

**CONFLICT AMONG THE TEACHER ASSOCIATIONS IN GHANA
EDUCATION SERVICE AND ITS IMPACT ON PERFORMANCE OF
STUDENTS IN BRONG AHAFO REGION**

By

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DECLARATION

'I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text'

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ABSTRACT

Conflicts are part of human nature and it is extremely important to study, it is not only for theoretical purposes but also for organizational practice. Many researchers suggests that conflict analysis and its resolutions have an important role in private, public and political organizations, as well as in judicial and work disputes, in military operations and many other institutions. The main purpose of the study is to find out the effect of conflict among Ghana National Association of Teachers and the National Association of Graduate Teachers on the performance of students at the senior high school level. The study adopted a quantitative approach with a sample size of 110 respondents using stratified and simple random sampling as the data collection technique. The results from the study indicated that the major cause of the conflicts among the teacher associations in GES was inequitable rewards in terms of salary. Again, the GNAT felt they were more important than the NAGRATS in terms of workload as they cater for the young ones which is more difficult than the adults at the senior high level. More so conflict affects the performance of students negatively. The researcher recommended to the management of Ghana Education Service to develop a good conflict management strategy. Also, Ghana Education Service should assist National Association of Graduate Teachers (NAGRAT) to acquire their own collective Bargaining Certificate.

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DEDICATION

This dissertation is dedicated to my dear husband Richard Atia and my son Kelvin Atia for their valuable support and devotion to my study.



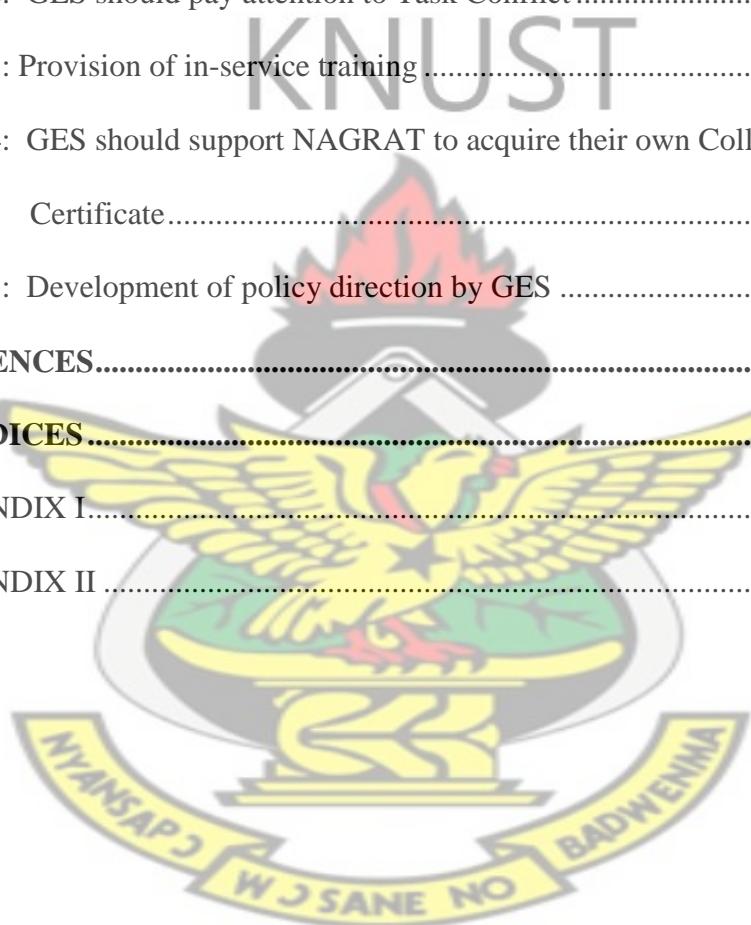
TABLE OF CONTENTS

Title page.....	i
DECLARATION.....	ii
ABSRACT	iii
ACKNOWLEDGEMENT.....	iv
DEDICATION.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	x
LIST OF ABBREVIATIONS.....	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the Problem	3
1.3 Objectives of the study.....	4
1.4 Research Questions	5
1.5 Significance of the study	6
1.6 Limitation and scope of the study	6
1.7 Overview of Research Methodology.....	7
1.8 Organisation of the study	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Definition and concepts of conflict	9
2.2 Types of conflict.....	10
2.3. Sources of organisational conflict.....	11

2.4 Effects of organisational conflict on performance	14
2.5 Management of organisational conflict.....	16
2.6 Framework for managing conflict.....	Error! Bookmark not defined.
CHAPTER THREE	27
METHODOLOGY AND ORGANISATIONAL PROFILE.....27	
3.0 Introduction	27
3.1 Research design.....	27
3.2 Sources of data	28
3.3.1 Primary data.....	29
3.3.2 Secondary data.....	29
3.4 Population.....	29
3.5 Sampling technique	30
3.6 data collection instruments.....	31
3.6.1 Questionnaire	32
3.7 data analysis	33
3.8 Reliability and validity	34
3.9 Ethical Consideration	36
3.10 Organisational profile of GNAT and NAGRAT.....	37
CHAPTER FOUR.....	43
DATA PRESENTATION, ANALYSIS AND DISCUSSION 43	
4.0 Introduction	43
4.1 Respondents' Characteristics	43
4.2 Membership of respondents with the various associations in GES	46
4.3 Type of conflict common among GNAT and NAGRAT.....	48

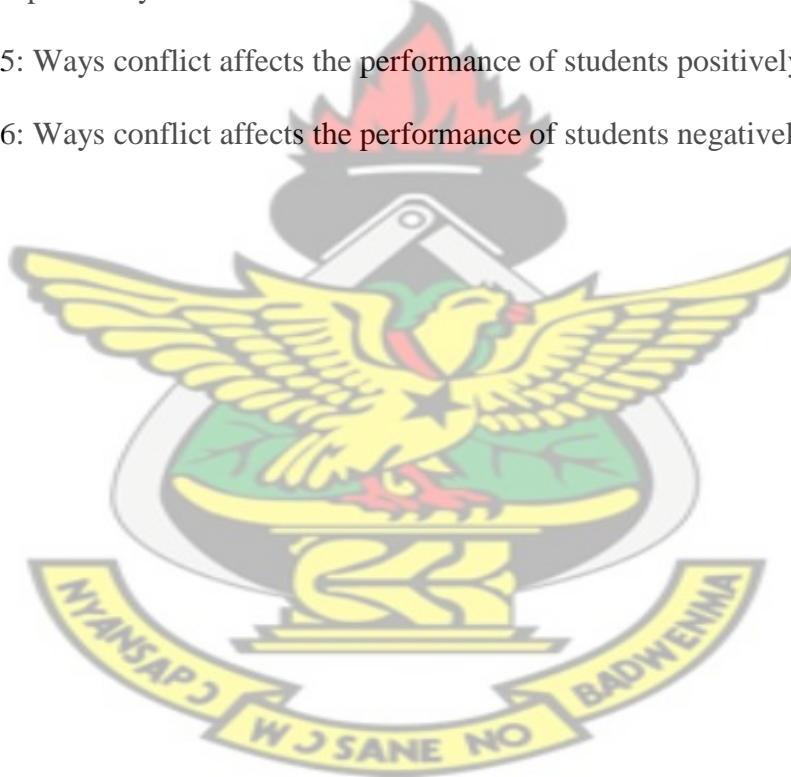
4.4: How respondents perceive the conflict among the teacher associations in GES	49
4.5: Sources of conflict among the teacher associations in GES	51
4.6: Causes of conflict among the teacher associations in Ghana Education Service	52
4.7: The effect of conflict among the associations on student's performance	54
4.8: How conflict among the Teacher associations affect student's performance negatively	55
4.9: How conflict among the Teacher associations affect student's performance positively	56
4.10: Ways conflict affects the performance of students positively	57
4.11: Ways conflict affects the performance of students negatively.....	59
4.12: Strategies GES should adopt to manage conflict among the associations....	61
CHAPTER FIVE	63
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS .	63
5.0 Introduction	63
5.1 Summary of findings.....	63
5.1.1: Membership of GNAT and NAGRAT	63
5.1.2: Type of conflict among the associations	63
5.1.3: Perception of Conflict by respondents	63
5.1.4: Source of conflict among the teacher associations.....	64
5.1.5: Causes of conflict among the teacher associations.....	64
5.1.6: Positive effect of conflict among teacher associations on students' performance	64

5.1.7: Negative effect of conflict among teacher associations on students' performance	64
5.1.8: Strategy of resolving conflict among teacher associations in GES.....	65
5.2: Conclusion.....	65
5.3: Recommendations	66
5.3.1: Effective Conflict management Strategy.....	66
5.3.2: GES should pay attention to Task Conflict	66
5.3.3: Provision of in-service training	66
5.3.4: GES should support NAGRAT to acquire their own Collective Bargaining Certificate.....	66
5.3.5: Development of policy direction by GES	67
REFERENCES.....	68
APPENDICES.....	78
APPENDIX I.....	78
APPENDIX II	80



LIST OF TABLES

Table 3.1: Population of the study	30
Table 3.2 Sample size for the study	31
Table 4.1: Demographic statistics of respondents	45
Table 4.2: How respondents perceive the conflict among the teacher associations in GES	50
Table 4.3: The effect of conflict among the associations on students' performance... KNUST	54
Table 4.4: How conflict among the associations affect student's performance positively	57
Table 4.5: Ways conflict affects the performance of students positively	58
Table 4.6: Ways conflict affects the performance of students negatively	60



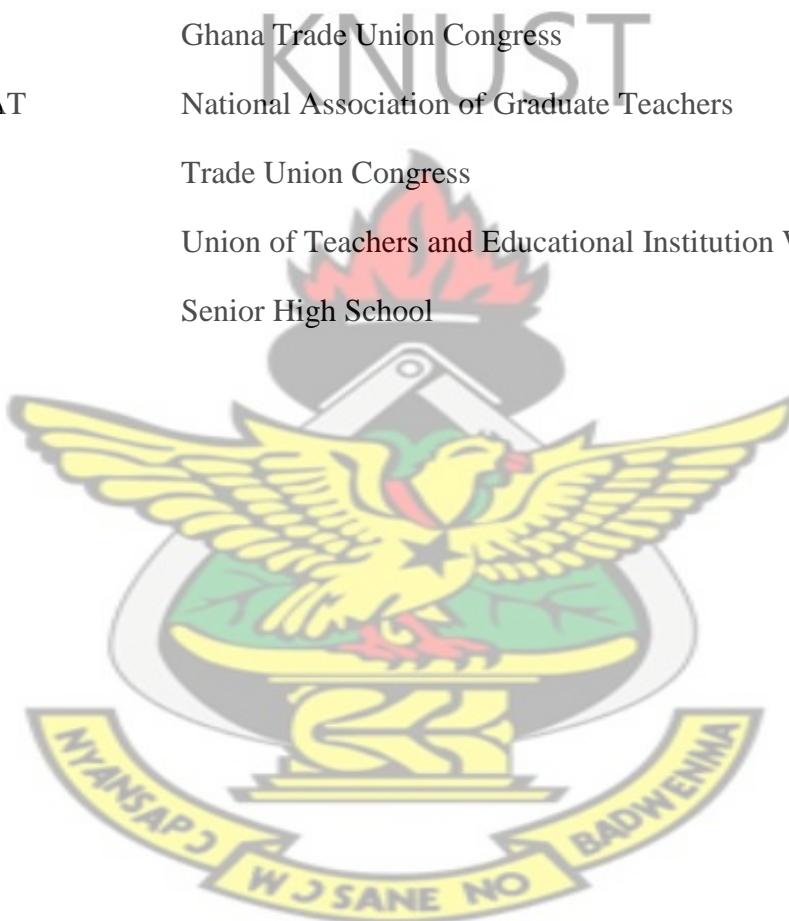
LIST OF FIGURES

Figure 2.1 Framework for managing conflict	23
Figure 3.1 Organisational Structure of Nagraf	40
Figure3.2 Organogram of the Political Structute of GNAT	41
Figure 3.3 Organogram of the Administrative Structure of GNAT.....	42
Figure 4.1: Respondents (Teachers) membership with the various associations.....	47
Figure 4.2: Type of conflict common among GNAT and NAGRAT	48
Figure 4.3: Sources of conflict among associations in GES	51
Figure 4.4: Causes of conflict among the teacher associations in GES	53
Figure 4.5: How conflict among the associations affect student's performance negatively	55
Figure 4.6: Strategies GES should adopt to manage conflict among the associations.	61



LIST OF ABBREVIATIONS

ASTU	Assisted School Teachers Union
CPP	Convention People's Party
GSTU	Government School Teachers Union
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GCTU	Gold Cost Teachers Union
GTUC	Ghana Trade Union Congress
NAGRAT	National Association of Graduate Teachers
TUC	Trade Union Congress
UTEIW	Union of Teachers and Educational Institution Workers
SHS	Senior High School



CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Conflict has been viewed by many scholars and corporate organisations as an inevitable and common place phenomenon of social life (Cosier and Ruble 1981).

Members of work groups and teams in organisations experience and manage conflict with their counterparts on daily basis. As organisations strive to achieve their goals, they are often met with challenges they must overcome as a team. Challenges leave room for conflict between members, other organisations, communities and other parties involved in the organisation's mission. Conflict is a fact of life in every organisation as long as people compete for jobs, resources, power, recognition and security. As a result, dealing with conflict is a serious challenge to management (Adomi and Anie 2005). While conflict often has a negative connotation, the effects of conflict within an organisation can be positive and negative (Barker et al. 1987).

Conflict within an organisation can cause members to become frustrated if they feel there's no solution in sight, or that their opinions go unrecognised by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. In some instances, members of an organisation may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms. When an organisation spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked with achieving. Conflict causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. As a result, organisations can lose money, donors and access to essential resources.

Ghana Education Service employees who are increasingly frustrated with the level of conflict within GES may decide to end their membership. This is especially detrimental when Teachers and non-teaching staff are part of the school management team or heads of committees and departments. Once teachers and non-teaching staff begin to leave, Ghana Education Service has to recruit new teachers and non-teaching staff and appoint acting school management committee and heads of departments. In extreme cases, where several teaching and non-teaching staff leave or school management committee or heads of departments step down, GES risk management crisis. Conflict is inevitable in every organization, whether a small business or a large business or a public organization. So, Loomis and Loomis (1965) describe conflict as an ever-present process in human relations.

Conflict can arise from a variety of sources, between supervisors and subordinates, between co-workers, and between employees and customers. Managers and organisations can choose to see conflict as inherently negative, acting to suppress it at every opportunity, or as inherently positive, leveraging conflict to affect positive change. It is therefore important for organisations to accept conflict as a natural growth process and influence your organisation culture to view constructive conflict positively. Conflict can be an asset if it is handled properly. It can help your organisation to learn from its mistakes and identify areas of needed improvement.

Innovation can be inspired from creative solutions to internal or external conflicts, and new ways of thinking can emerge. It is therefore important to conduct this research; the main purpose of this study is to examine the causes and effects of

conflict on the performance of the employee of GES and how GES can manage conflict to enhance student performance at the SHS in Brong Ahafo Region.

Ghana Education Service (GES) has a lot of schools in the Country, as a result a lot of teachers under its umbrella. These teachers, having formed different associations, definitely have conflict among them. This is so because they have different reasons for their formation and different policies as well. GES therefore has to find some strategies to resolve or manage conflict among the associations of teachers within it to enhance students' performance. Conflict among the associations of teachers within GES can cause members to become frustrated if they feel there is no solution in sight, or that their opinions go unrecognised by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. This goes further to affect the performance of their students. Teachers within GES who are constantly frustrated with the level of conflict among the associations can decide to quit the association or the organisation for a different job. This is especially detrimental when teachers form the core of the organisation (GES). It is therefore important to conduct this research ; the main purpose being to examine the causes and effects of conflict among the associations of teachers in GES and its impact on the performance of students and how GES can manage or resolve conflict in its organization.

