

Effect of Teacher Administration Conflict on Students Academic Achievement

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Abstract

Education is the best way of bringing the disordered society on the right path or track; and the source to apply this in education is the Head of the institution and teacher. The purpose of this study was to find out the reasons of conflict among teachers and between teachers and principals and their effects on the student's achievement. The objective of this research study was to facilitate the students to understand the knowledge structure in peaceful atmosphere. The researcher developed two questionnaires as a research tool: one for principals and other for the teachers. All the questionnaires were delivered and received personally. This research study will be helpful for both the principals and teacher to become able to familiarize themselves with the reasons of conflict and try to establish a healthy relationship between principals and teaching staff by eradicating these reasons.

Keywords: Administration, Conflict, Achievement

INTRODUCTION

It is a universal phenomenon that human beings live in groups. Groups are usually formed on the basis of commonness of interests. Human beings depend upon one another for the satisfaction and fulfillment of their needs and development of a healthy society. It should be remembered that society is not static and motionless; the change in society is inevitable and changing conditions involve new demands. If an individual has to maintain satisfactory relations in society, he has to make adjustment to social changes. Individuals make institutions, so the above-mentioned rule is applied to them. (Dudley, 1994)

According to Girard, K., & Koch, S. (1996), the exercise of authority seemed to be desirable for the purpose of administration to all concerned including pupils, teachers, board of education and the public that the individuals occupying the portions of authority were competent to exercise.

Presently, the tendency to employ a democratic approach is increasing. The leader and institutions; having more democratic approach or behavior, are more successful now-a-days. Newman stated that democratic or flexible administration provides the employees an opportunity for active participation in the planning of a large part of their energies. This is advocated as an essential aspect of consisting democratic society as a means of developing balance personalities. (Susan and Martin, 1995)

Meanings of Conflict

Conflict means a struggle to resist or overcome contest of opposing forces or powers. Conflict also defined as a state or condition of opposition or mutual opposition of interest. According to Dudley (1994) conflict means disagreement between the laws of two states with reference to litigation effecting private rights claimed to be subject to their jurisdiction. With reference to law, the branch of jurisprudence dealing with the adjustment of this disagreement is called the conflict of laws.

According to Dana (2001), modernization theorists assume high degree of normative consensus with society. Conflict is a pathological deviation from consensus and thus changes that do not arise from social needs as articulated through that consensus are 'dysfunctional'.

Conflict among Teacher's

As a means of the supporting the development process, the teachers weekly staff meetings are very important but these staff meetings are proved to be inadequate. The resolution of issue is painfully slow due to the number of teachers involved. It results in the high level of frustration, resulting in conflict and division among the teachers (Rahim, 1990). This division brings about two categories i.e.

- a) Idealists
- b) Conformists

The idealists expected, for instance, to play a leading role in the organization. The conformists are more willing to accept the coordinator's definition of the situation and to be responsive to request and direction from above. Such fragmentation of teachers is to split their power base

and is to prevent them from forming a united front on issues that concern them. So, in the result, difference of opinion among the principal participants in the creation and implementation of the new education is developed quite different and conflicting orientations towards the natural order of things to follow. The relationship between the teachers themselves and between the coordinators and the teachers will thus be strained during the early period of the implementation process. (Ho-Won, 1999)

According to Susan and Martin (1995), although both the groups are aware of inconsistencies in the situation they face i.e. incomplete buildings, high teachers - students' ratios and limited resources. As a result of the absence of a common programme of staff induction, both teachers and coordinators will perceive the way forward differently.

Conflict among Coordinators and Teacher's

The coordinators and the teachers cannot work together in harmony due to difference in expectations. The management structure set up by the coordinator excluded the teachers from taking any part in the essential decision making process. According to Sarason (1996), in newly developing organizations, this type of case is often happened. In these organizations, the requirements of leadership and the demand for representation are often in conflict and not easy to reconcile in decision-making. Their true relationship is too frequently cloaked in the language of rhetoric or public ritual. Further, personal expectations held by teaching staff were differ considerably, from the coordinator's expectations. These differences in perspective subsequently led to conflict between the two groups and the resignation of those teachers finding the situation intolerable. (Henry, 2003)

The purpose of this study was to investigate the effect of teacher administration conflict on student's achievement.

