

## AN APPRAISAL OF THE EXTENT OF ROLE CONFLICT AMONG HEADMASTERS AND TEACHERS ON THE ADMINISTRATION OF PRIMARY SCHOOLS IN EBONYI STATE OF NIGERIA

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### Abstract

This study was an appraisal of the extent of role conflict among headmasters and teachers on the administration of primary schools in Ebonyi State, Nigeria. A descriptive survey research design was adopted for the study. The sample size was 416 respondents made up of 106 headmasters and 310 teachers, which is 5% of the population. The researcher used purposive sampling technique to select 106 headmasters and 310 teachers across the 98 primary schools in Ebonyi State. Two research questions and two hypotheses guided the study. Questionnaire was used for data collection, while mean and standard deviation were used to answer the research questions, and t-test analysis used to test the hypotheses. The study recommends that governments at all levels should organize regular workshops and seminar for headmasters and teachers on their duty scheduled, among other things

**Keywords:** Role conflict, administration, primary school headmasters and teachers.

### Introduction

Primary Education is the education given to children aged 6-12 years. Its broad goals include to inculcate permanent literacy and the ability to communicate effectively. In specific term, primary education is to lay basis for scientist, critical and reflective thing. It is to promote patriotism, fairness, understanding and national unity. It is to provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity (Federal Republic of Nigeria 2014). To achieve the full objectives of primary schools, headmasters and teachers are of paramount importance. The headmaster is responsible for the coordination of human and material resources in the school to achieve set goals. Human resources include teaching and non teaching staff while the material resources include educational facilities that enhance teaching and learning. The headmaster plays a primary role as the head of the teaching team and his role includes, disciplining pupils and staff according to the laid down rules. This could be achieved by effectively carrying out administrative functions which include curriculum implementation and supervision, personnel

function, school community relations, school business and financial management.

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

The teachers on other hand assist learners, parents and other stakeholders in education to ensure that resources for teaching and learning are provided at the appropriate time and in the right quality. In this way, learners discover their potentials and make the right choice while under the guidance of the teachers. To achieve this, the teacher is involved in curricular and co-curricular student activities as

adviser, consultant or participant all of which are aimed at equipping the students with necessary skills, competences and knowledge. For example, the teacher plays the important role as a supervisor and disciplinarian by maintaining order and acceptable academic and behavioural conduct among pupils under his care.

However, in performing their statutory roles, headmaster and teachers tend to overstep their bound which creates room for conflicts. Thus, this inability to keep to their role boundaries can result to conflict. The various types of conflict can be categorized as inter personal conflicts and inter-group conflicts both of which are caused by numerous factors within or from outside the school. The conflict that arises as a result of inability of headmasters and teachers to keep strictly to the demands of their roles is referred as role conflict. Role conflicts emanate as a result of role ambiguity, where people are not clear about what they expect of each other or of one another. Therefore, role conflict is known to have some impact on the performance of workers in every organization.

This study will focus on the appraisal of the extent of role conflicts among headmasters and teachers on the administration of primary schools in Ebonyi State.

### **Statement of the Problem**

The Nigeria education system especially primary education, is witnessing a lot of challenges that seem to be impacting negatively on the achievement of its stated goals and objectives. There are several instances where it seems teachers are performing some duties assigned to them because they see such duties as that of the headmasters. On the other hand teachers, at time perform some roles that are statutorily meant for the headmaster, such as classroom supervision, curriculum implementation, school business management, maintenance of discipline and other students' personnel functions. When such happens, it always ends up in disagreement and conflict. An appraisal of the extent of such conflict on the administration of primary schools is the problem of this study. Therefore, the problem of this study is, the appraisal of the extent of role conflict among headmasters and teachers on the administration of primary schools in

Ebonyi State?

### **Scope of the Study**

This study was carried out in schools in Ebonyi State. It is limited to only public primary schools and covered only headmasters and teachers in the sampled schools in the three education zones of the state. The content scope of the study includes supervision, decision making, and administration of discipline.

### **Purpose of the Study**

The main purpose of this study is to determine the extent of role conflicts among headmasters and teachers on the administration of primary schools in Ebonyi State. Specifically, this study sought to:

1. To appraise the extent of role conflicts between headmasters and teachers on pupils' admission.
2. To appraise the extent of role conflicts between headmasters and teachers on curriculum implementation in primary schools.