1.2 Statement of the Problem

Workplace conflict is certainly a costly proposition for organisations all over the world. Some of the costs are obvious and other costs are implicit. Obvious cost continues to rise such as when employees react angrily instead of co-operatively and hidden cost affect decision making in the organization (Newstrom and Davis 1993).

Conflict is a natural and unavoidable outcome in Ghana Education service between GNAT and NAGRAT. This conflict between the teachers associations in Ghana education service inflicts negative effects on the performance of students at all levels of the educational sector. This comes as a fact, as students are not separated from teachers when there is conflict among the teacher associations. Over the years GES has failed in their quest to develop modern conflict management strategies to ensure the development and growth of quality education in Ghana. The implication of the inability of GES to manage the conflict among the teacher associations is the negative effect on students' performance. It therefore puts the Ghana Education Service on its toes to manage conflict among teacher associations to enhance the performance of students. Consequently, it is necessary for management of Ghana Education Service to have access to diagnosis intervention tools that may allow it to keep conflict among the associations within certain limits to enhance the performance of students in Ghana. The study, therefore, examines the effect of conflict among the teacher associations in Ghana Education Service and its impact on the performance of students in selected senior high schools in the Brong Ahafo Region.

1.3 Objectives of the study

General objective

The main objective is to examine the effect of conflict among GES teacher associations on the performance of students in Senior High Schools.

Specific objective

The study seeks to:

1. Examine the various sources of conflicts experienced by the associations of teachers in the GES.
2. Examine how students perceive conflict among the associations of teachers in GES .
3. To examine various factors that bring about conflict among the teacher association in GES.
4. Investigate the extent to which conflict affects the performance of students at some senior high schools in the Brong Ahafo Region.
5. Recommend to GES various strategies on how to resolve conflicts to enhance performance of students.

1.4 Research Questions

1. What are the various sources of conflicts experienced by the associations of teachers in GES?
2. What perceptions do students have on conflict among the associations of teachers in GES?
3. What factors bring about the conflicts experienced by the teacher associations in GES?
4. To what extent does teacher associations conflict affect students' performance in senior high schools?
5. What strategies does GES employ to deal with conflicts among the associations of teachers?

1.5 Significance of the study

The significance of this study lies in the fact that its findings will enable Ghana Education Service Policy makers to have deeper insight into views held by its employees and how to deal with/manage conflict in the associations. It will also serve as a framework for policy makers within the associations for future reference. The study aims at generating data/information that will enhance the understanding of conflict, its impact on student performance and how it is managed by Ghana Education Service. Although theoretical and empirical research has largely increased our knowledge of conflict, there are two main areas where sufficient knowledge is solely missing. These are:

- (1) More theoretically driven empirical research that captures the increasingly dynamic and complex character of conflict;
- (2) Theoretical and empirical research examining relationship between conflict and employee performance. In order to enhance our understanding of current patterns of organisational conflict and how it affects performance, a cross-sectional survey is needed. This should be done against the background of both empirical practices and their underlying methodological ideologies.

1.6 Limitation and scope of the study

The researcher covered five out of the thirteen districts in the Brong Ahafo Region due to data collection difficulty and also two schools were selected from each district. Therefore the study was limited in scope. Secondly, the study relies principally on the perceptions of teachers and students as well as reports of conflicts among the teacher associations in Ghana Education Service. The researcher had to combine the research with course work at the same period. As a result the researcher could not do an in-

depth investigation on the subject matter; hence, the findings of the study could not be generalized. Finally, funding for the study was also a challenge.

1.7 Overview of Research Methodology

To achieve the objectives of the study, the researcher used the case study approach, because it helps to get a rich understanding of the context of the research. The total number of sample selected for the study consist of one hundred and ten (110) teachers and students from five Districts in the Brong-Ahafo Region. The stratified random sampling technique was used to group the teachers and students selected from the various districts in the region for the study and simple random sampling technique was used as a follow up to gather the views of the students and teachers in senior high schools in the Brong-Ahafo Region selected for the study. In pursuit of this study and to achieve the objectives, the research instruments used were questionnaires which enabled the researcher to obtain the primary data for the analysis. The secondary data for the study were from journals, magazines, articles and the websites of Ghana National Association of Teachers and National Association of Graduate teachers.

1.8 Organisation of the study

This work is divided into five chapters. Chapter one is made up of the introduction of the study. It also included the background to the study, statement of the problem, objective of the study, research questions, study justification, limitation and scope of the study. Chapter two dealt with the literature review which included theories and concepts of organisational conflicts, sources and causes of conflicts, types of conflicts, and effect of conflicts on performance and strategies of managing conflicts.

The methodology of the study was discussed in chapter three. The chapter on methodology described the research design, the sources of data, the target population, sample and sampling technique, data collection instruments, data analyses, reliability and validity, ethical consideration and organisational profile. Chapter four presented the results and discussion of the findings. Finally, results based on the information and data gathered from the respondents, summary, conclusion and recommendations constituted the chapter five which is the final chapter of the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on examining and summarising relevant literature that covers the causes of conflict, types of organisational conflict, effects of conflict on performance and conflict management strategies. The aim of this chapter is to provide basic understanding of the concepts of interpersonal conflict, task conflict and relational conflict. The first category is about the concepts and definitions of conflict. The second one is on the three types of organisational conflict. The third is on the causes of conflict and effects of conflict. The last part reviewed the framework of conflict management strategies.

2.1 Definition and concepts of conflict

Conflict is a part of organisational life and may occur between individuals, between the individual and the group, and between groups. While conflict is generally perceived as dysfunctional, it can also be beneficial because it may cause an issue to be presented in different perspectives (Hotepo et al. 2010). However, Roloff (1987) is of the opinion that "organizational conflict occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilise the services or products of the organisation".

We broaden this definition by conceptualising conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (i.e., individual, group, organisation, etc.). Calling conflict an interactive

process does not preclude the possibilities of intra-individual conflict, for it is known that a person often interacts with self. Obviously, one also interacts with others. This definition is much more inclusive, which implies that conflict can relate to incompatible preferences, goals, and not just activities. It should be recognised that in order for conflict to occur, it has to exceed the threshold level of intensity before the parties experience (or become aware of) any conflict. This principle of conflict threshold is consistent with Baron's (1990) contention that opposed interests must be recognized by parties for conflict to exist.



2.2 Types of conflict

Many writers have classified conflict in various types. However, Barker et al. (1987) have identified three basic types of conflict, these are: task conflict, interpersonal conflict and procedural conflict. He further argued that group members may disagree about facts or opinions from authorities. The interpretation of evidence may be questioned. Disagreement about the substance of the discussion is what he termed as task conflict. According to him, task conflict can be productive by improving the quality of decisions and critical thinking processes. Another potential area for conflict is the interpersonal relationships within the organization. The term interpersonal conflict is used to indicate the disagreement that most people call a personality clash. This clash may take place in the form of antagonistic remarks that relate to the personal characteristics of a group member or disregard any organisational goals to antagonise a particular group member. Conflict of this type is expressed through more subtle non-verbal behaviours. There may be eye stares or, at the other extreme, an avoidance of eye contact. Interpersonal conflict may be inevitable and must be managed for optimal group co-existence. Procedural conflict exists when group

members disagree about the procedures to be followed in accomplishing the group goal. New procedures may be formulated and a new agenda suggested. Even the group goal may be modified. Procedural conflict, like task conflict, may be productive. Citing Ikeda et al. (2005) cited by Hotepo et al. (2010) observed that organisational conflict involves two essential types: vertical conflict and horizontal conflict. Vertical conflict occurs in groups of different hierarchical levels, such as supervisors and salesmen, whereas horizontal conflict occurs between individuals of the same level, such as managers in the same organisation. In the vertical conflict, differences in status and power between groups are in general larger than in the horizontal conflict because these aspects tend to equalize in equivalent hierarchical levels. When vertical conflict takes place between operational workers and administration, their sources refers to: (i) Psychological distance: workers do not feel involved in the organisation and feel that their needs are not met; (ii) Power and status: workers feel powerless and alienated; (iii) differences in value and ideology: this difference represents underlying beliefs on objectives and goals of an organisation and; (iv) scarce resources: disagreements regarding benefits, salary and work conditions.

2.3. Sources of organisational conflict

Citing (Renwick 1975, ; Weider and Hatfield 1995) cited by Van Tonder et al. (2008) identified the following sources or causes of conflict: they are of the opinion that differences in knowledge, beliefs or basic values; competition for position, power or recognition; a need for tension release; a drive for autonomy; personal dislikes; and differing perceptions or attributes brought about by the organisational structure, different role structures, heterogeneity of the workforce, environmental changes,

differences in goals, diverse economic interests, loyalties of groups, and value discrepancies, which were all considered at various stages as major causes of conflict in organisations.

Some writers are of the view that at a commonsense level, conflict is often seen as the product of different personalities and individual incompatibility and simple bad management. Considered more collectively, analysts have argued that distinctive forms of conflict are likely to arise wherever organisations exhibit particular configurations. Here we might cite the celebrated work of Zald and Berger (1978) cited by Ackroyd (2007) in which they analyze the appearance of such things as organisational coups d'etat or **organisational insurgency movements**. More recent writers are also very well aware of the politics in the workplace taking particular forms in appropriate circumstances (Buchanan and Badham 1999). At the deepest analytical level, however, the root of conflict has been seen as arising from capitalist economic organisation. Paul Edwards argues that most conflicts in the workplace are traceable to what he calls the ‘structured antagonisms inherent in private capitalism’ (Edwards 1986). His account is supported by a good deal of other work (Freidman 1977; Thompson 1984), and is accepted here. Nevertheless, Edwards’ abstract conception is not difficult to use in research; nor does it provide the basic explanation of every kind of observed conflict. Therefore, in practice, ideas about particular conflicts of interest are used instead (Swedburg 2003). Empirically, what we see are conflicts between individuals and groups and between groups. What they are ostensibly in conflict about varies a good deal. However, to take a historically very important instance, conflict between employers and employees is recurrent over such things as the duration of periods of work and or the intensity of working effort, as

well as the use of the materials and equipment used in work performance (Ackroyd and Thompson 1999). This example is compatible with the proposition that conflict arises from the structured antagonisms of private capitalism. However, other writers also have a different view as to the sources of conflict, one of such writers is Roloff (1987) who identifies six sources of conflict in an organisation, and these are:

1. A party is required to engage in an activity that is unrelated with his or her needs or interests.
2. A party holds behavioural preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences.
3. A party wants some mutually desirable resource that is in short supply, such that the wants of everyone may not be satisfied fully.
4. A party possesses attitudes, values, skills, and goals that are salient in directing his or her behaviour but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s).
5. Two parties have partially exclusive behavioural preferences regarding their joint actions.
6. Two parties are interdependent in the performance of functions or activities.

So far it has been suggested that conflict within organisations arises from contestation between different social and economic groups. The conflict between groups, as it works itself out, causes organisational change. In a similar way, commercial organisations may be seen as principally driven by the socio-economic ends and aspirations of some group, though these may be only the money making goals of the entrepreneurs that set them up and own them. Even an orthodox new business does not necessarily or automatically achieve acceptance, but has to struggle to find a place

in the world. Some indication of the range of possibilities, in terms of the types of collisions between organisations.

2.4 Effects of organisational conflict on performance

Not all conflicts are bad and not all conflicts are good, according to Hocker and Wilmot (1995) people tend to view conflict as a negative force operating against successful completion of group or common goals. Conflict can create negative impact to groups but may also lead to positive effects depending on the nature of the conflict. The positive effects of conflict are: improving the quality of decisions, stimulating involvement in the discussion and building group cohesion. In addition, conflict, also will be potentially destructive in groups especially when it consumes individual members` energies instead of concentrating on other productive activities of the organisation. However, conflict can interfere with group process and create so much interpersonal hostility that group members may become unwilling or unable to work with others in achieving the organisational objectives. Unresolved conflicts tend to grow into bigger conflicts, the more it grows, the greater the chance of collecting more problems (Knippen and Green 1999). Similarly, some of these problems, which might arise due to conflict, are lack of cooperation, poor communication, wasted and contagious conflict.

Several earlier researchers have noted the positive consequences of conflict (Assael1969; Evan 1965; Hall and Williams 1966; Janis 1982) cited by Rahim (2002).Organisations in which there is little or no conflict may stagnate. On the other hand, organisational conflict left uncontrolled may have dysfunctional effects on the organisation. The consensus among the organisation theorists is that a moderate

amount of conflict is necessary for attaining an optimum organisational effectiveness. Therefore, it appears that the relation between conflict and organisational effectiveness approximates an inverted-U function (Rahim and Bonoma, 1979). As such, Brown (1983) has suggested that "conflict management can require intervention to reduce conflict if there is too much intervention to promote conflict or if there is too little" Following studies by Amason (1996) and Jehn (1997), it appears that the relationship suggested by Rahim and Bonoma and Brown is appropriate for substantive, but not affective conflict.

According to Jehn, (1997), "relationship conflicts interfere with task-related effort because members focus on reducing threats, increasing power, and attempting to build cohesion rather than working on task. The conflict causes members to be negative, irritable, suspicious, and resentful". Evidence indicates that affective conflict impedes group performance. It affects group performance by limiting information processing ability and cognitive functioning of group members and antagonistic attributions of group members' behaviour (Amason 1996; Baron 1997; Jehn et al. 1999). Secondly, affective conflict diminishes group loyalty, work group commitment, intent to stay in the present organisation, and job satisfaction (Jehn 1995, 1997).

A study by Jehn (1995) suggests that a moderate level of substantive conflict is beneficial as it stimulates discussion and debate, which help groups to attain higher level of performance. "Groups with an absence of task conflict may miss new ways to enhance their performance, while very high levels of task conflict may interfere with task completion" (Jehn 1997). Evidence indicates that substantive conflict is positively associated with beneficial outcomes: firstly, groups that report substantive

conflicts are able to make better decisions than those that do not (Cosier and Rose 1977; Fiol 1994; Putnam, 1994) cited by Rahim (2002). Substantive conflict encourages greater understanding of the issues, which leads to better decisions. Secondly, groups that report substantive conflict generally have higher performance. This conflict can improve group performance through better understanding of various view points and alternative solutions (Bourgeois 1985; Eisenhardt and Schoonhoven 1990). It should be noted that the beneficial effects of substantive conflict on performance were found only in groups performing non routine tasks, but not groups performing standardised or routine tasks.

Although substantive conflict enhances group performance, like affective conflict, it can diminish group loyalty, work group commitment, intent to stay in the present organisation, and job satisfaction (Jehn 1997; Jehn et al. 1999). As a result, interventions for conflict management should be designed to develop cultural norms to support disagreement among group members in connection with tasks and other related management issues without generating affective conflict.

2.5 Management of organisational conflict

Criteria for Conflict Management

In order for conflict management strategies to be effective, they should satisfy certain criteria. These have been derived from the diverse literature on organisation theory and organisational behaviour. The following criteria are particularly useful for conflict management, but in general, they may be useful for decision making in management:

1. Organisational Learning and Effectiveness. Conflict management strategies should be designed to enhance organisational learning (Luthans et al. 1995; Tompkins 1995). It is expected that organisational learning will lead to long-term effectiveness. In order to attain this objective, conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems.

