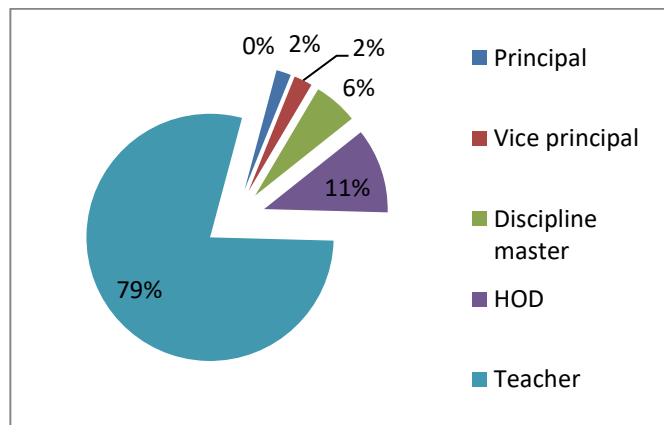


Figure 7: Frequency Distribution According to Duty Post

This chart represents frequency distribution according to duty post. 4 respondents are principals with 1.9%, 5 respondents are vice principals with 2.4% and 12 respondents are discipline masters with 5.8%, 23 respondents are head of department with a percentage of 11.1% and 163 respondents with a percentage of 78.7% are teachers. This gives a total frequency of 100. This implies that most of the respondents are teachers with no other post of responsibility and few with responsibility. This can be accounted by the fact that there can be only one principal in a school, few vice principals, HOD, and discipline masters. On the other hand the high number of teachers is due to the variety of subjects, with a single subject having several teachers for the different classes. With the high number of teachers, there is a probability of conflict due the diversity in teachers' reactions, opinion and views regarding administrative decisions which will go a long way to affect students output.

	Frequency	Percent
0-10	158	76.3
11-20	35	16.9
21-30	13	6.3
31+	1	.5
Total	207	100.0

Table 8: Frequency Distribution According To Longevity in Service

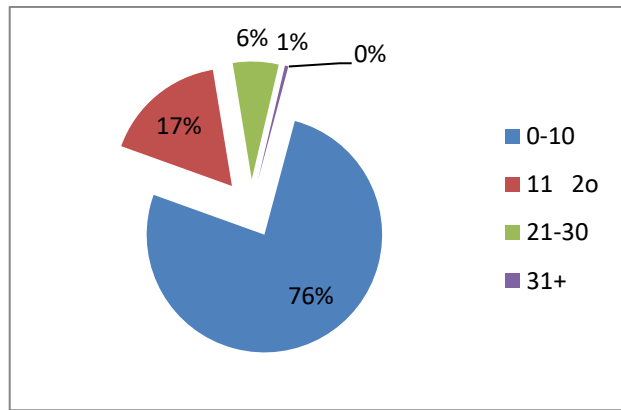


Figure 8: Frequency Distribution According to Longevity in Service

This table stands for the frequency distribution according to longevity in service. With the total frequency of 207, 158 respondents have served from 0 to 10 years scoring 76.3%. 35 respondents have served from 11-20 years scoring 16.9%, 13 respondents have served from 21-30 years scoring 6.3% and 1 respondents have served from 31 and above scoring .5%. This can be explained by the fact that teachers who are just from the training school are more anxious and ready to put theory into practice that is they have fresh knowledge and will obviously want to practice what they have been taught while teachers who have taught for long sees it as a routine and monotonous with no time to carryout research to update their notes. When teachers teach for long, they become familiar with the school set up and the administration which goes a long to limit the occurrences of conflicts. Unlike newly recruited teachers who have not yet acquaint themselves to administration, they may find some of the schools roles conflicting with the knowledge they got from school given that what u see in the field is actually different from the theory from school. This might have a lot to do as far as students outputs is concern.

	Frequency	Percent
Disagree	4	1.9
Strongly disagree	3	1.4
Agree	71	34.3
Strongly agree	129	62.3
Total	207	100.0

Table 9: Verbal communication Serves as the easiest way to limit the occurrences of conflicts in your school.

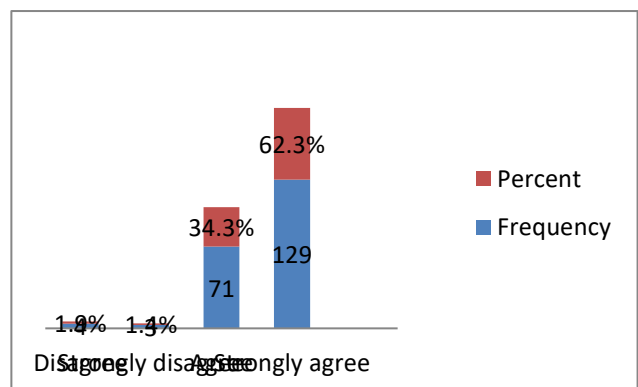


Figure 9: Verbal communication Serves as the easiest way to limit the occurrences of conflicts in your school.

The table above shows the frequency distribution to the question verbal communication serves as the easiest way to limit the occurrence of conflict in your school. 4 teachers disagree to this fact scoring a percentage of 1.9 %, 3 teachers strongly disagree to the fact that verbal communication serves as the easiest way to limit the occurrence of conflict scoring a percentage of 1.4 %, 71 teachers agree to this fact scoring a percentage of 34.3 %, and 129 teachers strongly agree to the fact that verbal communication serves as the easiest way to limit the occurrence of conflicts with the highest percentage (60.3 %). This shows that a majority of the teachers are for or accept the fact that verbal communication especially in secondary schools serves as the easiest way to limit the occurrence of conflict. This is in line with Fonkeng and Tamajong who say that communication is very important in schools because most organisational processes require communication to solve problems, create awareness and also to accomplish goals. This means that the principal who is the head of the administration has to ensure effective communication between the teaching staff and the administration which will go a long way to limit the occurrence of conflict, and this will lead to an increase in teachers’ performance and thus students’ output.

	Frequency	Percent
Disagree	3	1.4
Strongly disagree	3	1.4
Agree	81	39.1
Strongly agree	120	58.0
Total	207	100.0

Table 10: The flow of information helps Teachers to be committed to their Jobs

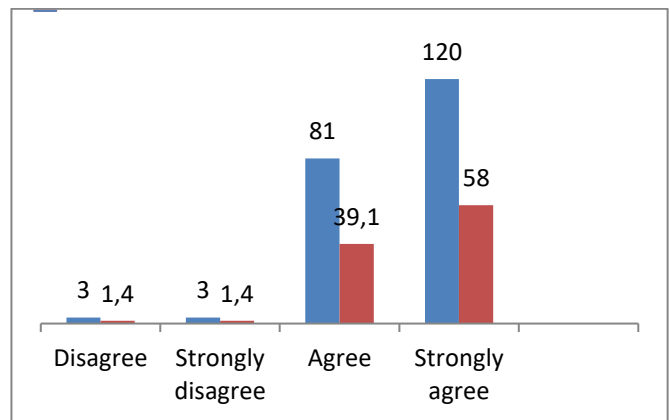


Figure 10: The flow of information helps teachers to be committed to their jobs

Table 7 represents the frequency distribution to the question; the flow of information helps teachers to be committed in doing their jobs. Of the 207 respondents, 3 teachers scoring a percentage of 1.4 % disagree to the fact that the flow of information helps teachers to be committed to their job, 3 teachers scoring a percentage of 1.4 % strongly disagree to the fact that the flow of information helps teachers to be committed to their jobs, 81 teachers scoring a percentage of 39.1 % agree to this and 120 teachers with a percentage of 58 % strongly agree to the fact that information flow between the teaching staff and the administration help teachers to be committed to their jobs. From the above analysis, it is very clear that a majority of the teachers

abide to the fact that the flow of information helps them to be committed to their jobs. The administration therefore has to encourage the flow and exchange of information either through staff meetings, meetings with the principal and head of departments. This will help solve the worries and preoccupations of teachers which is a way of managing conflict.

	Frequency	Percent
Disagree	5	2.4
Strongly disagree	6	2.9
Agree	104	50.2
Strongly agree	92	44.4
Total	207	100.0

Table 11: The existence of ineffective Communication between the administrators and teachers will affect teachers' efficiency as well as student's output.

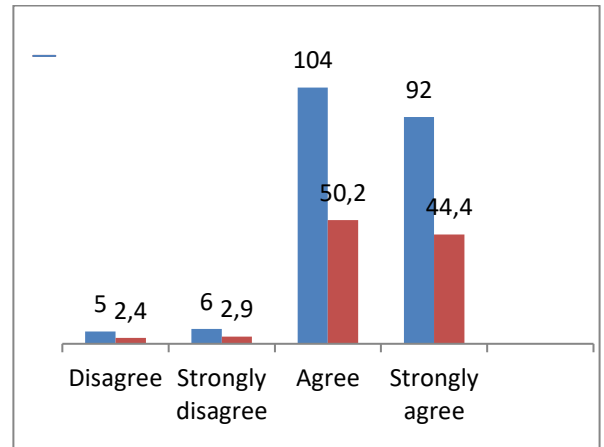


Figure 11: The existence of ineffective Communication between the administrators and teachers will affect teachers' efficiency as well as student's output.

Looking at the table above, we can see that 5 respondents with a percentage of 2.4 % disagree to the fact that ineffective communication between the administration and teachers affects teachers' efficiency as well as students' output, 6 respondents with a percentage of 2.9 % strongly disagree to this, 104 respondents with a percentage of 50.2 % agree to the fact that ineffective communication between the administration and teachers affects teachers' efficiency as well as students' output, 92 respondents with a percentage of 44.4 % strongly agree to this. Looking critically at this, we can see that a majority of the respondents accept the fact that ineffective communication affects teachers' efficiency as well as students' output. This therefore means that administrators have to do all they can to bring about effective communication since it affects teachers' efficiency and students' output which is the top priority of the school. They will not perform magic to know what is required of them when the flow of information is ineffective. It is as a result of this that Fonkeng and Tamajong opined that a great deal of time has to be devoted to let the process of communication flow from the administration to teachers and the entire institution. Teachers might fail to do the task given to them by the administrator simply because they were not appropriately informed about the task which might lead to conflict. So the administration should always try to keep teachers informed as a way of managing conflicts that

might occur between the teachers and the administration. When this is done, an increase in students' output will be guaranteed given the favourable atmosphere for teaching and learning.