### **Research Questions**

The following research question guided the study:-

1. What is the extent of the appraisal of role conflicts between headmasters and teachers on pupils' admission?
2. To what extent does role conflict between headmasters and teachers impact on the implementation of school curriculum in primary school administration?

### **Hypotheses**

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

- H1 there is no significant difference between the mean opinion scores of headmasters and teachers on the extent of role conflict between headmaster and teachers on pupils personnel management in primary school.
- H2 there is no significant difference between the mean opinion scores of headmasters and teachers on the extent of role conflict between headmasters and teachers on the implementation of school curriculum.

## Review Of Related Literature

### Conceptual Framework

#### Concept of Conflict

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

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

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

Gardiner and Dimons (1992) defined conflict as the divergence of interests and objectives or nonconformity to requirements of a task, activity or process. Conflict differs from competition, although competition may result in conflict. This means that conflicts may occur without any reference to competition as it could occur as a result of breakdown in the mechanism of decision making.

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

In addition to these, many known school conflicts have resulted in protracted disharmony in school staff interpersonal relationship and increased indiscipline among students and staff. It has also disarmed school authorities clogged channel of progressive communications and rendered educational institutions of learning to mere centers of gossip and cold war, (Agbonna 2009). Adeyemi etal (2010) equally observed that reasons for conflicts in educational institutions includes wide communication gap between student and school authority, inadequate facilities, drastic and obnoxious rules and regulations harsh government policies and non involvement of teachers and students in decisions that concern their welfare. Consequently many Nigerian primary schools have been experiencing organizational conflicts of various dimensions which in most cases hinder them from achieving the purpose for which they were established.

Ndu, Ocho and Okeke (1997) sees conflict as hostility in inter-human relations in educational institutions. The school as an organization is nothing without people and its ultimate success or failure is usually attributed to the efforts of those working in it. Consequently Mullins (1999) & Nlebedum (2005) opines that conflict is a reality of management and organizational behaviour. As a result, conflict is inevitable wherever human beings work together to accomplish a goal and in any society where there are human beings and individuals working together, there are bound to be conflicts of interest and disagreements. Conflict is an essential and unavoidable human phenomenon because where there is human interaction; there is a likelihood of personal likes and dislikes. These

agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative.

### **Concept of Role Conflict**

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

Role conflict concerns one of the most important features of social life and characteristic behavioural patterns. It explain roles by presuming that persons are members of social positions and hold expectations for their own behaviours and those of other persons. According to Karl Marx (1971) in all stratified societies there are two major social groups; a ruling class and a subject class. The ruling class derives its power from its ownership and control of the forces of production. The ruling class exploits and oppresses the subject class. As a result there is a basic conflict of interest between the two classes. The various institutions of society such as the legal and political system are instruments of ruling class domination and serve to further its interests.

Role conflict is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories. Each social role is a set of rights, duties, expectations, norms and behaviours that a person has to face and fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behaviours is context specific, based on social position and other factors.

Although the word role has existed in European languages for centuries, as a sociological concept, the term has only been around since the 1920s and 1930s. It become more prominent in sociological discourse through the theoretical works of George

Herbert Mead (1934) and Linton city in Campbell et al (1983).

### **Role/functions of headmasters in school administration**

The head of a primary school is generally known as the headmaster. The headmaster is entrusted and charged with the business of controlling the staff, finance and other activities of the schools. He then becomes responsible for running the school. He sees that government policies are executed and a number of times makes policy decisions and determines the direction and objectives of the schools. According to Obemeata in Chukwudebelu (2011) many people see the school head as one whose work revolves round the school; its reputation depends on him and he can make or mar a school.

Administration is the coordination of human and material resources towards the attainment of some predetermined objectives. It is the capacity to coordinate many, and often conflicting social energies in a single organization so that they shall operate as a unit. In the case of educational administration, the emphasis is no bringing men and materials together for the achievement of educational goals.

According to Adesina, (1988), school administration is a function of leadership, which a headmaster is giving to motivate and inspire other staff to adapt. It is expected that such staff should be able to adapt so as to be able to achieve and maintain individual and organizational goals. In other words, effective primary school administration is the ability of headmaster to get all members of the education of all the students. The school headmaster motivates and directs employees to use their energy toward maximum attainment of the goals of the institution.

In Nigeria schools, headmaster-ship evolved from the position and performance of the teacher. According to Ukeje and Ndu (1992), the school headmaster grew out of classroom, from teacher with some administrative responsibilities, to a headmaster teacher and finally a headmaster. They further holds that the title headmaster usually refers to the head of a primary school he is the first citizen of the institution, the head of the family, the

custodian of the school culture, the mirror of the image of the school, the personification of the school motto, the architect of the school structure and the first among equals in the tutorial team.