OBJECTIVES OF THE STUDY

1. To review the level of conflict in teaching profession.
2. To identify the reasons of conflict among teachers and principal.
3. To review the effect of conflict on an educational institution and its administration.

METHOD OF RESEARCH

Survey method was used for this research after studying relevant literature. A questionnaire for teachers was prepared. The answer of questionnaire was in 'Yes', 'No' and 'To Some Extent'.

POPULATION AND SAMPLE

There were six colleges for boys in Islamabad and all the teachers of these colleges were taken as population for this study.

All the teachers of the six boy's colleges of Islamabad were taken as sample and ninety (90) questionnaires for teachers and 150 for students were prepared.

RESULTS

To analyze the data, the percentage technique was used.

Table 1: Teacher's Responses about the Attitude of Principal as a reason of Conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's non-appreciative attitude a reason or conflict?	60	52	44	37	13	11
2.	Is the principal's attitude to avoid rude teachers and pressurize gentle teachers a reason of conflict?	45	38	47	40	25	22
3.	Is the principal's threat to spoil the ACR's a reason of conflict?	56	48	38	32	23	20
4.	Is the principal's attitude to appoint her favorite teachers as the in-charge of funds a reason of conflict?	45	38	59	50	12	12

The above depicted that 52 percent teachers said that the principal non-appreciative attitude was a reason of conflict but 37 percent teachers response was negative where as 11 percent teachers response was "to some extent". 38 percent teachers said that the principal attitude to avoid rude teachers and pressurize gentle teachers was a reason of conflict. 40 percent teacher's response was negative whereas 22 percent teacher's response was to some extent. 48 percent teachers said that the principal threat to spoil the ACR's was a reason of conflict but 32 percent teacher's response was negative whereas 20 percent teacher's response was to some extent. 38 percent teacher's said that the principal attitude to appoint his/her favorite teacher's as the in-charge of funds was a reason of conflict but 50 percent teacher's response was negative whereas 12 percent teacher's response was to some extent.

Table 2: Teacher's Response about the Behavior of Principal as a reason of conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's autocratic behavior a reason of conflict?	88	75	23	20	6	5
2.	Is the principal's unkind behavior a reason of conflict?	70	60	34	29	12	11
3.	Is the principal's furious behavior a reason of conflict?	54	46	47	40	16	14

Table 2 indicated that 75 percent teacher's said that the principal autocratic behavior was a reason of conflict but 20 percent teacher's response was negative whereas 5 percent teacher's response was to some extent. 60 percent teacher's said that the principal unkind behavior was a reason of conflict but 29 percent teacher's response was negative whereas 11 percent teacher's response was to some extent. 46 percent teacher's said that the principal furious behavior was a reason of conflict but 40 percent teacher's response was negative whereas 14 percent teacher's response was to some extent.

Table 3: Teacher's response about the interests of Principal as a reason of conflict

S. No.	Questions	Yes	%	No	%	TSE	%
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1.	Is the principal's liking for flatterers a reason of conflict?	67	57	37	32	13	11
2.	Is the principal's favor of some teacher's and abhorrence to some teacher's due to religious clashes a reason of conflict?	54	46	51	44	12	10
3.	Is the principal's taking no interest in your teaching process is a reason of conflict?	56	48	47	40	14	12
4.	Is the principal's avoidance in helping to solve professional problems a reason of conflict?	72	62	33	28	12	10
5.	Is the principal's avoidance to involve teachers in administrative affairs a reason of conflict?	43	37	59	50	15	13
6.	Is the principal's lack of interest in preparing time table a reason of conflict?	67	57	45	38	5	5