	Frequency	Percent
Disagree	5	2.4
Strongly disagree	3	1.4
Agree	107	51.7
Strongly agree	92	44.4
Total	207	100.0

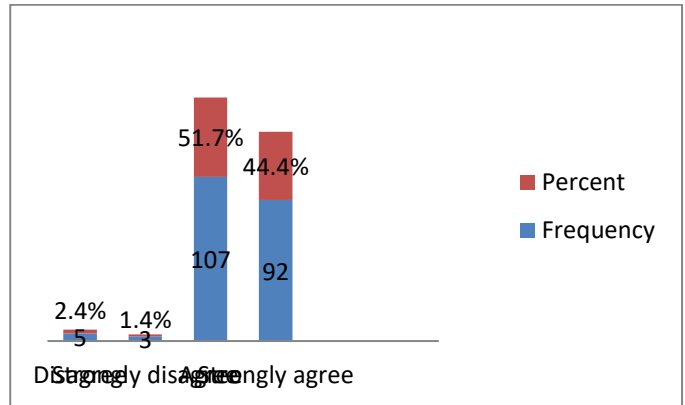


Table 12: Easy access to information motivates teachers to do their work diligently

Figure 12: easy access to information motivates teachers to do their work diligently

The data above shows that 5 respondents scoring a percentage of 2.4 % disagree to the fact that easy access to information motivates teachers to do their work diligently, 3 respondents scoring a percentage of 1.4 % strongly disagree to this, 107 respondents scoring a percentage of 51.7 % agree to the fact that easy access to information motivates teachers to do their work diligently, 92 respondents scoring a percentage of 44.4 % strongly agree to this fact. Given that a majority of the respondents accept, the administration should put in place measures such as school notice boards, school websites and flyers that carry updated information which will keep teachers informed about what they are suppose to do and at what time. This will greatly limit the chances for conflicts to occur giving a favorable atmosphere for teaching and learning and thus an increase in students' output.

	Frequency	Percent
Disagree	85	41.1
Strongly disagree	56	27.1
Agree	39	18.8
Strongly agree	27	13.0
Total	207	100.0

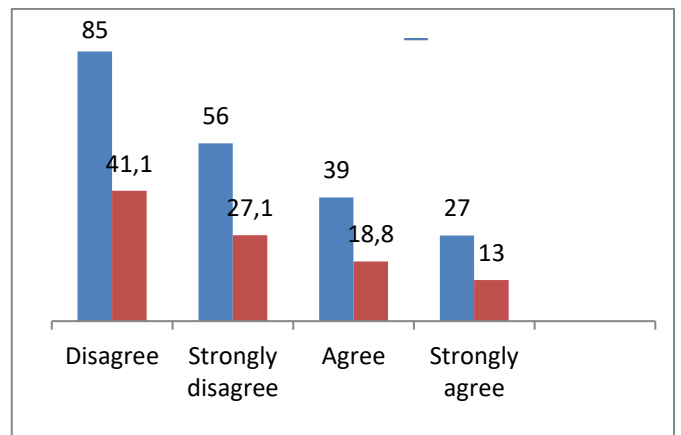


Table 13: Teachers' views are always taken in to consideration to help achieve the goals of the school.

Figure 13: Teachers' views are always taken in to consideration to help achieve the goals of the school.

The frequency distribution table above is based on the question “teachers’ views are always taken into consideration to help achieve the goals of the school”. 85 teachers out of 207 with a percentage of 41.1 % disagree that their views are not always taken into consideration to help achieve the goals of the school, 56 with a percentage of 27.1 % strongly disagree that their views are not always taken into consideration to help achieve the goals of the school, 27 respondents with a percentage of 13.0 % agree to the fact that their views are always taken into consideration to help achieve the goals of the school and 39 respondents with a percentage of 18.8 % strongly agree that their views are always taken into consideration to help achieve the goals of the school. We can see from the above analysis that a majority of the teachers disagree that their views are not always taken in to consideration to help achieve the goals of the school which to an extent might affect teachers’ commitment to their job, so the administration should always try to take teachers’ views in to consideration so that they can partake in the achievement of the school goals. This will go a long way to limit the occurrence of conflicts between the administration and teachers and motivating teachers to work toward attaining their goals which will lead to an increase in students’ output. This is in line with Fonkeng and Tamajong who says that the subordinates should be involved in the total planning process of the school to ensure effective implementation.

	Frequency	Percent
Disagree	31	15.0
Strongly disagree	10	4.8
Agree	124	59.9
Strongly agree	42	20.3
Total	207	100.0

Table 14: Teachers’ participation in decision Making concerning the school motivates them to do their job.

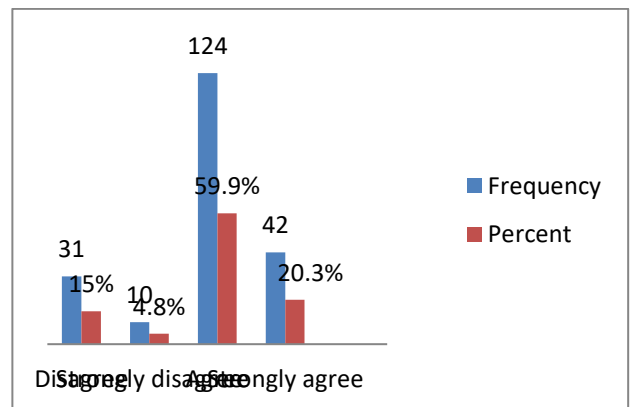


Figure 14: Teachers participation in decision making concerning the school motivates them to do their job.

The above table shows a frequency distribution to the question “teachers’ participation in decision making concerning the school motivate them to do their job”. Out of a total frequency of 207, 31 respondents scoring a percentage of 15.1 % disagree that teachers’ participation in decision making concerning the school motivate them to do their job, 10 respondents scoring a percentage of 4.8 % strongly disagree to this, 124 respondents scoring a percentage of 59.9, agree

to this fact and 42 scoring a percentage of 20.3 strongly agree to the fact that teachers’ participation in decision making concerning the school motivates them to do their job. From the above analyses, majority of teachers agree that sampling of teachers’ opinion is an effective way of solving conflict. This therefore means that the principal who is the head of the institution has to make sure that teachers take part in decision making to avoid conflict situations between the administration and teachers in school. When teachers participate in decision making, they feel the sense of belonging making them to be committed to their job, when this is done; there may be a positive change on students’ output. This is in line with Denga who says that principals should consult teachers in both routines and casual bases to gain experience from teachers, impact skills, advice them and find out the professional problems.

	Frequency	Percent
Disagree	78	37.7
Strongly disagree	48	23.2
Agree	38	18.4
Strongly agree	43	20.8
Total	207	100.0

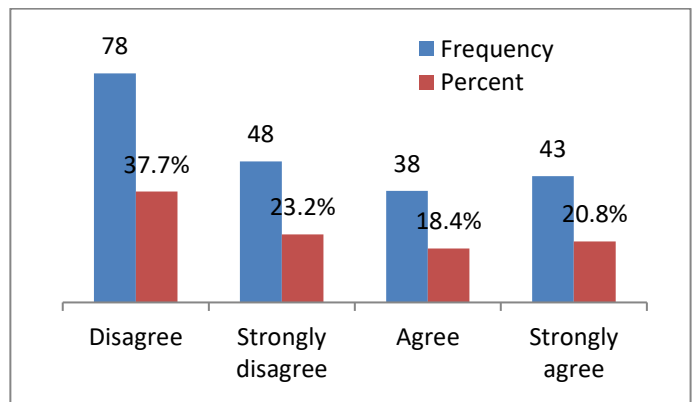


Table 15: decisions taken by the administration concerning the running of the school without consulting the teachers are usually effective

Figure 15: decisions taken by the administration concerning the running of the school without consulting the teachers are usually effective

A score of 37.7 % disagree to the fact that: decisions taken by the administration concerning the running of the school without consulting the teachers are usually effective, 48 respondents with a score of 23.2 % strongly disagree to this, 38 respondents with 18.4 % agree to the fact that decisions taken by the administration concerning the running of the school without consulting the teachers are usually effective, 43 respondents with a percentage of 20.8 strongly agree to this. Taking a critical look at this, we will see that a majority of the respondents disagree and strongly disagree that decisions are usually effective when teachers are not consulted. This therefore draws the attention of the administration to the fact that , for effective decisions to be taken, teachers need to be consulted to avoid conflict between the administration and teachers which will in turn have a positive effect on students’ output. This is in line with Fonkeng and Tamajong who says that the purpose of consultation is to enable the head to draw knowledge, experience and judgement of his colleagues.

	Frequency	Percent
Disagree	8	3.9
Strongly disagree	6	2.9
Agree	75	36.2
Strongly agree	118	57.0
Total	207	100.0

Table 16: Teachers are discouraged when decisions are taken concerning them in their absence.

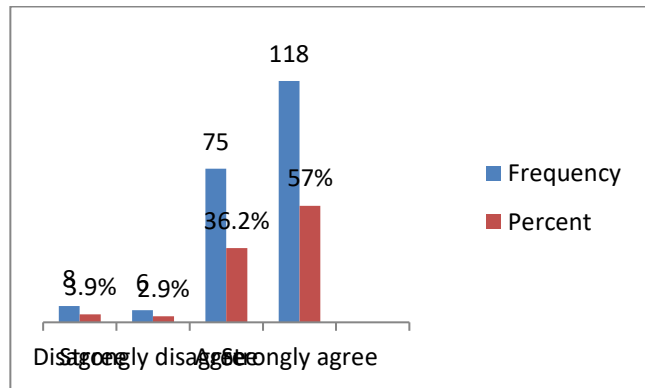


Table 16: Teachers are discouraged when decisions are taken concerning them in their absence.