2. Needs of Stakeholders. Conflict management strategies should be designed to satisfy the needs and expectations of the strategic constituencies (stakeholders) and to attain a balance among them. Mitroff (1998) cited by Rahim (2002) strongly suggests picking the right stakeholders to solve the right problems. Sometimes multiple parties are involved in a conflict in an organisation and the challenge of conflict management would be to involve these parties in a problem solving process that will lead to collective learning and organisational effectiveness. It is expected that this process will lead to satisfaction of the relevant stakeholders.

3. Ethics. Mitroff (1998) cited by Rahim (2002) is a strong advocate of ethical management. He concluded that "if we can't define a problem so that it leads to ethical actions that benefit humankind, then either we haven't defined or are currently unable to define the problem properly. A wise leader must behave ethically, and to do so the leader should be open to new information and be willing to change his or her mind. By the same token subordinates and other stakeholders have an ethical duty to speak out against the decisions of supervisors when consequences of these decisions are likely to be serious. To

manage conflicts ethically, organisations should institutionalize the positions of employee advocate, customer and supplier advocate, as well as environmental and stockholder advocates. Only if these advocates are heard by decision-makers in organisations may we hope for an improved record of ethically managed organisational conflict (Rahim, Garrett, and Buntzman, 1992) cited by Rahim (2002). The disastrous outcomes in Enron and WorldCom probably could be avoided if this process was legitimized in these organisations.



Conflict Management Strategy

Existing literature on conflict management is deficient on strategies needed to manage conflict at the macro-level, which can satisfy the above criteria. An effective conflict management strategy should:

Attain and Maintain a Moderate Amount of Substantive Conflict: Substantive conflict occurs when two or more organisational members disagree on their task or content issues. Substantive conflict is very similar to issue conflict, which occurs when two or more social entities disagree on the recognition and solution to a task problem. A study by Jehn (1995) suggests that a moderate level of substantive conflict is beneficial as it stimulates discussion and debate, which help groups to attain higher level of performance. "Groups with an absence of task conflict may miss new ways to enhance their performance, while very high levels of task conflict may interfere with task completion" (Jehn, 1997). Evidence indicates that substantive conflict is positively associated with beneficial outcomes:

- i. Groups that report substantive conflict are able to make better decisions than those that do not (Amason 1996). Substantive conflict encourages greater understanding of the issues, which leads to better decisions.
- ii. Groups that report substantive conflict generally have higher performance. This conflict can improve group performance through better understanding of various viewpoints and alternative solutions (Jehn et al. 1999). It should be noted that the beneficial effects of substantive conflict on performance were found only in groups performing non routine tasks, but not groups performing standardized or routine tasks.

Although substantive conflict enhances group performance, like affective conflict, it can diminish group loyalty, workgroup commitment, intent to stay in the present organisation, and job satisfaction (Jehn 1997; Jehn et al. 1999). As a result, interventions for conflict management should be designed to develop cultural norms to support disagreement among group members in connection with tasks and other related management issues without generating affective conflict.

Minimize Affective Conflicts at Various Levels. Affective conflict refers to inconsistency in interpersonal relationships, which occurs when organisational members become aware that their feelings and emotions regarding some of the issues are incompatible. "Summarily stated, relationship conflicts interfere with task-related effort because members focus on reducing threats, increasing power, and attempting to build cohesion rather than working on task. Conflict causes members to be negative, irritable, suspicious, and resentful" (Jehn 1997).

- (i) Evidence indicates that affective conflict impedes group performance. It affects group performance by limiting information processing ability and cognitive functioning of group members and antagonistic attributions of group members' behaviour (Amason 1996; Jehn 1995)
- (ii) Affective conflict diminishes group loyalty, workgroup commitment, intent to stay in the present organisation, and job satisfaction (Amason, 1996; Jehn, 1995, 1997; Jehn et al., 1999). These result from higher levels of stress and anxiety, and conflict escalation.

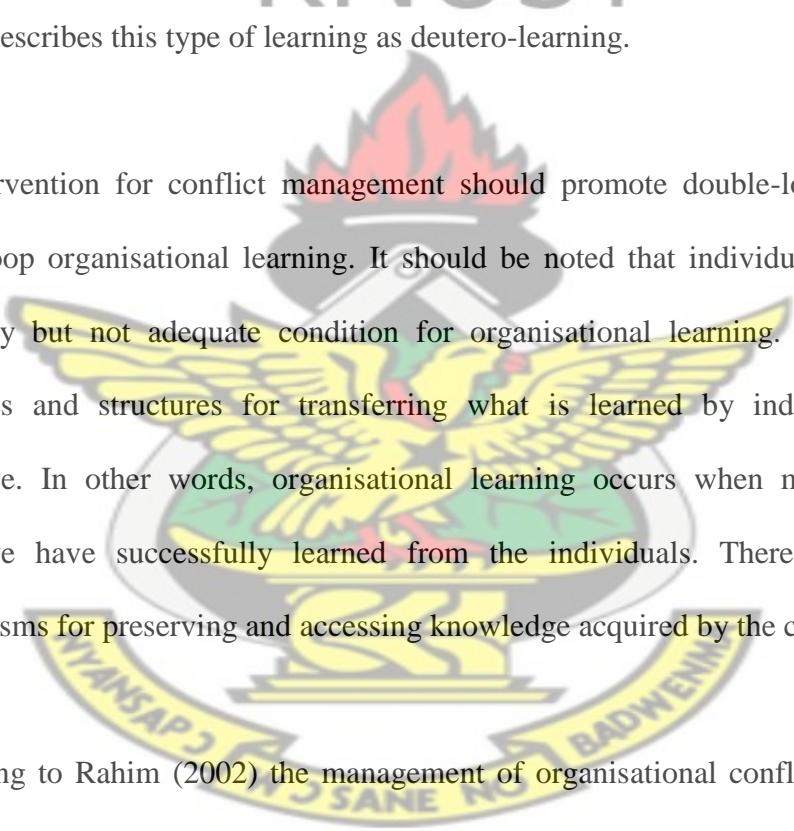


Select and Use Appropriate Conflict Management Strategies: As will be seen later, there are various styles of behaviour, such as integrating, obliging, dominating, avoiding, and compromising, which can be used to deal with conflict.

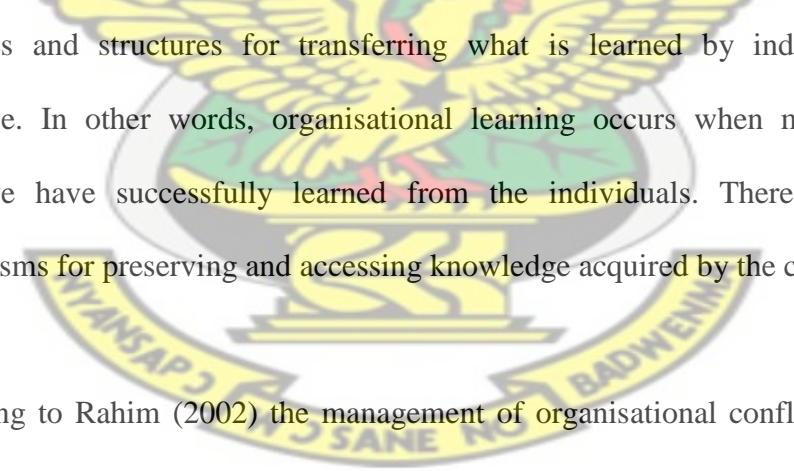
Organisational members would require training and on-the-job experience to select and use the styles of handling interpersonal conflict so that various conflict situations can be appropriately dealt with. In general, managing conflict to enhance learning and effectiveness require the use of integrating or problem solving style (Rahim 2001).

One of the major objectives of managing conflict in contemporary organisations is to enhance organisational learning that involves knowledge acquisition, knowledge distribution, information interpretation, and organisational memorisation (i.e., preserving information for future access and use). This enables organisational members to collectively engage in the process of diagnosis of and intervention in problems. Argyris and Schön (1996) define learning as "detection and correction of error" and discuss two types of organisational learning: single-loop and double-loop

learning. Single-loop learning involves the diagnosis of and intervention in problems without changing the underlying policies, assumptions, and goals. In other words, single-loop learning results in cognitive and behavioural changes within an existing paradigm (the old paradigm or mindset). Double-loop learning occurs when the diagnosis and intervention require changes in the underlying policies, assumptions, and goals. In other words, double-loop learning involves cognitive and behavioural changes outside the existing paradigm (the new paradigm or mindset). Double-loop learning is very similar to second-order learning, or "learning how to learn." Bateson (1972) describes this type of learning as deutero-learning.



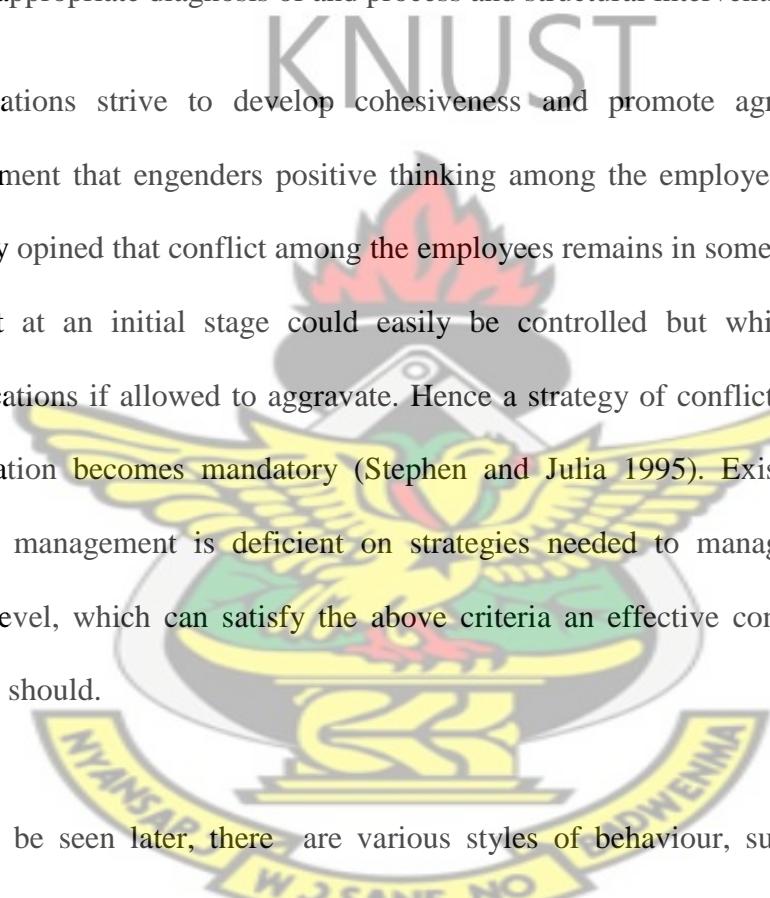
An intervention for conflict management should promote double-loop rather than single-loop organisational learning. It should be noted that individual learning is a necessary but not adequate condition for organisational learning. There must be processes and structures for transferring what is learned by individuals to the collective. In other words, organisational learning occurs when members of the collective have successfully learned from the individuals. There must also be mechanisms for preserving and accessing knowledge acquired by the collective.



According to Rahim (2002) the management of organisational conflict involves the diagnosis of and intervention in affective and substantive conflicts at the interpersonal, intra-group, and inter-group levels and the strategies used to handle these conflicts. He further argued that a diagnosis should indicate whether there is need for an intervention and the type of intervention needed. In general, an intervention is designed:

- (a) To attain and maintain a moderate amount of substantive conflict in non routine tasks at various levels.
- (b) To reduce affective conflict at all levels, and
- (c) To enable the organisational members to select and use the appropriate styles of handling conflict so that various situations can be effectively dealt with.

Organisational learning and effectiveness can be enhanced through an appropriate diagnosis of and process and structural interventions in conflict.



Organisations strive to develop cohesiveness and promote agreement on work environment that engenders positive thinking among the employees. However, it is candidly opined that conflict among the employees remains in some form or the other. Conflict at an initial stage could easily be controlled but which could lead to complications if allowed to aggravate. Hence a strategy of conflict resolution in any organisation becomes mandatory (Stephen and Julia 1995). Existing literature on conflict management is deficient on strategies needed to manage conflict at the macro-level, which can satisfy the above criteria an effective conflict management strategy should.

As will be seen later, there are various styles of behaviour, such as integrating, obliging, dominating, avoiding, and compromising, which can be used to deal with conflict. Organisational members would require training and on-the-job experience to select and use the styles of handling interpersonal conflict so that various conflict situations can be appropriately dealt with. In general, managing conflict to enhance learning and effectiveness require the use of integrating or problem solving style (Rahim 2001).

Management should resolve conflicts properly in their organisation for the sake of increasing organisational performance. The outcome of resolving conflicts in organisation is shown below:

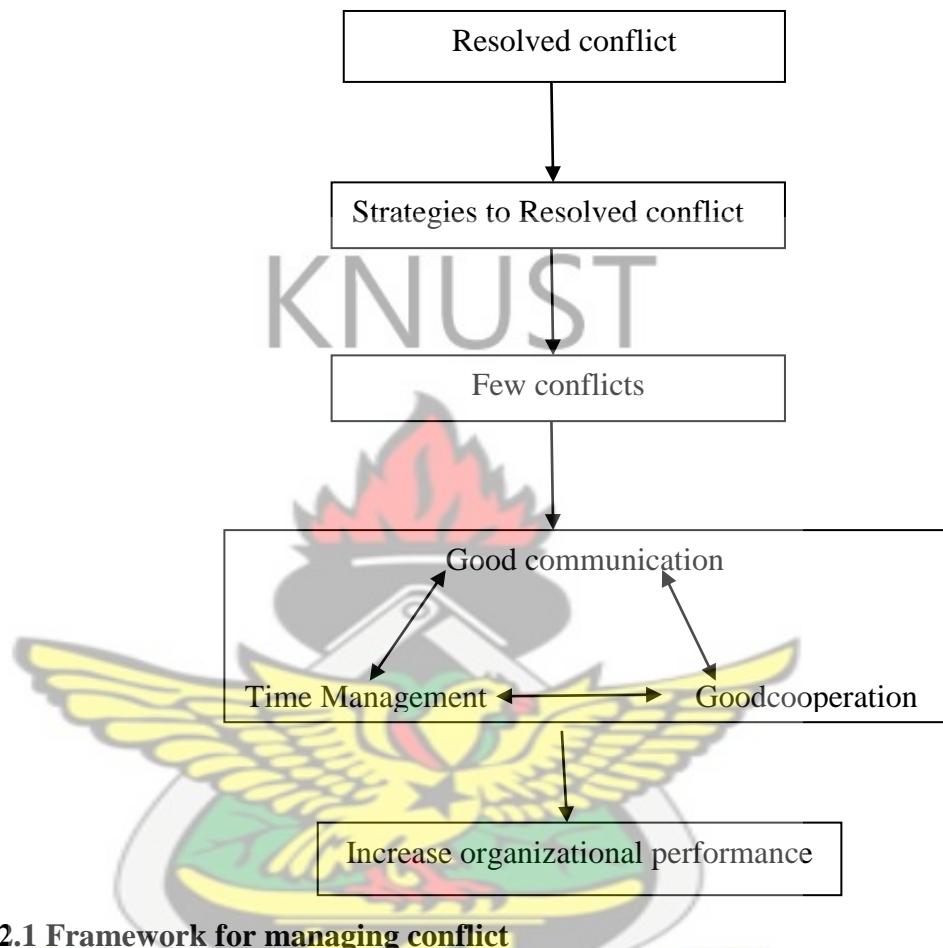


Figure 2.1 Framework for managing conflict

Source: Knippen and Green, 1999

If conflicts are managed properly by applying the best course of action, the organisation would increase its performance in terms of utilising the scarce resources and achieving the organisational objectives. Conflict improves decision making outcomes, especially on task-related conflict and group productivity by increasing the quality through constructive criticism and individuals adopting a devil advocate role (Amason 1996; Schwenk and Cosier 1980). Research has also found that task related conflict is beneficial to the organisation since it allows the exchange of ideas and

assists better performance amongst the group members (Jehn 1995). Other benefits include improved group learning and accuracy in situation assessment (Fiol 1994), promoted the development of new ideas and approaches (Baron 1991) and achieve high quality decisions since individuals confront problems (Schwenk and Valacich 1994). Conflict is seen as a productive force that can stimulate members of the organisation to increase their knowledge and skills and contribute to organisational innovation and productivity.



