

Principals' Perceived Effect of Conflict Resolution Procedures on Teachers' Job Satisfaction

A Case Study in Government Technical Colleges of Kano State, Nigeria

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ABSTRACT

The study aimed to investigate the impact of conflict resolution procedures on teachers' job satisfaction in Government Technical Colleges in Kano State, Nigeria. The population of the study was 367 respondents, including 15 principals and 352 technical teachers. A sample size of 201 respondents was determined using the correlational research design. The instrument used for data collection was a structured questionnaire titled "Principal's Conflict Resolution Procedure Appraisal Questionnaire (PCRPAQ)." The questionnaire was validated by three experts, and the reliability index obtained using Cronbach Alpha was 0.82. The research questions were answered using the mean and standard deviation, and regression analysis was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed that arbitration conflict management strategy and effective communication conflict management strategy had a moderate influence on teachers' job satisfaction. Based on the findings, the study recommends that civil societies should enlighten school administrators, teachers, and teachers' unions about the need to adopt the arbitration conflict management strategy, as the constitution provides for all labor-related cases to be handled at the arbitration court.

Keywords

Conflict Resolution

Job Satisfaction

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Introduction

One of the associated social systems is the school, where employees participate in planned activities to achieve both group and individual goals as well as interpersonal contacts, which are essential to the institution's operations. Even while a majority of everyday encounters at work are pleasant, there is evidence that negative occurrences, instances of interpersonal conflict, have a greater impact on an individual's well-being than positive events [1].

Although most people consider the degree of compatibility before choosing friends, research has shown that intimacy and closeness do not seem to exclude disagreement or conflict and that conflict cannot be eliminated when people work or live in close proximity. As a result, conflict is not ruled out in friendships [2]. Therefore, it is important to recognize that conflict develops gradually, such that even when there is tolerance, one party is likely to react strongly to a situation and respond to conflict in a more hostile manner at a particular point in time. This is true regardless of how much one party may tolerate the other or ignore conflict situations. Even the closest of friends or coworkers can fall out of favor. The underlying premise is that conflicts of some kind will inevitably arise between even the closest of friends or coworkers.

Employee engagement, productivity, and morale are all influenced by the office environment, both favorably and unfavorably. Ref. [3] contends that an employee's level of motivation and subsequent performance are directly related to the environment they work in. Their amount of interaction with the company, their immediate surroundings, and their level of innovation and teamwork with other employees all have a significant impact on their mistake rate, absenteeism, and ultimately how long they stay in their position. Conflict, according to Ref. [4], decreases job satisfaction, commitment to the organization, turnover intentions, and unproductive work conduct.

Because it is made up of people, the school cannot avoid conflict because it is an organization of people. The two people who know a child the best are their parents and teachers, according to Ref. [5], who elaborated on this idea. Ref. [6] held the opinion that it is virtually always preferable to avoid a win or loss conclusion when there is a disagreement at school because the participants will continue to cooperate for the benefit of the learner. This is due to the fact that parent-school ties endure long after the disagreement has been resolved. Because these parties need to work together to promote better education for the learners and increased their job satisfaction, the last thing that should happen in a squabble in a school setting is for one side to feel like a victor and the other a loser.

According to Ref. [7], the effectiveness of classroom variables including instructional strategies, teacher expectations, classroom organization, and resource usage on student achievement determines how satisfied instructors are with their jobs. Job satisfaction is the capacity to achieve socially valued goals set for teachers, particularly, but not primarily, those related to facilitating student learning. Additionally, it is a quality of a teacher to be able to positively influence pupils' learning, conduct, and attitudes [8]. The principal, teachers, and students at three distinct levels are three significant types of players that are involved in the idea of teachers' work satisfaction (individual, group, and school).

Ref. [9] asserts that content instructors are those who succeed in achieving the objectives they set for themselves or those others have set for them (Ministries of Education, Legislators and Principals). As a result, individuals who research and work to increase teacher effectiveness must be aware of the objectives that are forced on teachers, the objectives that teachers set for themselves, or both.

