

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**NATURE AND METHODS OF MANAGING
INTERPERSONAL CONFLICTS AT NEIGHBORHOOD
LEVEL**

IN SHEWAROBIT TOWN OF NORTH SHEWA ZONE

BY

WORKAYEHU BIZU



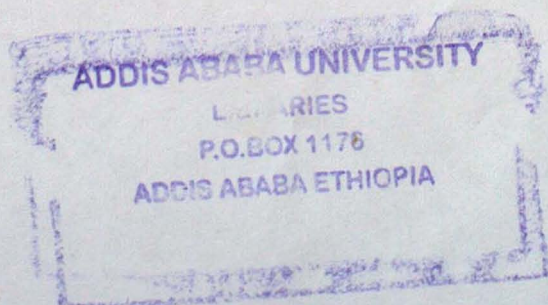
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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Abstract

The purpose of this study was to investigate the nature and methods of managing interpersonal conflicts at the neighborhood level among the two kebeles of Shewarobit town. The subjects were 240 household heads of Shewarobit town who completed questionnaires. And 16 people who participated in traditional conflict resolution process were selected for the focus group discussion. The discussion was conducted by dividing them in to two groups. Furthermore 3 key informants were interviewed. The subjects were selected by using simple random sampling and purposive sampling techniques.

This study outlines the inevitability of conflict and the existence of various conflict resolution mechanisms. Among the various conflict resolution mechanisms, the traditional way of resolving neighbors' conflict is the commonly/frequently used method and effective method than the modern judicial system. According to this study, although frequent communication between the two parties can reduce the tension/level of conflict, solving conflicts through discussion/communication of the two parties is the least commonly employed/used method of all. The findings also indicted that conflict due children's affairs, land borders and falsified information are the main causes of neighbors' conflicts mentioned by household heads, focus group discussants and key informants. Neighbors' conflicts have many and diversified psychological, social and economical effects not only on the two conflicting parties but also on their family members.

The study reports that in traditional method, there is a marked absence or inadequacy of enforcement mechanisms to effect what the elders and other traditional courts have ruled. The customary courts rely on goodwill of the society to adhere to its rulings. In terms of gender consideration there is a serious gender and age imbalance as women and youth are largely excluded from important community decision making processes. Women and children are there to be seen and not heard despite of the fact that they play a critical role in precipitating conflicts.

The study proposes that there should be increased collaboration and networking between the government and traditional institutions' of governance. In particular the government should recognize and aid customary courts enforce their rulings. The elders should be trained on modern methods of arbitration and at minimum and traditional mechanisms of conflict management should be more sensitive to the universally accepted principles of human rights.

Gender and age mainstreaming in conflict resolution should be prioritized in all traditional courts and in decision making processes. Women and children voices should be heard and seen to the fundamentally alter the pace and direction of community governance systems.

| Table of Contents | Pages |
|--------------------------|--------------|
| Acknowledgements | i |
| Abstract | ii |
| List of Tables | iii |

CHAPTER ONE

| | |
|--|----------|
| 1. INTRODUCTION..... | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Objectives..... | 2 |
| 1.3 Research questions..... | 3 |
| 1.4 Significance of the study..... | 3 |
| 1.5 Delimitation of the study | 5 |
| 1.6 Operational definition of variables..... | 5 |

CHAPTER TWO

| | |
|--|----------|
| 2. REVIEW OF RELATED LITERATURE | 6 |
| 2.1 Concept/definition of conflict..... | 6 |
| 2.2 Conflict is inevitable | 7 |
| 2.3 Causes of conflicts..... | 7 |
| 2.4 Types of conflicts | 10 |
| 2.5 Effects of conflicts | 13 |
| 2.6 Conflict resolution/management | 15 |
| 2.6.1 Theories of conflict management | 15 |
| 2.6.1.1 Equity theory..... | 15 |
| 2.6.1.2 Social exchange theory..... | 17 |
| 2.6.2 The role of communication in resolving conflicts | 18 |
| 2.6.3 Traditional Vs non-traditional methods of resolving conflicts..... | 22 |

CHAPTER THREE

3. METHODS.....31

3.1 Data sources.....31

3.2 Samples and sampling techniques31

3.3 Instruments.....32

 3.3.1 Field test.....33

3.4 Procedure34

3.5 Statistical analysis35

CHAPTER FOUR

4. RESULTS AND DISUCSSIONS.....36

4.1 Results36

4.2 Results of focus group discussions and interviews60

CHAPTER FIVE

5. SUMMARY, CONCLUSSION AND RECOMMENDATIONS.....67

5.1.Summary.....67

5.2.Conclusion69

5.3.Recommendations72

References.....74

Appendix

List of tables

| | |
|---|----|
| Table 1 - Demographic Characteristics of Household Heads Related to Sex and Age..... | 36 |
| Table2:- Demographic Characteristics of Household Heads Related to Religious and National Ethnic..... | 37 |
| Table 3:- Demographic Characteristics of Educational Background, Number of Families and Marital Status of Participants..... | 38 |
| Table 4:- Demographic Characteristics of Focus Group Discussion Participants Related to Sex, Age, Marital Status, Number of Family Members and Educational Backgrounds..... | 40 |
| Table 5:- Participants' Experience in Neighbor Conflicts..... | 41 |
| Table 6:- Causes of Neighbor Conflicts | 42 |
| Table 7: Problems Encountered as the Result of Neighbor Conflicts..... | 45 |
| Table 8: Influence of Communication on Reducing Neighbor Conflicts..... | 49 |
| Table 9: Rank Regarding Ways of Resolving Conflicts..... | 51 |
| Table 10: Effectiveness of Traditional and Modern Ways of Resolving Neighbor Conflicts..... | 55 |
| Table 11:- Group Statistics and Independent Sample Test (t-test)..... | 59 |

CHAPTER ONE

I. INTRODUCTION

1.1. Background of the study

Conflict refers to a process of social interaction involving a struggle over claims to resources, power and status, beliefs, and other preferences and desires. Obviously the potential sources of conflict are almost infinite, and the objectives, scope, intensity, methods, number of participants, and outcomes may also vary greatly (Steven, 2005).

It is important to define a process that resolves problems and encourages members to talk about the issues under conflict in a controlled and reasonable way, even if those issues are intensely personal. Many people are conditioned to avoid conflict at any cost, that conflict is bad, a failure. Overcoming this tendency to avoid conflict is hard.

Interpersonal conflict is a situation in which one or both persons in a relationship are experiencing difficulty in working or living with each other. This usually occurs due to different or incompatible needs, goals or styles. The existence of conflict is usually signaled by negative feelings such as hurt, anger, confusion, etc. At this point, each person makes a decision whether to confront the conflict openly and directly or to ignore it, suppress it, or withdraw from the situation. The decision to confront the conflict assumes that the potential benefits of confronting outweigh the possible costs and that confrontation is appropriate to the situation and the relationship (Fisher, 2000).

According to Fisher the productive resolution of conflict usually strengthens relationships, whereas destructive confrontation, e.g., blaming and name calling usually destroys relationships, or at the very least, detracts from their satisfaction and usefulness. Thus, it is very important how you confront the conflict once you have decided to intervene.

Sandelin (1997) also stated that in some communities interpersonal conflicts are expected to be resolved by the individuals, not the group. Some communities have the whole group take responsibility for conflict resolution between members and figure out a strategy for who is responsible of interpersonal conflict resolution and set some community ground rules. Interpersonal conflicts often start out as poor communication. The more frank and open you are while communicating, the less conflict and less severe conflict will exist. Some conflicts are minor and easy to handle and others are not.

In general, conflict is healthy and a normal part of any human relationship. Usually, a disagreement is not resolved until we take charge and deal with it. There are also different methods that can be used to deal with interpersonal and group conflict.

There is therefore, a need to examine the prevalence of conflict, ways of addressing interpersonal conflicts, the causes and the various effects that it has at individual and/or societal level in Shewarobit town.

1.2. Objectives

The purpose of this study was to investigate the nature and methods of managing neighborhood conflicts among the residents of the two kebeles of Shewarobit town.

Taking the various aspects of conflict, this study has the following specific objectives.

1. To analyze the views and perception of the people in the area with regard to prevalence of conflict;
2. To investigate the causes/potential sources of interpersonal conflicts at neighborhood level;
3. To investigate the various and frequently used and the more effective methods of solving conflicts in that specific area;
4. To examine the social, economical and psychological effects that conflicts have at neighborhood level;
5. To investigate the contribution of frequent communication in reduction of interpersonal conflicts;

1.3. Research questions

The main research questions of this study are:

1. What are the major causes /potential sources/ of interpersonal conflicts at neighborhood level?
2. Is there a significant difference between traditional and modern conflict management method in terms of their effectiveness?
3. Is traditional conflict management method the more frequently/commonly used method by the target community?

1.4. Significance of the Study

It is the daily phenomena to see conflicts between individuals, family members, neighbors, ethnic groups, clans, religious groups, neighboring countries, etc. It is possible to say that Ethiopian history is a history of war and conflict. Although this

is the fact, starting from ancient time up to now, people are solving their problems through various ways and mostly by traditional ways.

Currently conflicts between family members, neighbors, ethnic groups and clans seem more increasing for various reasons in Shewarobit town. These conflicts are causes for lose of life and assets. As the result, so many conflict cases exist around the court (modern judicial method of resolving conflicts). However, there is a problem of resolving conflicts on time with the exiting limited man power and material resources. Many also say that the decisions made by the court are not timely and cost effective. Furthermore, it does not solve the conflict at the grass root level. It only tries to solve conflicts from the legal points of view. This condition some times aggravates the conflicts at worse condition. As it is indicated in the introduction part, conflicts may have multidimensional impact on individuals and societies level. So conflict together with poverty may lead the community in to a more complicated and miserable life.