From the table above, 8 respondents giving a percentage of 3.9 % disagree that teachers are discourage when decisions are taken concerning them in their absence, 6 respondents giving a percentage of 2.9 % strongly disagree, 75 respondents (36.2 %) agree to the fact that teachers are discouraged when decisions are taken concerning them in their absence, and 118 respondents (57.0%) strongly agree that teachers are discouraged when decisions are taken concerning them in their absence. This is a clear indication that teachers need to be consulted especially in those decisions concerning them to avoid conflict that may occur between the administration and teachers and also not to discourage teachers who have a big role to play in order to bring about an increase in students’ output. This is very important because teachers are the ones who get directly in contact with the students in class and their mode or mind set will determine their input as well as students output.

	Frequency	Percent
Disagree	17	8.2
Strongly disagree	9	4.3
Agree	119	57.5
Strongly agree	62	30.0
Total	207	100.0

Table 17: delegation of power is an Important step in addressing conflicts between Teachers and administrators

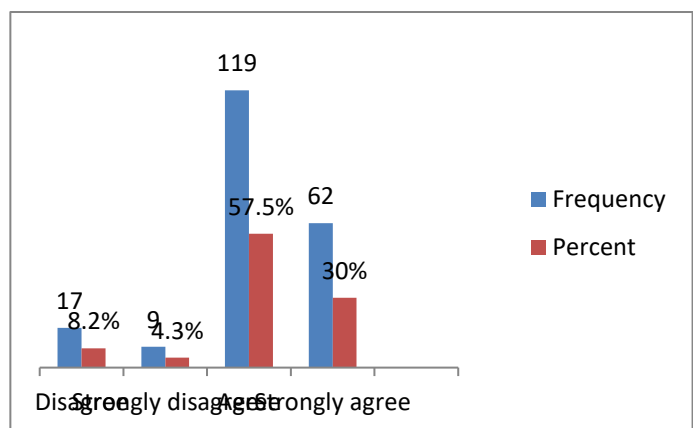


Figure 17: Delegation of power is an important step in Addressing conflicts between teachers and administrators.

The above data represent the responses to the question “delegation of power is an important step in addressing conflicts between teachers and administration”. Of the 207 respondents, 17 with a percentage of 8.2 disagree to the fact that delegation of power is an important step in addressing conflict between the administration and teachers, 9 with a percentage of 4.3 strongly disagree, 119 with a percentage of 57.5 agree to this fact and 62 with a percentage of 30.0 strongly agree to the fact that delegation of power is an important step in addressing conflict between teachers and administration. Out of a total frequency of 207,181 respondents want power to be distributed to teachers and not only revolve around the administrators because they are not a reservoir of knowledge and they cannot be everywhere at the same time. Principals should do all they can to delegate power to teachers to avoid the occurrence of conflicts between the administration and teacher and equally encouraging them to take leadership role and to use management skills effectively which will thus have a positive effects on students’ output. This is in line with Denga (1986) who says that principals should delegate authority to their staff to carry out certain administrative functions. This delegation of power cannot be given to everybody since not everybody has the required skills of handling certain positions.

	Frequency	Percent
Disagree	14	6.8
Strongly disagree	21	10.1
Agree	77	37.2
Strongly agree	95	45.9
Total	207	100.0

Table 18: Teachers feel neglected when power is not delegated to them so they can participate in running the school

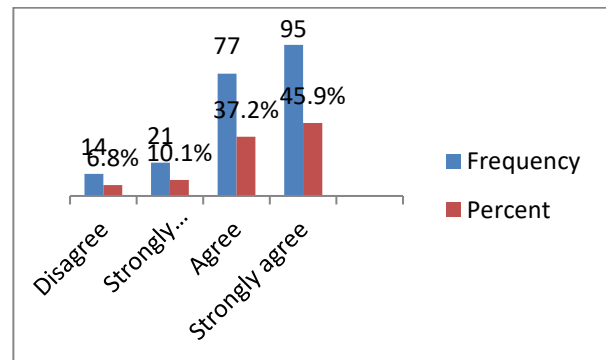


Figure 18: Teachers feel neglected when power is not delegated to them so they can participate in running the school

This table presents responses to the question: most teachers feel neglected when power is not delegated to them so they can participate in running the school. The analysis of the table shows that out of the 207 respondents, 14 scoring 6.8 % disagree to this fact, 21 scoring a percentage of 10.1 % strongly disagree, 77 scoring a percentage of 37.2 % agree and 95 scoring a percentage of 45.9 % strongly agree to the fact that most teachers feel neglected when power is not delegated to them so they can participate in running the school. Looking critically at the analyses above, we see that a majority of the respondents are in favour of the fact that they feel

neglected when power is not delegated to them. This means that principals need to often delegate power to teachers so that they can take part in the running of the school. This will limit the occurrence of conflict between the administration and teachers. When the administration works hand in hand with the teachers, it will bring about a smooth attainment of the goals of the school which is an overall increase in students' output.

	Frequency	Percent
Disagree	29	14.0
Strongly disagree	24	11.6
Agree	113	54.6
Strongly agree	41	19.8
Total	207	100.0

Table 19: The absence of proper delegation of power will retard the achievement of school objectives

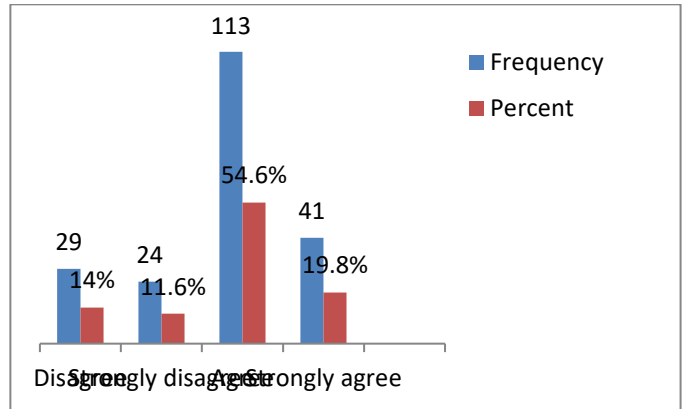


Figure 19: The absence of proper delegation of power will retard the achievement of school objectives

Taking a critical look at the table above, we see that 29 respondents scoring a percentage of 14.0 disagree to the fact that the absence of proper delegation of power will retard the achievement of school objectives, 24 respondents scoring a percentage of 11.6 strongly disagree to this, 113 respondents scoring a percentage of 54.6 agree to the fact that the absence of proper delegation of power will retard the achievement of school objectives, and 41 respondents scoring a percentage of 19.8 strongly agree to this. Since the primary reason of the school is to achieve its objectives, the administrators therefore should avoid conflict between them and the teachers by making sure there is proper delegation of power especially to teachers who have the skills and competence for handling a particular task. This is important because if power is delegated to incompetent teachers, they will abuse the position and will not know what decision to take in certain situations. When incompetent teachers handle certain administrative positions, the school will risk not attaining its objectives.

	Frequency	Percent
Disagree	4	1.9
Strongly disagree	6	2.9
Agree	122	58.9
Strongly agree	75	36.2
Total	207	100.0

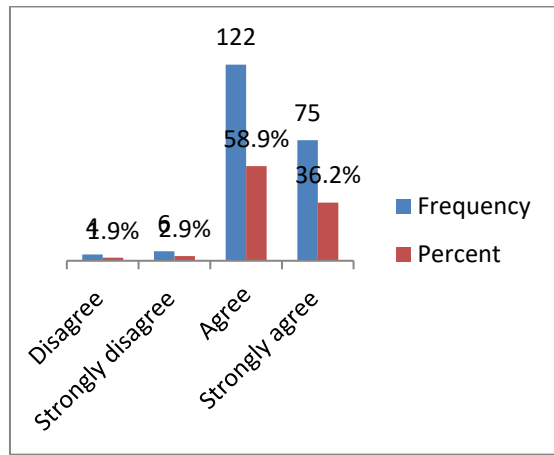


Table 20: Delegation of power brings about a sense of responsibility of teachers to be conscious in doing their job.

Figure 20: Delegation of power brings about a sense of responsibility to teachers to be conscious in doing their job.

The table above shows that out of the frequency of 207, 4 respondents with a percentage of 1.9% disagree to the fact that delegation of power brings about a sense of responsibility to teachers to be conscious in doing their job, 6 respondents with a percentage of 2.9 % strongly disagree to this, 122 respondents with a percentage of 58.9 agree that delegation of power bring about a sense of responsibility of teachers to be conscious in doing their job, 75 respondents with a percentage of 36.2 % strongly agree to this. Since majority of the respondents agree to the fact that delegation of power brings about a sense of responsibility of teachers to be conscious in doing their job, something should be to avoid conflict between the administrators and teachers and to increase students output, the principal who is the head of the administration should from time to time delegate power to teachers since it will give them a sense of responsibility and equally give them that consciousness to work towards the achievement of their objectives which of course will lead to an increase in students output.

	Frequency	Percent
Disagree	3	1.4
Strongly disagree	1	.5
Agree	57	27.5
Strongly agree	146	70.5
Total	207	100.0

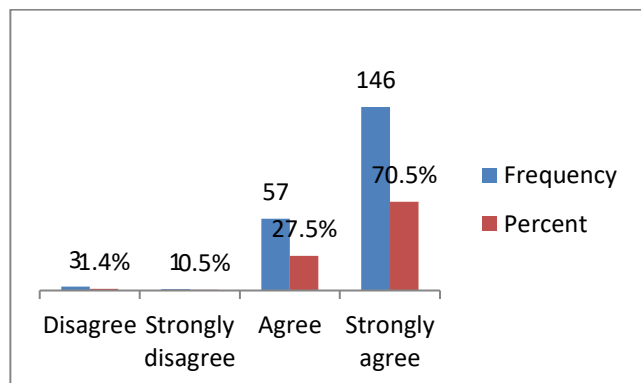


Table 21: Proper Agreement between Administration and Teachers Motivate them to Teach Effectively.