This definition's implication is that in order for objectives to be accomplished, a teacher must have the knowledge and abilities necessary to do so, as well as the ability to use those abilities correctly. The category of teacher competency includes the presence of knowledge and abilities. It is widely accepted that effective teaching, infrastructure, and student comprehension are the key components of high-quality education. These components also include the caliber and effectiveness of the instructor. However, there is little focus on what goes on in the school setting, in the classroom during class time, and the kinds of relationships that exist between teachers and students, between teachers and other students, between teachers and their school principals, and even between the school and the community in which it is located. It is expected of teachers to keep positive attitudes about instructing students. When teachers don't really experience job satisfaction in their chosen career path or at their place of employment, they are forced to come to agreements and disagreements both among themselves and with their management (principals) in order to maintain a positive environment for purposeful teaching and learning [10].

According to Ref. [11], principals often develop systems and procedures that might have an impact on teachers' work satisfaction, and in certain instances, the teachers' union may not be included in the development of such policies. Apparently, this is somewhat to blame for the majority of disputes between teacher organizations and principals. If this is permitted to go on, technical instructors may be forced to quit in large numbers or leave the state. Additionally, it can lead to a lack of dedication to duty, which would have the knock-on impact of low academic achievement. There can be a lot of discord and strife between the principals and instructors as a result. In light of this, this study investigated how administrators viewed the impact of conflict resolution practices on teachers' employment.

The main purpose of the study was to examine the principals' perceived effect of conflict resolution procedures on teachers' job satisfaction in Government Technical Colleges of Kano State. Precisely, the study sort to:

1. Determine the extent to which arbitration strategy of conflict resolution can influence Technical Teacher's job satisfaction in Government Technical Colleges in Kano State.
2. Determine the extent to which effective communication strategy of conflict resolution can influence Technical Teacher's job satisfaction in Government Technical Colleges in Kano State.

The study was led by the following research questions.

1. To what extent does arbitration conflict resolution strategy influences teachers job satisfaction in Government Technical Colleges in Kano State?
2. To what extent does effective communication conflict resolution strategy influences teachers' job satisfaction in Government Technical Colleges in Kano State?

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: The use of arbitration conflict resolution strategy by principals does not significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State.

H₀₂: The use of effective communication conflict resolution strategy by principals does not significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State.

Methods

A correlational research design was used in the study. A correlational study design, according to Ref. [12], looks at relationships between two or more variables without changing or altering any of the variables. The research focuses on Kano state, which is located in Nigeria's geopolitical north-west geopolitical zone. Its location is between latitude 50.50N and 8.5°E, and longitude 11.30 and 80.30'E. The study's sample size was 367 respondents, including 352 technical instructors and 15 principals from government technical colleges in Kano State, Nigeria. Ref. [13] sample size table was used to calculate the study's sample size, and 201 respondents were selected. In addition, a simple random selection procedure was used to choose research participants. A designed questionnaire with the name Principal's Conflict Resolution Procedure Appraisal Questionnaire used as the data gathering tool (PCRPAQ). The questionnaire's results were organized into five categories: Very Highly Extent (VHE), Highly Extent (HE), Moderately Extent (ME), Low Extent (LE), and Very Low Extent (VLE) (VLE).

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Three experts from the Faculty of Education at Yola, Adamawa State's Modibbo Adama University Yola validated the questionnaire. 32 technical teachers and 8 principals participated in the instrument's trial testing at the Government Technical College in Hadeja, Jigawa state. In Government Technical College Hadeja, Jigawa State, which was outside the research area, the instrument was trial tested on 8 principals and 32 technical teachers. Using the Cronbach alpha reliability technique, a reliability coefficient of 0.82 was obtained from the instrument. The two study questions were answered using mean and standard deviation, and all items with a mean score of 3.0 or more were classified as having "High Extent," whereas those with a mean score of less than 3.00 were classified as having "Low Extent." Regression analysis was used to test the null hypotheses with a 0.05 level of significance.

Results

A. Research Question 1: To what extent does arbitration conflict resolution strategy influences teachers job satisfaction in Government Technical Colleges in Kano State? Table 1 shows the results

The impact of the arbitration method on technical teachers' job satisfaction at government technical colleges in Kano State is depicted in Table 1 to some extent. According to Table 1, principals and teachers reported that items 1, 4, and 6–8 have a significant impact on how well conflicts are resolved in terms of job satisfaction, with mean responses ranging between 3.85 and 4.05 and standard deviation scores between 0.33 and 0.55. With mean responses of 2.06 and 2.14, and corresponding standard deviations of 0.27 and 0.52, respectively, the principals and teachers demonstrated that item 3 and item 5 only little effect conflict resolution on work satisfaction among Technical Teachers. The principals and teachers also demonstrated that item 2, 9 and 10 have a relatively little impact on technical teachers' job satisfaction, with mean responses ranging between 1.07 and 1.28 and standard deviations between 0.26 and 0.70, respectively.