Trying to solve conflicts at grass root levels should be every body's concern. It is very vital to use the timely and cost effective methods of managing interpersonal and group conflicts in the study area. Before encouraging people to use it, it is very essential to identify the different causes, effects, ways of resolving conflicts, the most commonly used and effective way of conflict resolving methods in the study area. At the end of the study, mechanisms of strengthening the most commonly used and the more effective method of solving conflicts will be recommended by the researcher.

1.5. Delimitation of the study

This research is delimited in scope in terms of area of study, population, and the sample in such a way that it could be manageable. Regarding area of the study, it is delimited to Amhara National Regional State, North Shewa Zone, in Shewarobit town and in terms of population and samples, it is delimited to those household heads who were expected to be in conflict with their neighbors, people who are actively participating in resolving conflicts and key informants.

1.6. Operational Definition of Variables

Conflict: refers to the misunderstandings, differences in interests and goals and efforts to win/attack between two or more individuals/groups.

Neighbors' Conflict: refers to a conflict with a person living next to or near another.

Conflict Resolution/Management: means to manage/solve or to settle conflicts once it is manifested.

Traditional Conflict Resolution Method: is a way of solving conflicts through elders, 'Shimagiles', traditional leaders and those persons listened to (respected) by the society.

Modern/non-traditional Conflict Resolution Method: is a way of solving conflicts through legal/judicial method by professionals trained in law/related profession.

Effective Way of Managing Conflicts: is the better way of managing interpersonal neighbors' conflicts in terms of 16 variables i.e. being cost effective, time effective, energy effective, addressing the root causes of the conflicts, participatory, satisfying the two parties, popularly/commonly used, transparent, democratic, less complex, solving conflicts sustainably, creating better chance of communication between the two conflicting parties, quickly responding to conflicts, accessible to many people, flexible and acceptable to both persons who are in conflict.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concept/Definition of Conflict

The concept of conflict, being an outcome of behaviours, is an integral part of human life. Where there is an interaction, there is the possibility for conflict. Conflict can be defined as a disagreement between two or more individuals or groups, where individual or group is trying to gain acceptance of its views or objectives over others. Because people differ in their attitudes, values and goals, conflict among them becomes unavoidable (Chandan, 1987).

Ethnic conflict is a form of civil clash within or across state boundaries when at least one of the parties is mobilized and organized along ethnic lines or on behalf of a certain ethnic group (Deribssa, 2004). Even though the existence of ethnicity may not necessarily lead to violent ethnic conflicts, there is a close link between ethnicity and ethnic conflict. According to Deribssa (2004) ethnic conflict is facilitated when there is a change in the structure and function of a system. When governments and legal institutions distribute resources along ethnic lines, ethnicity is encouraged. Political mobilizations based on ethnic grounds promote and intensify ethnic conflicts. Ethnic differences lead to ethnic conflicts when they develop into ethnocentrism. Here, ethnic identities will be the core to measure the attitudes and activities of the outsiders' vis-à-vis one's own group. Under ethnocentrism, the members of an ethnic group place an emphasis on the perception of 'we versus them'. This is characterized by bias in favor of own group and discriminations against others who are viewed as inconsistent with their culture, values and interests.

2.2. Conflict is Inevitable

Conflict is inevitable because people grow and change as they mature (Kottler, 1994). Rahim (1990) stated that people's perceptions may change over time which can also cause conflict. Deutsch (1973) added that perceptions are more important than the actual problems because it is these perceptions that motivate conflict. Two different people may have completely different perspectives and expectations about the outcome of a situation. According to Secord, Backman, and Slavitt (1976), this incompatibility can be physical, social, or psychological. When neighbors disagree, each person has the tendency to believe that the argument is not his or her fault. He or she believes it is the other person's fault and he or she is a victim of the argument. Conflict may be inevitable, but it can be managed successfully.

It is important that conflict within a relationship be well handled (Rahim, 1990). Once the source of a conflict has been clearly identified, neighbors need to seek out the best approach to deal with it (Borisoff & Victor, 1989). Once again, Rahim (1990) stated people's perceptions may affect what they believe to be the best approach for solving conflict. Perceptions are often influenced by the interpretations of people for what are the positive and negative aspects of a relationship. According to Homans (1961), people tend to reward others who contribute to the positive aspects of a relationship. What satisfies one person in the relationship may not be satisfactory to the other person.

2.3. Causes of Conflicts

According to Baron & Byrne (1998) conflict stems from organizational causes, such as competition over scarce resources, and from interpersonal causes, such as stereotypes, prejudices, grudges and ineffective communication style.

The issue of conflict could be scarce resources (as long as two parties share the same interests commonly referred as competition), collective procedures and/or policies (it is often activities, intended or accomplished, that cause conflict), and role behaviors of individuals (this relates to what individual members should and should not do). Frustration of an individual's or a group's identity can result from the denial of one's self-image (Steven, 2005).

Graizier (2005) also indicated that conflict arises from a multitude of sources that reflect our differences: personality, values, ideologies, religion, culture, race, and behavior. He mentioned that conflict could arise from simple misunderstandings. As we have expanded collaborative concepts within our workplaces, we have dramatically increased the number of human interactions where one's opinions can be heard.

By evaluating a conflict according to five categories, we can begin to determine the causes of a conflict and design resolution strategies that will have a higher probability of success (Training manual, online, 2005). These are relationship conflict (it occurs because of the presence of strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviors), data conflicts (it occurs when people lack information necessary to make wise decisions, are misinformed, disagree on which data is relevant, interpret information differently, or have competing assessment procedures), interest conflict (it is caused by competition over perceived incompatible needs. It may occur over *substantive issues* (such as money, physical resources, time, etc.); *procedural issues* (the way the dispute is to be resolved); and *psychological issues* (perceptions of trust, fairness, desire for participation, respect, etc.)), structural conflict (it is caused by

forces external to the people in dispute. Limited physical resources or authority, geographic constraints (distance or proximity), time (too little or too much), organizational changes, and so forth can make structural conflict) and value conflict (it is caused by perceived or actual incompatible belief systems) (Training manual, 2005).

Similarly Bekele (2000) described that violent conflicts related to perceived violations of property rights are endemic in the Afar and its neighboring regions. While inter-ethnic conflicts among pastoralists feature occasionally in the history of the region, they are now occurring with greater frequency and intensity. As has been the case, most of the conflicts stem from competition over grazing land and water sources. According to him extensive livestock raids, driven by the honor bestowed to raiders for their courage, are also a major sources of conflict. The infiltration of small arms in the area has further intensified the conflicts and increased the associated level of violence and bloodshed.

According to Tigist (2003) as it is cited in Ministry of Federal Affairs and GTZ (2004), the conflicts in the study area largely occur between different ethnic groups. Afar pastoralists find themselves in regular confrontation with the neighboring Oromos, Amharas and Somalis. Much of the conflict has to do with the increasing shortage of pasture and water. In addition to resource scarcity, weak and inappropriate formal institutions in pastoral areas coupled with the inability of traditional institutions to manage conflicts and secure property rights have contributed to the intensification of violent conflicts and animosity among pastoral groups.

Anderlini (2003) grouped causes of conflict in to four main categories. These are resource based conflicts (economic power access/control over resources), conflicts

over governance and authority (political power, participation, control), ideological conflicts (rival ideologies and values) and identity conflicts (ethnic, religious, communal identity - rivalry over access to resources, territory, political/military power, and social justice).

2.4. Types of Conflicts

Ratzburg (2005) classified conflicts as destructive conflict (diverts energy from real task, destroys morale, polarizes individuals and groups, deepens differences, obstructs cooperative action, produces irresponsible behavior, creates suspicion and distrust and decreases productivity) and constructive conflict (opens up an issue in a confronting manner, develops clarification of an issue, improves problem-solving quality, increases involvement, provides more spontaneity in communication, initiates growth, strengthens a relationship when creatively resolved and helps increase productivity).

On the other hand, many researchers classified conflicts in to five main levels. These are:

1. **Conflict within the individual (Intra-personal conflict):** this is usually value related where the role playing expected of an individual does not conform with the values and believes held by the individual (Argyle & Colman, 1995).
2. **Interpersonal conflict:** this involves conflict between individuals and probably the most common and most recognized conflict. Interpersonal conflict is a dynamic process that occurs between individuals and/or groups and is more likely to occur when a variety of background situational (e.g., zero-sum reward structures, scarce resources, etc.) and personal (e.g.,

previous history of conflicts, interpersonal diversity, etc.) conditions exist. While conflict has been defined in many different ways, three general themes or properties are thought to underlie descriptions of *what conflict is*: disagreement, interference, and negative emotion (Barki and Hartwick, 2002:pp.5).

These three themes can be viewed as reflecting cognitive, behavioral and affective manifestations of interpersonal conflict. First, although a number of different cognitions can be associated with interpersonal conflict, disagreement is the most commonly discussed and assessed cognition in the literature. Disagreement exists when parties think that a divergence of values, needs, interests, opinions, goals, or objectives exists. Second, a number of different behaviors such as debate, argumentation, competition, political maneuvering, back-stabbing, aggression, hostility, and destruction have been associated with interpersonal conflict. While such behaviors may be typical of conflict, they do not always imply the existence of conflict. It is only when the behaviors of one party interfere with or opposes another party's attainment of its own interests, objectives or goals that conflict is said to exist. Finally, while a number of affective states have been associated with conflict, overwhelmingly, it has been negative emotions such as fear, jealousy, anger, anxiety, and frustration that have been used to characterize interpersonal conflict. However, some researchers define interpersonal conflict solely as disagreement or solely as interference or solely as negative emotion.