Figure 21: Proper agreement between the administration and teachers motivate them to teach effectively

The table above represent a frequency distribution according to the question proper agreement between the administration and teachers motivate them to teach effectively. 3 respondents constituting a percentage of 1.4 % disagree to the fact that proper agreement between the administration and teacher motivate them to teacher effectively, 1 constituting a percentage of .5% strongly disagrees, 57 constituting a percentage of 27.5 % agree to this fact and 146 constituting a percentage of 70.5 % strongly agree to the fact that proper agreement between the teacher and administration motivate them to teach effectively. Many of the respondents are for the fact that proper agreement with the administration will motivate them to work effectively. This means that conflicts may arise at any time when there is no proper agreement between the administration and teachers. The administrators therefore have to make sure there is proper agreement between them and the teachers since it will avoid conflict and serve as motivation for them to teach well and bring about an increase in students output. This will however depend highly on the issue of the negotiation at hand since not all administrative matters are negotiable.

	Frequency	Percent
Disagree	4	1.9
Strongly disagree	15	7.2
Agree	81	39.1
Strongly agree	107	51.7
Total	207	100.0

Table 22: Students output can be greatly affected when there is ineffective negotiation between administration and teachers.

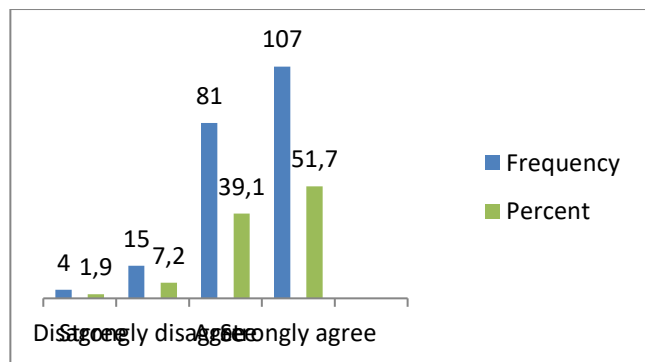


Figure 22: Students output can be greatly affected when there is ineffective negotiation between administrations and teachers

This table presents frequency distribution to the question “students’ output can be greatly affected when there is ineffective negotiation between the administration and teachers”. Of the 207 respondents, 4 scoring a percentage of 1.9 % disagree to the fact that students output can be greatly affected when there is ineffective negotiation between the administration and teachers, 15 scoring a percentage of 7.2% strongly disagree, 81 scoring a parentage of 39.1 agree to this and 107 scoring a percentage of 51.7% strongly agree to the fact that students output can be greatly affected when there is ineffective negotiation between the administration and teachers. From this analysis, majority of the respondents stands for this fact and so the principal who is the head of the administration can only bring about an increase in students’ output by effectively negotiating with the teachers which will limit conflicts that may arise between them.

	Frequency	Percent
Disagree	6	2.9
Strongly disagree	9	4.3
Agree	98	47.3
Strongly agree	94	45.4
Total	207	100.0

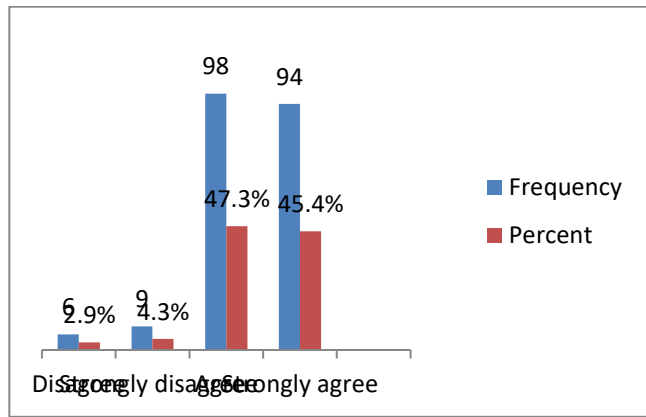


Table 23: effective negotiation between administration and teachers creates a conducive environment for teaching and learning.

Figure 23: Negotiation between administration and teachers creates a conducive environment for teaching and learning.

From the above table, we can see that 6 respondents with a percentage of 2.9% disagree to the fact that effective negotiation between the administration and teachers create a conducive environment for teaching and learning, 9 respondents with a percentage of 4.3% strongly disagree to this, 98 respondents with a percentage of 47.3% agree to the fact that effective negotiation between the administration and teachers create a conducive environment for teaching and learning, 94 respondent with a percentage of 45.4% strongly agree to this fact. Given that students need a conducive environment in order to study, the administration should do all they can to avoid conflict between them and the teachers by making sure there is negotiation with the teachers since a majority of them are for the fact that negotiation brings about a conducive environment for teaching and learning. This will greatly lead to an increase in students output.

	Frequency	Percent
Disagree	7	3.4
Strongly disagree	22	10.6
Agree	117	56.5
Strongly agree	61	29.5
Total	207	100.0

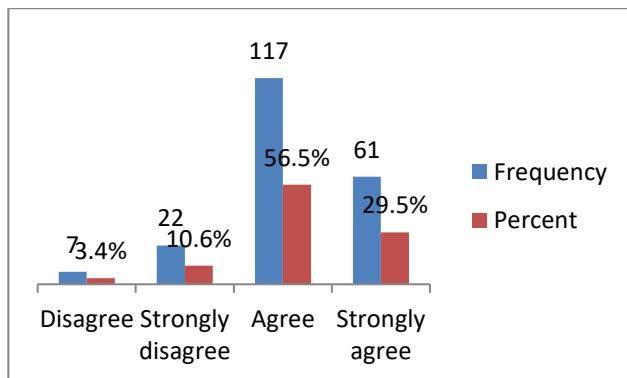


Table 24 Frequent dispute between the administration and teachers will affects teachers commitment to their job.

Figure 24: Frequent disputes between the administration and teachers will affect teacher's commitment to their job.

When we look critically at the above table we will see that 7 respondents scoring a percentage of 3,4% disagree that frequent dispute between the administration and teachers will affects teachers Commitment to their jobs, 22 respondents scoring a percentage of 10.6 strongly disagree to this fact, 117 respondents scoring a percentage of 56.5% agree that that frequent dispute between the administration and teachers will affects teachers Commitment to their jobs,, 61 respondents scoring a percentage of 29.5 strongly agree that frequent dispute between the administration and teachers will affects teachers Commitment to their jobs . Majority of the respondents accept the fact that their commitments are greatly affected when there is frequent dispute between them and the administration. The principal should always try to limit disputes with the teachers to avoid the occurrence of conflict in order to make teachers be committed to their jobs. When this done, there will be great improvement on students output.

	Frequency	Percent
Disagree	10	4.8
Strongly disagree	11	5.3
Agree	66	31.9
Strongly agree	120	58.0
Total	207	100.0

Table 25: the evidence of learning can be seen in a positive change in students behaviour.

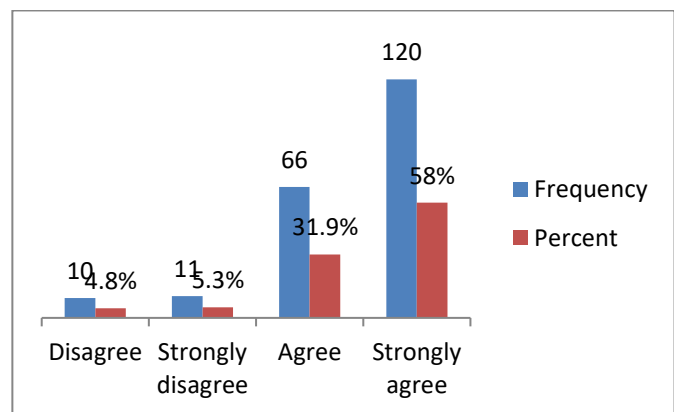


Figure 25: the evidence of learning can be seen in a positive change in students behaviour.

This table presents the responses to the question: the evidence of learning can be seen in a positive change in students' behaviour. of the 207 respondents 10 disagree scoring 4.8%, 11 strongly disagree scoring 5.3%, 66 respondents agree to the fact that the evidence of learning can be seen in a positive change in students' behaviour scoring 31.9%, and 120 strongly agree to the fact that the evidence of learning can be seen in a positive change in students' behaviour scoring a percentage of 58.0%. Looking critically on the above analysis we can see that majority of the respondents affirms the fact that the evidence of learning can be seen in a positive change in students' behaviour. This is to confirm the fact that output can equally be measured in terms of students' behaviour. The teachers have to do their best to bring about a positive change in students behaviour since it will to an extent determine whether learning have taken place or not. This is in line with Simpson Weiner who sees academic performance as the observable and

measurable behaviour of students' in a particular situation. He went further to say that performance measures the aspects of behaviour in a student at a specific period. This however cannot be achieved in a school when there is the existence of conflicts between the administration and teachers given that teachers will not be in a good frame of mind to teach well. The administration having this in mind, should always try to avoid conflicts from occurring with the teachers because they are the ones who come directly in contact with the students in class and their mood or state of mind will determine the input of teachers.

	Frequency	Percent
Disagree	55	26.6
Strongly disagree	85	41.1
Agree	48	23.2
Strongly agree	19	9.2
Total	207	100.0

Table 26: Exams scores are determinant of Students understanding of content.

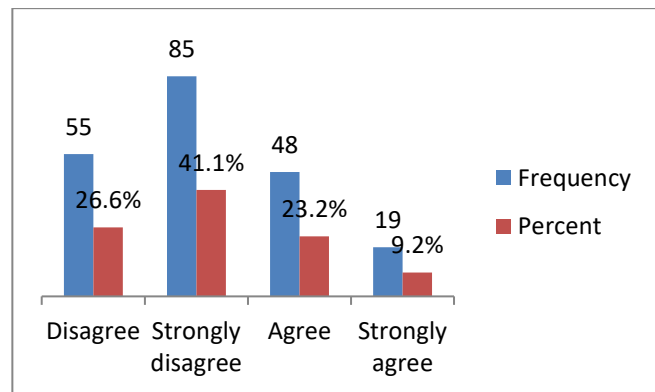


Figure 26: Exams scores are determinant of Students understanding of content.