Table 1. Mean and Standard Deviation of Principals and Teachers on the Extent of Influence of Arbitration Strategy of Conflict Resolution on Job Satisfaction

NO	ITEMS	N _A = 15		Respondents				RMK
		$\bar{x}_P$	σ_P	N _T = 186		N= 201		
				$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	
1.	The effectiveness of conflict management committee on conflict resolution	3.93	0.26	3.91	0.33	3.92	0.33	HE
2.	Conflict management committee interest in parties involved in conflict	1.27	0.70	1.22	0.56	1.22	0.57	VLE
3.	Biasness of conflict management committee to the staff in conflict	2.07	0.26	2.06	0.27	2.06	0.27	LE
4.	Use of interaction to settle disputes among staff	3.87	0.52	3.84	0.55	3.85	0.55	HE
5.	Poor staff confidence in the Conflict management committee's decisions during conflict resolution	2.20	0.56	2.13	0.52	2.14	0.52	LE

NO	ITEMS	Respondents						RMK
		N _A = 15		N _T = 186		N = 201		
		$\bar{x}_P$	σ_P	$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	
6.	Use of opinion of staff not involved in dispute to settle conflict amongst staff	3.93	0.26	3.91	0.33	3.92	0.33	HE
7.	Teachers participation in the process of arbitration when in conflict	3.87	0.52	3.84	0.55	3.85	0.55	HE
8.	Use of Conflict management committee in the settlement of conflicts in the school between teachers	4.07	0.26	4.05	0.34	4.05	0.33	HE
9.	Encouragement of teachers to have high concern for themselves rather than others.	1.13	0.35	1.07	0.26	1.07	0.26	VLE
10.	None sanctioning of erring teachers in conflict	1.33	0.72	1.28	0.70	1.28	0.70	VLE
	Group Mean	2.77		2.73		2.74		ME

$\bar{x}_P$ = Mean of Principals, $\bar{x}_T$ = Mean of Teachers, σ_P = Standard deviation of Principals, σ_T = Standard deviation of Teachers, $\bar{x}_G$ = Grand Mean, σ_G = Grand Standard deviation, HE = High Extent, LE = Low Extent, N_P = Number of Principals, N_T = Number of Teachers, N = Total Number of Respondents, RMK = Remark

B. Research Question 2: To what extent does effective communication conflict resolution strategy influences teachers job satisfaction in Government Technical Colleges in Kano State?

The extent to which technical teachers' job satisfaction is influenced by effective communication and conflict resolution strategies at government technical colleges in Kano State is depicted in Table 2.

Table 2. Mean and Standard Deviation of Principals and Teachers on the Extent of Influence of Effective Communication Strategy of Conflict Resolution on Job Satisfaction

NO	ITEMS	Respondents						RMK
		N _P = 15		N _T = 186		N= 201		
		$\bar{x}_P$	σ_P	$\bar{x}_T$	σ_T	$\bar{x}_G$	σ_G	
1.	Compelling teachers in conflict to change their own point of view and consider those of their opponent	1.93	0.26	1.92	0.26	1.93	0.26	LE
2.	Information needed by teachers to work on time to avoid conflict	3.87	0.52	3.84	0.55	3.85	0.55	HE
3.	Neglecting teachers in decision making for the school	2.07	0.26	2.06	0.27	2.06	0.27	LE
4.	Conflict complain channels are restricted for few	1.93	0.26	1.92	0.26	1.93	0.26	LE
5.	Advice to teachers after a successful conflict resolution	3.93	0.26	3.91	0.33	3.92	0.33	HE
6.	Frequent general meetings with teachers on conflict within the staff	4.07	0.26	4.05	0.34	4.05	0.33	HE
7.	Asserting the principal's authority to end conflict between teachers	3.80	0.77	3.77	0.79	3.78	0.79	HE
8.	Frequent identification of teacher responsible for conflict	3.87	0.52	3.84	0.55	3.85	0.55	HE
9.	Frequent interaction among teachers to curtail conflict	3.93	0.26	3.91	0.33	3.92	0.33	HE
10.	Delay passage of information to the staff members on resolutions	4.07	0.26	4.05	0.34	4.05	0.33	HE
Group Mean		3.35		3.33		3.33		ME