3. **Conflict between the individual and the group:** all formal as well as informal groups have established certain norms of behaviour and operational standards which all members are expected to adhere to. The individual may

want to remain within the group for social needs but may disagree with the group methods. In this situation conflict between the individual and the group is created (Chandan, 1987).

4. **Inter-group conflict:** it occurs when people think or behave antagonistically towards another group or its members in terms of their group memberships and seen motivated by concerns relating to those groups (Sherif, 1967).
5. **Inter-organizational conflict:** occurs between organizations, which in some way are dependant upon each other. This conflict may be between the buyer organizations and supplier organizations about quantity, quality, and delivery times of raw materials and other policy issues, between government agencies that regulate certain organizations and the organizations that are affected by it. These conflicts must be adequately resolved or managed properly for the benefit of both types of organizations (Chandan, 1987).

On the other hand, Anderlini (2003) identified seven levels of conflict. These are Intra-personal – within ourselves (values, choices), Inter-personal – with individuals at personal level, Inter-role – with individuals based on roles (job, gender roles in the home), Intra-group – within a group (e.g. about policies, values,), Inter-group/inter-organizational – between groups of equal or differing power (e.g. NGO/government), Inter-communal /Intra-national /Internal– between groups/sectors in society (ethnic, religious, territorial) and Inter-national – between nations/states.

2.5 Effects of Conflicts

Conflict is often a costly process for individuals and organizations. The effects are not always negative. Conflict some times encourages both sides to examine the issue more carefully and, as a result, to formulate more creative solutions or decisions. This is especially true in cases where participants focus on issues and ideas, and emotions and do not rise to high levels. In many instances, however, conflict is disruptive, and generates negative outcomes. For this reason, it seems important to develop practical techniques for reducing its negative effects (Baron & Byrne, 1998).

In line with this, Coser (1962) indicated that it is difficult to envision the attainment of positive social goals without conflict. Humans have been unable to understand conflict because they relate it to destructiveness, antagonism, uncomfortable relationships, violence and war. This idea about conflict has led to avoiding and not trying to confront a conflict in its early stages, this leading to the escalation of the situation. Nearly all conflicts involve underlying emotional issues. The stronger the feelings, the more difficult the resolution will be to resolve conflicts. Then, it is absolutely necessary to address the feelings of all parties.

Savvy (2004) on his part indicated that constructive fighting maintains each persons sense of value. On the other hand destructive fighting destroys a person's sense of worth and people don't like to feel worthless as well as it decreases productivity.

Dwyer (2006) also stressed that interpersonal conflict has negative consequences to how individuals think and feel about the other person. Surprisingly little attention has been paid to the consequences of interpersonal conflict to one's self-concept— one's perceptions and evaluations surrounding one's self. Since the self is defined and understood in the context of close interpersonal relationships—such as friends,

family, and romantic partners—conflict in these relationships will have negative consequences to one's self-concept. During or just after such conflicts, one is likely to feel more uncertain and more negative about one's self. In contrast, in more distant—stranger or acquaintance—relationships social comparative processes dominate. Thus, conflicts with more distant others may actually have positive consequences to one's self-concept, allowing one to feel more bounded, stable and superior in one's sense of self.

In general, conflict is not necessarily undesirable but rather a ubiquitous social phenomenon accompanying change and progress. Early research on community conflict found disagreement indicative of community strength -- only people who do not care do not disagree (Coleman, 1957). Cauffman & Ofek (1996) also recognized a positive relationship between the frequency of controversies in a community and the degree of involvement of its residents, distinguishing towns with "rancorous" conflict fostering change and growth, from towns with "no rancorous" conflict and no change. These researchers concluded that lack of conflict was not the sign of an "ideal" community. While the presence of conflict may indicate a community's ability to change and grow, it does not guarantee that conflict brought development activities will always be beneficial. Planning, conflict management and third party intervention may increase the likelihood of realizing the potential benefits of conflicts; however, making good use of these strategies requires the ability to anticipate community response and the unfolding of conflict.

However, Nhema (2004) indicated that some conflicts are relatively persistent and can last for days, months to several years; but the impact is generally the same; the destabilization of the structures of development.

2.6. Conflict Resolution/Management

Conflicts are continually being recreated. Each particular conflict, however, can be thought of as having a life cycle: it is conceived and born, it flourishes a while, and then certain processes that are probably inherent in its own dynamic system eventually bring it to an end. Resolution is only one way of ending conflicts, and, out of the many ways of ending conflicts, it may not be clear which deserves the reward of being called resolution. Resolved conflicts, however, are clearly a subset of ended conflicts (Kenneth, 1962). Conflict resolution/management is concerned not so much with eliminating conflict which would be impossible, but to contain it and manage it for societal, individual and organizational benefits.

2.6.1. Theories of Conflict Management

2.6.1.1. Equity Theory

There are two types of sub-theories under the Equity theory. These include:

A. Adams' Equity Theory. One of the predominate sub-theorists for equity theory was Adams' (1963). He developed his own theory of equity which dealt with employees in the workplace and their motivation to work. Adams described job equity as a need to balance one's inputs and out puts. People form their own perception about what is fair. Friends, partners, co-workers, and anyone in a social setting help influence this perception of fairness.

A person achieves equity when his or her outcomes are divided by his or her inputs and are equal to someone else's outcomes over inputs. Inputs include loyalty, hard work, personal sacrifice, and tolerance. Outputs include finances, recognition, thanks, and a sense of achievement. When a person's outputs and inputs are perceived as equitable, he or she is happier at the workplace and is motivated to

work harder. When the input is perceived to be greater than the output, a person becomes less motivated to work and tension becomes apparent with other workers. When this occurs, people are motivated to reduce the tension.

In a workplace, for there to be equity, a person's inputs and outputs must equal other workers' inputs and outputs. A person can see if a relationship is equitable by placing the workers outcomes and inputs into a simple equation. The equation is: $\text{Outcomes A} / \text{Inputs A} = \text{Outcomes B} / \text{Inputs B}$. When these two are equal, the relationship within the workplace is perceived as equitable and the people working are motivated to work harder. When either A or B is greater, the workplace is not perceived as equitable and tension between the workers can occur. When tension is experienced, workers are less motivated. According to Adams, in order to restore the equity, people must focus on what inequities are present. May be worker A is doing twice the work as worker B. This would cause worker A to be unhappy and he or she may feel some stress. Equity needs to be restored, so that both workers are happy and motivated to do their jobs. These people need to pay attention to the motivational factors so that equity can be restored as quickly at possible.

B. Walster's Equity Theory: After Adams' theory was well know in job motivation, some theorists took his concept and applied it to personal relationships. Walster, Walster, and Berscheid (1978) were theorists who applied equity theory to close relationships. They came up with four points concerning equity and personal relationships. (1) In interpersonal relationships, people try to maximize their outcomes. (2) People can develop systems so that equity can be maximized. People who behave in an equitable manner are rewarded and those who behave in an inequitable manner are punished. (3) When people are in an inequitable

relationship, it is stressful to them. (4) People will try to do what is necessary to reduce the stress.

Walster, Walster, and Berscheid (1978) stated that people in close relationships wanted to maintain equity in them. They stated that people compare their inputs and outputs to their partner's inputs and outputs. Inputs are also described as contributions. They can be positive or negative. A positive input would be love or understanding. A negative input would be not helping around the house or being critical of one's relationship. Outputs are the consequences of one's actions. These can also be positive or negative. They also stated that equity was based on a person's perception of the relationship. People want to see if what they put into the relationship compares to what they get out of the relationship.

People tend to seek out relationships that will benefit them. They want to be satisfied with their relationship with others. When people view the relationship as fair, they reward others by expressing love. If the relationship is viewed as inequitable, people experience tension. This tension can lead to dissatisfaction with a neighbor or with the relationship in general. It is important for people to develop conflict management strategies that can help reduce tension. When tension is reduced, satisfaction with neighbor can start to increase.

2.6.1.2. Social Exchange Theory

Social behavior is an exchange of valuable rewards (Homans, 1961). Burgess and Huston (1979) defined social exchange as a form of interaction where two or more people provide each other with services or activities each finds rewarding. According to Rahim (1990) people bring expectations into interactions with others about their desired outcomes and how these expectations can be obtained. A person

is attracted to another person if he or she expects the association with the other person to be rewarding. The people within the exchange develop interconnected relationships because each person has something the other person wants or needs. This interaction allows each person to profit from the association. Heath (1976) stated that trust is required from the people making the social exchange. If the individuals trust increases, the relationship will be rewarding. When a person makes a response, he or she is rewarded or punished by the other person's response to the exchange. As long as the exchange remains rewarding, the relationship will continue to develop. Adequate rewards depend upon the individuals' expectations about the relationship (Secord, Backman, and Slavitt, 1976).

2.6.2. The Role of Communication in Resolving Conflicts

Burton and Duke (2005) stated that to be effective in resolving conflicts, the goal of conflict manager should not be to offer solutions, but to facilitate communication between the opponents and for them to come up with their own ways of resolving their problems. Even if direct communication between them is not possible, the third party must try to communicate the views and concerns of the other party and to encourage direct negotiation.

In line with this, Habermas's (2002) communication theory as cited in Kwaku (2004) identifies social institutions; including norms, sanctions, and networks of social interaction as forces behind conflict resolution. The viewpoint assumes that elements of a conflict are malleable and that cooperation and meaningful communication between disputants will erase misconceptions and induces mutual agreements.

There are some effective communications techniques used to reduce interpersonal conflicts (the emotional charge) from the situation so that the disputants can deal with their differences on a rational level in resolving the conflict that are indicated by various researchers. These include:

The Defusing Technique: Donna (2006) stated that the other person might be angry and may come to the situation armed with a number of arguments describing how you are to blame for his or her unhappiness. Your goal is to address the other's anger – and you do this by simply agreeing with the person. When you find some truth in the other point of view, it is difficult for the other person to maintain anger. At the very least, we need to acknowledge that individuals have different ways of seeing things. This does not mean that we have to compromise our own basic principles. We simply validate the other's stance so that we can move on to a healthier resolution of the conflict. This may be hard to do in a volatile situation, but a sign of individual strength and integrity is the ability to postpone our immediate reactions in order to achieve positive goals. Sometimes we have to “lose” in order, ultimately, to “win.”

