

THE RELATIONSHIP BETWEEN PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES AND TEACHER JOB PERFORMANCE

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Abstract

The main purpose of this research is to investigate the relationship between principals' conflict management strategies and teacher job performance in Kyaukme Township, Northern Shan State. In this study, 224 teachers from the selected seven Basic Education High Schools in Kyaukme Township participated. Quantitative methodology was used in this study. The questionnaires for principals' conflict management strategies (PCMS) was based on the instrument developed by Shitambasi (2022) and teacher job performance scale (TJPS) was based on the instrument developed by Amin et al. (2013). Principals' conflict management strategies consisted of 29 items, and teacher job performance consisted of 23 items, including four dimensions. Descriptive statistics, independent samples *t*-test, one-way ANOVA, and Pearson product-moment correlation were employed for the analysis of quantitative data. The Cronbach's alpha reliability coefficient for principals' conflict management strategies was 0.954, and for teacher job performance was 0.873. According to research findings, the principals at the selected high schools of Kyaukme Township most practiced communication strategies and creativity strategies according to teachers' perceptions. Teachers from the selected high schools highly performed well in their job. The research finding pointed out that there was a positive and moderate relationship between principals' conflict management strategies and teacher job performance at ($r=.310$). It can be concluded that if the principals employ conflict management strategies systematically and effectively in their schools, the school environment will be more pleasant and the teachers in the workplace will have self-confidence and improve their job performance.

Keywords: Conflict Management, Conflict Management Strategies, Teacher Job performance

Introduction

Conflict is the natural element of every social organization because of human interactions. In the 21st century, conflict is assumed to be a natural part of modern organization. Conflicts build a stressful, disruptive, and uncomfortable working climate, which affect employees' productivity (Shitambasi et al., 2022). Ghavifekr and Nair (2019, as cited in Shitambasi et al., 2022) maintain that school effectiveness depends on the school principal's administrative skills which must include the most effective conflict management strategies in dealing with conflicts that affect teacher job performance.

The performance of teachers is of high applicability for both student generations and educational organizations; it is a basic component of the education sector, instructional and behavioral research, and is considered a fundamental element of educational reform and an effective environment. There are many ways to improve the work performance of teachers, such as by giving awards for their achievements, giving promotion to their specialization, giving them the opportunity to participate in the decision-making process, creating a healthy climate and culture in the organization, and training their professional development. In this training, the principals need to develop teams that would be beneficial to their schools, especially in conflict

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situations. Therefore, if a principal can handle and solve various conflict situations in the school, there may be a positive relationship between the teacher, student, and school head.

Aims of the Study

The main aim of the study is to investigate the relationship between principals' conflict management strategies and teacher job performance at Basic Education High Schools, Kyaukme Township, Northern Shan State.

The specific objectives of the study are as follows:

- (1) to find out the principals' conflict management strategies at selected schools
- (2) to examine whether there are significant differences in principals' conflict management strategies as perceived by teachers according to their demographic information
- (3) to identify the level of teacher job performance
- (4) to explore whether there are significant differences in teacher job performance according to their demographic information
- (5) to investigate the relationship between principals' conflict management strategies and teacher job performance

Research Questions

Based on the specific objectives of the study, the research questions are stated as follows:

- (1) What are the conflict management strategies used by the principals at selected Basic Education High Schools in Kyaukme Township, Northern Shan State?
- (2) Are there any significant differences in principals' conflict management strategies as perceived by teachers according to their demographic information?
- (3) What are the levels of teacher job performance?
- (4) Are there any significant differences in teacher job performance according to their demographic information?
- (5) Is there any relationship between principals' conflict management strategies and teacher job performance?

Definition of Key Terms

- **Conflict management** refers to minimizing the negative outcomes of conflict and promoting the positive outcomes of conflict with the goal of improving learning in a school (Rahim, 2002).
- **Conflict management strategies** refer to methods that may be utilized to avoid, control, or resolve conflicts (Shitambasi, 2022).
- **Teacher job performance** can be defined as the actions they perform in schools in order to achieve educational goals (Hwang et al., 2017).