The above table 3 showed that 57 percent teacher's said that the principal liking for flatterers was a reason of conflict but 38 % teacher's response was negative whereas 5 percent teacher's response was to some extent. 46 percent teacher's said that the principal favor of some teacher's and abhorrence to some teacher's due to religious clashes was a reason of conflict but 44 percent teacher's response was negative whereas 10 percent teacher's response was to some extent. 48 percent teacher's said that the principal taking no interest in their teaching process was a reason of conflict but 40 percent teacher's response was negative whereas 12% teacher's response was to some extent. 62 percent teacher's said that the principal avoidance in helping to solve professional problems was a reason of conflict but 28 percent teacher's response was negative whereas 10 percent teacher's response was to some extent. 37 percent teacher's said that the principal avoidance to involve teacher's in administrative affairs was a reason of conflict but 50 percent teacher's response was negative whereas 13 percent teacher's response was to some extent. 57 percent teacher's ' said that the principal lack of interest in preparing time table was a reason of conflict but 38% teacher's ' response was negative whereas 5% teacher's response was to some extent.

Table 4: Teacher's Responses about the Qualities of Principal as a Reason of Conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's less experience than teacher's a reason of conflict?	55	47	52	40	10	9
2.	Is the principal's lack of ability to provide professional guidance a reason of conflict?	63	54	44	37	10	9
3.	Is the principal's lack of ability to decide at the right time a reason of conflict?	70	60	37	32	10	8
4.	Is the principal's short coming to distribute salaries at the right time a reason of conflict?	51	44	46	39	20	17

5.	Is the principal's deficiency in power of control a reason of conflict?	55	47	41	35	21	18
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Table 4 indicated that 47 percent teacher's said that the principal less experience than teachers was a reason of conflict but 40 percent teacher's response was negative whereas 9 percent teacher's response was to some extent. 54 percent teacher's said that the principal lack of ability to provide professional guidance was a reason of conflict but 37 percent teacher's response was negative whereas 9 percent teacher's ' response was to some extent. 60 percent teacher's said that the principal lack of ability to decide at the right time was a reason of conflict but 32 percent teacher's response was negative whereas 8 percent teacher's response was to some extent. 44 percent teacher's said that the principal shortcoming to distribute salaries was a reason of conflict but 39 percent teacher's ' response was negative whereas 17 percent teacher's response was to some extent. 47 percent teacher's said that the principal deficiency in power of control was a reason of conflict but 35 percent teacher's response was negative whereas 18 percent teacher's response was to some extent.

Table 5: Teacher's Responses about the Financial Problems of the Principal as a Reason of conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's using of funds for personal using a reason of conflict?	59	50	43	37	15	13
2.	Is the principal's drawing of the special repair money by force a reason of conflict?	50	43	50	43	17	14
3.	Is the principal's taking gift at the time of admission a reason of conflict?	56	48	49	42	12	10
4.	Is the principal's prohibiting teacher's from private tuition a reason of conflict?	47	40	56	48	14	12

Table 5 indicated that 50 percent teacher's said that the principal using of funds for personal use was a reason of conflict but 37 percent teacher's response was negative whereas 13 percent teacher's response was to some extent. 43 percent teacher's said that the principal drawing of the special repair money by force was a reason of conflict but 43 percent teacher's response was negative whereas 14 percent teacher's response was to some extent. 48 percent teacher's said that the principal taking gifts at the time of admission was a reason of conflict but 42 percent teacher's response was negative whereas 10 percent teacher's response was to some extent. 40 percent teacher's said that the principal prohibiting them from private tuitions was a reason of conflict but 48 percent teacher's response was negative whereas 12 percent teacher's response was to some extent.

Table 6: Teacher's Responses about the Habit of the Principal as a Reason of Conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's non-punctuality a reason of conflict?	57	49	58	49	2	2

2.	Is the principal's habit to criticize you a reason of conflict?	57	49	41	35	19	16
3.	Is principal's habit of shifting her responsibility upon you a reason of conflict?	47	40	55	47	15	13

Table 6 depicted that 49 percent teacher's said that the principal non punctuality was a reason of conflict but 49 percent teacher's response was negative whereas 2 percent teacher's response was to some extent. 49 percent teacher's said that the principal habit to criticize the4m was a reason of conflict but 35 percent teacher's response was negative whereas 16 percent teacher's response was to some extent. 40 percent teacher's said that the principal habit of shifting her responsibility upon them was a reason of conflict but 47 percent teacher's response was negative whereas 13 percent teacher's response was to some extent.