Empathy: Try to put yourself into the shoes of the other person. See the world through their eyes. Empathy is an important listening technique which gives the other feedback that he or she is being heard (Brusman, 2007). He indicated the existence of two forms of empathy. The first form is **Thought Empathy** which gives the message that you understand what the other is trying to say. You can do this in conversation by paraphrasing the words of the other person. The second one is **Feeling Empathy**, acknowledgment of how the other person probably feels. It is important not to attribute emotions which may not exist for the other person, but rather to indicate your perception of how the person must be feeling.

Exploration: Ask gentle, probing questions about what the other person is thinking and feeling. Encourage the other to talk fully about what is on his or her mind (Bellafiore, 2006).

Using "I" Statements: Take responsibility for your own thoughts rather than attributing motives to the other person. This decreases the chance that the other person will become defensive (Brusman, 2007).

Stroking: Find positive things to say about the other person, even if the other is angry with you. Show a respectful attitude (Donna, 2006).

On the other hand Gregorio's (2001) two principles have contributed greatly to the productive handling of disagreements. The first, "Seek first to understand, then to be understood," was introduced by Steven Covey, in *Seven Habits of Highly Effective People*. If we encourage others to explain their side first, they will be more apt to listen to ours. The second principle is that people in disagreement should focus on their needs rather than on their positions. By concentrating on positions, we tend to underscore our disagreements. When we concentrate on needs, we find we have more in common than what we had assumed.

When the light goes on we realize that it is not a *zero sum game* (where one person has to lose for the other to win). Nor is it necessary to solve disagreements with a lame compromise. Instead, often both parties can be winners. Individuals can learn how to keep communication lines open and solve challenges when things go wrong. Learning to disagree amicably and work through problems is perhaps one of the most important interpersonal skills we can develop (Kilmann, 2007).

According to Covey (2005) the probability of a mutually agreeable solution is increased when the parties are in direct communication, the parties honestly

communicate both thoughts and feeling, there is a mutual respect of needs and feelings, neither party feels superior or more powerful, participation is voluntary (not forced), the goal is a win-win outcome and when there is a principle of "first seek to understand, then to be understood".

Tim (1999) however, has identified three main problems that typically arise in conflict situations. First, the parties will simply avoid the management of the conflict. This can be damaging, because it can lead to greater problems in the future. It is usually best that the individuals discuss their differences. Second, individuals involved in conflict may blame the other individual. Often, individuals go beyond the specific behavior in question and blame the character of the person. When people use words such as, "He's such a slob," they are engaging in blaming the other's behavior. A final problem that is often encountered in conflict management is adopting a win-lose mentality. Focusing on each individual's goals/outcomes will help avoid using a win-lose strategy.

Reece & Brandt (1987) argued that, in general, the climate in which conflict is managed is important. According to them disputants should avoid a defensive climate, which is characterized by these qualities: evaluation - judging and criticizing other group members; control - imposing the will of one group member on the others; strategy - using hidden agendas; neutrality - demonstrating indifference and lack of commitment; superiority - expressing dominance, and certainty - being rigid in one's willingness to listen to others.

Instead, individuals should foster a supportive climate, marked by these traits: description - presenting ideas or opinions; problem orientation - focusing attention on the task; spontaneity - communicating openly and honestly; empathy -

understanding another person's thoughts; equality - asking for opinions and provisionalism - expressing a willingness to listen to the ideas of others (Reece & Brandt, 1987).

2.6.3. Traditional Vs Non-traditional Methods of Resolving Conflicts

Steven (2005) reported the existence of some unique cultures in African, including Ethiopia, which emphasize the resolving of conflicts amicably through elders, traditional leaders healing and reconciliation rituals. According to his explanation, persons in conflict appear before the council of elders who patiently listen to each party and cross-examine them in order to establish the root causes of the conflict and the guilty party. After a time consuming scrutiny and the guilty party is found, the prescribed therapy must lead to harmony and peace. After the conflict is resolved, these two parties are then required to share their meat and millet bread and eat from the same dish and drink some beer, a symbol of total reconciliation.

Assefa (2001) stated that indigenous mechanisms have been used for the prevention and resolution of conflicts with the central government of Ethiopia, conflicts with the people living in their neighborhood and conflicts within themselves. He also added that the indigenous mechanisms are widely used and popular in almost all parts of Ethiopia and have different advantages including quickly respond to crisis, contribute to reduce regular court case loads, contribute to saving of public money, given shortage of judges who work in the regular courts and budget constraints, give access to many people who do not find the modern system of conflict resolution comfortable, affordable or suited to their need and disputants are satisfied with their operations and view their outcomes as fair because these mechanisms give a chance to the parties to actively participate in handling their affairs.

On top of this, Tigist (2003) as cited in Ministry of Federal Affairs and GTZ (2004) indicated that indigenous conflict resolution mechanisms are very democratic and transparent. Leaders and elders are accountable to the community. Leadership is based not on intrigue and force, but on certain clearly defined criteria's like wisdom, ability, respect and maturity.

Tsega (2000) also stated that traditional mechanisms worked well and could work well if refurbished. Their strongest point is that they helped to preserve unity even in the face of diversity. The traditional principles pay attention to group unity, reconciling the conflicted individuals or groups and their peaceful reincorporation into the community. According to him, those who reconciled totally abandon their old feuds and live amicably in an environment of tolerance. It must be noted that tolerance plays an important role in social reconciliations and conflict preventions. Although they were conflicted, they show signs and willingness for reconciliation as performed by elders' interventions.

Tigist (2003) as cited in Ministry of Federal Affairs and GTZ (2004) described that indigenous conflict resolution mechanisms are very helpful as they allow the community to handle their problems in their own way. Mechanisms like reconciliation and arbitration are common features of indigenous conflict resolution mechanisms. According to her, unlike the modern conflict resolution mechanisms, indigenous mechanisms focus on reconciling feuding families rather than punishing. Social sanctions are the centers of low enforcement mechanisms. These mechanisms give emphasis for longstanding and cross-cutting ties among community members while the modern once work according to a fixed code of law.

According to Tigist as it is cited in Ministry of Federal Affairs and GTZ (2004), when compared to non-indigenous ones, indigenous mechanism for the resolution and prevention of conflicts are less complex, more time saving and give a chance to parties in conflict to actively participate in solving their own problems and handling their own affairs in their own way. However, she also mentioned three main weaknesses of indigenous mechanisms.

Firstly, indigenous mechanisms often prove to be ineffective when the conflict is in an acute phase, especially if the conflict is in its crisis stage. The availability of credible local people who must be willing to undertake the task of mediation and reconciliation is also a vital issue that could be considered in order to acquire result by using indigenous means.

Secondly, most traditional conflict resolution mechanism efforts may be weakened by age or gender biased. For example, in indigenous conflict resolution institution women don't have the right of direct involvement in conflict resolution mechanism.

Thirdly, indigenous traditional authorities are not generally for progressive aspect of social changes. Most of the time, the speed of societal progress and that of the indigenous mechanisms do not balance. This creates a problem because the two cannot go together, and one starts to be an obstacle to the other. For instance, as soon as the society undergoes socio-political transformation which involves a change in values – often reflected in lose of traditional reference points; the applicability and efficiency of those institutions become doubtful as the basic elements, i.e. common norms and values, are washed away or replaced slowly by “modern” values. Modern ideas like respect for human rights and gender equality are other issues that are omitted from these indigenous mechanisms.

Tefera (2003) on his part as cited in the OSSREA (2004) mentioned the existence of both formal and informal methods of resolving conflicts in the Afar and its neighbor regions and both methods have their own limitations. In particular the weakness of the formal system is that it aims at a justice rather than resolving conflicts, while the limitation of the traditional institutions for resolving conflicts are that they tend to focus on the consequences of conflict rather than on the causes of conflicts, exclude women and youth. He concluded that the integration of the two systems in resolving conflicts ensures better outcomes.

According to Medihine as it is cited in Boachler, et al; (2002), conflict management or conflict resolution is a multidimensional undertaking. In most cases the modern aspect of conflict resolution focuses on the manifestations in a given conflict situations and assigns the task of reconciliation to the post-peace building phase. This approach is being criticized as an intervention which understands conflict resolution as a short term dispensation. He also stated that the traditional method focuses more on multidimensional relationship issues in peacemaking. In fact decentralized solutions which correspond with the socioeconomic and cultural logic of the parties involved are becoming much more preferable than heavy-handed external interventions. The premise of any third party involvement should be the fact that in localized conflicts local and traditional leaders should be the major actors in conflict resolution. And if provided with the right external assistance in the form of facilitation, conflicting parties tend to choose reconciliation and cooperation.

Coser (1962), Baron & Byrne (1998), & Sharon (1992) indicated several different methods/strategies of conflict resolving. Among these, avoidance (avoid conflict in any way possible, including withdrawal from the situation), accommodation (it is a

convenient strategy to satisfy an immediate need for individuals or the group. It emphasizes the things conflicting parties have in common and de-emphasizes the differences. It is helpful for a group to review their common purpose in the midst of conflict. Accommodation should not be used if an important issue is at stake which needs to be addressed immediately), compromise (it is appropriate when all parties are satisfied with a part of their requests and willing to be flexible. Compromise is mutual for all parties. All parties should receive something, and all parties will need to give up something), competition (get as much as possible for oneself on one's group. It is a way to approach conflict knowing that eventually someone wins and someone loses) and collaboration (attempt to maximize everyone's gains. Collaboration does not establish winners and losers. It does not gain power over others). These contrasting patterns reflect underlying dimensions: concern with one's outcomes versus with others' outcomes.