Strategies development is necessary in any organisation to curb or reduce conflicts at their infancy stage. These strategies will resolve an existing disagreement between oneself and others (Knippen and Green 1999). Robinson et al. (1974) advocate that managing conflict towards constructive action is the best approach in resolving conflict in an organisation. When conflict arises, we need to be able to manage them properly, so that it becomes a positive force, rather than a negative force, which would threaten the individual or group. Parker (1974) argued that if conflicts arise and they are not managed properly it will lead to delays of work, disinterest and lack of action and in extreme cases it might lead to complete breakdown of the group. Unmanaged conflict may result in withdrawal of individuals and unwillingness on their part to participate in other groups or assist with various group action programs in the organisation.

Hocker and Wilmot (1995) discuss several methods of ending conflicts: (1) avoidance, (2) conquest and (3) procedural resolution of some kind, including reconciliation and/or compromise and/or award. Avoidance of conflict often leads to intensified hostility and may later cause greater problems for the group. Therefore,

one of the first steps in conflict management is to recognize that a conflict situation exists. Don't ignore it since it cannot disappear on its own. Boulding (1962), states that the biggest problem in developing the institutions of conflict control in an organisation is to develop an action plan to conflicts at its initial stage. Conflict situations are frequently allowed to develop to almost unmanageable proportions before anything is done about them. By this time it is often too late to resolve the conflict by peaceable and procedural means.



Knippen and Green (1999) argue that the best way to handle conflicts objectively is that one should follow six processes that describe the conflict situation to the other person, asking the other person how he sees the conflict situation, responding the way the other person sees the situation, jointly, deciding how to resolve the conflict and making a commitment to resolve the conflict by summarising action taken by each party to solve the conflicts and promising to be committed in future to continue resolving conflicts which might arise. Communication strategy has been used to resolve conflicts in many organisations by breaking down the resistance among workers and increasing their trust in impending changes (Graham and LeBron 1994). In addition, when a group is achieving a goal, there are internal and external problems and one way to resolve the problem is via communication (Appelbaum et al. 1999).

Conflict Management theory state that healthy conflict management systems should be in place in any organisation. The conflict management systems should be integrated within the system of the organisation and the integration should be at higher level of the organisation hierarchy rather than being interconnection. Conflict management is a human sub-system which is achieved through typical development

process. The process starts with assessment and inquiry, addresses the design, implementation and evaluationRahim (2002) cited in Ford (2007)



CHAPTER THREE

METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction

This chapter explains the methodology of the study, and the organisational profile. The chapter covered the research design, research strategy, population of the study, data collection instrument, validity and reliability, ethical consideration and data analysis, concerned with how the complex situation will develop (Amaratunga et al. 2002).

3.1 Research design

The research strategy is the general plan of how to go about answering the research question (Saunders et al. 2009). Research strategy takes into account the purposes of the research, the accesses of data, and constraints that may affect the process of the research. The research strategy is always related to the ontology and epistemology of the study. According to Saunders et al. (2009), there are many strategies available to choose for research, which are experiment, survey, case study, action research, grounded theory, ethnography, and archival research.

Each one of these strategies could fit certain research depending on the specific context. Three widely used strategies were summarized here. The first one is experiment. The basic purpose of an experiment is to study links between variables, and test whether or how a change in one variable would affect another one. Control and experimental groups are always used simultaneously, and external variables should be controlled through various methods. This method yields highest levels of

precision but always unfeasible or inappropriate for business and management research areas because it needs highly controlled context. The second one is survey. The survey strategy is usually associated with deductive approach. It is popular in business and management research as it allows researchers to collect large amount of data in a highly economical way from a sizeable population (Saunders et al. 2009). Moreover, it gives the possibility to conduct a quantitative analysis relying on the descriptive and inferential statistics, and the results of the survey can be used to explore connections between variables and produce models for the whole population.

Another one is case study. Case study is a comprehensive research strategy which attempts to examine a contemporary phenomenon in its real life context (Yin 2003). The boundaries between the phenomenon and the context in which it is being studied are not clear. The case study helps in getting a rich understanding of the context of the research and focus on generating answers for why questions (Saunders et al. 2009). A case study is used for this research as it would give a rich understanding of why conflict among the teacher associations in GES has effect on students performance.

3.2 Sources of data

Three important data collection methods can be distinguished as surveys, observations and interviews. The most common instrument used under those methods is questionnaires, inventories and tests (Murray, 2003).

The study uses both secondary and primary information sources, where the primary sources come from the empirical part of the research and secondary sources come from journals, books, magazines and articles.

3.3.1 Primary data

Primary data is where the information or data for the study is taken directly from the field for the first time (Money et al. 2000). The source of primary data includes experiment, observations, survey (questionnaires) and interviews. For the purpose of this study, the primary data from the questionnaires were used to solicit the views and opinions of respondents about conflict among teacher associations in GES and its effects on students' performance in senior high school level. Primary data was used because the researcher wanted to get the real facts on the ground from respondents to complement secondary data gathered about conflict in organisations.

3.3.2 Secondary data

Secondary data is the data or information which is collected by other researchers for a purpose different from its current use (Hussey and Hussey 1997). The Secondary data used in the study includes books, reports, journals, magazines and newspapers and web pages. Like the primary data, secondary data was used to complement the primary data; thus, to confirm or add to data collected from the field.

3.4 Population

The population for the study is the teachers of both GNAT and NAGRAT and students from senior high schools from five districts in the Brong- Ahafo Region. The total number of sample selected for the study consisted of one hundred and ten respondents (110). The respondents include teachers (55), students (55) from Tano South district, Tano north district, Berekum district, Sunyani East, and Sunyani West district, all in the Brong- Ahafo region. Eleven teachers and eleven students were

selected from each district. The senior high schools selected from Sunyani municipality included Sunyani senior high and Twene Amanfo senior high schools. From Sunyani West district; Sacred Heart senior high and Odumaseeman senior high schools were included. Berekum Presby senior high and Methodist senior high/technical schools were selected from the Berekum district. In the Tano north district the selected were Serwaa Kesse senior high and Boakye Tromo senior high and finally, Bechem Presby senior high and Techimanntia senior high schools were added from Tano South district.



Table 3.1: Population of the study

Districts	No. Of schools	No. of Teachers	No. of Students
Tano South	3	122	2380
Tano North	2	79	1245
Sunyani East	3	127	2457
Sunyani West	3	115	2536
Berekum	3	126	2241
Total	14	454	10859

Source: author's construct, 2012

3.5 Sampling technique

According to Saunders et al. (2009) stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The study used the stratified random sampling technique. The stratified sampling technique was used to group teachers and students from the

various districts while the simple random sampling was used as a follow up to get the views of the teachers and students selected from the various schools for the study. This sample is deemed reasonable because often studies in conflict are based on small samples as pointed out in previous studies (Nelson 1988; Spiro 2002). Thus, the researcher's choice of a stratified simple random sampling technique as suitable for this study.

Table 3.2 Sample size for the study

District	No. of Schools	No. of Teachers	No. of Students
Tano South	2	11	11
Tano North	2	11	12
Sunyani East	2	11	10
Sunyani West	2	12	12
Berekum	2	10	10
Total	10	55	55

Source: authors construct 2012

3.6 data collection instruments

In pursuit of this study and to achieve its objectives, the research instrument used was questionnaires. The questionnaire was pre-tested with ten (10) teachers and ten (10) students from the sample size in order to check and ensure that no irrelevant question was present in the questionnaire and hence assesses the content validity. Their suggestions were incorporated. The use of questionnaire was considered most appropriate so that consistency can be maintained in all the respondents.

3.6.1 Questionnaire

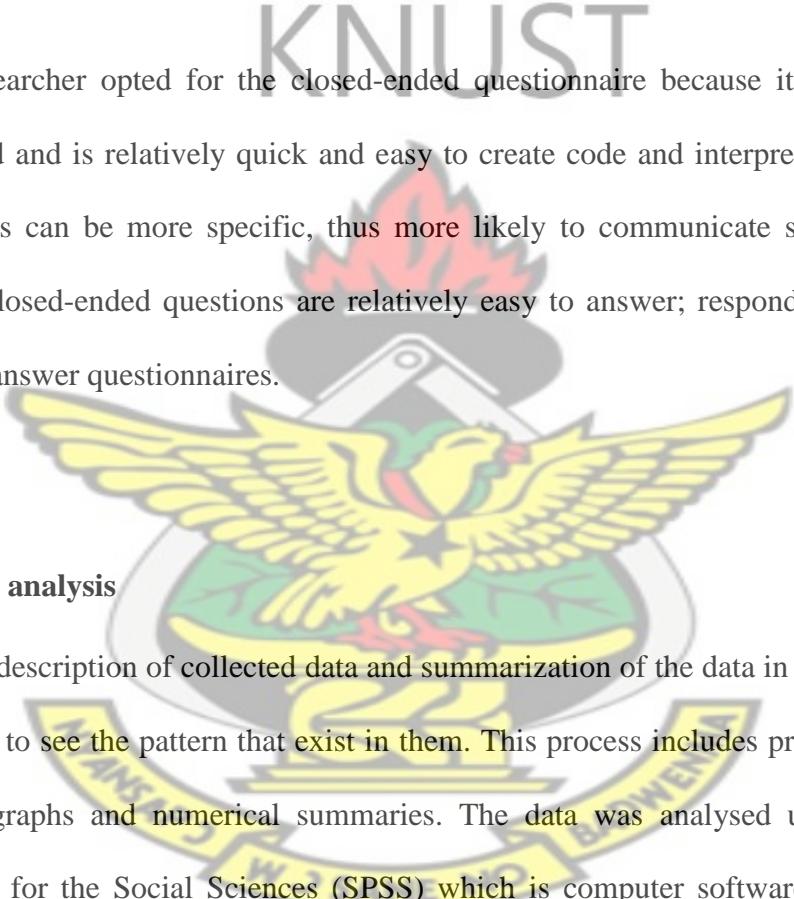
Questionnaire refers to all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al. 2009). Thus, it is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, it is not always the case.

Questionnaires are restricted to two basic types of questions: Closed-ended or “closed question” and Open-ended or “open question”. Close-ended question is a question for which a researcher provides a suitable list of responses. Open-ended on the other hand is a question where the researcher doesn’t provide the respondent with a set of answers from which to choose. Rather, the respondent is asked to answer “in their own words”.

They can be completed in one or two basic ways. Firstly, respondents could be asked to complete the questionnaire with the researcher not present. This is a postal questionnaire and loosely refers to any questionnaire that a respondent completes without the aid of the researcher. Secondly, respondents could be asked to complete the questionnaire by verbally responding to questions in the presence of the researcher. This variation is called a structured interview.

This study intends to find out attitudes and opinions of individuals about the conflict among teacher associations in Ghana Education Service and its impact on students’ performance. From the literature review, the researcher found that the research questions of this study require large numbers of closed ended questions, and

standardized questions could probably be interpreted the same way by all respondents. On the other hand, the primary data, which is collected by the researcher is the direct source of the research, and is significantly important as well as valuable for this kind of research. Secondary data is less valuable in this kind of empirical research. Therefore, the researcher believed that primary data collected through questionnaires would be the best option.



The researcher opted for the closed-ended questionnaire because it is more easily analyzed and is relatively quick and easy to create code and interpret. Closed-ended questions can be more specific, thus more likely to communicate similar answers. Since, closed-ended questions are relatively easy to answer; respondents spend less time to answer questionnaires.

3.7 data analysis

It is the description of collected data and summarization of the data in ways to make it possible to see the pattern that exist in them. This process includes presenting data in tables, graphs and numerical summaries. The data was analysed using Statistical Package for the Social Sciences (SPSS) which is computer software; the data was displayed in numerical form in the rows and columns of a matrix. The tables gave a summarized data to explain the relationship between the variables. This was also to make the findings of the researcher convenient and easy to understand without difficulties.

3.8 Reliability and validity

The first criterion is reliability of the collected information so it is possible to reach the same results when repeating the study. This is an issue of using quantitative methods, when repeating the same variable but under different situations it may give different results.

The second criterion is validity which is made of conclusions from the obtained research. Validity can be internal “concerned with the soundness of findings that specify causal connection” (Bryman & Bell, 2007) and external “the issue concerned has a more obvious application to the realm” (Bryman & Bell, 2007). In other words validity criterion is related to the contribution which can be made by that specific finding. Returning to the kinds of research designs, the case study has been described by Bryman & Bell (2007) as being concerned “with the complexity and particular nature of the case in question”. The research problem of the current thesis covers under-researched combination of aspects of the effect of conflict among GNAT and NAGRAT on students’ performance at the senior high school level. Therefore the nature of the research questions is rather complex designed to examine those aspects from a different angle. Hence, from that perspective research design using case study for the study can be considered as the best alternative.

Case study definitions have been described differently by different authors. Although, the definition most suitable for this study was given by Bryman & Bell (2007), describing case study as “detailed and intensive analysis of a single case”. The objective of the case study is to get a deeper knowledge about the subject matter. That is associated with qualitative research methods such as observations and interviewing

of participants. The reason for it is that those methods are considered as most suitable for accumulation of detailed information about the case study (Bryman and Bell 2007). The advantages of a case study according to De Marrias and Lapan (2004) is that case study can represent features of more than one research design and almost any kind of research can be run in case study form.

Looking into the criteria of reliability and validity that were mentioned above it is important to take into consideration on whether the obtained results can be generalized and have external validity outside of the current case. The answer for that is given by Yin cited by Bryman and Bell (2007) the result of a single case study generally cannot be applied to other cases.

However, according to Bryman and Bell (2007) various researchers can “claim a degree of theoretical generalizability” through using details from a single case and not the whole application of the case. Therefore the aim of the research design in the study would not be to claim general applicability of the current case study to other cases as a whole. It is rather to extract details from the findings of the current case study which might apply to other cases to some extent.

Finally, to ensure validity and reliability of the study, the research instrument was divided into two sections. Part I comprised of demographic information, Part II, comprised of closed ended questions on what causes conflicts, types of conflict, impact of conflicts on students’ performance and strategies to manage conflict. This was done to get perceptions from teachers and students on issues of conflicts related to causes, sources, types, effects and strategies to resolve conflicts.

3.9 Ethical Consideration

Saunders et al. (2009) suggested that ethical behaviour should be practiced in each step of thesis, including the data collection, data analysis and reporting part. Various principles try to clear ethical behaviours, they include the following three points (Saunders et al. 2009). The first one is harm, meaning the researcher should avoid causing any type of embarrassment or harm to those involved in the study. Second privacy, this consists of maintaining the confidentiality of data and the privacy of possible and actual participants respecting any requests for confidentiality and/or anonymity whenever requested. The last one is deception, which consists of avoiding any type of manipulation of data or people.