Scope of the Study

This study was conducted at the selected Basic Education High Schools (BEHS) in Kyaukme Township, Northern Shan State. The current study targeted only the teachers who work in those schools. All schools in Kyaukme Township were selected for the sample.

Review of Related Literature

Principals' Conflict Management Strategies

In this study, there were four dimensions of principals' conflict management strategies identified by Shitambasi (2022). They are communication strategies, creativity strategies, motivational strategies and team spirit strategies.

Communication and Conflict Management

The communication process primarily involves the use of listening and speaking skills. Listening involves attaching meaning to the information being presented from another person's perspective. Speaking requires expressing one's thoughts and feelings and conveying information clearly and accurately through words and behavior to ensure understanding. Both skills are considered especially beneficial in conflict situations. (Goleman, 2000, as cited in Min, 2017).

Creativity and Conflict Management

Creativity is defined as new and useful ideas, rules, and procedures that restrict improvisation and experimentation (Sarooghi, Libaers, & Burkemper, 2015, as cited in Durrah et al., 2018). Carnevale (2006) suggested that conflict is an important element of creativity. Sometimes, productive change would not occur without conflict. The role of leaders in creative conflict management is one of the most important sectors in the literature concerning principal management (Eisaguirre, 2003).

Motivation and Conflict Management

An individual's motivation is influenced by external factors. Every employee has activities, events, people, and goals in his or her life that he or she finds motivating. So, motivation about some aspect of life exists in each person's consciousness and actions. (Susan, 2014, as cited in Adetiba et al., 2019). Motivational practices by principals have to do with acknowledging teacher accomplishments, appreciating their effort, and also giving encouragement so as to improve their performance in their job (as cited in Adetiba et al., 2019).

Teamwork and Conflict Management

Teamwork is necessary to ensure democracy at the workplace, enhance change, encourage innovation and creativity, and allow for effective decision-making and networking (as cited in Kelemba et al., 2017). An empowered school principal would prepare team members for a number of roles that they need to play in the organization, including conflict resolution. Convey (1994, as cited in Msila, 2012) states that if a team is to be successful, it is crucial that members know the basics of conflict resolution, delegation, and consensus building.

Teacher Job Performance

Amin, Shah, Ayaz and Atta (2013) determined a teacher job performance model based on empirical research. So, they proposed teacher job performance as having four dimensions: teaching skills, management skills, discipline and regularity, and interpersonal skills.

Teaching skills

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of a teacher such as; teacher's discipline, evaluation skills, teaching skills, interpersonal relations, management skills, subject mastery, effective communication, lesson preparation and presentation (as cited in Adetiba et al., 2019).

Management skills

Management is a practical skill and is essential for the effective functioning of an organization. Today, a teacher has to have a command over certain skills that are concerned with the teaching-learning process, classroom management, handling pedagogical issues, using technology for teaching, knowledge of various electronic gadgets, etc. Managerial skills in noneducational organizations may not be directly related to classroom management but indirectly help in the teaching process (Gore & Begum, 2012). Managerial skills of principals are their special abilities to administer the schools, which are usually attributed to training and practice. In other words, we can say that managerial skills are a set of behaviors that lead to effective job performance, and without them, in many cases, the knowledge of school managers does not have any effect (Akporehe & Asiyai, 2023).

Discipline and Regularity

Discipline in school generally means order and system in doing things, regularity, and obedience to commands. School discipline refers to the actions taken by a teacher or the school organization towards a student or a group of students when the student's behavior disrupts the ongoing educational activities or breaks a rule created by the school. Discipline can guide the student's behavior or set limits to help them learn to take better care of themselves, other people, and their surroundings (Das, 2020).

Interpersonal Skills

Interpersonal skills center on how teachers relate to other personnel in the school system, i.e., the cordial relationship between the teachers and the school principals as well as other teaching and non-teaching staff. It requires an understanding of one's self and group dynamics and the ability to motivate other people, either as individuals or groups (Peretomode, 2003, as cited in Adetiba et al., 2019).

Methodology

Research Method

Quantitative research method was used in this study.