According to Kenneth (1962), the commonest and the least noticeable method of ending conflict is the method of avoidance. The parties to the conflict simply remove themselves one from another and increase the distance between them to the point where the conflict ceases from the sheer lack of contact. The distance need not only be physical distance, though this is the most obvious and commonest form, it may take the form of social distance, as in segregation, or epistemological distance, as when to parties deliberately cultivate ignorance of each other and avoid avert communications.

Coser (1962) stated three forms of avoidance. One party may simply remove himself from the field; the avoiding party here does all the work. Both parties may remove themselves, though this is less likely, as once one party begins to remove himself,

there is little incentive for the other to move. The third form is where one party forcibly removes the other (Coser, 1962).

Kilmann (2007) on his part also added that conquest is another method of ending conflict, by which one of the parties, in effect, removed to infinity, or removed from the scene, leaving the victor in sole possession of the field. If the parties can neither conquer nor avoid each other, some form of procedural resolution of conflict is likely to occur. In procedural resolution, the parties have to stay together and live with each other; conflict, in general, may not be resolved permanently in so far as the parties continue to exist in contact, but particular conflicts may be resolved simply in the sense that they come to an end as social systems and are replaced by other conflicts and other systems.

Kenneth (1962) further distinguished three types of procedural conflict conclusions. The first is reconciliation, in which the value systems of the images of the party so change that they now have common preferences in their joint field: they both want the same state of affairs or positions in the joint field, and so conflict is eliminated. The second is compromising, in which the value systems are not identical and the parties have different optimum positions in the joint field; however each party is willing to settle for something less than his ideal position rather than continue the conflict. In compromise the settlement is reached mutually by bargaining between the parties themselves. The third type of conflict conclusion is the award, in which the settlement is reached because both parties have agreed to accept the verdict of an outside person or agency rather than continue the conflict. The compromise and the award are essentially similar in a sense that they both represent less than the ideal situation for each party; they differ mainly in the method of arriving at the settlement (Kenneth, 1962).

Reece & Brandt (1987) & Suite (2000, online) grouped the above mentioned and other approaches into three basic conflict management strategies: These are the win/lose strategy, the lose/lose strategy and the win/win strategy.

Win/Lose Strategy: is an approach which eliminates the conflict by having one individual "win" over the other. There are times when the win/lose strategy may resolve a conflict situation. It will depend on how severe the problem is and what results are desired from the solution. Although this approach may solve the conflict on a short-term basis, however, it usually does not address the underlying causes of a problem. When someone wins and someone loses, the loser is likely to resent the solution. In one sense, this approach simply sows the seeds for another conflict. The win/lose strategy can serve in situations where two factions simply cannot agree on any solution-or may not even be able to talk to one another (Reece & Brandt, 1987)

The Lose/Lose Strategy: is an approach which eliminates the conflict by having both individuals "lost" something. Everyone loses when the lose/lose strategy is used. Despite the negative overtones, one of the methods listed below can be called upon to eliminate conflicts-again, depending on the results desired (Reece & Brandt, 1987). According to Suite (2000), this strategy can be accomplished in three ways. Both parties are asked to compromise (each person involved must "give in" to the others. When the sacrifices are too great, everyone may feel too much has been given), an arbitrator decides the conflict (this process often means that a solution is imposed on the disputing parties. However, the arbitration process may take from each side as much as it gives in the effort to reach a final settlement) and (going by the rules will also resolve a conflict, but it may not take into consideration the people problems

involved). The lose/lose strategy can be applied when there is little time to find a solution through discussion and mutual problem solving, or when neither side can come to an agreement.

Win/lose and lose/lose strategies create a "we versus they" attitude among the people involved in the conflict rather than a "we versus the problem" approach. We versus they (or "my way versus your way") means that participants focus on whose solution is superior instead of working together to find a solution that is acceptable to all concerned. In the win/lose and lose/lose strategies, each person tends to see the issue from his or her viewpoint only and does not define the problem in terms of mutual needs and goals. In general, the emphasis is on finding short-term solutions to an immediate problem. These strategies do not attempt to define the end result to be attained by that solution, nor do they attempt to determine the basic causes of the conflict (Reece & Brandt, 1987).

The Win/Win Strategy: The conflict is eliminated when all parties accept a mutually satisfying solution arrived at through a step-by-step, problem-solving process. The basic purpose of the win/win strategy is to fix the problem-not be blame (Suite, 2000). According to him, those who use this strategy listen to all sides, define the basic issues, and create an atmosphere of trust among everyone involved. Everyone must believe that the problem will be settled on the merits or the case rather than through political or personal influence. The leader or mediator or the win/win process should be flexible, sensitive, patient, and calm. It is this person's responsibility to ensure that no one feels threatened or humiliated. The result of the win/win strategy will be a solution to the problem that caused the conflict, one that all parties can accept and that will enhance good human relations and help increase productivity (Suite, 2000).

The most effective and psychological satisfactory method which is indicated by Habtamu (1998) is where differences are worked out to a mutually acceptable and optimal solution. This strategy is often labeled by social psychologists as a *win-win* approach – since none of the parties lose, but are satisfied with the solution.

There are different styles of conflict resolutions. Among these avoiding or denying the existence of a conflict, many people prefer to give in rather than struggle through the conflict, some people get mad and blame the other person, others are competitive and have to win (they use their power and influence to control and get their way), some appear to compromise but are subtly manipulative in trying to win more ground and the final style is that a few people can control their anger, competitive, I-give-up feelings and self-serving tendencies and genuinely seek a fair, optimal solution for both parties (this is a creative integrative approach) (Suite, 2000).

According to Reece & Brandt (1987) healthy conflict resolution has the following stages. Identify the problem or issues (have a discussion to understand both sides of the problem, conflicts, needs and preferred outcomes), generate several possible solutions (look for several possible alternatives that might solve the problem), evaluate the alternative solutions (consider each suggested solution and eliminate those that are not acceptable to either of you), decide on the best solution (select the alternative that is mutually acceptable to both of you), implement the solution and finally follow-up evaluation.

CHAPTER THREE

3. METHODS

3.1. Data Sources

Data sources (subjects) of this study were three. The first sources of the data were those people who are head of households. They were taken as subjects based on the idea that they usually have interpersonal relationship problem with their neighbors. The second sources of the data were those people who are actively participating in traditional conflict management/resolution processes (influential elders, 'Shimagiles', religious leaders, Iddir leaders, etc). The third and last sources of data were key informants (those individuals who are living in the area and have adequate information about ways of resolving conflict at neighborhood level). All the data sources were taken from Shewarobit town of Amhara National Regional State in North Shewa zone.

3.2. Sample and Sampling Techniques

The sample, which compromise of 300 household heads was selected from two kebeles (kebele 1 & 2) of Shewarobit town. Two kebeles out of three were selected using a simple random sampling (lottery) method. According to the local kebele administration, the total number of household heads of kebele 1 & 2 are 2,125 and 1,992 respectively. Samples of 150 household heads were taken from each kebele. The samples were taken by skipping two consecutive houses so as to get well representative samples. However, because of the absence of complete answers for some questions, the total sample was 240.

Secondly, the researcher identified 42 'Shimagiles' who are playing an active role in traditional conflict resolution processes from the two kebeles with the help of the

local kebele administrators as well as the research assistants. Then a total of 16 persons, 8 persons from each kebele, who play an active role in managing interpersonal conflicts, were selected as subjects of the study by applying simple random sampling techniques (lottery system). These 16 subjects were divided in to two and focus group discussions were conducted in two sessions. In each session, 4 'Shimagiles' were represented from each kebele.

Lastly, key informants who have better ideas and knowledge on how to manage/resolve interpersonal conflicts were identified with the help of the local kebele administration. After identification, the researcher took 3 key informants by using purposive sampling techniques as subjects.

3.3. Instruments

The main instruments for this study were a self-report questionnaire, guidelines for focus group discussions and unstructured interviews. These three types of tools were used to gather the required information for this study.

The first set of items in the questionnaire consists of 7 items concerning demographic characteristics related to sex, age, marital status, educational level, number of children, etc.

Secondly, total of 47 different items which were very relevant to the research questions were included in the questionnaire and distributed to the targeted household heads and the questions were answered by them. The questionnaire has four parts. The first part contains a total of 8 open and close ended questions, the second part contains 7 ranking questions, the third and the fourth part contains

scaling questions each contains 16 questions which are used to measure the effectiveness of traditional and modern ways of resolving conflicts. In the case of part three and four, subjects are required to give marks to each question having a maximum of 4 points (strongly agree), 3 points (agree), 2 points (disagree) and a minimum of 1 point (strongly disagree).

Thirdly, to conduct group discussion with those persons who play an active role in traditional conflict resolution/management process, 5 important items were designed as general guidelines (leading questions) for focus group discussions and relevant information was collected in two sessions (8 persons/session).

Finally, unstructured interviews containing 10 questions were prepared and relevant information was gathered from the key informants.

All of the above instruments were developed by the researcher.

3.3.1. Field Test

Before the pilot study, the items were translated in to Amharic by a language expert in order to make them easily understandable by the respondents, discussants and interviewees. The items were also translated from Amharic to English to check the existence of equivalent meanings of the items in the two languages.

Finally the Amharic version of the instruments was pilot tested on randomly selected samples of 30 household heads. The five items designed as leading questions were also discussed with 2 persons who have lots of experiences on traditional conflict management process, to check the clarity of the items. The unstructured interview was tested with 1 volunteer key informant. All the samples

for the pilot test were taken from all the three kebeles of Shewarobit town. Therefore, all the items with minor modifications were used for the final study.