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

In essence the headmaster helps to achieve the goals of the educational system through the teachers. Headmaster just like most administrators, plan, stimulate, coordinate, direct and evaluate the work of teachers. It is of paramount importance that a headmaster works well with people if he or she is to be effective. Basically, the headmaster-ship is about shared leadership. Consequently, the model of headmaster who unilaterally runs a school no longer works very well. Babayemi in Chukwubelu (2011) describes the responsibility of the headmaster developing a community of leaders by articulating the vision of school; sharing authority with teachers: involving professional in decision: clarifying responsibilities; sharing responsibility with failure and giving teachers credit for success.

It is the headmaster job to set strives for high academic and moral standards in his school. In addition, he is to coordinate the monitoring and assessment of the set standard and furthermore, use motivation or incentives to inspire staff to achieve the set standards. To ensure high quality teachers, self-study programmes and at the same time support the use of evaluation data to improve teaching and learning.

### **Roles of teachers**

The roles of the teacher are paramount in the educational system. Ezeji (1986) observed that the teacher plays a very prominent role in the learning and performance of the pupils by assembling materials to aid in facilitation of the educational. The teacher is a disciplinarian and expert in student's development and learning problems and classroom management.

Emenalo and Asiabaka (2011) enumerated some roles of the teacher in all areas of the educational system. According to them, the teacher must know the objectives of the teaching and learning process and develop professional strategies for imparting knowledge in specific areas of competence. The teacher as counselor helps learners solve their personal and academic problems. Because of the confidence and trust learners have in the teacher, they depend on him for clarification and direction. In addition, the teacher is an architect of curriculum development plans and implements instructional programmes by diagnosing teaching-learning environment and problem areas that require attention. The teacher achieves this by developing a mechanism for evaluation. The teacher's role also includes the facilitation of all curricular and extracurricular activities.

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

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

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

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

According to Okotoni and Okoton, (2003), the administration of the Nigeria primary schools was hampered by high rate of conflicts which are either caused by personality clashes, administrative incompetence of the head teacher- and role misunderstanding between stakeholders in the primary schools of administration, threat to autonomy, power struggle, infringement on freedom by school authorities, competition for scarce resources such as accommodation, teaching and learning facilities can also generate conflicts in schools.

In many schools some of the teachers do not like the fact that certain people are their administrators, either as headmasters. Assistant headmasters or heads of unity in this case such teachers feel more competent than some of their administrators and as such do not always cooperate with them.

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

Role conflict can have many different effects on the work-life of an individual as well as their family-

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

Interpersonal role conflict as a source of dilemma stems from occupancy of more than one focal position. For example, as a husband and a father in a social system a superintendent may think his wife and children expect him to spend most of his evenings with them. However, his school board and PTA. groups, he may feel, expect him (as their school superintendent) to spend most of his after-office hours on educational and civic activities. The superintendent usually cannot satisfy both of these incompatible expectations.

### **Theoretical Framework**

One conflict theory forms the basis of this study. It is the Conflict Process Theory proposed by Goldman (1966) in Alade (1998). The or assumption of this theory is that the substantive issues of conflicts arise from and have consequences for basic structural components of organizations. The theory provides a way to classify the substantive issues of social and political conflicts and observes the organizational consequences of the resolution and non-resolution of these conflicts. It takes records of developmental trends associated with sequences of conflict cycles and ultimate with sequences of conflicts cycles and ultimately provides an empirical bass for designing strategies of conflict resolution and avoidance. It assumes that social and political conflict between two or more adversary parties are initiated and concluded by events of a decisional character; the sequence of events from the initiating one of the concluding one may be referred to as a conflict cycle.

At least one of the three types of substantive topics may be found as in all social and political conflicts and such substantive topics include, disagreement about the 'task-expectation' associated with a position or office; disagreement about the 'role-performance' of particular incumbents in the position, disagreements about the conditions of 'incumbency' of the person in the position. The theory hold that conflict cycles are resolved by decisions about one or more of these substantive topics. Sequences of resolving of decisions about task-expectations produce a 'formalization' process. When the decisions are on role-performances, they produce a socialization process while the decisions on incumbency conditions produce an 'investiture' process.

