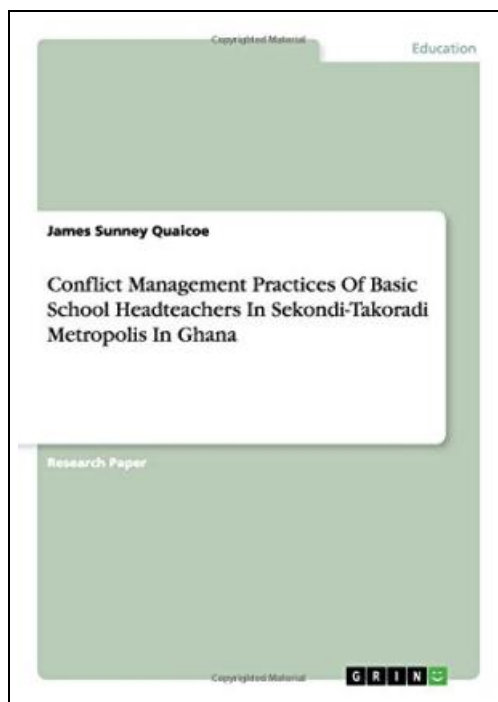


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GRIN Verlag GmbH Jun 2015, 2015. Taschenbuch. Book Condition: Neu. 210x148x1 mm. This item is printed on demand - Print on Demand Neuware - Research Paper from the year 2010 in the subject Pedagogy - Common Didactics, Educational Objectives, Methods, University of Cape Coast (Institute of Educational Planning and Administration), course: Educational Administration, language: English, abstract: Managing conflicts has become a serious issue globally and prompting school leaders to be proactive in this domain of their administrative tasks is deemed a step in the right direction. The study sought to find out how Head teachers are dealing with conflict issues as they emerge in their day to day administrative duties. In all ten (10) Head teachers, one hundred (100) Teachers and nine (9) Circuit Supervisors took part in the study. Questionnaires, interviews, and observations were instruments used for data collection. The studies showed that majority of primary school Head teachers have not received orientation on conflict management since their appointment into office. In addition, most Head teachers saw conflict situations as opportunities for growth and self-development, however, they held to the view that it should not be entertained in schools. Further findings pointed to the fact that Head teachers seem to lack knowledge on conflict management issues in the academic and professional context, yet the perceived shortcomings have not adversely affected their practical conflict management activities in school. Based on the results of the study, it is proposed that; prior to their appointment Head teachers should be given orientation and training in conflict management; that issues of conflict management should be highlighted in the mainstream educational administration and leadership in schools. Finally, it is recommended that the Education Offices should conduct periodic survey on the state of interpersonal relations in schools and inject into the system the needed interventions where...


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