The above table shows responses to the question Exams scores are determinant of Students understanding of content. Of the frequency of 207, 55 respondents disagree to this fact giving a percentage of 26.6%, 85 respondents strongly disagree to the fact that exams scores are determinant of Students understanding of content giving a percentage of 41.1%, 48 respondents agree to this giving a percentage of 2.2%, and 19 strongly agree to the fact that exams scores are determinant of Students understanding of content. From the above analysis, we can see that a majority of the respondents disagree and strongly disagree to the fact that exams scores are determinant of students understanding of the content. This means that students' scores do not determine whether students have understood the subject content or not. This is in line with Pollow who says that students' performance and understanding are not only measured by grades, but also by teacher effort and attention given to students and the student's own self perception. He went further to say that although performance on standardized tests receives the greatest attention in discussions of students' academic performance, teachers' evaluation of performance as indicated in course grades represent a common metric of student performance that often is more directly tied to the day-to-day business of teaching and learning than an annual standardized test scores.

	Frequency	Percent
Disagree	5	2.4
Strongly disagree	5	2.4
Agree	115	55.6
Strongly agree	82	39.6
Total	207	100.0

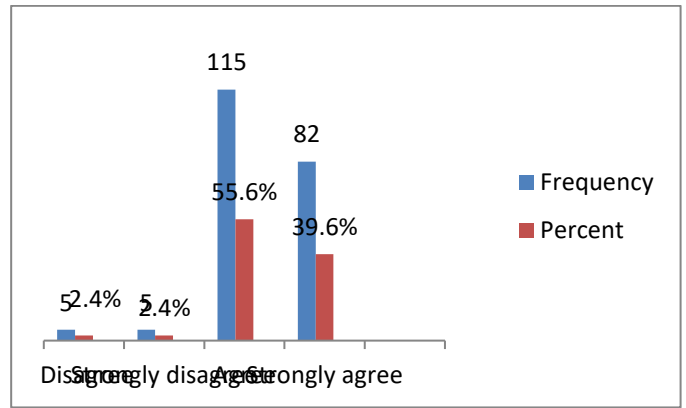


Table 27: The grade of students depends on how well conflicts are managed in your school.

Figure 27: The grade of students depends on how well conflicts are managed in your school.

From the above table, we can see that out of 207 respondents, 5 with a percentage of 2.4 % disagree to the fact that the grades of students depends on how well conflicts are managed in schools, 5 respondents with a percentage of 2.4 % strongly disagree to this fact, 115 respondents with a percentage of 55.6 % agree to this, and 82 respondents with a percentage of 39.6 strongly agree to the fact that the grades of students depends on how well conflicts are managed in schools. This means that the administration should do all they can to limit the occurrences of conflict between them and the teachers since they have a very big role to play as far as students output is concern.

	Frequency	Percent
Disagree	135	65.2
Strongly disagree	59	28.5
Agree	7	3.4
Strongly agree	6	2.9
Total	207	100.0

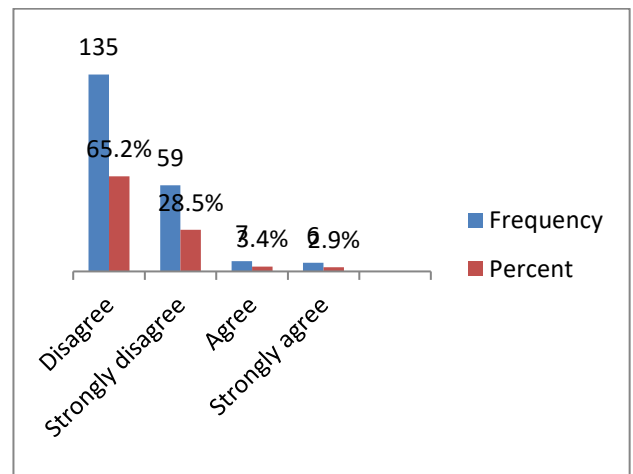


Table 28: learning is said to have taken place only when students perform highly in exams.

Figure 28: learning is said to have taken place only when students perform highly in exams.

Looking critically at the table above, we see that out of a 207 respondents 135 with a percentage of 65.2 % disagree to the fact that learning is said to have taken place only when students perform highly in exams. 59 respondents with a percentage of 28.5 % strongly disagree to this, 7 respondents with a percentage of 3.4 % agree to the fact that learning is said to have taken

place Only when students perform highly in exams, 6 respondents with a percentage of 2.9% strongly agree to the fact that learning is said to have taken place only when students perform highly in exams. It is evident from the above analysis that majority of the respondents disagree and strongly disagree that learning is said to have taken place when students perform highly in exams. This means that it is not in all situations where students' high exam marks indicate that learning has taken place or low performance indicating no learning. This is in line with Driscoll who says that though performance heavily depends on learning, low performance may not necessarily reflect in adequate in learning. Bandura on his part says that it is possible to learn a task and yet perform poorly in it. Teachers should not use only students' examination scores to determine whether learning has taken place given that examination is not the true test of knowledge.

5.2 VERIFICATION OF HYPOTHESIS

5.2.1 Verification of hypothesis 1

The Null hypothesis: states that communication between the administration and teachers does not have a relationship with students output. This is otherwise stated thus

Hypothesis 1: states that communication between the administration and teachers has a relationship with students' output

H0: $P = 0$ —

H1: $P \neq 0$

To verify this relationship, the hypothesis was tested with the Pearson correlation and the following table was obtained.

Table 29: Correlations

	STUDENTS OUTPUT	COMMUNICATION
Pearson Correlation	1	.550**
Sig. (2-tailed)		.009
N	207	207
Pearson Correlation	.550**	1
Sig. (2-tailed)	.009	
N	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

From this table, we noticed that the Pearson correlation index (r_{xy}) is 0.550 at 0.05 level of significance and $(n-2) 207 - 2 = 205$ degree of freedom. Comparing this value with the critical value of 0.163, (Amin2005), we discover that this value is higher than the critical value. We thus reject the null hypothesis that say that there is no relationship between communication and students output and concludes that the correlation is significantly different from zero, that is we accept the research hypothesis that states that there is a link between communication and students output.

$r_{xy} = 0.550$ implying that there is a positive linear correlation between communication and students output. The Coefficient of determination $r^2_{xy} = (0.550)^2 = 0.303$ implies that the proportion of common variance between the two variable is 30.3% which means 30.3% of the variance of one variable is explained by the variance of the other variable. This equally implies that communication determines students output.

From the verification of this hypothesis we can see that communication is very important in an institution since it has a positive relationship on students' output. Administration therefore should handle communication with care. This is in line with Fonkeng and Tamajong who says that communication should take a two way form that is from vertical and horizontal (upwards and downward) and horizontal or lateral between heads of departments and teachers. According to them, the fact that communication leads to the circulation of information, makes it very important because teachers are informed about their time tables and so many other things about the school to help them towards teaching well and working toward achieving their goals which will thus have an effect on students' output.

5.2.2 Verification of hypothesis 2

The Null hypothesis: states that consultation between the administration and teachers does not have any relationship with students output. This is otherwise stated thus

Hypothesis 1: states that consultation between the administration and teachers have a relationship with students output

$H_0: P = 0$ —

$H_2: P \neq 0$

To verify this relationship, the hypothesis was tested with the Pearson correlation and the following table was obtained.

Table 30: Correlations

	STUDENT OUTPUT	CONSULTATION
Pearson Correlation	1	.714**
Sig. (2-tailed)		.002
N	207	207
Pearson Correlation	.714**	1
Sig. (2-tailed)	.002	
N	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

From this table, we notice that the Pearson correlation index (r_{xy}) is 0.714 at 0.05 level of significance and $(n-2) 207 - 2 = 205$ degrees of freedom. Comparing this value with the critical value of 0.163, we discover that this value is higher than the critical value. We thus reject the null hypothesis that says that there is no relationship between consultation and students' output and conclude that the correlation is significantly different from zero that is we accept the research hypothesis that states that there is a link between consultation and students' output.

$r_{xy} = 0.714$ implying that there is a positive linear correlation between consultation and students output.

The Coefficient of determination $r^2_{xy} = (0.714)^2 = 51$ implies that the proportion of common variance between the two variables is 51 % which means 51 % of the variance of one variable is explained by the variance of the other variable. This equally implies that consultation determines students' output.

After the verification of this hypothesis, we can see clearly that consultation have a big role to play as far as students output is concerned; therefore, the administrations have to take or see consultation as an important aspect in a school. This Therefore means that the administrators have to consult teachers before taking certain decisions in the school because teachers are the ones who deal directly with the students in class. This is in line with Fonkeng and Tamajong who are for the opinion that principals have to collaborate with the teachers to get their own ideas where he may then as the decision maker chose among the alternatives. Denga on his own part says that principals should consult teachers on both routines and causal to gain experience, advice them and equally find out their professional problems with the view of offering possible solutions to them. This will however motivate teachers to teach well towards the achievements of their goals and thus an increase in students' output.

5.2.3 Verification of hypothesis 3

The Null hypothesis: states that delegation of power between the administration and teachers does not have a relationship with students' output. This is otherwise stated thus

Hypothesis 1: states that delegation of power between the administration and teachers has a relationship with students' output.

H0: $P = 0$ —

H2: $P \neq 0$

To verify this relationship, the hypothesis was tested with the Pearson correlation and the following table was obtained.

Table 31: Correlations

		STUDENTS OUTPUT	DELEGATION OF POWER
	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	207	207
	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

From this table, we notice that the Pearson correlation index (r_{xy}) is 0.600 at 0.05 level of significance and $(n-2) 207 - 2 = 205$ degree of freedom. Comparing this value with the critical value of 0.163, we discover that this value is higher than the critical value. We thus reject the null hypothesis that says that there is no relationship between delegation of power and students' output and conclude that the correlation is significantly different from zero that is we accept the research hypothesis that states that there is a link between delegation of power and students' output.