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

### **Empirical Studies**

Oktoni and Okotoni (2003) also examined conflict management in primary schools in Osun State. The study examined the various ways conflicts manifested in the administration of primary schools. Using primary and secondary sources and a sample size of 280 respondents, the findings of the study showed that interpersonal conflicts ranked highest among the several types of conflicts that

were identified in schools selected for the study. According to the findings of this study one of the ways to deal with the problem is to organize seminars for workers on how to relate with co-workers in a harmonious way and deal with differences without resulting in conflicts. This is important because regular occurrence of such conflicts will adversely affect productivity in schools.

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

### **Methodology**

#### **Research Design**

A descriptive survey research design was adopted for the study in which the extent of the role conflict among headmasters and teachers on the administration of primary school in Ebonyi State will be appraised.

#### **Area of the Study**

The study was carried out in Ebonyi State, Nigeria which has thirteen (13) Local Government Area (LGAs) and three (3) Education zones with a total of 1068 government owned primary schools. Ebonyi State being one of the education disadvantage state among the south-east State of Nigeria is appropriate to house this study (Ebonyi State Ministry of Education, 2021).

#### **Population of the Study**

The population of the study comprised of 8321 teaching staff in the 1068 primary schools in the three education zones of Ebonyi State (Ebonyi State Ministry of Education, 2021).

### **Sample and Sampling Technique**

The sample size is 416 respondents made up of 106 headmasters and 310 teachers, which is 5% of the population. The researcher used purposive sampling technique to select 106 headmasters and 310 teachers across the 98 primary schools in Ebonyi State

### **Instrument for Data Collection**

The researcher used 12 items – structured questionnaire for the study. The questionnaire is titled “Headmasters Teachers Role Conflict Questionnaire (HTRCOQ).”, designed on a four point likert scale to elicit response from both the headmasters and teachers from the sampled schools.

### **Validation of the Instrument**

The Headmasters Teachers Role Conflict Questionnaire (HTRCOQ) was validated by two specialists in Measurement and Evaluation and in Educational management and planning to ensure its face and content validity. These experts were from Ebonyi State University, Abakaliki and Ebonyi State College of Education, Ikwo i.e from the Department of Educational Management & Planning and Educational Foundations respectively.

### **Reliability of the Instrument**

The Headmasters Teachers Role Conflict Questionnaire (HTRCOQ) were administered to 30 teachers from Enugu who were not part of the study. The researcher used Cronbach Alpha Correlation Coefficient formulae to determine the reliability of the instrument which yielded a reliability index of 0.76.

### **Method of Data Collection**

The researcher used 3 research assistants to collect data for the study. The research assistants distributed the instrument to the respondents, who filled the questionnaires and returned back to them

### **Method of Data Analysis**

The data collected was analyzed using arithmetic mean and standard deviation, while the hypotheses will be tested with t- test at 0.05 level of significance. Decision rule: any item that has a mean score of 2.50 and above is acceptable while a mean score below 2.50 is not acceptable.

### **Results**

This section presents data analysis based on the research questions and hypotheses that guided the study. The data and the results of the analysis are presented in table, in order of the research question and hypotheses as showed below.

#### **Research question one**

What is the extent of role conflicts between the headmasters and the teachers on pupils admissions.



**Table 1:** Means ratings and standard deviation of Headmasters and teachers on conflict in pupils' admission.

S/N	Item	Headmasters (106)			Teachers (310)		
		Mean $\bar{x}$	SD	Dec	Mean $\bar{x}$	SD	Dec
1.	If the head teacher is autocratic in administration	2.6	0.87	high extent	2.66	0.89	high extent
2	During admission of the pupils	2.53	0.91	high extent	2.62	0.88	high extent
3.	When assigning the pupils into classes	2.71	0.78	high extent	2.63	0.87	high extent
4.	When enforcing discipline among the teacher/ pupils	3.60	0.49	high extent	3.20	0.58	high extent
5	When the head teacher manages and does not assign roles to teachers.	2.80	0.72	high extent	2.85	0.68	high extent
6	If the head header exhibit divide and rule/ favoritism	2.77	0.76	high extent	2.53	0.91	high extent
	Grand mean	<b>2.80</b>	<b>0.72</b>	<b>high extent</b>	<b>2.73</b>	<b>0.76</b>	<b>high extent</b>

The data in table 1 above show that both the headmasters and the teachers were unanimous in their responses to all the items on their role conflict in the pupils admission with their grand mean of 2.80, SD 0.72 and 2.73, SD 0.76 respectively.