Then the responses of the participants were scored and the reliability of the items was computed by using Chronbach Alpha by statistics professional using spss program. In the case of the scaling questionnaire for traditional and modern methods, the scales have internal consistency of ($r=0.87$) and ($r=0.80$) respectively.

3.4. Procedures

In order to achieve the objectives of this study, the required information was gathered through a questionnaire, interview and focus group discussions. Participants were given a demographic questionnaire as well as self-reporting questionnaire to answer; and general explanation was given before the questionnaire was completed. All questions were prepared and administered in Amharic language; and no consultation with others was allowed during completion of the questionnaire.

The researcher also focused on collecting the required information through focus group discussions. The discussions were conducted in two sessions and each focus group's discussants followed the same general procedures. The researcher guided the discussion

On top of these, the researcher gathered information from three key informants through unstructured interviews. Two of them are working in the court cases and the other one is in Kewot woreda administration office as peace and stability expert.

They all are familiar to issues related to interpersonal as well as inter-group conflicts and they were important sources of information.

Eight well experienced research assistants were employed and the necessary trainings on how to gather information were given to them by the researcher. The research assistants played a major role in identifying the participants, explaining each question to household heads, during distribution and collection of questionnaires and recording all the points raised during focus group discussions and the interview. In addition, the Shawarobit's town local administration offices facilitated the situation so as to conduct this study successfully.

3.5. Statistical Analysis:

The problem is both qualitative and quantitative in its nature and hence it is appropriate to apply statistical as well as non statistical method to analyze the data for this specific type of study. Therefore, the collected/gathered data was analyzed statistically and qualitatively and interpreted using t-test, content analysis (categories were created & similar responses of subjects were put under the same category in the case of some open-ended questions), percentage (%) and narrative description.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Results

The primary purpose of this study is to examine the nature and methods of managing interpersonal conflicts at neighborhood level of the residents of two kebeles of Shewarobit town.

Demographic Characteristics of Respondents: Data for this study were collected from 240 household heads, 16 focus group discussants and 3 key informants of Kebele 1 & 2 of Shewarobit town.

Table 1 - Demographic Characteristics of Household Heads Related to Sex and Age

| Characteristic | Category | Number | Percent (%) |
|----------------|----------------------|--------|-------------|
| Sex | Male | 131 | 54.58 |
| | Female | 109 | 45.42 |
| | Total | 240 | 100 |
| Age | 25-35 years | 117 | 48.75 |
| | 36-45 years | 62 | 25.83 |
| | 46-55 years | 39 | 16.25 |
| | 56-65 and more years | 22 | 9.17 |
| | Total | 240 | 100.00 |

The above table shows the demographic characteristics of participants. As shown, the sample comprised 240 household heads. Out of these, 54.58% are males and the

remaining 45.42% are females. A break down by age category also indicated the following proportions. Between 25-35 years, were 48.75%, 36-45, were 25.83%, 46-55, were 16.25%, and 56-65 and more, were 9.17%.

Table2:- Demographic Characteristics of Household Heads Related to Religious and National Ethnic

| Characteristic | Category | Number | Percent (%) |
|----------------|------------|--------|-------------|
| Religion | Orthodox | 104 | 43.33 |
| | Muslim | 91 | 37.92 |
| | Protestant | 42 | 17.50 |
| | Others | 3 | 1.25 |
| | Total | 240 | 100 |
| Ethnic group | Amhara | 135 | 56.25 |
| | Oromo | 25 | 10.42 |
| | Afar | 33 | 13.75 |
| | Argoba | 41 | 17.08 |
| | Tigrie | 6 | 2.50 |
| | Total | 240 | 100 |

Table 2 shows the demographic characteristics of participants in terms of religion and ethnic composition. As it is clearly indicated in the table 43.33%, 37.92%, 17.50% and 1.25% are Orthodox, Muslim, Protestant and others respectively. The ethnic compositions of participants showed that 56.25% of them are Amhara, 17.08% are Argoba, 13.75% are Afar, 10.42% are Oromo and the remaining 2.50% are Tigrie.

Table 3:- Demographic Characteristics of Educational Background, Number of Families and Marital Status of Participants

| Characteristics | Category | Number | Percent |
|--------------------------|---------------------|--------|---------|
| Educational background | - Illiterate | 58 | 24.17 |
| | - Read and write | 59 | 24.58 |
| | - Elementary school | 33 | 13.75 |
| | - secondary school | 56 | 23.34 |
| | - Diploma | 32 | 13.33 |
| | - Degree & above | 2 | 0.83 |
| | Total | 240 | 100 |
| Number of family members | 1-2 | 52 | 21.67 |
| | 3-4 | 133 | 55.42 |
| | 5 or more | 55 | 22.91 |
| | Total | 240 | 100 |
| Marital status | Unmarried | 32 | 13.33 |
| | Married | 167 | 69.58 |
| | Divorced | 22 | 9.17 |
| | Widowed | 19 | 7.92 |
| | Total | 240 | 100 |

Table 3 indicated the participants' educational attainment levels, number of family member and their marital status reported by them. As it is shown above, 24.17% of the participants are illiterate and nearly 75% of the participants at least can read and write. Among these 75%, it is only 0.83% of them who have their first degree and above.

As indicated in Table 3, most of participants' i.e. 55.42% of them have an average family size of 3-4 members.

When we come to the marital status of the participants, as indicated in Table 3, 69.58%, 13.33%, 9.17% and 7.92% of them are married, unmarried, divorced and widowed respectively.

Table 4:- Demographic Characteristics of Focus Group Discussion Participants Related to Sex, Age, Marital Status, Number of Family Members and Educational Backgrounds

| Characteristics | Category | Number | Percent |
|--------------------------|-------------------|--------|---------|
| Sex | Male | 16 | 100 |
| | Female | 0 | 0 |
| Total | | 16 | 100 |
| Age groups | 45-55 | 4 | 25 |
| | 56-65 | 7 | 43.75 |
| | 66-75 | 4 | 25 |
| | 76 or more | 1 | 6.25 |
| Total | | 16 | 100 |
| Marital status | Unmarried | 0 | 0 |
| | Married | 12 | 75 |
| | Divorced | 1 | 6.25 |
| | Widowed | 3 | 18.75 |
| Total | | 16 | 100 |
| Number of family members | 1-2 | 0 | 0 |
| | 3-4 | 5 | 31.25 |
| | 5 or more | 11 | 68.75 |
| Total | | 16 | 100 |
| Educational background | Illiterate | 3 | 18.75 |
| | Read and write | 10 | 62.50 |
| | Elementary school | 3 | 18.75 |
| | Secondary school | 0 | 0 |
| | Diploma | 0 | 0 |
| | Degree & above | 0 | 0 |
| Total | | 16 | 100 |

Table 4 shows the demographic characteristics of participants in the focus group discussion. The sample was comprised of 16 participants of which all of them were male and no female participants were found in the focus group discussion. The average age of participants was 64. Regarding marital status, 75% of the participants married and the remaining 18.75% and 6.25% are widowed and divorced

respectively. 68.75% of the participants have an average family size of 5 or more members. 18.75%, 62.50% and 18.75% of the samples are illiterate, can only read and write, and completed elementary school.

Table 5:- Participants' Experience in Neighbor Conflicts

| Characteristics | Category | Number | Percent |
|--|----------|--------|---------|
| Have you ever been in conflict with your neighbor? | Yes | 214 | 89.17 |
| | No | 26 | 10.83 |
| | Total | 240 | 100 |

The first question that household head participants were asked regarding neighbor conflict was that to tell the researcher whether they have been in conflict with their neighbor or not. Hence, as Table 5 indicated, 89.17% of the participants reported that they have been in conflict with their neighbor and it is only 10.83% of them who said they have never been in conflict with their neighbors.

The findings of Chandan (1987) supported the responses of the majority participants which states that conflict is an integral part of human life and where there is an interaction, there is a conflict. Kottler (1994) on his part also indicated that conflict is inevitable as people grow, and change mature.

Table 6:- Causes of Neighbor Conflicts

| Characteristics | Category | Number | Percent |
|---|-----------------------------|--------|---------|
| What are the main causes of conflicts with neighbors? | Land border | 36 | 16.82 |
| | Due to children affair | 45 | 21.03 |
| | Rape | 5 | 2.34 |
| | Denial of borrowed money | 12 | 5.61 |
| | Noise | 6 | 2.80 |
| | False information | 25 | 11.68 |
| | Jealousy | 4 | 1.87 |
| | Lack of respect | 7 | 3.27 |
| | Domestic animals | 9 | 4.20 |
| | Religion/race difference | 11 | 5.14 |
| | Political stand difference | 5 | 2.34 |
| | Drainage of waste materials | 16 | 7.48 |
| | Misunderstanding | 8 | 3.74 |
| | Love | 4 | 1.87 |
| | Others | 21 | 9.81 |
| Total | 214 | 100 | |

Those participants, who mentioned that they have an experience of being in conflict with their neighbors, shown in Table 5, were asked to put the causes of interpersonal conflict at neighborhood level. Thus, as Table 6 shows, the participants put being in conflict with neighbor due to children's affair as the main cause which was responded by 21.03% of the participants. Next to this, 16.82% of the respondents indicated that it was due to land border that they were in conflict with their

Another participant of the interview expressed the following, related to the nature and causes of interpersonal conflict:

We all know the existence of individual/personality difference. Each individual has his/her own unique behavior, physical appearance, needs, interests, wishes, attitudes, etc. Most people are engaged in conflict/aggressive behavior when their needs and interests are not fulfilled/blocked. It is exactly true in the case of neighborhood conflict too. For example, most parents need/want their child to be respected, loved and cared by others. When these needs are blocked, they come in to conflict with their neighbors or others.