Population and Sample

The target population of the study was seven Basic Education High Schools in Kyaukme Township, Northern Shan State. All High Schools were selected by using a simple random sampling method, and totally 238 teachers were chosen as participants at different levels (primary teachers, junior teachers and senior teachers).

Research Instruments

In this study, two research instruments, the "Conflict Management Strategies Questionnaire (CMSQ)" developed by Shitambasi (2022) and the "Teacher Job Performance Scale (TJPS)" developed by Amin et al., (2013) were utilized to measure principals' conflict management strategies and teacher job performance as perceived by teachers. There are 29 items in CMSQ, concerning four dimensions and including four-point Likert scale (1. Strongly Disagree, 2. Disagree, 3. Agree, 4. Strongly Agree). There are 23 items in TJPS, concerning 4 dimensions and including four-point Likert scale (1. Never, 2. Sometimes, 3. Often, and 4. Always).

Before the pilot study, the instruments were reviewed by a panel of experts. The modified instruments were used to find out the reliability of the pilot study by investigating 30 teachers at Basic Education High School, Ywathitgyi village, Sagaing Township. According to pilot test, The Cronbach's Alpha of Principals' Conflict Management Strategies was .893 and Teacher Job Performance was .752.

Data Collection and Analysis

After receiving the permission of the responsible persons, the questionnaires were distributed to the teachers from the seven selected Basic Education High Schools in Kyaukme Township, Northern Shan State, in the first week of October, 2023 and the questionnaires were collected after five days. Out of 238 teachers, 224 teachers completed the questionnaires. Using SPSS, descriptive statistics were used to calculate the mean and standard deviations for groups of items. An independent samples *t*-test was employed to analyze the differences in teachers' perceptions according to gender, and analysis of variance, to analyze the significant differences between groups and within groups with regard to school, qualification, teaching service, and position. Post-Hoc test by Tukey (HSD) test was used to determine which group had significant mean differences. Pearson product-moment correlation was conducted to describe the relationship between teachers' perceptions of principals' conflict management strategies and teacher job performance.

Findings

Table 1 Mean Values and Standard Deviations of the Principals' Conflict Management Strategies according to Schools

Schools	N	Communication Strategies		Creativity Strategies		Motivational Strategies		Team Spirit Strategies	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
A	34	3.22	.39	3.14	.39	2.91	.37	3.02	.31
B	33	3.24	.40	3.25	.40	3.11	.28	3.20	.40
C	40	3.04	.40	3.00	.41	2.77	.46	2.88	.45
D	39	2.88	.45	2.90	.40	2.68	.51	2.93	.41
E	17	3.21	.27	3.26	.30	3.00	.15	3.12	.24
F	22	3.02	.11	3.05	.17	2.85	.16	3.02	.11
G	39	2.86	.32	2.78	.41	2.75	.33	2.85	.28
Total	224	3.05	.39	3.03	.41	2.85	.39	2.99	.37

According to Table 1, teachers from School B rated the highest mean values in "Communication Strategies", "Motivational Strategies" and "Team Spirit Strategies". Teachers from School E rated the highest mean values in "Creativity Strategies".

Table 2 One-way ANOVA Results of Principals' Conflict Management Strategies Perceived by Teachers at the selected Basic Education High Schools

Dimensions	Region Group	Sum of Squares	df	Mean Squares	F	p
Communication Strategies	Between Groups	5.124	6	.854	6.135	.000***
	Within Groups	30.203	217	.139		
	Total	35.326	223			
Creativity Strategies	Between Groups	6.053	6	1.009	6.797	.000***
	Within Groups	32.205	217	.148		
	Total	38.258	223			
Motivational Strategies	Between Groups	4.560	6	.760	5.362	.000***
	Within Groups	30.759	217	.142		
	Total	35.319	223			
Team Spirit Strategies	Between Groups	3.167	6	.528	4.182	.001***
	Within Groups	27.391	217	.126		
	Total	30.558	223			

Note. *** $p < .001$.