$r_{xy} = 0.600$ implying that there is a positive linear correlation between delegation of power and students' output.

The Coefficient of determination $r^2_{xy} = (0.600)^2 = 36\%$ implies that the proportion of common variance between the two variables is 36% which means 36% of the variance of one variable is explained by the variance of the other variable. This equally implies that delegation of power determines students' output.

The acceptance of the alternative hypothesis is to confirm the fact that there is a link between delegation of power and students' output. This therefore means that the administration whose priority is to achieve the goal of boosting students' output has to delegate power to their subordinates since it will act as a motivation for teachers to teach well towards the achievement of their stated goals. This is in line with Denga who says that powers should be delegated to subordinate or staff to carry out certain administrative functions. This will serve as a form of motivation to teachers as well as reduce the work load of the principal since he may not be everywhere at the same time which thus gives them enough time to do administrative work.

5.2.4 Verification of hypothesis 4

The Null hypothesis: states that negotiation of power between the administration and teachers does not have a relationship with students' output. This is otherwise stated thus

Hypothesis 1: states that negotiation between the administration and teachers has a relationship with students' output

H₀: P = 0

H₂: P ≠ 0

To verify this relationship, the hypothesis was tested with the Pearson correlation and the following table obtained.

Table 32: Correlations

	STUDENTS OUTPUT	NEGOTIATION
Pearson Correlation	1	1.000**
Sig. (2-tailed)		.000
N	207	207
Pearson Correlation	1.000**	1
Sig. (2-tailed)	.000	
NEG	207	207

** . Correlation is significant at the 0.01 level (2-tailed).

From this table, we notice that the Pearson correlation index (r_{xy}) is 1.000 at 0.05 level of significance and $(n-2) 207 - 2 = 205$ degrees of freedom. Comparing this value with the critical value of 0.163, we discover that this value is higher than the critical value. We thus reject the null hypothesis that states that there is no relationship between negotiation and students' output and conclude that the correlation is significantly different from zero that is we accept the research hypothesis that states that there is a link between negotiation and students' output.

$r_{xy} = 1.000$ is positive implying that there is a positive perfect correlation between negotiation and students' output.

The Coefficient of determination $r^2_{xy} = (1.000)^2 = 1$ which implies that the proportion of common variance between the two variables is 1 which means 100 % of the variance of one variable is explained by the variance of the other variable. This equally implies that negotiation determines students' output.

From the above verification, we can see that there is a positive perfect correlation between negotiation and students' output. Negotiation which is the discussion between two parties with the goal of reaching an agreement is very important. This therefore means that there is a need for a successful negotiation between the administration and teachers since it will play a great role in encouraging teachers to do their work with a lot of enthusiasm to achieve their goals. It is important for us to know that this work had extraneous variables such as socio-economic status, learning facilities, learning environment and proper guidance which all were put under control.

This chapter gives a discussion of data that was collected with the help of the questionnaire. It equally shows the verification of hypothesis using the descriptive and inferential statistics.

CHAPTER SIX

DISCUSSION, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

6.0 INTRODUCTION

This chapter aims at discussing the findings based on the hypotheses tested. Notably it seeks to conceptualize the findings and determine the degree to which they relate to the review of literature and its implication on the students' output in secondary schools of the municipality of Kumba. The chapter ends with a general conclusion, recommendations, suggestions and limitations of the study.

6.1 DISCUSSION OF FINDINGS

This part of the work gives the researcher the opportunity to relate the findings to the concepts reviewed in the literature. This section will examine each hypothesis as follows:

6.1.1 Communication between the Administration and Teacher and Students' Output.

This forms the bases of research hypothesis one. Analytically, out of the 207 respondents, 200 which accounted for 96.6 % were for the opinion that when there is efficient communication between the administration and teachers, students' output increases due to the effective management of conflicts. From the Pearson correlation 0.550 against 0.163 for the critical value read at the degree of freedom of 205 at the alpha level of 0.05, the alternative hypothesis that communication between the administration and teachers has a relationship with students' output has been confirmed and the null hypothesis rejected, following the decision rule. This therefore means that there is a relationship between communication and students' output and that schools that effectively make use of communication will build a harmonious climate for teaching and learning and thus an increase in students' output.

This observation is in line with Fonkeng and Tamajong(2009) Who say that communication has become an integral part of the process of school administration and it is impossible to manage an organisation, administration or any major step in the administration process without communication, given that it has a positive influence on students' output. These authors further argued that communication is important in decision making, planning, coordinating and evaluating and that it is by this means that decisions are transmitted from one member to another or from one part of the school to another. Communication especially verbal is very important in the school as far as students' output is concerned. It is the vehicle through which the basic management and administrative functions are carried out and it is equally good to know that

managers and administrators direct and coordinate through communication and the staff equally plans and controls through communication. All this is to attain a common goal of increasing students' output.

Following the findings on whether the flow of information helps teachers to be committed in their job, 97.1 % agree and strongly agree that the flow of information helps them to be committed in their job. This tells us that in any school institution, there is the need for information flow. Tamukong (2005) notes that all the functions and roles of the manager depend on communication and the school administration (principal) is the main source of communication. This means that if there is laxity on his part, many things will go wrong as teachers in the school will be in the state of confusion and frustration not knowing what to do, how to do and where to do it. The findings to know whether the existence of ineffective communication between the administration and teachers will affect teachers' efficiency and students output shows that 196 respondents scoring a percentage of 94.6 % agree and strongly agree to this fact. This is just to explain the fact that communication in every institution must be effective since the ineffective part of it will make teachers less motivated which thus will have a negative effect on the students' output. Mzeka (1989), notes that effective communication is essential for successful school management where as poor communication results in confusion and disorder. He goes further to say that when communication fails between the superior and subordinates, there will be the absence of coherence and harmony which equally has a lot to do with management and the enhancement of students' output. To support this, Fonkeng and Tamajong (2009) opined that a great deal of time has to be devoted for effective communication to take place and that communication should take a two way form, that is upward and downward, horizontal and vertical, between stakeholders. These authors went further to advise that schools should make use of notice boards and that they should be large enough to hold information and be divided in two sections so that every individual can know where to situate information that concerns them. Also that the language used in communication should be explicit enough for everybody's understanding, to avoid misinterpretation of information. It is however good to note that perfect communication is almost impossible to achieve. Experience has shown that one of the ways by which teachers express their grievances is by keeping themselves disconnected so that even getting to them through the phone is impossible. This is often done when they know that their services are needed by the administration. This is just to say that despite the channels of communication available, some teachers will always make it a problem. Communication is very necessary for an increase of students' output. It has been observed that poor communication leads to misunderstanding of information and eventually conflict which might have an effect on

students' output given that conflict does not give a favorable climate for teaching and learning. To this effect, the administrators should endeavour to be precise and clear when communicating with subordinates. It is very important for us to know that communication in school brings about democratic administration since it encourages deliberation, consultation, seek the opinion of the staff and all those who have responsibility in administration. This is in line with the Human Relation theory by Mayo (1950) which calls for team work and cooperation in organisation which can only be achieved through effective communication.

Newstrom and Bittel (2002), say that there is a need for quick and easy flow of information. In every modern organisation, people must know what, why, how, and where they work. According to Tamukong (2005), communication both vertical and horizontal must be continuous that is it must follow the right channel for a particular situation. This includes the use of conferences, interpersonal communication meetings, discussions, notices and so on. Mbua (2003) argues that communication from the top must pass through intermediate rank before it reaches the bottom but none can stop the communication from the top. However, communication from the bottom must pass through the same channel but a hierarchy can stop the information at the bottom from reaching the top. Therefore the channel of communication is not strictly a two way channel. Practically, any communication from the bottom to the top which has not passed through hierarchy is frowned upon.

It is very important to note that during this research, the researcher came in contact with many principals and teachers who expressed orally what they have been experiencing in their various schools as far as conflict management is concerned. In a conversation between the researcher and the vice principal of one of the high schools in Kumba who equally was a teacher, he complained bitterly about the way things are being done. Though he was a vice to the principal, the principal hardly communicated his decisions to the vice. He expected implementation of these decisions by the other members of the school administration, which of course was very difficult, given that they wanted to be part of the decision making process.

To conclude, we can say that misunderstanding and conflict have existed long before now and it is important for us to note that conflicts are inevitable. However, in conflict management, the tactical management of our communication efforts can bring about a positive increase in students' output.

6.1.2 Consultation of subordinates and students' output

This focuses on the second hypothesis. Out of the 207 respondents, 141 informants scoring a percentage of 68.2 disagree and strongly disagree to the fact that teachers' views are always

taken into consideration to help achieve the goals of the school. This might have an effect on students' output since some teachers might get angry and decide not to do their job well. From the Pearson correlation calculated, 0.714 as against 0.163 which is the critical value at the degree of freedom of 205 and the alpha level of 0.05, the alternative hypothesis that states that consultation between administration and teachers has a relationship with students' output has been accepted and the null hypothesis rejected. The coefficient of determination $(r^2_{xy})^2$ which is $(0.714)^2 = 0.51$ is indicating a high link. This therefore means that schools that make great use of consultation avoid the occurrence of conflicts between the administration and teachers presenting a conducive environment for teaching and learning and thus an increase in students' output. Following the responses according to teachers' participation in decision making concerning the school, motivates them to do their job. 80.2% of the respondents declared and accepted that when teachers participate in decision making, it motivates them to work well. This therefore should ring as a bell to the administration to always consult teachers since the findings show that it is an effective way to limit the occurrence of conflict and they are the ones that come directly in contact with the students in class. So it is important to consult and motivate them to teach well to bring about an increase in students' output. Denga (1986), asserts that in order to share experience and provide professional advice and assistance to them, the administrators (principals) should consult and allow the teachers to participate in both routine and casual basis, he can gain experience from teachers, impact skills, advice them and find out their professional problems with a view of offering possible solutions. All this will work towards enhancing students' output which is an important goal of every school. The findings to the question "decisions taken by the administration concerning the running of the school without consulting the teachers are usually effective" show that 60.9 % of the respondents rejected the fact that administrators can take effective decisions without the ideas of teachers. This is a clear indication that the ideas of teachers are highly needed for good decisions to be taken as well as achievement of the school goals. This is in line with the conflict management theory (William, 1990) where there is the need for consultation in resolving conflict, resolution processes and system to bring about ongoing improvement in processes and systems. The administration should therefore endeavour to consult teachers to get their own ideas especially in those situations that concern them. Fonkeng and Tamajong (2009) note that very often all staff members will like to participate in the decision process, while there are some who will like to be involved up to the point of decision making, others will like to go all the way through the decision making process. This can be related to the interest-based relational approach theory that talks about trying to get to the underlying interest, need, concerns of other people, ask for their view point and confirm that you respect their view. As concerns the findings to the