All the above mentioned and stated findings are consistent with the previously written literature of Baron & Byrne (1998) which indicates that conflict stems from organizational causes, such as competition over scarce resources, and from interpersonal causes, such as stereotypes, prejudices, gender and race differences, and ineffective communication style.

The Training manual (2005) also clearly indicated that conflict can occur because of the presence of strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviors, when people lack information necessary to make wise decisions, are misinformed, disagree on which data is relevant, interpret information differently, competition over perceived incompatible needs, substantive issues (such as money, physical resources), psychological issues (perceptions of trust, fairness, desire for participation, respect, etc.), forces external to the people in dispute, limited physical resources, and perceived or actual incompatible belief systems.

Table 7: Problems Encountered as the Result of Neighbor Conflicts

| Characteristics | Category | Number | Percent |
|---|---|--------|---------|
| A/ Did you face any problem as the result being in conflict with your neighbor? | Yes | 203 | 94.86 |
| | No | 11 | 5.14 |
| | Total | 214 | 100 |
| B/ If your answer is yes, what kinds of problems do you faced? | Social problems like being isolated from social life (e.g. isolation from Iddir, coffee ceremony, living & working together, etc) | 175 | 86.21 |
| | Psychological problems (like anger, fear, despair, confusion, stress, negative attitude, liveness, self-talk, etc) | 198 | 97.53 |
| | Economical problem (like absence of material and financial support, spending working hour on talking/takes attention away from other important activities, etc) | 161 | 79.31 |

Note. The sum total of the respondents of table 7/B can not be 100% because one individual can give more than one response.

Those 214 participants who said 'yes' in the above table, Table 7, were also asked whether they have faced problems as the result of neighbors conflicts or not. 94.86% of the respondents reported that they have faced problems and the remaining 5.14% indicted that they have not faced any problem as the result of the conflict, although they have an experience of being in conflict with their neighbors.

Most written literatures indicate the existence of multi faceted social, psychological, economical and political problems at individual, family and societal level. It is with this in mind that the researcher included this idea as part of the study.

Hence, the 203 respondents who said 'yes' in Table 7 above, were also requested to mention what problems they have faced as the result of being in conflict with their neighbors. 86.21% of the respondents replied that they encountered social problems like "withdraw drinking coffee together", stopped being a member of various social events like 'Iddir', 'Mahiber', 'Tsiwa', 'Tsigie', and became isolated.

The results of the focus group discussions and the interviews also have similar findings. Almost 86% of the focus group discussants and all the key informants said that man is a social animal. It is impossible to live alone. As a social animal man eats, drinks, plays, solves problems together, supports each other during the time of hardship, shares all the good/ bad things together, etc. This is particularly true in the case of neighbors. However, when the two neighbors are in conflict, they may withdraw from various social relationships and events like from 'Iddir', 'Ekub', 'Mahiber', 'Tsigie', etc which are very important to strengthen social relationships among members of the community. It is not only the two parties who are in conflict that withdraw from the social relations, but it is also their family members.

As table 7 shows, 97.53% of the respondents replied that they faced various psychological problems. Among the psychological problems mentioned by them include; generate high level of emotions on the two conflicting parties and their family members (feeling of discomfort) whenever the two conflicting parties see each other, developed a fear of being attacked, had stress, and develop negative attitude towards the families of the conflicting parties were found. In relation to this,

Walster, Walster, and Berscheid (1978) stated that if the relationship is viewed as inequitable, people experience tension. This tension can lead to dissatisfaction with a neighbor or with the relationship in general.

Again the result of the interviews and the focus group discussions supplemented these findings. According to them feeling of discomfort, misbehaving, discriminating, developing negative attitude, fear, being tense (emotional), feelings of being inferior/superior, etc were some of the psychological problems that the two parties usually countered.

79.31% of the subjects also reported that they faced economical problems directly/indirectly due to the conflicts. Absence of sharing (neighbor's) working materials, spending a lot of working hours through listening and/or talking about the conflicting neighbor (takes attention away from other important activities), absence of cooperation for work & financial assistance, etc were among the points indicated by the respondents. The findings of the participants of the focus group discussion and the interview were not different from this.

One of the focus group discussants said that:

...Keruk Zemedie Yekirb Gorebetie. That citation indicates that neighbors are very important in somebody's social relationship and economical aspect. I am a carpenter, for example, and as a carpenter I need money to purchase nails and woods. By the time of financial crisis I face, I usually took money from my neighbor not from my relatives. Therefore, my neighbors played a great role in my families economical improvements. If I don't have good relationship with my neighbors, they can not lend me money and materials and my economical capacity may be in danger at this time.

The focus group discussants and key informants were asked whether conflict has an advantage or not. Hence, regarding the advantage of conflicts, all the respondents including the focus group discussants and interviewees stated that conflicts in poor countries, including the study area don't have any advantage, rather it brought various and very sophisticated social, psychological and economical problems.

Baron & Byrne (1998) on the other hand indicated that the effects of conflicts are not always negative. Conflicts some times encourage both sides to examine the issue more carefully and as a result, to formulate more creative solutions or decisions. This is especially true in cases where participants focus on issues and ideas, and emotions and do not rise to high levels. However, Baron & Byrne (1998) said in most instances, conflict is disruptive and generates negative outcomes.

Table 8: Influence of Communication on Reducing Neighbor Conflicts

| Characteristics | Category | Number | Percent |
|---|----------|--------|---------|
| Do you believe that communicating about the problem between the two conflicting parties alone reduce conflicts? | Yes | 172 | 71.67 |
| | No | 68 | 28.33 |
| | Total | 240 | 100 |

Habermas's (2002) communication theory as cited in Kwaku (2004) stated that elements of a conflict are malleable and that cooperation and meaningful communication between disputants will erase misconceptions and induces mutual agreements. Taking this concept in mind, the researcher made it part of this study.

Out of the total 240 subjects, 71.67% believe that communication between the two persons who are in conflict reduces/minimizes the tension/level of conflict. The result of both the focus group discussions and the interviews also supported this finding. However, they said that it is unusual and uncommon to solve conflicts through discussion between the two conflicting parties alone. Because doing this may requires high level of awareness on the part of the community particularly in the area of handling/managing conflicts in a constructive way. Conflict management trainings/courses were not provided to the community. The participants said that although it is impractical, solving conflict through discussion between the two neighbors who are in conflict is the most time, cost & energy effective as well the most confidential way of handling conflicts.

It is only 28.33% of the respondents who said that communication between the two conflicting parties couldn't reduce conflict. According to this group of respondents, trying to solve conflicts by the two conflicting parties alone (without the involvement of the third party) aggravates/increases the level of conflict because communication generates high level of emotions & they don't have enough skills regarding the techniques on effective communication and handling conflicts in a constructive way.

Table 9: Rank Regarding Ways of Resolving Conflicts

| S. N | Ways of resolving conflicts | Rank | | | | | | | | | | | | | | | |
|---------|--|---------|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-------|-----|
| | | 1st | | 2nd | | 3rd | | 4th | | 5th | | 6th | | 7th | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Through elders 'Shimagiles' | 14 4 | 60 | 33 | 13.75 | 28 | 11.67 | 13 | 5.42 | 1 | 0.42 | 3 | 1.25 | 18 | 7.50 | 240 | 100 |
| 2 | Through friends | 34 | 14.17 | 63 | 26.25 | 64 | 26.67 | 42 | 17.50 | 19 | 7.92 | 5 | 2.08 | 13 | 5.42 | 240 | 100 |
| 3 | Through neighbors | 16 | 6.67 | 51 | 21.25 | 64 | 26.67 | 36 | 15 | 39 | 16.25 | 30 | 12.50 | 4 | 1.67 | 240 | 100 |
| 4 | Through discussion | 17 | 7.08 | 11 | 4.58 | 9 | 3.75 | 28 | 11.67 | 46 | 19.17 | 39 | 16.25 | 90 | 37.50 | 240 | 100 |
| 5 | Going/reporting to authorities such as the kebles, the police and the court | 21 | 8.75 | 48 | 20 | 28 | 11.67 | 70 | 29.17 | 30 | 12.50 | 26 | 10.83 | 17 | 7.08 | 240 | 100 |
| 6 | Making them swear | 6 | 2.50 | 27 | 11.25 | 39 | 16.25 | 34 | 14.17 | 43 | 17.92 | 56 | 23.33 | 35 | 14.58 | 240 | 100 |
| 7 | Just accept the claimed faults and live with it | 2 | 0.83 | 7 | 2.92 | 8 | 3.33 | 17 | 7.08 | 62 | 25.83 | 81 | 33.75 | 63 | 26.25 | 240 | 100 |
| | Total | 240 | 100 | 240 | 100 | 240 | 100 | 240 | 100 | 240 | 100 | 240 | 100 | 240 | 100 | 240 | 100 |

Item 1 from Table 9 above indicated that 60% and 14.17% of household heads rated resolving conflicts through elders/'Shimagiles' and friends, first, respectively. It is only 8.75%, 7.08% of the respondents who ranked resolving conflicts through modern judicial system (going/reporting to authorities such as the kebles, the police and the court) and discussion with the two conflicting parties alone, as first, respectively.

According Table 9, respondents were asked to rate 2nd commonly used way of resolving neighbor conflicts. 26.25%, 21.25% and 20% of the respondent replied that the secondly rated way of managing interpersonal neighbor conflicts is through friends, neighbors and reporting to legal authorities, respectively.

As Table 9, items 4 &7 show, the least used way of resolving neighbors' conflicts. Hence 37.5% of the samples rated resolving conflicts through the discussion of the two conflicting persons alone in the 7th rank.