During the whole thesis writing process, the researchers insisted on a strong and clear-positioned ethical behaviour. During the review of outcomes in the research field, the researcher held the spirit of ethical responsibility first that clear citation and proper referenced are top highlighted to avoid plagiarism. Those secondary data or resources included research field academic textbooks, articles from academic journals, library preserved materials, and web-based information and data available in various databases.

According to Saunders et al. (2009) researchers must ensure that the study is morally correct from the perspective of those people involved in it. Some of the ethical issues that needs to be addressed in any research related to the need to avoid any harm to respondents due to them taking part in the research or from research results, ensuring that respondents are informed‘participants in the study, that there is no invasion of their privacy, and no coercion or deceit is used by the researcher (Bryman and Bell 2007; Saunders et al. 2009). Absolutely following by the guidance, the researcher gave sufficient care for the participants involved in the questionnaire filling step.

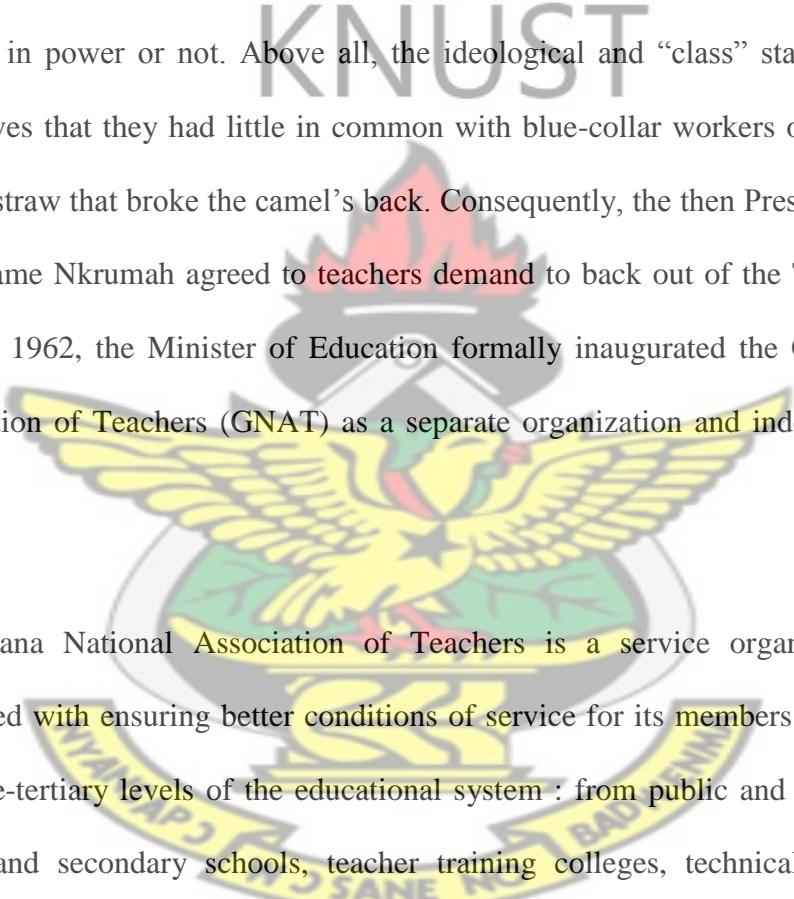
Before inviting them to attend questionnaire filling, a formal covering letter explaining the purpose of the study, the links of the survey and privacy regulations was sent to all the potential respondents. The researcher ensured that the participation was voluntary and free for all respondents to answer the questionnaire or not (or free to discontinue at any time). The questionnaires are anonymous, and all the specific personal information was not traceable back to individual respondents. All the information is strictly confidential and used for research only. For the last part, the researcher made sure any type of manipulation of data or people were avoided. All the analyzing data was actual existing and the researcher had considered ethics to achieve a reliable work.

3.10 Organisational profile of GNAT and NAGRAT

The first teachers' union to be formed in this country (then Gold Coast) was the Government School Teachers Union (GSTU) in 1925. It was to serve as a platform for teachers to express their views on issues that affected their conditions of work. However, the GSTU did not represent all teachers since it excluded teachers who did not teach in Government schools. Following a massive protest by teachers against the colonial governments to impose a 29 percent tax on their salaries, teachers mostly in schools set up by religious bodies formed the Assisted School Teachers Union (ASTU) in 1931. This body embraced teachers in both government schools and set ups managed by religious bodies.

In 1956, GSTU and ASTU reached an agreement to come together as one union under the common name of Gold Coast Teachers Union (GCTU). In 1958, the GCTU joined with the Union of Teachers and Educational Institutions Workers (UTEIW) as one of

the fourteen (14) affiliated unions of the Ghana Trade Union Congress (GTUC) in accordance with provision of the Industrial Relation Act of 1958. This Act, however, excluded all workers who were earning 680 per annum and above at the time, from membership. This prevented a number of teachers in secondary schools and training colleges on technical grounds. Moreover, teachers did not favour TUC's over-dependence on the CPP Government and therefore decided to opt out, as Osae(1982)notes, to avoid being dragged into ideological controversies, governments, whether in power or not. Above all, the ideological and "class" stance of teachers themselves that they had little in common with blue-collar workers of the TUC was the last straw that broke the camel's back. Consequently, the then President of Ghana, Dr. Kwame Nkrumah agreed to teachers demand to back out of the T.U.C. Thus on July 14, 1962, the Minister of Education formally inaugurated the Ghana National Association of Teachers (GNAT) as a separate organization and independent of the TUC.



The Ghana National Association of Teachers is a service organization that is concerned with ensuring better conditions of service for its members who are drawn from pre-tertiary levels of the educational system : from public and private primary, junior and secondary schools, teacher training colleges, technical institutes and offices of educational administration units. However, the lumping of graduate teachers together with other categories of teachers on the same rank for salary purpose was a great disincentive and a cruel one at that. It came as a relief when the GES in 1993 commissioned the Pay and Grading Committee to look into the placement of personnel in the service. Almost at the same time Government set up the Gyamposh Salary Review Commission to study the placement and salary structure of the public

sector. The Commission recommended the establishment of separate hierarchical structures for graduate and non-graduate professional teachers for salary purposes.

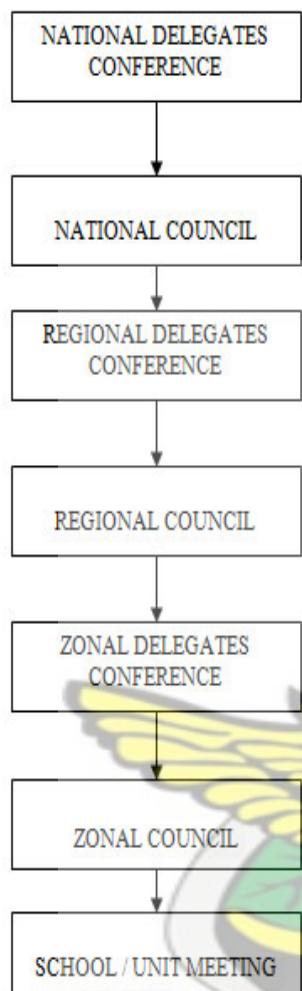
The rejection of the recommendations of the two bodies by the Ghana National Association of Teachers (GNAT) even before they were made public on grounds that if implemented it would divide the teachers' front provided the fertile ground for the emergence of NAGRAT .

The grievances emanating from the refusal of GNAT to implement the recommendations of the Pay and Grading Commission led to such earlier attempts as those leading to the break from the Ghana National Association of Teachers (GNAT), with the bottom line being the deplorable service conditions of graduate teachers in the Ghana Education Service vis-a-vis their counterparts in other establishments. National Association of Graduate Teachers (NAGRAT) Ghana brings together all University Degree Holding teachers within the Ghana Education service under one umbrella. Our focus as a united whole is to fight incessant neglect and marginalization of our profession. NAGRAT was constituted as an autonomous body in 1998.

GNAT has two organizational structures thus political structure and the administrative structure.

ORGANISATIONAL STRUCTURE OF NAGRAT

A. DECISION MAKING STRUCTURE



B. ADMINISTRATIVE STRUCTURE

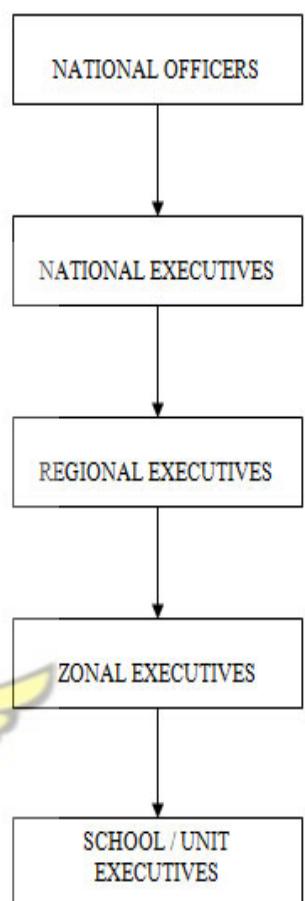


Figure 3.1 Organisational Structure of Nagrat

Source: NAGRAT membership handbook, 1998

ORGANOGRAM OF THE POLITICAL STRUCTURE OF GNAT

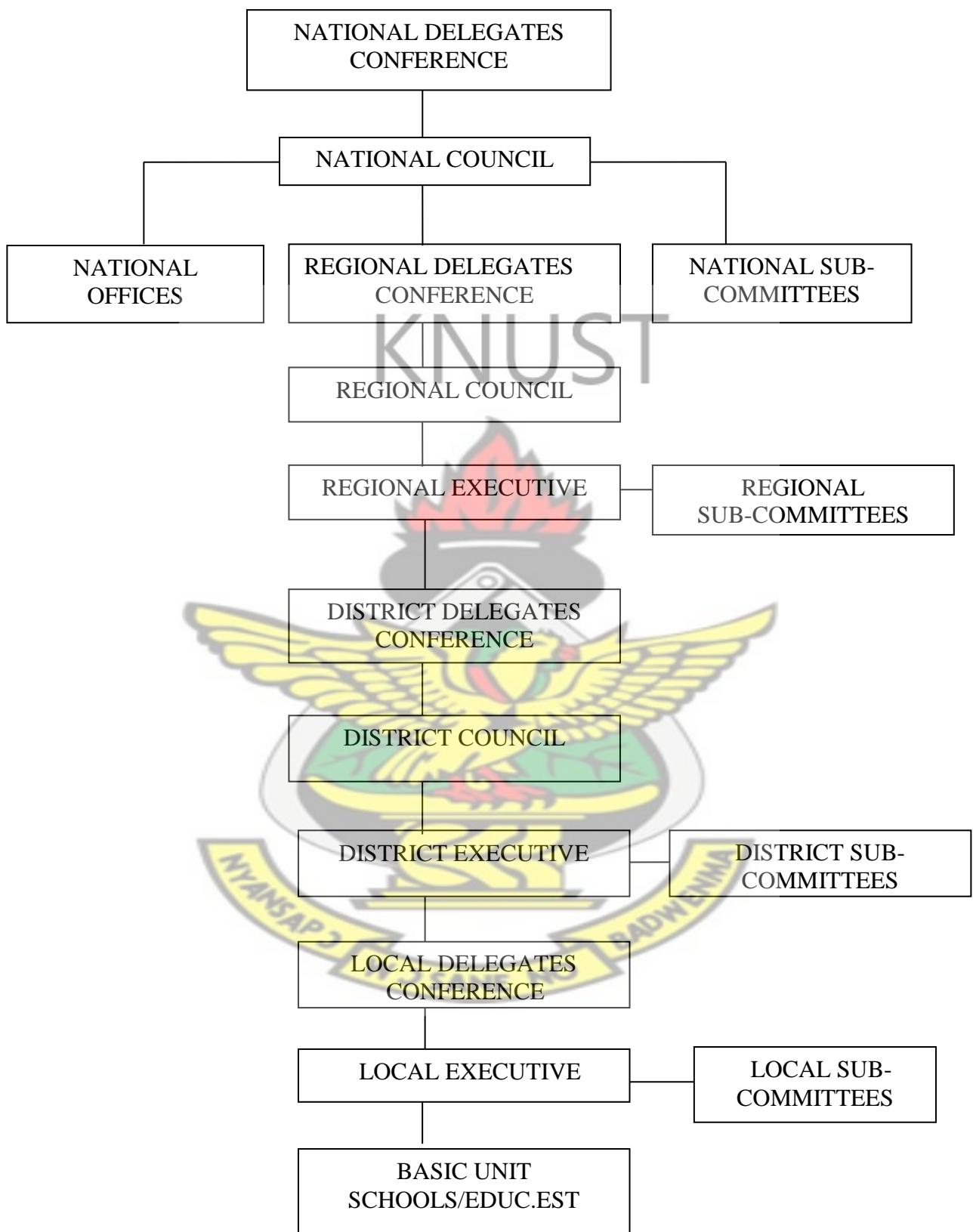


Figure3.2 Organogram of the Political Structure of GNAT

ORGANOGRAM OF THE ADMINISTRATIVE STRUCTURE OF GNAT

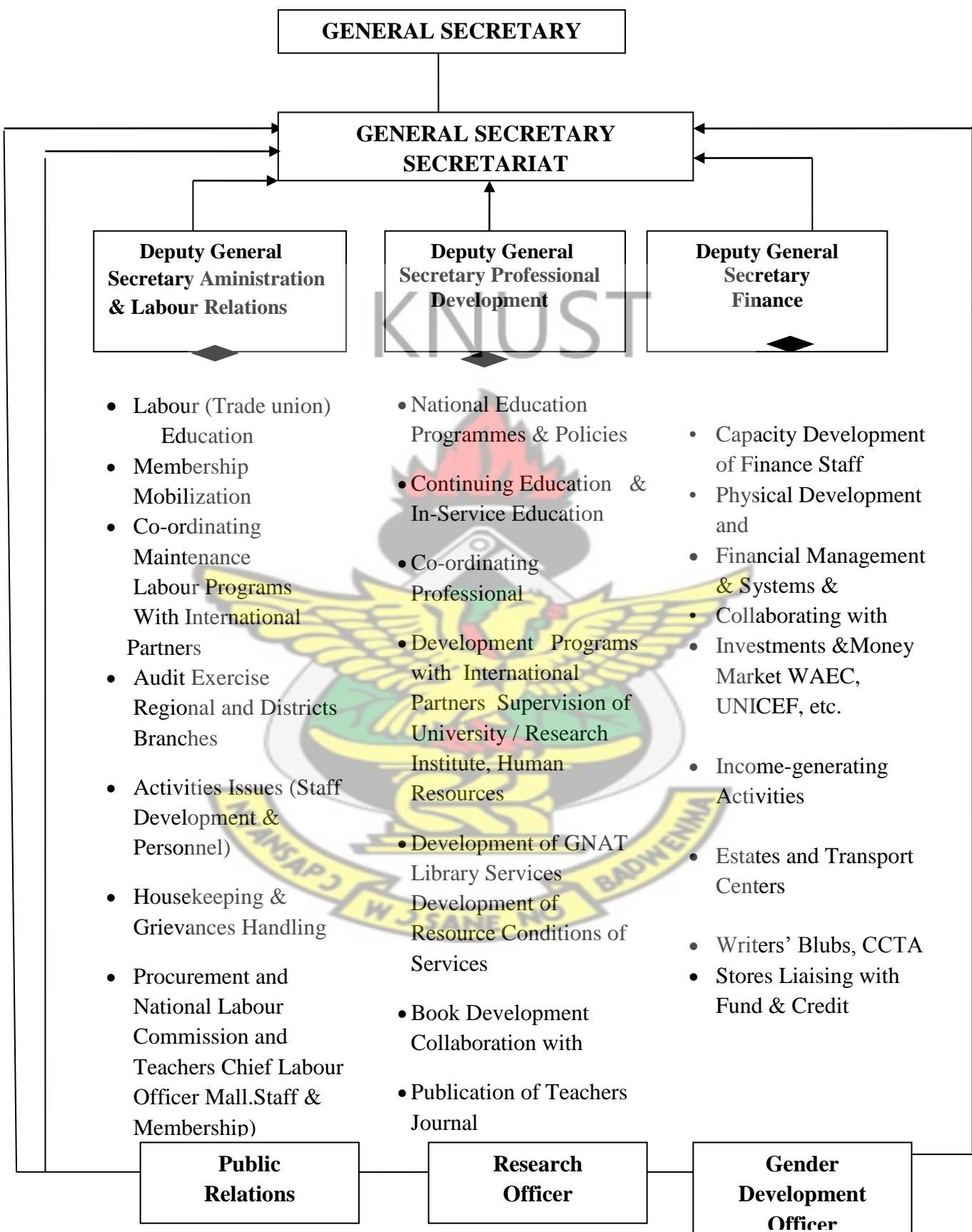


Figure 3.3 Organogram of the Administrative Structure of GNAT

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with data presentation, analysis and discussion of findings of the study. The data is analyzed using Statistical Package for Social Sciences (SPSS) and findings are presented in tables and figures. Out of a total of 110 questionnaires distributed to respondents, 106 questionnaires were retrieved from respondents, therefore the analysis and discussion of the results is based on the 106 questionnaires.