Based on the research findings, there were significant differences in “Communication Strategies” at ($F= 6.135, p < 0.001$), in “Creativity Strategies” at ($F=6.797, p < 0.001$), in “Motivational Strategies” at ($F=5.362, p < 0.001$) and in “Team Spirit Strategies” at ($F=4.182, p < 0.001$). There were significant differences in teachers’ perceptions on their principals’ conflict management strategies between groups and within groups.

Table 3 Results of Multiple Comparisons (Tukey HSD) of the Principals' Conflict Management Strategies Perceived by Teachers according to Schools

Dimensions	School (I)	School (J)	Mean Difference (I-J)	p
Communication Strategies	School A		.34*	.003**
		School D	.36*	.001***
	School B	School G	.36*	.001***
			.38*	.001***
	School E		.33*	.040*
			.35*	.022*
Creativity Strategies	School A	School G	.36*	.002**
	School B		.35*	.003**
		School D	.47*	.000***
	School E	School G	.36*	.024*
			.47*	.001**

Dimensions	School (I)	School (J)	Mean Difference (I-J)	p
Motivational Strategies	School B	School C	.34*	.003**
		School D	.43*	.000***
		School G	.37*	.001**
Team Spirit Strategies	School B	School C	.32*	.003**
		School D	.27*	.026*
		School G	.35*	.001**

Note. *** $p < .001$. ** $p < .01$. and * $p < .05$.

According to Tukey (HSD) test, teacher perceptions were significantly different in communication strategies between School A, School B, School E and School D, School G, in creativity strategies between School A and School G, between School B, School E and School D, School G, in motivational strategies between School B and School C, School D, School G, in team spirit strategies between School B and School C, School D, School G.

Table 4 Mean Values and Standard Deviations of the Principals' Conflict Management Strategies Perceived by Teachers according to Gender

Dimensions	Gender	N	Mean	SD	t	df	p
Communication Strategies	Male	19	2.96	.51	-.989	222	.324
	Female	205	3.05	.38			
Creativity Strategies	Male	19	3.00	.62	-.188	222	.853
	Female	205	3.03	.39			
Motivational Strategies	Male	19	2.76	.44	-.967	222	.335
	Female	205	2.85	.39			
Team Spirit Strategies	Male	19	2.95	.50	-.449	222	.654
	Female	205	2.99	.35			

According to Table 4, female teachers rated slightly higher mean values than male teachers in all dimensions. But, the result of the findings showed that there was no significant difference in teachers' perceptions on the Principals' Conflict Management Strategies according to gender.

Table 5 Mean Values and Standard Deviations of the Principals' Conflict Management Strategies Perceived by Teachers according to Age

Age	N	Communication Strategies		Creativity Strategies		Motivational Strategies		Team Spirit Strategies	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
≤ 25 years	8	2.87	.46	2.84	.58	2.73	.39	2.98	.27
26-35 years	67	3.05	.38	3.01	.40	2.78	.39	2.92	.38
36-45 years	45	3.00	.42	3.00	.45	2.76	.47	2.95	.41
46-55 years	68	3.09	.40	3.09	.36	2.95	.31	3.07	.33
≥ 56 years	36	3.06	.37	3.02	.41	2.92	.39	2.98	.33

As shown in Table 5, in all dimension all teachers of 46 to 55 years rated higher mean value in “Communication Strategies”, “Creativity Strategies”, “Motivational Strategies” and “Team Spirit Strategies” than other age groups.

Table 6 One-way ANOVA Results of Principals’ Conflict Management Strategies Perceived by Teachers according to Age

Dimension	Region Group	Sum of Squares	df	Mean Squares	F	p
Motivational Strategies	Between Groups	1.757	4	.439	2.866	.024*
	Within Groups	33.562	219	.153		
	Total	35.319	223			

Note. * $p < .05$.

Based on the ANOVA result, there was significant mean difference in “Motivational Strategies” at ($F=2.866$, $p < 0.05$). In Post Hoc Test, there was no significant difference (Tukey HSD) at motivational strategies.