question “teachers are discouraged when decisions are taken concerning them in their absence”, as much as 93.2 % of the respondents confirm that they feel discouraged when decisions are taken concerning them in their absence. The discouragement of teachers here will mean less effectiveness which will off course have a negative impact on students’ output given that discouragement puts them in a bad mood. Tamukong (2005) supports this by saying that consultation with teachers about decisions that concerns them is important for quick, efficient and effective execution of such decisions and experience has shown that when experienced employees participate in making decisions, they turn to implement without complaint. This is because their participation gives them confidence, a sense of responsibility and thereby generating the zeal and enthusiasm to perform better. Poster cited by Fonkeng and Tamajong (2009) comment that the human relation context of consultation permits the school to function like a unit or a family. This implies that when the principal is friendly by consulting his subordinates, they feel very much at home.

When the researcher came in contact with a teacher of one of the Government Schools Kumba, she asked about conflict management in their school between the teachers and the administration. The teacher laughed and told the researcher his time table has just been changed without communicating it to him, not even consultation to be sure he is okay with it. He went further to say that he was not going to teach unless the administration brings it to normal or better still, the administrators should go and teach. He said his reason for taking such a decision is because they did not communicate and consult him about the changes.

We can conclude this by saying that the principal should adopt a democratic administration style where teachers are involved in the decision making in the school in order to work hard towards increasing students’ output.

6.1.3 Delegation of power and students’ output

When the Pearson correlation was calculated, it gave 0.600 against 0.163 for the critical value, at a degree of freedom of 205, with the alpha level of 0.05, at the coefficient of determination of (r^2_{xy}) that is $(0.600)^2 = 0.36$, we noticed that r_{xy} is greater than x^2 read or the critical value. Therefore, we confirm the alternative hypothesis that states that delegation of power to subordinates has a relationship with students’ output and reject the null hypothesis.

Of the 207 respondents, 87.5% agree and strongly agree to the view that the delegation of power has a significant relationship with students’ output given that it is an important step in addressing conflict between the administration and teachers which facilitates commitment to their job. Following the observation of Fonkeng and Tamajong (2009), all the various aspects of school

administration are directly the responsibility of the principal but since she or he cannot be disposed to exercise all their duties effectively, s/he is forced to rely on the services of other members to collaborate with them for the smooth running of the school. They highly recommended the application of delegation of power in schools. According to them, delegation of power remains the most essential tool in administration, and the administration required a lot from their staff through delegation of power. This is important because it makes the teachers motivated to teach well which goes a long way in enhancing students' output.

From the findings concerning the question "teachers feel neglected when power is not delegated to them so they can participate in running the school", only 16.1 % of the respondents do not confirm this, meaning that a majority are for the fact that they feel neglected when powers are not delegated to them so that they can participate in running the school. Taking a critical look at this, we see that teachers keep showing the interest of helping the administration in achieving the school goals, which obviously is to have an excellent students' output. To actually achieve this, powers should be delegated to teachers to give them that opportunity if that is what will motivate them to teach well in order to bring about great students' output as expected by the administration. This is in conformity with one of the principles of setting up dispute resolution procedures in conflict management theory where there is the need to motivate, bring out teachers skills, make use of available resources to support the effective use of procedures and processes put in place. Denga (1986) is of the opinion that the principal should delegate authority to their staff. This therefore means that delegation of power involves encouraging others to take leadership roles and to use management team effectively which is very important in schools given the increase in educational institutions. To ease the work, principals are supposed to share their responsibilities since they may not be everywhere at the same time. This will give them much time to handle other administrative issues. With this type of climate in schools, there will be less conflict since everybody will be busy making sure they execute their own portion of the work efficiently doing their own work knowing they will be held responsible for any failure. With all this, students' outputs are bound to increase.

With respect to the question "the absence of proper delegation of power will retard the achievement of the school goals", Out of 207 respondents, 74.4 % confirm the fact that when there is proper delegation of power, the school goals will easily be achieved as well as a quick increase in the students' output. It is very important for the administration to delegate power properly, that is, know their staff to be sure of what actually each staff member can do. This is to avoid delegating power to somebody on a field he knows nothing about since it will only help in retarding the achievement of the school objectives. This finding corroborates with Fonkeng and

Tamajong (2009) who say that it is important that those who have delegated responsibility are implicitly and explicitly trusted by whoever delegates in terms of competence and loyalty to the organisation. This is a very important issue to take care of as far as delegation of power is concerned, that is proper delegation will facilitate the achievement of the school goals, students' output inclusive.

Moreover, the finding concerning the question "delegation of power brings about a sense of responsibility to teachers to be conscious in doing their job" indicates that out of 207 respondents, as high as 95.1 % stand for the fact that delegation of powers gives teachers a sense of responsibility. When teachers have a sense of responsibility, it means they are very conscious of what they are supposed to do as well as what is expected from them which is enhancing students' output. It has been confirmed that delegation of power gives teachers a sense of responsibility, therefore the administration should delegate powers to them to make them responsible. Fonkeng and Tamajong note that the person who receives delegated powers must be able to test this power by being allowed to take decisions which should meet the approval of the principal. That is, they must be in a position to take initiative. It is important to know that when a teacher is given the authority to handle a task, he gains the confidence and trust of the principal. This in effect will cause him to put in his highest to satisfy not only the principal, but also his department and the entire school. This may also earn him or her more responsibilities as a task well accomplished will definitely attract higher assignments or tasks. It is in relation to this that Fonkeng and Tamajong (2009) say that once powers are delegated, it must be done completely without any unnecessary reservation of authority. They went further to say that he or she who delegates should not attempt to interfere by trying to perform an already delegated task but important for him to get in touch with the one who is delegated in order to be sure that the task is effectively carried out.

According to Mbua (2003) delegation should not be based on sentiments, to him a good leader is suppose to have a knowledge of all his workers so that he or she can know what task to assign to each and any one of them. It is very important for a leader to avoid favoritism and nepotism no matter the situation he finds himself in. Mbua further adds that centralization of authority weakens a system and paves a way for incompetence and inefficiency in an organization. This type of power is not needed in a school as it lowers the morals of workers in an institution which therefore means that delegation of authority ensures ease of administration and encourages the use of expertise as well as participation, support and collaboration among members.

The researcher equally came in contact with teachers from the mission and private schools who expressed their willingness to work with the administration in achieving the schools' objectives but power has never been delegated to them to do this despite their willingness. They

went further to say that it makes them feel as if they do not have a say in the decision making of their various schools, which really discouraged them from giving in their best. The administration should know that without teachers, their objectives will never be attained. Therefore, power should be delegated to them to avoid conflict and facilitate the achievement of school goals.

In an institution, there are people whose natural presence commands peace so if principals can be able to identify such talented persons in their subordinates and delegate power to them, it will go a long way to minimize conflict giving a conducive environment for teaching and learning and a significant influence on students' output.

6.1.4 Negotiation of Subordinates and Students' Output.

Of the 207 respondents, 203 corresponding to 98 % agree and strongly agree that negotiation greatly influences students' output. The Pearson correlation calculated r_{xy} is 1.000 as against the critical value of 0.163 at the degree of freedom of $(n-2)$ $207-2 = 205$, and a coefficient determination of $(1.000)^2 = 1$ implying a perfect correlation between negotiation and students' output. The r_{xy} being greater than the critical value is an indication that there is a very significant relationship between proper agreement between the administration and teachers and students' output since teachers teach well as a result of that proper agreement. This therefore means that the administration should have this in mind and try as much as they can to always make sure there is a proper agreement between them and teachers given that it gives teachers the motivation they need in order to work hard, which will of course have a positive influence on students' output. The findings to the question "students' output can greatly be affected when there is ineffective negotiation between the administration and teacher shows that 188 respondents out of 207 scoring a percentage of 90.8 % agree and strongly agree that students can be affected if there is ineffective negotiation between the administration and teachers. Given that students' output is the main goal of every institution, there is therefore the need to work towards attaining this, so the administration should always try to bring about an effective negotiation with the teachers since the statistics we have prove that ineffective negotiation will affect students output. This is in line with Rubin *et al.*, (1994) who say that negotiation is very important since it is a joined decision making under conflict situations and uncertainty in which divergent positions are combined in to a single outcome. He went further to explain that with negotiation, each party attempts to obtain what they want through the exchange of information typically in the offers and counter offers and when this is done, conflicts to a greater extent are avoided and students' output increases. The interest based relation approach theory by Roger Fisher (1981), also confirms this by saying that conflicts are mutual problems which may be best resolved through negotiation and discussions

rather than through aggression. The finding to the question “negotiation between the administrations creates a conducive environment for teaching and learning”, shows that a very high proportion of the respondents 92.7 % stand for the fact that negotiation creates a conducive environment for teaching and learning in school. A conducive environment is needed for teaching and learning to go on well and this in a school can be obtained by preventing conflict. Therefore, the administration should look at this as a necessity in their various institutions since it will pave a way for an increase students’ output. This is in conformity with the conflict management theory (William, 1990) that says that dispute resolution processes involve the use of methods such as negotiation before arbitration or other forms of adjudication. Findings concerning question “frequent disputes between the administration and teachers will affect teachers commitment to their job”, show that 86 % of the respondents confirm the fact that there is a need for a successful negotiation to avoid frequent disputes. Administrators should do all they can to bring about a successful negotiation since it satisfies the teachers, and makes them committed to their job. When this is done, there is going to be a significant increase in students’ academic performance. This is in conformity to the interest based relation approach theory that says that negotiation should be used as a solution for conflict where both sides may better understand the position of the other and a mutually satisfactory solution may be clear to all. It is therefore very important for negotiation to be successful in a school.