4.1 Respondents' Characteristics

This study considered 106 respondents. Respondents were teachers and students of five districts in the Brong Ahafo Region of Ghana. The demographic statistics of teachers respondents show that 32 (30.2%) respondents were aged between 25 – 35 followed by the age groups of 36 - 45 and 46 – 55 which accounted for 10 (9.4%) and 9 (8.5%) respondents respectively. In terms of students' respondents, 42 (39.6%) students were aged between 16-18 and 13 (12.3%) students were 19 years. In addition, about 51 (48.1%) respondents were males while 55 (51.9%) respondents were females. Respondents from Berekum district represented 20 (18.2%) of the total respondents with respondents from Sunyani East accounting for 21(19.1%), and respondents from Tano South representing only 16 (14.5%). Most of the respondents were from Sunyani West District representing 26 (23.6%) and Tano North representing 23 (20.9%) respondents. The respondents' characteristics revealed maturity (age) of respondents with issues pertaining to conflict. Hence, respondents

are likely to have perceived conflict in various ways and would therefore be in the position to provide valid information for the research work.

Educational Background of Respondents

In terms of teachers educational background, 42 (38.2%) of these respondents had first degree, while a total of 8(7.3%) had Master's degree and only one respondent had diploma. However, 26 (23.6%) students' respondents were in SHS Two while 29 (26.4%) respondents were in SHS Three. Considering respondents' (teachers) number of years of working experience, majority that is 35 (31.8%) respondents have worked with Ghana Education Service for over 6 years. Only 16 (14.5%) respondents have worked with Ghana Education Service for less than six years (see table 4.1). With regards to the above information, it means the respondents have enough experience of conflict among GNAT and NAGRAT therefore are likely to give accurate data to the researcher.

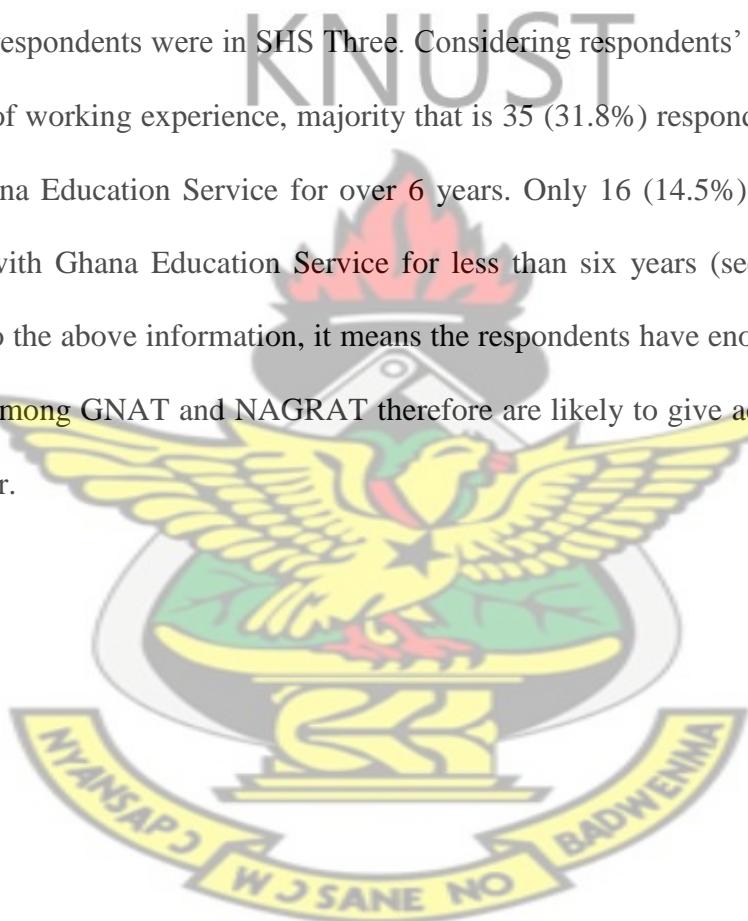


Table 4.1: Demographic statistics of respondents

		N=106	Percentage (%)
Gender	Male	51	48.1%
	Female	55	51.9%
	Total	106	100%
Age group	16-18 years	42	39.6%
	19-24 years	12	11.3%
	25-35 years	32	30.2%
	36-45 years	11	10.4%
	46-55 years	9	8.5%
	Total	106	100%
Education	Diploma	1	0.9%
Degree	1 st	42	39.6%
Degree	Master's	8	7.5%
	Students	55	51.9%
	Total	106	100%
District	Sunyani West	26	24.5%
	Tano South	16	15.1%
	Sunyani East	21	19.8%
	Berekum	20	18.9%
	Tano North	23	21.7%
	Total	106	100%

Source: field work, 2012

The findings from table 4.1 have shown that 43 (40.6%) of respondents were aged between 25 –45 years, meaning that this age group could account for a significant portion of Ghana Education Service workforce. Most of these respondents were working with 1st degree educational background and some few teachers were with Master's degree educational background. This finding is an indication that a significant proportion of Ghana Education Service workforce at the Senior High School level has acquired the necessary educational qualification to teach at the secondary school level. Additionally, 68.6% of the respondents (teachers) have worked with Ghana Education Service for over six (6) years and more. This finding in the opinion of the researcher could be an indication of low employee turnover rate in the education sector in Ghana. The study also discovered that 76.4% of student's respondents were aged between 16-18 years. This finding is an indication that the average age of students to be at the Senior High School in Ghana is between 16 and 18 years.

4.2 Membership of respondents with the various associations in GES

It was discovered that 31 (60.8%) respondents are members of Ghana National Association of Teachers (GNAT) while 20 (38.5%) respondents are members of National Association of Graduate Teachers (NAGRAT)

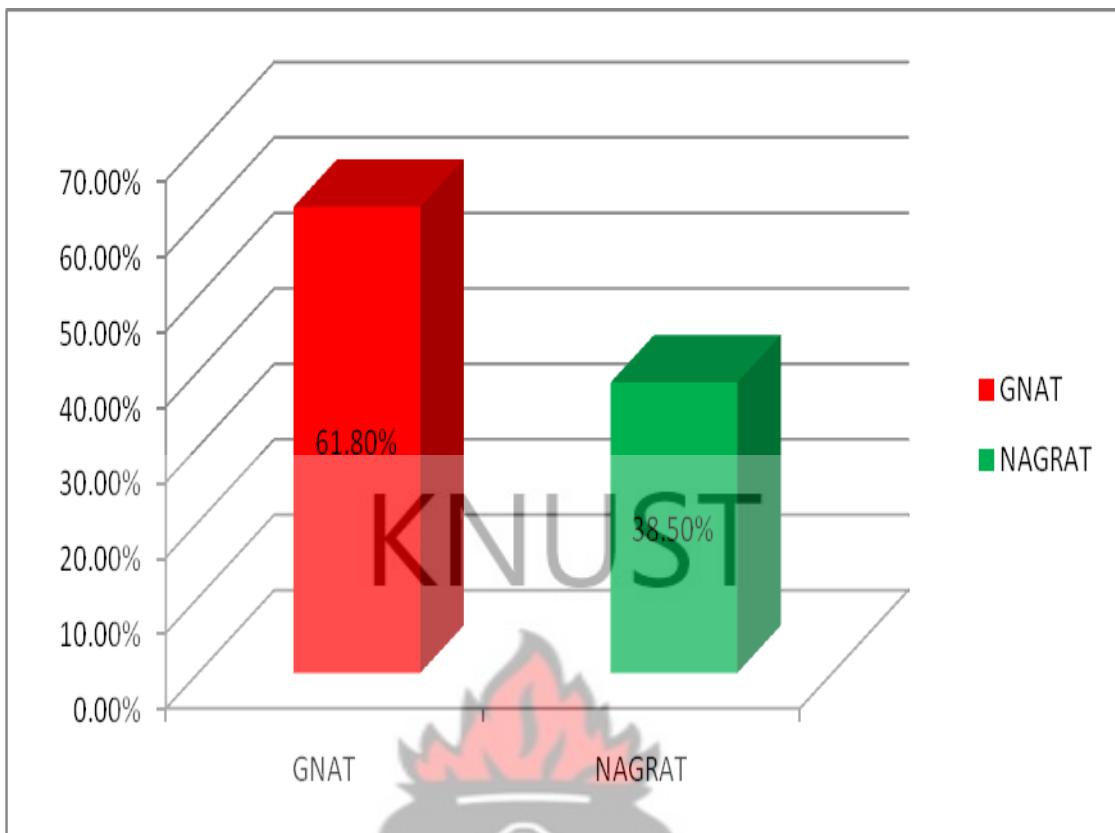


Figure 4.1: Respondents (Teachers) membership with the various associations

Source: field work, 2012

From fig. 4.1, when teachers were asked the question “which teacher association do you belong?” Majority (60.8%) of the respondents answered they belong to the Ghana National Association of Teachers (GNAT). This finding shows that majority of teachers membership in Ghana Education Service is with Ghana National Association of Teachers. This finding is a validation of the assertion made by (Adjei 2006) that GNAT has more membership than NAGRAT. A similar assertion was made by the National Labour Commission in 2005, when NAGRAT requested they wanted to have their own bargaining certificate. The National Labour Commission stated that GNAT has more membership than NAGRAT. However, the researcher found it not surprising as many graduate teachers in Ghana still hold membership with GNAT

instead of NAGRAT as the study discovered that many graduate teachers still have their membership with GNAT.

4.3 Type of conflict common among GNAT and NAGRAT

From fig. 4.1, 43 (40.6%) respondents identified task conflict (different opinions) as the most common type of conflict among the associations in Ghana Education Service. However, 41(38.7%) respondents also identified relational conflict (communication gap) as the common type of conflict among these associations. Additionally, 17 (16.4%) respondents identified intra-group conflict while only 5 (4.7%) respondents identified inter-group conflict as the common type of conflict among Ghana Education Service Associations.

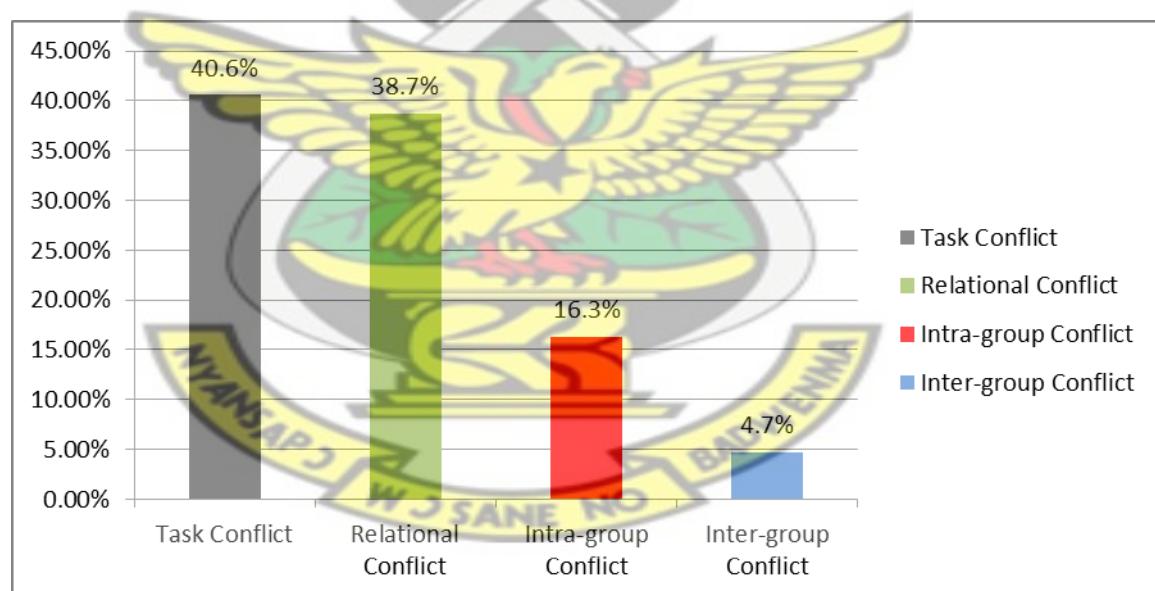


Figure 4.2: Type of conflict common among GNAT and NAGRAT

Source: field work, 2012

When respondents were asked the type of conflict that existed between GNAT and NAGRAT, 39.1% of the respondents revealed that Task conflict was dominant whiles

37.3% unveiled that Relational conflict was also common. The finding shows that task conflict is the commonest type of conflict among the teacher associations in Ghana Education Service. This finding is in consonance with the work of Jehn (1995), which explains that task or cognitive conflict is an awareness of differences in viewpoints and opinions pertaining to the group's task. High level of task conflict may also cause tension, antagonism and unhappiness between group members and an indisposition to work together in the future. In the opinion of the researcher, the task conflict being higher might be attributed to teachers not being committed to their work. This is due to dis-satisfaction as a result of the poor conditions of service which leads to the creation of tension and unhappiness among members in the organisation.

4.4: How respondents perceive the conflict among the teacher associations in GES

The table below shows that 86 (78.2%) respondents asserted that they perceive the conflict among the teacher associations in Ghana Education Service as a threat to academic activities. Nevertheless, 20 (18.2%) respondents perceive the conflict among the associations in Ghana Education Service to enhance academic activities.

Table 4.2: How respondents perceive the conflict among the teacher associations in GES

	N=106	Percentage
Enhance academic activities	20	18.9%
Threat to academic activities	86	81.1%
Total	106	100%

Source: field work, 2012

When both teachers and students were asked the question on how they do perceive the conflict among the teacher associations in Ghana Education Service, 86 (78.2%) respondents asserted to the fact that they perceive the conflict among the teacher associations in Ghana Education Service as a serious threat to academic activities. This finding is a confirmation in existing literature by Weihrich (1992) who argued that conflict is generally perceived as dysfunctional to development. A similar assertion was put forward by Russell and Jerome (1976) that conflict creates resistance to change, establishes turmoil in organizations or interpersonal relations, fosters distrust, builds a feeling of defeat, or widens the chasm of misunderstanding. In the opinion of the researcher, the majority of respondents' assertion that conflict among teacher organizations was a threat to academic activities, could draw attention to the rhetorical questions; "how does an emotional teacher communicate effectively to students? Or how will a teacher be able to perform his/her duties adequately when his/her reasoning is distorted?" When the emotion of the teacher is down, the teacher may not be able to teach effectively. Also, there would be no concentration in

teaching. Once the teacher is not happy, going to the class is a problem let alone teaching the students.