Table 7 Mean Values and Standard Deviations of the Principals’ Conflict Management Strategies Perceived by Teachers according to Positions

Position	N	Communication Strategies		Creativity Strategies		Motivational Strategies		Team Spirit Strategies	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
PT	63	3.08	.43	3.03	.40	2.87	.30	3.03	.26
JT	82	3.02	.42	3.00	.44	2.87	.41	2.99	.42
ST	79	3.05	.33	3.05	.38	2.81	.44	2.95	.38

Note. PT= Primary Teachers; JT= Junior Teachers; ST= Senior Teachers.

In Table 7, in “Communication Strategies”, primary teachers rated the highest mean value. In “Creativity Strategies”, senior teachers rated the highest mean value. In “Motivational Strategies”, primary and junior teachers rated the highest mean value. In “Team Spirit Strategies”, primary teachers rated the highest mean value. The results of the findings showed that there was no statistically significant difference in all dimensions.

Table 8 Mean Values and Standard Deviations of the Principals’ Conflict Management Strategies Perceived by Teachers according to Qualifications

Qualification	N	Communication Strategies		Creativity Strategies		Motivational Strategies		Team Spirit Strategies	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diploma	25	3.12	.35	3.03	.45	2.87	.34	2.99	.40
Bachelor	192	3.04	.40	3.03	.41	2.85	.40	2.99	.37
Master	7	2.95	.08	3.03	.30	2.73	.27	2.94	.29

As shown in Table 8, all teachers rated high mean values in “Creativity Strategies”. Diploma holders rated high mean value in “Communication Strategies”, “Creativity Strategies”, “Motivational Strategies”, and “Team Spirit Strategies”. All the Bachelor degree holders rated

high mean value in “Creativity Strategies” and “Team Spirit Strategies”. The result of the findings showed that there was no statistically significant difference in all dimensions.

Table 9 Mean Values and Standard Deviations of the Principals’ Conflict Management Strategies Perceived by Teachers according to Teaching Services

Service	N	Communication Strategies		Creativity Strategies		Motivational Strategies		Team Spirit Strategies	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
≤ 5 years	18	2.98	.37	2.93	.48	2.73	.38	2.97	.37
6-15 years	71	3.05	.37	3.01	.38	2.77	.38	2.93	.35
16-25 years	50	3.03	.43	3.04	.46	2.83	.46	2.99	.45
26 years ≥	85	3.07	.40	3.06	.39	2.94	.35	3.04	.32

As shown in Table 9, teachers with 26 and above years of teaching service rated the highest mean value in “Communication Strategies”, “Creativity Strategies”, “Motivational Strategies” and “Team Spirit Strategies”.

Table 10 One-way ANOVA Results of Principals’ Conflict Management Strategies Perceived by Teachers according to Teaching Services

Dimension	Region Group	Sum of Squares	df	Mean Squares	F	p
Motivational Strategies	Between Groups	1.414	3	.471	3.059	.029*
	Within Groups	33.905	220	.154		
	Total	35.319	223			

Note. * $p < .05$.

Based on ANOVA result, there were statistically significant difference in “Motivational Strategies” at ($F=3.059$, $p < 0.05$).

Table 11 Results of Multiple Comparisons (Tukey HSD) of the Principals’ Conflict Management Strategies Perceived by Teachers according to Teaching Services

Dimension	Service (I)	Service (J)	Mean Difference (I-J)	p
Motivational Strategies	26 years and above	6-15 years	.17*	.042*

Note. * $p < .05$.

According to Tukey (HSD) test, the perceptions of teachers with 26 and above years of teaching service were statistically significant difference from those with 6 to 15 years of teaching service in “Motivational Strategies”.

Table 12 Mean Values and Standard Deviations of Teacher Job Performance according to Schools

School	N	TS		MS		D&R		IS		Overall, TJP	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
A	34	3.21	.38	3.27	.21	3.72	.27	3.11	.43	3.33	.23
B	33	3.32	.44	3.12	.40	3.73	.32	3.10	.40	3.32	.33
C	40	3.36	.48	3.24	.36	3.67	.44	3.13	.51	3.35	.40
D	39	3.31	.42	3.25	.35	3.74	.30	3.17	.49	3.37	.30
E	17	3.39	.15	3.28	.18	3.69	.27	3.15	.48	3.38	.22
F	22	3.18	.40	3.19	.30	3.53	.32	2.96	.38	3.21	.28
G	39	3.19	.39	3.15	.32	3.58	.37	3.02	.40	3.24	.28
Total	224	3.28	.41	3.21	.32	3.67	.34	3.09	.44	3.31	.31

Note. TS = Teaching Skills; MS = Management Skills; D&R = Discipline and Regularity; IS= Interpersonal Skills; TJP = Teacher Job Performance.