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$\bar{x}_P$ = Mean of Principals, $\bar{x}_T$ = Mean of Teachers, σ_P = Standard deviation of Principals, σ_T = Standard deviation of Teachers, $\bar{x}_G$ = Grand Mean, σ_G = Grand Standard deviation, HE = High Extent, LE = Low Extent, N_P = Number of Principals, N_T = Number of Teachers, N = Total Number of Respondents, RMK = Remark

Table 2 demonstrates that the principals and teachers gave items 2 and 5–10 good ratings. The greatest mean value was 4.05, with a standard deviation of 0.79, and the lowest mean was 3.78, with a standard deviation of 0.33. The administrators and teachers gave items 1, 3, and 4 poor ratings with a mean value that varies between 1.93 and 2.06 and a standard deviation between 0.26 and 0.27.

C. Hypothesis 1: The use of arbitration conflict resolution strategy by principals does not significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State

Table 3 presents a model summary arbitration conflict settlement technique and the work satisfaction of instructors at Government Technical Colleges in Kano State. According to the data, $R = 0.033$, $R^2 = 0.001$, and the adjusted R^2 value is -0.004 .

Table 3. Model Summary of Regression Analysis between Arbitration Conflict Resolution Strategy and Teachers Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033 ^a	.001	-.004	.15783

a. Predictors: (Constant), Job Satisfaction

The principals' arbitration dispute resolution approach may be attributed to 1% of the overall variance in teachers' work satisfaction in Government Technical Colleges in Kano State, according to the R^2 value of 0.001. Other factors that were not taken into account by the model might be responsible for the remaining 99%. This finding demonstrates that the arbitration conflict resolution strategy has no appreciable impact on instructors' work satisfaction in Kano State's Government Technical Colleges.

Table 4 shows that arbitration conflict resolution strategy significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State with $F(1, 199) = 0.211$, $P = 0.647 > 0.05$. This result establish that negotiation conflict resolution strategy positively influence teachers' job satisfaction in Government Technical Colleges in Kano State.

Table 4. Summary of ANOVA of Regression between Arbitration Conflict Resolution Strategy and Teachers Job Satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.005	1	.005	.211	.647 ^b
	Residual	4.957	199	.025		
	Total	4.962	200			

a. Dependent Variable: Arbitration

b. Predictors: (Constant), Job Satisfaction

The data in Table 5 displayed the coefficient of arbitration conflict resolution strategy influence on teachers' job satisfaction in Government Technical Colleges in Kano State. The Beta value of 0.033 (3.3%), $t = 0.459$, $P = 0.647 < 0.05$ shows that arbitration conflict resolution strategy influenced teachers' job satisfaction in Government Technical Colleges in Kano State. This implies that the null hypothesis of no significant prediction is accepted.

Table 5. Summary of Regression Coefficients of Influence of Arbitration Conflict Resolution Strategy on Teachers Job Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.685	.112		23.973	.000
Job Satisfaction	.013	.029	.033	.459	.647

a. Dependent Variable: Arbitration

D. Hypothesis 2: The use of effective communication conflict resolution strategy by principals does not significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State

Table 6 summarizes a model for effective communication, conflict resolution, and teacher job satisfaction in Government Technical Colleges in Kano State. According to the data, R is 0.992, R² is 0.984, and the corrected R² value is 0.984. The effective communication and conflict resolution strategies of principals may be said to be responsible for 98.4% of the total variance in teachers' work satisfaction in Government Technical Colleges in Kano State, according to the R² value of 0.984. Other factors that were not taken into account by the model might be responsible for the remaining 1.6%. This finding demonstrates how good communication and conflict resolution techniques have a substantial impact on instructors' work satisfaction at Kano State's Government Technical Colleges.

Table 6. Model Summary of Regression Analysis between Effective Communication Conflict Resolution Strategy and Teachers Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992 ^a	.984	.984	.03331

a. Predictors: (constant), job satisfaction

Table 7 shows that negotiation conflict resolution strategy significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State with $F(1, 199) = 12241$, $P = 0.000 < 0.05$. This result establish that negotiation conflict resolution strategy positively influence teachers' job satisfaction in Government Technical Colleges in Kano State.