4.5: Sources of conflict among the teacher associations in GES

From the table below, 41 (38.7%) respondents' show that power or recognition is the major source of conflict among the teacher associations in Ghana Education Service. The second largest source of conflict is competition for position as asserted by 28 (26.4%) respondents. Additionally, 11(10.4%) respondents attributed one of the sources of conflict to differences among the members of the various associations while 14 (13.2%) respondents emphasized that a drive for autonomy is a source of conflict among the teacher associations in Ghana Education Service. Only 8 (7.5%) respondents said personal dislike is a source of conflict among the teacher associations in Ghana Education Service. However, 3.8% of respondents asserted that the source of conflict among the teachers' associations was a need for tension release.

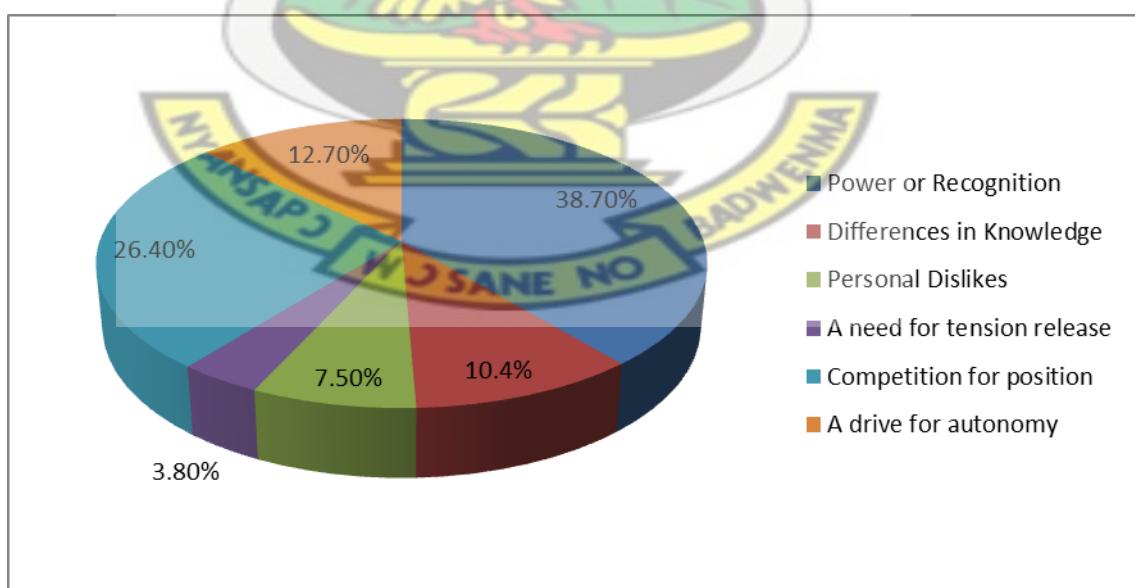


Figure 4.3: Sources of conflict among associations in GES

Source: field work, 2012

From fig. 4.2, majority (38.7%) of respondents both students and teachers asserted to the fact that the major source of conflict among these associations were as a result of power or recognition. This finding is in line with the work of Stroh (2008), who concluded that conflict in organizations may be due to differences in knowledge, beliefs or basic values; competition for position and power or recognition. In the view of the researcher, the struggle for power and recognition between NAGRAT and GNAT could be attributed to the situation where GNAT has always been recognized by government and its agencies to have control over the collective bargaining certificate whereas NAGRAT is not recognized as an independent body during bargaining for better conditions of service. Therefore, the finding that power or recognition is the major source of conflict among GNAT and NAGRAT was not surprising to the researcher.

4.6: Causes of conflict among the teacher associations in Ghana Education

Service

Under causes of conflict among the teacher associations in GES, 35 (33%) respondents indicated salary comparison is the major cause of conflict among the association of Ghana Education Service while 16 (15.1%) attributed the causes of conflict among the associations to lack of co-operation. Additionally, 17 (16%) and another 19 (17.9%) respondents identified different expectations and communication problems respectively as causes of conflict among these associations. Only 6 (5.7%) respondents said the cause of conflict among the teachers associations is lack of resources. Nevertheless, 8 (7.5%) and 5 (4.7%) respondents asserted that conflict

among the teachers associations are caused by the issue of who owns the collective bargaining certificate and the competition among the associations

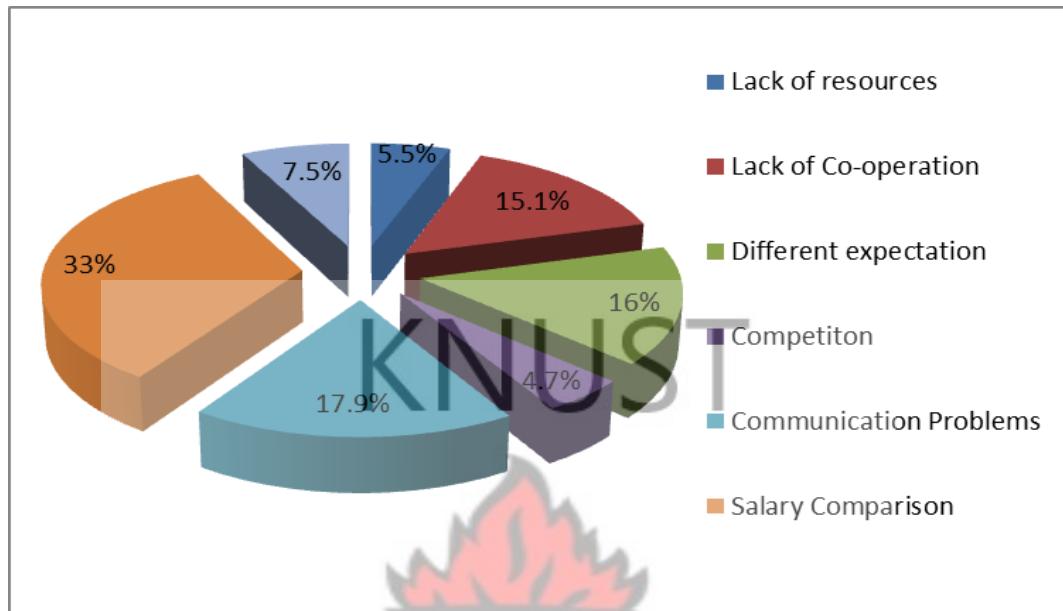


Figure 4.4: Causes of conflict among the teacher associations in GES

Source: field work, 2012

From fig. 4.4, the study discovered that the major cause of conflict among the teachers associations in Ghana Education Service is salary comparison. This finding could be attributed to the findings of Robins (2007) who stated that the disagreements regarding benefits, salary and work conditions is a major cause of conflict among different class employees within an organisation. In the opinion of the researcher, the finding that salary comparison is the major cause of conflict among the teacher associations in GES could be linked to the problems in salaries of teachers between NAGRAT and GNAT members. Some teachers in NAGRAT receive the same salary as non-graduate teachers of the same rank in the service. These graduate teachers are unhappy because they feel cheated in that NAGRAT who has only graduate teachers

see themselves on the higher level of education than the non-graduate teachers in GNAT and therefore should be given higher salary.

4.7: The effect of conflict among the associations on student's performance

The table below shows that 82 (77.4%) respondents responded “yes” when the question was asked whether conflict among the associations affect students’ performance. However, only 24(22.6%) respondents said the conflict among the associations in Ghana Education Service does not affect students’ performance.

Table 4.3: The effect of conflict among the associations on students’ performance

	N=106	Percentage
Yes	82	77.4%
No	24	22.6%
Total	106	100%

Source: field work, 2012

From table 4.3, the study clearly observed that the 82 (77.4%) respondents asserted to the fact that conflict among the associations in GES affect students’ performance. In the opinion of the researcher, this assertion could be a fact that when teachers are in conflict, they have a low morale in teaching and this will really affect the performance of students.

4.8: How conflict among the Teacher associations affect student's performance negatively.

From the figure below, 46 (43.4%) respondents asserted that conflict among the teachers associations results in teacher poor attitude towards teaching which affect the performance of students. However, 33 (31.1%) respondents responded that conflict among the associations leads to the absenteeism of teachers which affect student's performance. Only 8 (7.5%) respondents said that conflict among the teacher associations leads to student's poor attitude towards learning which affect their performance. In addition, 12 (11.3%) respondents responded that conflict leads to the poor use of teaching and learning materials by teachers which affect student's performance.

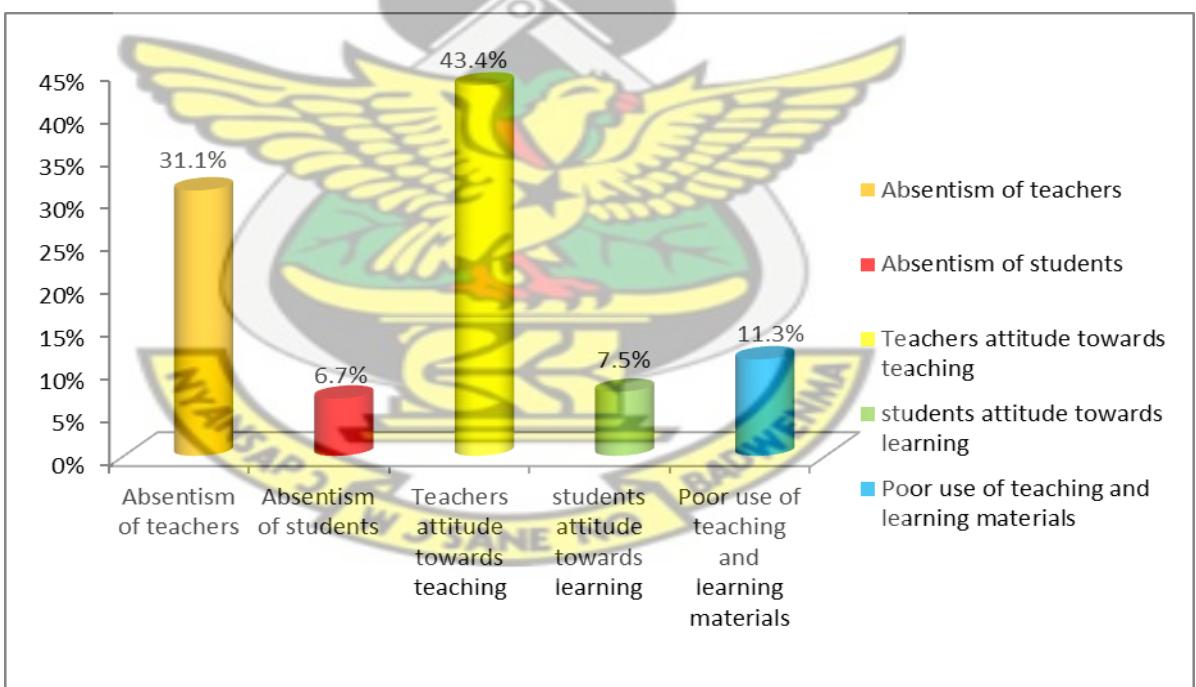


Figure 4.5: How conflict among the associations affect student's performance negatively

Source: field work, 2012

The finding indicates that there are negative effects of conflict between NAGRAT and GNAT on students' performance. When respondents were asked about some of these negative effects, majority of the respondents revealed that the commonest effect was teachers' poor attitude to teaching. This means that when there is conflict between the two teacher associations, teaching is ineffective because teachers will either go to class and engage students in conversation outside the teaching syllabus, go late to class, or do not go to class at all. They may also not put in their best as they do when there is no conflict.



4.9: How conflict among the Teacher associations affect student's performance positively

50 (47.1%) respondents agreed with the assertion that conflict among the associations in Ghana Education Service can positively improve teacher's attitude towards teaching while 8 (7.5%) respondents said conflict among the teachers' associations can positively improve on student's attitude towards learning. Only 26 (24.5%) respondent's responded conflict among the teachers associations can positively reduce teacher absenteeism. In addition, 7 (6.6%) respondents responded that conflict can reduce student's absenteeism. 15 (14.1 %) asserted that conflict among the teachers' associations can lead to proper use of teaching materials.

Table 4.4: How conflict among the associations affect student's performance positively

	N=106	Percentage
Reduction in teachers absenteeism	26	24.5%
Reduction in students absenteeism	7	6.6%
Improvement in teachers attitude towards teaching	50	47.1%
Improvement in students attitude towards learning	8	7.5%
Proper use of teaching and learning materials	15	14.1%
Total	106	100%

Source: field work, 2012

From the findings of the study, majority (45.5%) of respondents claimed that the positive effect of conflict between the two teacher associations was an improvement in teacher attitude towards teaching. This finding is in consonance with Pondy (2002) who suggested that conflict is good for the organization because it provides higher quality decision-making due to differences in opinion. This indicates that the disagreement between the two groups brings out flaws and challenges of teaching and subsequently outlines productive solutions for development.

4.10: Ways conflict affects the performance of students positively

There is a high level of agreement with the statement that conflict brings about organisational innovativeness among teachers, as 78.3% of respondents asserted to the statement. About 57.7% of respondents agreed with the statement that conflict helps build effective co-operation among teachers. However, 32.7% of respondents disagreed with the statement that conflict helps build effective co-operation among

teachers. In addition, there were high levels of agreement with the statements that conflict improves quality of decision making and improves the management skills of employees as over 70% of respondents agreed with the statements. Nevertheless, 17.3% of respondents neither agreed nor disagreed with the statement that conflict helps in the development of individuals (see table 4.5).

Table 4.5: Ways conflict affects the performance of students positively

	Strongly disagree	Disagree	Neither Disagree/ agree	Agree	strongly Agree
Conflict help build effective Co-operation among teachers	11.5%	21.2%	9.6%	42.3%	15.4%
Conflict bring organizational innovativeness, productivity, performance	2%	17.6%	2%	52.9%	25.5%
Conflict help in the development of individuals	7.7%	21.2%	17.3%	40.4%	13.5%
Conflict improves quality in decision making	2 %	7.8%	5.9%	47.1%	37.3%
Conflict improves the management skills among employees	5.8%	3.8%	9.6%	55.8%	25.0%

Source: field work, 2012

From table 4.5, the study confirms the findings in table 4.4 when respondents were asked whether conflict helped build effective cooperation among teachers, majority (42.2%) of respondents agreed with the statement. This finding is in line with Tjosvold (1998) who argued that conflict is not the opposite of cooperation but a mechanism that allows to perceiving benefits of co-operative work. This means that conflict may be utilized to increase efficiency and productivity of teachers in GES.

Majority (40.4%) of the respondents also asserted to the fact that conflict helps in the development of the individual which is in line with Tjosvold (1998) who confirms that conflict is considered psychologically and socially healthy because it provides a breather for frustrations and enables a feeling of participation and even of joy. Even though there was high level of agreement with the statement that conflict helps build effective co-operation among teachers. Nevertheless, 32.7% of respondents disagreed with the statement. In the opinion of the researcher, it could be attributed to the fact that conflict between NAGRAT and GNAT has been long, yet, there is no co-operation among them. GNAT would have helped NAGRAT to acquire the collective bargaining certificate and be an autonomous body if conflict really helps build effective co-operation in organisations.