Table 12 showed that teachers from School D rated the highest mean values in “Discipline and Regularity,” and “Interpersonal Skills.” Teachers from School E rated the highest mean values in “Teaching skills” and “Management Skills”. For overall teacher job performance, the teachers from School E rated the highest mean values and those from School F rated the lowest mean value among the schools. For overall perceptions of teachers according to schools, the level of teacher job performance is the highest in “Discipline and Regularity”. According to ANOVA result, there was no significant difference in teachers’ perceptions of teacher job performance between groups and within groups.

Table 13 Mean Values and Standard Deviations of Teacher Job Performance according to Gender

Dimensions	Gender	N	Mean	SD	t	df	p
Teaching Skills	Male	19	3.10	.57	-1.957	222	.052
	Female	205	3.29	.39			
Management Skills	Male	19	3.05	.50	-1.502	222	.149
	Female	205	3.23	.30			
Discipline and Regularity	Male	19	3.42	.56	-2.125	222	.047*
	Female	205	3.70	.31			
Interpersonal Skills	Male	19	2.96	.49	-1.328	222	.185
	Female	205	3.11	.44			
Job Performance Total	Male	19	3.13	.49	-1.731	222	.100
	Female	205	3.33	.28			

Note. 1.00-2.00 = Low Level; 2.01-3.00 = Moderate Level; 3.01-4.00 = High Level; * $p < .05$.

According to Table 13, female teachers rated slightly higher mean values than male teacher in all dimensions. All male teacher perceptions in “Interpersonal Skills” were moderate level and, in “Discipline and Regularity”, high level. The results showed that there was a

significant difference in teachers' perceptions on the facet of "Discipline and Regularity" according to gender.

Table 14 Mean Values and Standard Deviations of Teacher Job Performance Perceived by Teachers according to Age

Age	N	TS		MS		D&R		IS		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
≤ 25 years	8	3.39	.47	3.12	.33	3.56	.37	3.05	.59	3.28	.37
26-35 years	67	3.27	.48	3.19	.35	3.63	.42	3.08	.44	3.29	.36
36-45 years	45	3.22	.37	3.16	.34	3.64	.31	3.01	.47	3.26	.28
46-55 years	68	3.35	.35	3.27	.28	3.75	.26	3.17	.44	3.38	.27
≥ 56years	36	3.22	.40	3.23	.33	3.69	.33	3.09	.40	3.31	.27
Total	224	3.28	.41	3.21	.32	3.67	.34	3.09	.44	3.31	.31

Note. 1.00-2.00 = Low Level; 2.01-3.00 = Moderate Level; 3.01-4.00 = High Level;
 TS = Teaching Skills; MS = Management Skills; D&R = Discipline and Regularity;
 IS= Interpersonal Skills.

As shown in Table 14, the teachers of all ages rated the highest mean value in "Discipline and Regularity". At all the selected schools, the teachers of 46 to 55 years rated the highest mean value in "Management Skills", "Discipline and Regularity," and "Interpersonal Skills". Teachers of 25 years and under 25 years rated the highest mean value in "Teaching Skills." Based on the research findings, there was no significant difference according to teachers' age.

Table 15 Mean Values and Standard Deviations of Teacher Job Performance Perceived by Teachers according to Positions

Position	N	TS		MS		D&R		IS		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
PT	63	3.33	.42	3.24	.26	3.72	.31	3.13	.45	3.35	.28
JT	82	3.32	.41	3.23	.32	3.76	.28	3.15	.49	3.36	.30
ST	79	3.19	.39	3.16	.37	3.55	.39	3.01	.38	3.23	.32
Total	224	3.28	.41	3.21	.32	3.67	.34	3.09	.44	3.31	.31

Note. 1.00-2.00 = Low Level; 2.01-3.00 = Moderate Level; 3.01-4.00 = High Level;
 TS = Teaching Skills; MS = Management Skills; D&R = Discipline and Regularity;
 IS= Interpersonal Skills.