### Research question two

To what extent does role conflict between headmasters and teachers affect the implementation of primary school curriculum?

**Table 2:** Mean ratings and standard deviation of headmasters and teachers on role conflict in the implementation of the Primary schools curriculum.

S/N		Headmasters (106)			Female Teachers (310)		
		Mean $\bar{x}$	SD	Decision	Mean $\bar{x}$	SD	Decision
7	When a teachers is assigned to more than one class to teach , because of lack of teachers	2.70	0.78	high extent	2.80	0.72	high extent
8	When the head teacher tries to enforce adequate teaching and learning.	2.66	0.87	high extent	2.58	0.90	high extent
.9	Lack/ inadequate teaching and learning facilities	2.52	0.93	high extent	2.75	0.73	high extent
10	If the curriculum is not properly broken in the lesson, the teacher will teach according to his/her understanding/ knowledge of the subject.	3.02	0.67	High extent	3.00	0.68	high extent
11	Where some teachers are more knowledgeable than the head teachers.	2.61	0.88	high extent	2.78	0.78	high extent
12	Wrong assessment of the pupils	2.68	0.85	high extent	2.58	0.93	high extent
	Grand total	2.87	0.68	High extent	2.73	0.77	High extent

The data in table 2 above reveal that both the headmasters and teachers responded to a high extent those items as areas of role conflict in the implementation of the primary school curriculum.

*Hypothesis 1: there is no significant difference between the mean opinion scores of headmasters and teachers on the extent of role conflict between headmaster and teachers on pupils admission in primary school at 0.05 significant level*

Table 3: t-test analysis of the difference of mean ratings of headmasters and teachers on role conflict in pupils' admission.

<i>CATEGORY</i>	<i>NUMBER</i>	<i>MEAN</i>	<i>SD</i>	<i>DF</i>	<i>T-CAL</i>	<i>T-CRIT</i>	<i>DECISION</i>
Headmasters	106	2.80	0.72				<i>There is significance</i>
				414		1.96	
Teachers	310	2.73	0.76				

Difference between the mean ratings of male and female secondary school teachers. Because the t-calculated, which is 3.46, is more than the t-critical, which is 1.96 at 521 degrees of freedom, the t-test analysis of the data in table 6 above demonstrates that there is a substantial

**Hypothesis 2:** there is no significant difference between the mean opinion scores of headmasters and teachers on the extent of role conflict between headmasters and teachers on the implementation of school curriculum at 0.05 significant level

Table 4: t-test analysis of the difference of mean ratings of headmasters and teachers.

<i>CATEGORY</i>	<i>NUMBER</i>	<i>MEAN</i>	<i>SD</i>	<i>DF</i>	<i>T-CAL</i>	<i>T-CRIT</i>	<i>DECISION</i>
Headmasters	106	3.07	0.82				<i>There is significance</i>
				521	3.46	1.96	
Teachers	310	2.81	0.88				

Because the t-calculated, which is 3.46, is more than the t-critical, which is 1.96 at 521 degrees of freedom, the t-test analysis of the data in table 6 above demonstrates that there is a substantial difference between the mean ratings of male and female secondary school teachers.

### Discussion of the Findings

With reference to the first research question which sought to find out the extent of role conflicts between the headmasters and the teachers on pupils admissions. The responses show that both the headmasters and the teachers were unanimous in their responses to all the items on their role conflict in the pupils admission with their grand mean of 2.80, SD 0.72 and 2.73, SD 0.76 respectively. This is in agreement with Okotoni and Okoton (2003) who stated that administration of primary schools was hampered by high rate of conflict, starting from pupils' admission

Then on the issue of the extent of role conflict between headmasters and teachers on the implementation of primary school curriculum, both the headmasters and teachers responded to a high extent those items as areas of role conflict in the implementation of the primary school curriculum. This is in conformity with Anthony (2012), that role

conflict retards curriculum implementation among other things.

### Conclusion of the study

This study examined the extent of role conflicts among headmasters and teachers on the administration and curriculum implementation of primary schools in Ebonyi State.

Both the headmasters and the teachers were unanimous in their agreement to all the items as contributing to their role conflict in the pupils admission, and curriculum implementation.

### Recommendations

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

1. Governments at all levels should organize regular workshops and seminar for headmasters and teachers on their duty scheduled.
2. The government, school management should jointly produce admission guide in the primary schools .
3. Curriculum implementation should be carried out by the teachers while the headmasters supervise

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