4.11: Ways conflict affects the performance of students negatively

There are high levels of agreement with the statements that conflict interferes with organisational operations; it brings about lack of co-operation among employees; leads to waste of resources; brings about poor productivity and performance and does not improve upon cohesion among employees. Over 70% of all respondents agreed with the above mentioned statements. However, 23.1% of respondents disagreed that the conflict brings about lack of co-operation among employees (see table 4.6).

Table 4.6: Ways conflict affects the performance of students negatively

	Strongly disagree	Disagree	Neither Disagree/ agree	Agree	strongly Agree
Conflict interfere with organisational operations	5.8%	11.5%	3.8%	28.8%	50%
Conflict bring about lack of co-operation among employees	5.8%	17.3%	7.7%	42.3%	26.9%
Conflict lead to waste of resources	3.8%	11.5%	9.6%	55.8%	19.2%
Conflict brings about poor productivity and performance	1.9%	5.8%	13.5%	28.8%	50%
Conflict does not improve upon cohesion among employees	5.8%	7.7%	7.7%	48.1%	30.8%

Source: field work, 2012

When respondents were asked about the ways conflict interferes with organisational operations, majority of the respondents constituting 50% strongly agreed. This means that activities in the school setting do not run smoothly when there is conflict. For instance, some teachers said “they do not supervise students’ activities like students keeping quiet during night studies and they do not also do effective teaching in class. This is because they will experience low morale due to the conflict which can therefore affect their work. Nevertheless, (55.8%) of respondents also agreed that conflict leads to waste of resources in schools. This in the view of the researcher, is observed when teachers do not effectively teach in class and therefore are unable to finish the teaching syllabus. This leads to waste of time which is an important resource in school. Again (50%) of the respondents strongly agreed that conflict brings about low productivity. This confirms what a respondent, said that the conflict

among the teachers' associations brings about low academic performance in schools. This he said is because teachers are unable to do effective work before students go in for their final examination. This confirms with the work of Simons and Peterson (2008), which asserts that conflict, can reduce creativity, innovation, quality, and performance of employees in organisations.

4.12: Strategies GES should adopt to manage conflict among the associations.

The study revealed that collaboration between GNAT and NAGRAT would be the best approach in managing conflict. 27 (51.9%) respondents responded that Ghana Education Service should resort to collaboration in managing conflict among the associations. However, 18 (34.6%) respondents also identified mediation as the best way of managing conflict among the teachers associations. In addition, two respondents each identified Avoidance, power-play and compromise as methods of managing conflict among the associations in Ghana Education Service (see Fig 4.6).

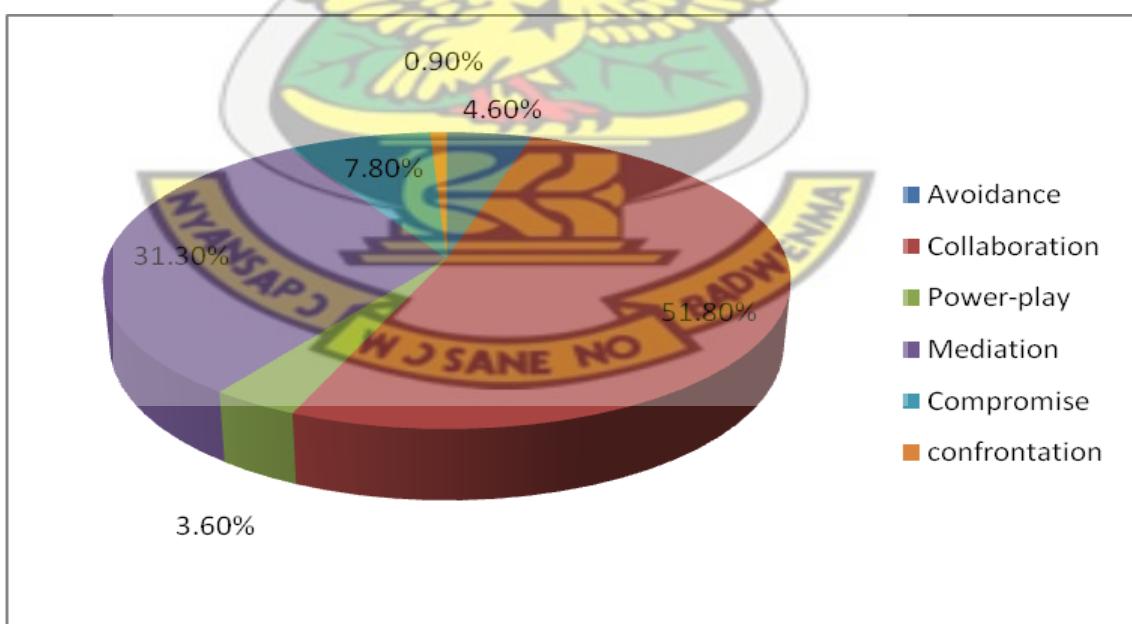


Figure 4.6: Strategies GES should adopt to manage conflict among the associations.

Source: field work, 2012

Asked which strategy GES should adapt to manage conflict among GNAT and NAGRAT, majority of the respondents 51.8% contended that collaboration is the most effective way of managing conflict between the two associations. This finding confirms with the work of some researchers who found that the integrating style (collaboration) provides each conflict person with access to the other person's perceptions or incompatible goals, thereby enabling them to find solution that integrates the goals and needs of both parties. Therefore, the integrating style is perceived as highly competent and is believed to be both effective and appropriate in managing conflict.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is the last chapter of the thesis. This chapter deals with the summary of findings, conclusion and recommendations.



5.1 Summary of findings

The following are the summary of findings of the study:

5.1.1: Membership of GNAT and NAGRAT

The study revealed that Ghana National Association of Teachers has more graduate membership at the Senior High School level than National Association of Graduate Teachers of Ghana.

5.1.2: Type of conflict among the associations

The findings of the study shows that the most common type of conflict among Ghana National Association of Teachers and National Association of Graduate Teachers is task conflict.

5.1.3: Perception of Conflict by respondents

The study discovered that the major threat to academic performance at the senior high school level is conflict among the National Association of Graduate Teachers and the Ghana National Association of Teachers

5.1.4: Source of conflict among the teacher associations

The study also revealed that the main source of conflict among Ghana National Association of Teachers and the National Association of Graduate Teachers is power or recognition. The tension between GNAT and NAGRAT is for recognition.

5.1.5: Causes of conflict among the teacher associations.

The main cause of the conflict between the National Association of Graduate Teachers and Ghana National Association of Teachers is as a result of inequitable rewards in terms of salaries.

5.1.6: Positive effect of conflict among teacher associations on students' performance

It was revealed that conflict helps build effective co-operation among teachers, improves quality of decision making and the management skills of employees which may be translated positively in the academic work of students.

5.1.7: Negative effect of conflict among teacher associations on students' performance

The study also revealed that the conflict among Ghana National Association of Teachers and the National Association of Graduate students affect teacher performance negatively.

5.1.8: Strategy of resolving conflict among teacher associations in GES.

The study discovered that the best strategy to manage conflict among Ghana National Association of Teachers and the National Association of Graduate Teachers is collaboration.

5.2: Conclusion

The functional view of organisational conflict sees conflict as a productive force, one that can stimulate members of the organization to increase their knowledge and skills, and their contribution to organizational innovation and productivity. Unlike the position mentioned above, this more modern approach considers that the keys to an organisation's success lie not in structure, clarity and orderliness, but in creativity, responsiveness and adaptability. The successful organization, then, needs conflict so that diverging views can be put on the table, and new ways of doing things can be created. The notion that conflict should be avoided is one of the major contributors to the growth of destructive conflict in the workplace. The "bad" view of conflict is associated with a vision of organizational effectiveness that is no longer valid (and perhaps never was). Conflict can be directed and managed so that it causes both people and organisations to grow, innovate and improve. However, this requires that conflict not be repressed, since attempts to repress are more likely to generate very ugly situations. Common repression strategies to be avoided are: non-action, administrative orbiting, secrecy and law and order. The study revealed that GNAT has more graduate membership at the senior high school level than NAGRAT. Also the major source of conflict among NAGRAT and GNAT is power or recognition.

5.3: Recommendations

On the basis of the findings of the study, the researcher therefore provides the following recommendations to the management of Ghana Education Service.

5.3.1: Effective Conflict management Strategy

The study observed that there is conflict among the teacher associations in Ghana Education Service. To ensure the growth and development of education in Ghana, the researcher therefore recommends that GES Management should adopt an effective conflict management strategy.

5.3.2: GES should pay attention to Task Conflict

The study revealed that task conflict is the major type of conflict among GNAT and NAGRAT. The researcher therefore recommends to Ghana Education Service to pay much attention to the management of task conflict among the teacher associations.

5.3.3: Provision of in-service training

The researcher recommends to management of Ghana Education Service to occasionally organize a workshop for the teacher associations on how to manage conflicts among themselves.

5.3.4: GES should support NAGRAT to acquire their own Collective Bargaining Certificate

The study found that the major cause of conflict among NAGRAT and GNAT is recognition or power in terms of who has authority to bargain for better conditions of

service. In this light, the researcher recommends to Ghana Education Service to assist NAGRAT to have their own bargaining certificate as it will create harmonious environment among the teacher associations.

5.3.5: Development of policy direction by GES

Ghana Education Service Management should spell out how associations should be formed in the organisation so as to prevent future conflicts.



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APPENDICES

APPENDIX I

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

QUESTIONNAIRE FOR STUDENTS

This research questionnaire is designed to solicit relevant data for the conduct on an academic research on the topic “Conflict among the Teacher Associations in Ghana Education Service and Its Impact on Performance of Students in Senior High Schools in the Brong Ahafo Region” in partial fulfillment towards the award of a Master’s degree in Business Administration (HRM option). Please do well to respond to the questionnaire and be assured that your responses will be treated with utmost confidentiality. Counting on your cooperation.

(Please tick where appropriate)

Section A(Background characteristics of respondents)

1. **Age:** 13-15 [] 16-18 [] 19 and above []
2. **Gender:** Male [] Female []
3. **Level of education:** SHS 1 [] SHS 2 [] SHS 3 [] SHS 4 []
4. Please tick the district you attend school.
 - i. Sunyani East District [] iii. Sunyani West District [] v. Berekum District []
 - ii. Tano South District [] iv. Tano North District []

Section B

(Teacher Associations’ Conflicts and Its Effects on Students’ Performance)

5. Which teacher association do you know? i. GNAT [] ii. NAGRAT []
6. What type of conflict is common among these associations?
 - i. Task conflict (difference in opinion) [] ii. Relational Conflict (Relationship) []
 - iii. Interpersonal conflict (Communication gap) []

iv. Intra-group (Individuals within a group) [] v. Inter-group (Different groups)

[]

7. How do you perceive conflict among the teacher associations in GES?

i. Threat to academic activities [] ii Enhance academic activities []

8. What do you think is the source of conflict among these associations?

i. Power or recognition [] iv. Personal dislikes [] vii. Competition for position []

ii. Differences in knowledge [] v. A need for tension release[] viii. A drive for autonomy []

iii. Beliefs or basic values [] vi. Differing perception or ambitions [] ix. Others(specify)... .

9. Does conflict among the teacher association affect your performance at school?

i. Yes [] ii. No []

10. If yes in what way does the conflict among the teacher associations affects your performance?

i. Absenteeism of teachers [] ii. Absenteeism of students []

iii. Teachers attitude towards teaching [] iv. Students attitude towards learning []

v. Poor use of teaching and learning materials [] vi Incomplete syllabus that leads to failure in final exams

.11. In your own words suggest ways by which conflict among the teacher associations can be managed.

.....
.....
.....

THANK YOU.

APPENDIX II

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

QUESTIONNAIRE FOR TEACHERS

This research questionnaire is designed to solicit relevant data for the conduct on an academic research on the topic “Conflict among the Teacher Associations in Ghana Education Service and Its Impact on Performance of Students in Senior High Schools in the Brong Ahafo Region” in partial fulfillment towards the award of a Master’s degree in Business Administration (HRM option). Please do well to respond to the questionnaire and be assured that your responses will be treated with utmost

(Please tick where appropriate)

Section A

(Background characteristics of respondents)

- 1. Age:** i. 25-35 [] ii. 36-45 [] iii. 46-55 [] iii. 56 and above []

2. Gender: i. Male [] ii. Female []

3. Level of education:

i. Cert. "A" []	iii. Degree []	v. Others (specify).....
ii. Diploma []	iv. Master's Degree []	

4. Number of years in the teaching service?

1-5 years [] 6 - 10 years [] 11–15 years [] 15 years and above []

5. Please tick the district in which your school belong to.

i. Sunyani East District []	iii. Sunyani West District []	v. Berekum District []
ii. Tano South District []	iv. Tano North District []	

Section B

(Teacher Associations' Conflicts and Its Effects on Students' Performance)

6. Which teacher association do you belong to? i. GNAT [] ii. NAGRAT []

7. What type of conflict is common among these associations?

i. Task conflict (difference in opinion) [] ii. Relational Conflict

(communication gap)[] iii. Interpersonal conflict (individual relationship) []

iv. Intra-group ((individuals within the group) [] v. Inter-group (conflict between different group)[]



8. How do you perceive conflict among the teacher associations in GES?

i. Enhance academic activities [] ii Threat to academic activities []

9. What do you think is the source of conflict among these associations?

i. Power or recognition [] iv. Personal dislikes [] vii. Competition for position []

ii. Differences in knowledge [] v. A need for tension release[] viii. A drive for autonomy [] iii. Beliefs or basic values [] vi. Differing perception or ambitions []

ix. Others(specify)...

10. What in your opinion is the cause of the conflict?

i. lack of resources [] ii. Lack of co-operation [] iii. Different expectation []

iv. Competition [] v. Communication problems [] vi. Salary comparison []

vii. Interdependence [] viii. Collective bargaining certificate [] ix. Others(specify)...

11. Does conflict among the teacher association affect your student's performance at school?

i. Yes [] ii. No []

12. In which way do the conflict among the teacher associations affects student's performance negatively?

- i. Absenteeism of teachers []
- ii. Absenteeism of students []
- iii. Teachers attitude towards teaching []
- iv. Students attitude towards learning []
- v. Poor use of teaching and learning materials []

13. In which way do the conflict among the teacher associations affects student's performance positively?

- i. Reduction in teachers absenteeism []
- ii. Reduction in students absenteeism []
- iii. Improvement in Teachers attitude towards teaching []
- iv. Improvement in students attitude towards learning []
- v. Proper use of teaching and learning materials []

Section C

(Positive and Negative Effects of Conflict among Teacher Associations in GES)

14. What are the options that match your view about the positive and negative effects of conflict?

Please choose the best option from the following scale: 1=Strongly Disagree, 2=Disagree,

3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

	1	2	3	4	5
Positive effects of conflicts					
It helps build effective cooperation among teachers					
It brings about organisational innovativeness, productivity and performance					
It helps in the development of individuals					
It improves quality in decision making					
It helps bring out conflict management skills among employees					
Negative effects of conflicts					
It interferes with organisational operations					
It brings about lack of cooperation among employees					
It leads to waste of resources					
It brings about poor productivity and performance					
It does not improve upon cohesion among employees					

15. What various strategies in your opinion should GES adopt to manage or resolve conflict among the various teacher associations?

- i. Avoidance [] iii. Power-play [] v. Compromise []
- ii. Collaboration [] iv. Mediation [] vi. Confrontation []

THANK YOU.