Table 15 showed that primary teachers rated the highest mean value in "Teaching Skills" and "Management Skills". Junior teachers rated the highest mean value in "Discipline and Regularity" and "Interpersonal Skills". For overall teacher job performance, junior teachers rated the highest mean value.

Table 16 One-way ANOVA Results of Teacher Job Performance Perceived by Teachers according to Positions

Dimension	Region Group	Sum of Squares	df	Mean Squares	F	p
Discipline and Regularity	Between Groups	1.903	2	.951	8.414	.000***
	Within Groups	24.986	221	.113		
	Total	26.889	223			

Note. *** $p < .001$.

Based on the findings, there was a significant mean difference in “Discipline & Regularity” ($F=8.414, p< 0.001$).

Table 17 Results of Multiple Comparisons (Tukey HSD) of Teacher Job Performance Perceived by Teachers according to Positions

Dimension	Position (I)	Position (J)	Mean Difference (I-J)	P
Discipline and Regularity	PT	ST	.17*	.010*
	JT	ST	.21*	.000***

Note. * $p < .05$. *** $p < .001$.

According to Tukey (HSD) test, the perceptions of primary teachers and junior teachers were significantly difference stronger than senior teachers in “Discipline and Regularity.”

Table 18 Mean Values and Standard Deviations of Teacher Job Performance Perceived by Teachers according to their Qualifications

Qualification	N	TS		MS		D&R		IS		Overall	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diploma	63	3.45	.48	3.26	.22	3.74	.26	3.24	.47	3.42	.28
Bachelor	82	3.26	.40	3.20	.34	3.67	.35	3.08	.44	3.30	.31
Master	79	3.20	.35	3.22	.29	3.59	.37	2.82	.33	3.21	.27
Total	224	3.28	.41	3.21	.32	3.67	.34	3.09	.44	3.31	.31

Note. 1.00-2.00 = Low Level; 2.01-3.00 = Moderate Level; 3.01-4.00 = High Level;

TS = Teaching Skills; MS = Management Skills; D&R = Discipline and Regularity;

IS = Interpersonal Skills.

As shown in Table 18, all teachers rated the highest mean values in “Discipline and Regularity”. Diploma holders rated the highest mean values in all dimensions. Master degree holders rated moderate level in “Interpersonal Skills.” For overall teacher job performance, Diploma holders rated the highest mean value. The result showed that there was no significant difference according to teachers’ qualification.

Table 19 Correlations between the Principals’ Conflict Management Strategies and Teacher Job Performance

Dimensions	Communication Strategies	Creativity Strategies	Motivational Strategies	Team Spirit Strategies	Conflict Management Strategies Total
Teacher Job Performance	.275**	.278**	.251**	.301**	.310**

Note. ** $p < .001$, two-tailed.

According to Table 19, it was found that the dimensions of principals’ conflict management strategies such as “Team Spirit Strategies” ($r=.301, p=.000$) was moderately and positively correlated with teacher job performance. “Creativity Strategies” ($r=.278, p=.000$), “Communication Strategies” ($r=.275, p=.000$) and “Motivational Strategies” ($r=.251, p=.000$) were positively and weakly correlated with teacher job performance. The correlation between the

principals' conflict management strategies and teacher job performance is statistically significant at $r=.310$, $p<0.01$. Thus, there is a significant, positive and moderate relationship between principals' conflict management strategies and teacher job performance.

Discussion and Conclusion

Research question one asked the teachers to express the conflict management strategies used by the principals at the selected Basic Education High School in Kyaukme Township, Northern Shan State. According to mean values and standard deviations, teachers from School A, School C, School G, and School F perceived that their principals mostly used "Communication Strategies" for conflict management. It can be concluded that the principals at those high schools were good listeners, persuasive speakers, and effective communicators. Effective communication is essential for school conflict negotiation; it can reduce fear, anxiety, insecurity, instability, and negative emotions; it can enhance self-esteem, confidentiality, job satisfaction, and happiness in their schools; and it can improve teachers' working skills.