6.2 IMPLICATIONS OF THE FINDINGS.

Realizing an increase in students’ performance has been and will continue to be the most important goal to the Cameroonians educational administrators and authorities. Section 4 of law No.94/004 of April 1998 lays down some guidelines for education in Cameroon stating the purpose of education in Cameroon that is the call for a holistic as far as each individual is concern. The same law lays much emphasized on 2 and 5 objectives that are the inculcation of the major universal ethical value and the provision of an introduction to the democratic culture and practice, the respects for human rights, the love of peach and dialogue, civic responsibility and the promotion of regional and sub regional integration. The major problem we have here is wondering how all these will be attained when our educational institutions is full of conflicts of all such that is conflict between the administration and teachers, students just to name a few. The school leaders therefore have to develop strategies to manage conflict situations so that the environment will be conducive for teaching and learning to take place. This avoidance is very important especially with the teachers because they are the ones who directly come in contact with the students in class and therefore to a greater extend will determine whether the school goals will be

achieved or not. To avoid this, the administration should know when, how, why they are to communicate, consult, delegate power and negotiate. These are all good characteristics of a good leader.

To conclude we can say that for administration to properly manage conflict to bring about a harmonious climate for teaching and learning, they should make use of communication, consultation, delegation of power and negotiation which have been seen as the main things that can bring about conflict between the administration and teachers of every school institution with a great effect on students' output.

GENERAL CONCLUSION

Conflicts are an integral part of man's existence due to the social nature of human institutions. The social community is a classical setting of complex behavioural patterns that generate conflict which school organisational administrators must manage in order to attain the expected objectives. The purpose of this study was to find out if conflict management between the administration and teachers has an influence on students' output. The results from the findings 96.6% of respondents for a Pearson correlation index of $(r_{xy}) = 0.550$ against a critical value of 0.163 read at degree of freedom 205, $\alpha = 0.05$ confirms that effective communication between the school administration and teachers has an incidence on learners output. 80.2 % of informants for a Pearson correlation index of $(r_{xy}) = 0.714$ against a critical value of 0.163 read at degree of freedom =205, $\alpha = 0.05$ retains that a significant relationship exist between consultation of staff by the school heads in school management and students' output. 87.5% of the respondents for a Pearson correlation index of $(r_{xy}) = 0.600$ against a critical value of 0.163 read at degree of freedom =205, α level of 0.05 leads to the adoption of the hypothesis that there is a relationship between delegation of power and students' output and finally that a very significant relationship exist between negotiation and students' output going from the Pearson correlation of $(r_{xy}) = 1.00$ (100%) against a critical value of 0.163 read at degree of freedom =205, $\alpha = 0.05$. this results points to the fact that when conflicts are effectively managed through appropriate means of communication, consultation, delegation of power and negotiation with the relevant stake holders within a school setting , students output will greatly increase. These findings are consistent with the ideas that provoked this study as they prove that there exist a relationship between conflict management between the administration and teachers and students' output. These findings are in line with the findings of Rahim, 1992; Fonkeng and Tamajong, 2009. its is thus inconsistent for school administration to shy away from effective conflict management for what so ever reason as this will rather compromise with the organisational goals of the institution.

Therefore the researcher concludes that conflict management is significantly related to students' output in our schools especially in this 21 century where there is high quest for knowledge and apparent decadence in moral. Never the less, the school administration should make effective use of conflict management strategies to avoid conflicts, create a conducive teaching - learning environment that enhances academic productivity of students.

RECOMMENDATIONS

Motivated with the above findings, the researcher brought the following recommendations

- Administrators need to be dynamic in their management skills and learn to work with teachers and students for the realisation of the school goals.
- The administrators should give opportunities for professional growth through delegation of power giving more attention to problem solving in the school. This thus give a cordial relationship among members and when this is done, the expected goals which is students output will easily be obtained.
- The administration (principal) should be sensitive to issues such as consultation of subordinates, teachers taking part in decision making, and to make communication open to everybody.
- More training should be given on conflict management skills and human relation to those in the educational field especially in program in teacher training so that they will learn and make the theory practical by enhancing conflict management and transformation.
- Educational seminars should be organized from time to time to ensure an improvement in management skills of the administration to enable them handle new problems arising in their various schools.
- They should endeavour to bring about a successful negotiation with the teachers as this will enable the teachers work hard to achieve their goals as well as those of the school which is an increase in students output.
- Courses that deals with human relation should be introduced into secondary school curriculum to teach them on how to relate, how they can lead if leaders tomorrow.
- An evaluation should be carried out to see how far all these are implanted in each school and awards given to motivate a quick implementation.

LIMITATIONS OF THE STUDY

The realisation of this work met with short comings which included;

- Financial demands from the study: it was not an easy task to meet up with the financial demands of the study. Movement from one school to the other was quite frequent and at time respondents will not respect appointments.

- Time constrain was a major problem as this study was carried out alongside class work coupled with many family problems.
- The researcher also faced a lot of reluctance from the teachers to answer the questionnaires especially those whose academic qualifications were lower than that of the researcher. This researcher had to go continuously to the schools for a week to beg the teachers but many of them were still very reluctant. It was only after the intervention of the principals and some teachers in the schools that the recalcitrant teachers finally answered the questions and handed the questionnaire back to the researcher.
- Nevertheless though stressful, it was full of challenges and beautiful experiences that fostered the growth of the researcher's research skills and approach to the research process especially on field work.

SUGGESTIONS FOR FURTHER RESEARCH

- Since the study was limited to secondary schools, the researcher will like to suggest that the same study should be carried out in the other levels of education say the primary and university level.
- This study was carried out in Kumba meme Division in the south West Region of Cameroon. The researcher therefore suggests that this same study be carried out in other Divisions, Regions and Countries.
- Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

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APPENDIX

Appendix 1

UNIVERSITÉ DE YAOUNDÉ I

 CENTRE DE RECHERCHE ET DE FORMATION
 DOCTORALE (CRFD) EN
 « SCIENCES HUMAINES, SOCIALES ET EDUCATIVES »

 UNITE DE RECHERCHE ET DE FORMATION
 DOCTORALE EN SCIENCES DE L'EDUCATION ET
 INGENIERIE EDUCATIVE



THE UNIVERSITY OF YAOUNDE I

 POST COORDINATE SCHOOL FOR SOCIAL
 AND EDUCATIONAL SCIENCES

 DOCTORAL OF RESEARCH UNIT AND
 TRAINING IN SCIENCE OF EDUCATION
 AND EDUCATIONAL TECHNOLOGY

Questionnaire On Conflict Management Between The Administration And Teachers : Its Influence On Students Output

Dear respondents,

I am a fifth year student in the faculty of Science of Education, Department of Education and Management of the University of Yaoundé I. I am carrying out a research on **“Conflict Management between the Administration and Teachers: it’s Influence on Students Output in Some Secondary Schools in Kumba Municipality”** You are requested to answer these questions by placing a tick (√) against your most favorable respond by selecting from the alternatives as honest as possible. Your identity and responses remain confidential as they are just for the purpose of the research.

Thanks for your understanding

SECTION A: GENERAL QUESTIONS

School: Public lay Private mission school

1. Sex : Male Female

2. Academy qualification Masters G.C.E. A/L Degree

4. Present posts: Principal Vice Principal Discipline Master Head of Department Teacher

5. Longevity in service: 0 -10 11 -20 21 -30 31+

COMMUNICATION

S/N	Item	SA	A	SD	D
6	Verbal Communication serves as the easiest way to limit the occurrences of conflict in your school.				
7	The flow of information helps teachers to be committed to their jobs.				
8	The existence of ineffective communication between the administrators and teachers will affect teachers' efficiency as well as student's output.				
9	Easy access to information will motivate teachers to do their work diligently.				
10	Without effective communication, the school goals will not be attained				
CONSULTATION					
11	Teachers' views are always taken into consideration to help achieve the goal of the school.				
12	Teachers' participation in decision making concerning the school motivate them to do their job.				
13	Decisions taken by the administration concerning the running of the school without consulting teachers are usually effective.				
14	Teachers are discouraged when decisions are taken concerning them in their absence.				
15	Consultation between the administration and teachers brings about a conducive environment for the teaching and learning process.				
DELEGATION OF POWERS		SA	A	SD	D
16	Delegation of power is an important step in addressing conflicts between the administrators and teachers.				
17	Teachers feel neglected when power is not delegated to them so they can participate in running the school.				
18	The absence of proper delegation of power will retard the achievement of school objectives.				
19	Delegation of power brings about a sense of responsibility of teachers to be conscious in doing their job.				
20	Delegation of power by the administration to teachers serves as a perfect means of facilitating the attainment of school goals.				
NEGOTIATION					
21	Proper agreement between the administration and teachers motivate them to teach effectively.				
22	Students output can be greatly affected when there is ineffective negotiation between school administrators and teachers.				

23	Effective negotiation between the administration and teachers creates a conducive environment for teaching and learning.				
24	Frequent dispute between the administration and teachers will affect teachers commitment to their job				
25	Negotiation brings about a proper understanding between the administrators and teachers in conceiving and implementing the school goals				

Section C: Questions Related to students output

DEPENDENT VARIABLE

Students Output

S/N	ITEM	SA	A	SD	D
26	The evident of learning can be seen in a positive change in students' behaviour.				
27	Exam scores are determinants of students understanding of content.				
28	The grades of students depend on how well conflicts are managed in your schools.				
29	Learning is said to have taken place only when students perform highly in exams.				
30	My students give accurate answers during instruction.				