Table 7: Teacher's Responses about the Performance of Principal as the Reason of Conflict

S. No.	Questions	Yes	%	No	%	TSE	%
1.	Is the principal's poor personality a reason of conflict?	49	42	44	37	24	21
2.	Is the principal's political clash with teachers a reason of conflict?	61	52	46	39	10	9
3.	Is the religious clash between principal's and teacher's a reason of conflict?	41	35	64	55	12	10
4.	Is the principal's using of students for personal matter a reason of conflict?	44	38	58	49	15	13
5.	Is the violation of rules by the principal's and teacher's a reason of conflict?	81	70	32	27	4	3

Table 7 showed that 42 percent teacher's said that the principal poor personality was a reason of conflict while 37 percent response was negative whereas 21 percent teacher's response was to some extent. 52 percent teacher's said that the principal political clashes with teachers were a reason of conflict while 39 percent teacher's response was negative whereas 9 percent teacher's response was to some extent. 35 percent teacher's said that the religious clash between principal and teacher's was a reason of conflict while 55 percent teacher's response was negative whereas 10 percent teacher's response was to some extent. 38 percent teacher's said that the using of students for principal personal matter was a reason of conflict while 49 percent teacher's response was negative whereas 13 percent teacher's response was to some extent. 70 percent teacher's said that the violation of rules by the principal and teacher's was a reason of conflict while 27 percent teacher's response was negative whereas 3 percent teacher's response was to some extent.

CONCLUSIONS

On the basis of findings it was concluded that principal and teachers are not punctual. Principals as well as the teachers have the habit of flattery. Usually principal have autocratic and unkind behavior with teachers. Usually teachers are, disobedient. Principal and teachers are deficient in their proper performance for duty. Teachers mostly waste their time in mere gossiping. Principal and teachers show disinterest in their school responsibilities. There is a lack of commitment of teachers to their profession. Principal take no interest in the preparation of school timetable. Both principal and teachers try to avoid fulfilling their duties honestly. Principal do not provide professional guidance to their teaching staff. Teachers are inefficient to keep discipline in classroom as well as in school. The teachers deal unfairly in examination. Principal often threat teachers to spoil their ACR's. Principal use school funds for their own use. Principal prohibit the teachers from private tuitions. Principals as well as teachers demands gifts from students. Teachers are interested in private tuition. Principals as well as teachers use school property and students for their personal use. There is a violation of rules by the principal and teachers as well. Teacher to teachers or teacher's to principal conflict finishes the discipline.

RECOMMENDATIONS

A good principal must be free from the weaknesses of egotism and flattery. Principal must have will-power to decide at right time. For this purpose he/she must contemplate over each and every side of that matter. Principal must behave democratically to reveal the hidden potentialities of teachers as well as other non-teaching staff in the institution. Principal should try to avoid from undue criticism otherwise her habit of criticism will creates problem and the result will be conflict. Principal should rely upon her staff and try to be confident for them. Favoritism is natural, yet it is necessary for principal not to differentiate the staff. He/she should behave with all the staff equally. However, the principals should appreciate the hard worker one. Principal should take interest in the teaching process and provide guidance for the teachers especially new comers. Principals should help them to solve the teaching problems. Principal should have the knowledge of teaching methods and techniques. Principal should divide work fairly among teachers according to their ability and capacity and avoid overloading a hard work teacher. Principal should not spoil the ACR's but verbal warning may be necessary. Principal must involve teachers in school matters even while using school funds and preparing school timetable so that they can feel sense of responsibility and confidence. If principal has some political or religious differences there is no need for conflict. She must not try to impose it upon them personally and forcibly. Principal should not prohibit teachers from the private tuitions if the tuition is for other classes or for the students of any other school. Principal should take interest in curricular as well as co-curricular activities and try to familiarize with teachers and students problems. Principal should help the teacher's to solve the professional problems. Principal must have the strong decision power.

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