Then, teachers from School B, School E, and School F perceived that their principals mostly handled "Creativity Strategies" in their schools. It can be said that the principals of those high schools had creative ideas to solve the problems and they always paid attention to their high concern for themselves and others. Creativity gives positive outcomes to improve job performance helps in problem-solving, and helps get new ideas for the school organization.

Moreover, teachers from School D and School F perceived that their principals mostly applied "Team Spirit Strategies" in their schools. It can be stated that the principals of those high schools provide empowerment and delegation of power to teachers to solve some problems. Teamwork was one of the effective techniques designed to improve interpersonal or inter-group relationships or a better fit between the needs of people and the tasks they perform. Furthermore, collaboration can not only improve the goals of the school organization, especially academic performance, teachers' teaching skills, maintenance of the schools' discipline, and school activities yearly, but it can also promote teachers job performance.

Research question two evaluated whether there was significant difference in principals' conflict management strategies as perceived by teachers in terms of demographic information. According to teaching service, it was found that the perceptions of teachers with 26 years and above of teaching service were significantly different from those with 6 to 15 years of teaching service on "Motivational Strategies." It can be concluded that teachers with 26 years and above teaching service generally have varied experiences and they are likely to bring about their new and existing knowledge to their job, which places them in a better position to handle conflicts constructively. Such a wide range of experiences would also benefit in resolving conflict. According to gender, age, positions, and qualifications, there were no significant differences in principals' conflict management strategies perceived by teachers.

Research question three was to find out the level of job performance at all selected high schools. According to the findings, the level of job performance perceived by teachers was high. It can be said that teachers have good teaching skills, use various teaching methods in their teaching, always prepare the lesson well before the class, use teaching aids, give practical exercises and try to complete the syllabus on time. Moreover, they manipulate the learner-centered approach in order to equip the pupils with 21st century skills. They also have self-

management skills and manage their students well. Apart from teaching, they fulfill other responsibilities very nicely at their school. They also come to school regularly and attend class on time. They always maintain discipline in their school. They have good interpersonal relationships with colleagues. Sometimes, novice teachers consult veteran teachers for lesson preparation and classroom problems.

Research question four asked the teachers to find out whether there was significant difference in teacher job performance in terms of demographic information. According to gender, male and female teachers from all selected schools job performance was high. It was found that the perceptions of male teachers were significantly different from the perceptions of female teachers in “Discipline and Regularity.” According to positions, all teachers (primary, junior and senior teachers) highly performed their jobs. It was also found that the perceptions of primary and junior teachers were significantly different from those of senior teachers in “Discipline and Regularity.” According to the teacher age, qualifications and teaching services, there was no significant difference in teacher job performance.

Research question five investigated whether there was significant relationship between teachers’ perceptions of principals’ conflict management strategies and their job performance. According to the result, there was significant, positive, and moderate relationship between principals’ conflict management strategies and teacher job performance at the selected schools ($r=.310$, $p<0.01$). It can be concluded that if the principals employ conflict management strategies systematically and effectively in their schools, the school environment will be more pleasant, and the teachers in the workplace will have self-confidence and improve their job performance.

Conclusion

To summarize, based on the findings of the present study, at the selected schools, the principals’ conflict management strategies are significantly and positively correlated with teachers’ job performance. Though the sample is small and the results may not be generalized for the whole country, hopefully, to some degree, the results will be assumed to predict the authentic situations of schools in Myanmar. It is satisfactory that the principals at the selected high schools are effective conflict mediators, and teachers are content with their principals’ management. This makes them high performers for the development of their schools, and most importantly, for the development of student achievement. Therefore, principals are suggested to apply conflict management strategies to conform to the time, the situation, and the nature of the issues, keeping in mind that these are of crucial importance for the all-round development of the schools, the teachers, and the students.

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