Table 8 displayed the coefficient of effective communication conflict resolution strategy influence on teachers' job satisfaction in Government Technical Colleges in Kano State. The Beta value of 0.992 (99.2%), $t = 110.641$, $P = 0.000 < 0.05$ shows that negotiation conflict resolution strategy influenced teachers' job satisfaction in Government Technical Colleges in Kano State. This implies that the null hypothesis of no significant prediction is rejected.

Table 7. Summary of ANOVA of Regression between Effective Communication Conflict Resolution Strategy and Teachers Job Satisfaction

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.579	1	13.579	12241.333	.000 ^b
	Residual	.221	199	.001		
	Total	13.800	200			

a. Dependent Variable: Effective Communication

b. Predictors: (Constant), Job Satisfaction

Table 8. Summary of Regression Coefficients of Influence of Negotiation Conflict Resolution Strategy on Teachers Job Satisfaction in Technical Colleges

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.730	.024		30.910	.000
	Job Satisfaction	.668	.006	.992	110.641	.000

a. Dependent Variable: Effective Communication

Findings and Discussion

According to the study's findings regarding research question 1, the use of arbitration to resolve staff conflicts and the school principal's encouragement of teachers in conflict to participate in the arbitration process have a moderately positive impact on teachers' job satisfaction in Government Technical Colleges in Kano State. The results are in line with those of Ref. [14], who looked at the performance of primary school teachers and head teachers in Cross River State. According to Ref. [15] the education boards frequently step in to mediate disputes between school principals and instructors in order to boost staff productivity and provide employees the pleasure they want. Ref. [16] reported that principals perform honorable tasks of ensuring peaceful coexistence between the administrative staff and teachers by regularly intervening in conflict that might arise from the various activities undertaken within and outside the school involving the school staff.

The study's findings with regard to research question two showed that, in Government Technical Colleges in Kano State, where the principal communicates all the information teachers need to work on, effective communication conflict management strategy influences teachers' job satisfaction to a moderate extent. After a successful dispute resolution, the principal spends time giving instructors guidance. According to Ref. [11], the majority of

principals used the principle of effective communication to prevent conflict among staff members. This finding is consistent with what Ref. [4] found. Ref. [5] said that teachers' work performance is greatly influenced by successful communication, in part because of the enjoyment it brings. Furthermore, conflict management and conflict resolution in companies are the unique purview of the principal [17]. Effective communication between the administration and teachers, as well as amongst instructors, will reduce the likelihood of conflict because everyone's responsibilities are clear.

The study's results with relation to research hypothesis one showed that instructors' work satisfaction in Kano State's Government Technical Colleges is not significantly impacted by administrators' use of arbitration as a dispute resolution tactic. The results are consistent with those of Ref. [18] who asserted that instructors in the Pakhtunkhwa area do welcome a third party in their conflict resolutions, the authors further reported that the arbitration technique of dispute settlement had no effect on the job satisfaction of teachers. Ref. [20] found that arbitration among the Ibibio of South-South Nigeria is an alternate means of dispute settlement, which supports the conclusion.

According to research hypothesis two's findings, principals' employment of effective communication and conflict resolution strategies has a big impact on how happy instructors are at Government Technical Colleges in Kano State. The results are consistent with Ref. [19] findings, which looked at conflict resolution techniques in public secondary schools in Nairobi, Kenya. They found that teachers and principals used conflict resolution techniques that involved effective communication to settle disputes in the school setting. Ref. [4] also looked at how principals handled disputes in public secondary schools in Ondo State and found that there was no discernible difference between teachers' and principals' mean replies to the question of how to manage conflicts through effective communication.

Conclusion

In conclusion, the study provides evidence that the use of arbitration and effective communication conflict resolution strategies significantly influence teachers' job satisfaction in Government Technical Colleges in Kano State. As such, it is recommended that civil societies educate school administrators, teachers, and the teachers' union on the importance of adopting the arbitration conflict management strategy, while the Ministry of Education should assess all communication procedures and their efficacy in identifying communication flow barriers. Additionally, the government should partner with other organizations to provide training and re-training for teaching staff on the skills needed for peaceful dispute resolution. These recommendations, if implemented, could promote job satisfaction and a more peaceful work environment for teachers in Kano State's Government Technical Colleges.

Conflict of Interest

The authors declare that there is no conflict of interest.

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