The participants of the focus group discussions and interviews reflected similar opinions regarding the most commonly used way of managing neighbors' conflicts. Nearly all participants responded that resolving neighborhood conflicts by traditional method is a commonly used method in the study area. They explained that traditional methods of resolving conflicts can be conducted in different ways like through elders/'Shimageles', neighbors and friends. They explained that when ever one thinks of traditional conflict resolution methods, he/she has to think of these three together. They responded that even the modern way of resolving conflicts (judicial system) believes in the importance and effectiveness of traditional methods in resolving neighbors' conflict, although it gives little/no attention to the

traditional systems. There are times that court itself returns neighborhood conflict cases back to elders/ 'shimagiles' to seek sustainable solution to the problems.

One of the participants of the focus group discussions expressed the following related to the most frequently used way of managing neighbors' conflict:

Resolving neighborhood conflicts through 'Shimagiles' is not a recent phenomenon. It goes back to the period of our fathers and grand fathers. The reason why resolving interpersonal conflicts through elders/'shimagiles' is still the widely used method in our living area is because of its effectiveness in resolving interpersonal conflicts by addressing the root causes of the conflict.

In general, handling neighbors' conflict by using the traditional system (elders/'Shimagiles') is the most frequently/commonly used method than the non-traditional way (modern way) of resolving conflicts. On the other hand, managing conflicts through the discussion/open communication between the two conflicting parties alone (without the involvement of the third party) is the least used method of all. Although solving problems/conflicts through discussion are preferable for many reasons, it is uncommon to the target area. This happened perhaps because the conflicting parties may lack the necessary knowledge/training on techniques used for avoiding and resolving conflicts.

Among some of the important techniques used for avoiding and resolving conflicts, that the researcher is talking about, Reece & Brandt (1987) mentioned the following; meet conflict head on, set goals, plan for and communicate frequently, be honest about concerns, agree to disagree (understand healthy disagreement would built better decisions), get individual ego out of management style, recognize mutual

interests, improve listening skills, improve persuasive skills, accept differences, discuss differences in values openly, communicate honestly, provide more data and information than is needed and develop a sound management system, build confidence in recognizing win-win solutions and recognize/admit/process anger and other emotions. Therefore, most of the target community members do not have any training opportunity on the above mentioned skills/ techniques to manage interpersonal neighbors' conflicts.

Table 10: Effectiveness of Traditional and Modern Ways of Resolving Neighbor Conflicts

| S.N | Item | Traditional ways of resolving conflicts | | | | | | | | | | Modern ways of resolving conflicts | | | | | | | | | |
|-----|---|---|------|-------|------|----------|------|-------------------|------|-------|-----|------------------------------------|------|-------|------|----------|------|-------------------|------|-------|-----|
| | | Strongly agree | | Agree | | Disagree | | Strongly disagree | | Total | | Strongly agree | | Agree | | Disagree | | Strongly disagree | | Total | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Cost effective | 172 | 71.7 | 48 | 20 | 13 | 5.4 | 7 | 2.9 | 240 | 100 | 19 | 7.9 | 53 | 22.1 | 91 | 37.9 | 77 | 32.1 | 240 | 100 |
| 2 | Time effective | 148 | 61.7 | 56 | 23.3 | 25 | 10.4 | 11 | 4.6 | 240 | 100 | 13 | 5.4 | 48 | 20 | 77 | 32.1 | 102 | 42.5 | 240 | 100 |
| 3 | Requires less energy | 165 | 68.8 | 42 | 17.5 | 26 | 10.8 | 7 | 2.9 | 240 | 100 | 13 | 5.4 | 38 | 15.8 | 95 | 39.6 | 94 | 39.2 | 240 | 100 |
| 4 | Properly addresses the root causes of the conflict | 60 | 25 | 91 | 37.9 | 30 | 12.5 | 59 | 24.6 | 240 | 100 | 118 | 49.2 | 63 | 26.3 | 35 | 14.6 | 24 | 10 | 240 | 100 |
| 5 | It is participatory (give a chance to the parties to actively participate) | 116 | 48.3 | 36 | 15 | 47 | 19.6 | 41 | 17.1 | 240 | 100 | 57 | 23.8 | 105 | 43.8 | 50 | 20.8 | 28 | 11.7 | 240 | 100 |
| 6 | Satisfies the two conflicting parties on the process and the decision | 57 | 23.8 | 76 | 31.7 | 66 | 27.5 | 41 | 17.1 | 240 | 100 | 69 | 28.8 | 96 | 40 | 46 | 19.2 | 29 | 12.1 | 240 | 100 |
| 7 | It is a commonly & popularly used method to resolve interpersonal conflict | 100 | 41.7 | 58 | 24.2 | 60 | 25 | 22 | 9.2 | 240 | 100 | 42 | 17.5 | 126 | 52.5 | 45 | 18.8 | 27 | 11.3 | 240 | 100 |
| 8 | It is transparent | 90 | 37.5 | 61 | 25.4 | 57 | 23.8 | 32 | 13.3 | 240 | 100 | 42 | 17.5 | 83 | 34.6 | 70 | 29.2 | 45 | 18.8 | 240 | 100 |
| 9 | It is democratic | 37 | 15.4 | 88 | 36.7 | 81 | 33.8 | 34 | 14.2 | 240 | 100 | 124 | 51.7 | 76 | 31.7 | 20 | 8.3 | 20 | 8.3 | 240 | 100 |
| 10 | It is less complex | 104 | 43.3 | 50 | 20.8 | 57 | 24.6 | 29 | 11.3 | 240 | 100 | 41 | 17.1 | 75 | 31.3 | 66 | 27.5 | 58 | 24.2 | 240 | 100 |
| 11 | Less probability of the conflict to reoccur again once it is solved by this method. | 42 | 17.5 | 76 | 31.7 | 60 | 25 | 62 | 25.8 | 240 | 100 | 120 | 50 | 61 | 25.4 | 40 | 16.7 | 19 | 7.9 | 240 | 100 |
| 12 | Creates better chance of communication between the conflicting parties | 98 | 40.8 | 50 | 20.8 | 66 | 27.5 | 26 | 10.8 | 240 | 100 | 49 | 20.4 | 93 | 40.4 | 53 | 22.1 | 41 | 17.1 | 240 | 100 |
| 13 | Quickly responds to crisis | 96 | 40 | 41 | 17.1 | 43 | 17.9 | 60 | 25 | 240 | 100 | 70 | 29.2 | 55 | 22.9 | 35 | 14.6 | 80 | 33.3 | 240 | 100 |
| 14 | It is easily accessible to many people | 106 | 44.2 | 49 | 20.4 | 59 | 24.6 | 26 | 10.8 | 240 | 100 | 45 | 18.8 | 107 | 44.6 | 62 | 25.8 | 26 | 10.8 | 240 | 100 |
| 15 | It is flexible | 82 | 34.2 | 75 | 31.3 | 54 | 22.5 | 29 | 12.1 | 240 | 100 | 74 | 30.8 | 66 | 27.7 | 64 | 26.7 | 36 | 15 | 240 | 100 |
| 16 | Acceptable to both persons who are in conflict | 73 | 30.4 | 60 | 25 | 67 | 27.9 | 40 | 16.7 | 240 | 100 | 43 | 17.9 | 93 | 38.8 | 55 | 22.9 | 49 | 20.4 | 240 | 100 |

The findings of Table 10, items 1, 2 & 3 show that out of the total 240 participants, 71.7%, 61.7% and 68.8% of the participant household heads strongly agree that resolving neighbors' conflicts through traditional way is cost effective, time effective and requires less energy respectively. While 32.1 %, 42.5% and 39.2% of the respondents strongly disagree i.e. strongly dissatisfied with the idea that managing neighbors' conflict by using modern method is cost effective, time effective and requires less energy respectively. Here we can clearly see that traditional way of resolving conflicts is preferred to the modern one in terms of saving the time and resources (money) as well as energy of the conflicting parties.

Related to item 4, 37.9% the respondents agree that traditional method of resolving conflict can properly address the root causes of the conflict while 49.2 % of them strongly agree that resolving neighbors' conflicts by using modern method can address the root cause of the problem. This shows that modern method of resolving conflict is better in addressing the root cause of the conflict than the traditional method.

Table 10, item 5, 7, 8 & 10 indicate that 48.3%, 41.7%, 37.5% & 43.3% of household head participants strongly agree that the traditional method is participatory (gives a chance to the parties to actively participate), commonly & popularly used, more transparent and less complex method compared with the modern system respectively. On the other hand, 43.8%, 52.5%, 34.6% & 31.3% of them agree that modern method is a participatory, commonly & popularly used, more transparent and less complex method in resolving interpersonal conflict respectively.

Table 10, item 6 & 9 also show that 31.7% & 36.7% of the participants agree that traditional method of managing conflict satisfies the two conflicting parties on the

process/the decision and is democratic respectively. 40% of them agree that resolving neighbors' conflicts by using the modern system satisfies the two conflicting parties on the process/the decision. 51.7% of the participant household heads strongly agree that resolving conflicts by using modern judicial system is the democratic method.

Item 11 in Table 10 above shows that, out of the total 240 respondents, 31.7% of them agree that the same conflict has less probability of reoccurring again once it is solved by the traditional method. However, 50% of the participants strongly agree that there is low probability of the conflict to reoccur again once the conflict is managed/solved by the modern method.

Table 10 items 12, 13, 14, 15 &16 indicate that more number of participants strongly agree that the traditional conflict management method creates better chance of communication between the conflicting parties (40.8%), quickly respond to crisis/conflicts (40%), easily accessible to many people (44.2 %), flexible (34.2%) and acceptable to both persons who are in conflict (30.4%). On the other hand, 40.4%, 44.6% & 38.8% of the participants agree that the modern method of resolving neighbor conflict creates better chance of communication between the two parties who are in conflict, is easily accessible and is acceptable to both conflicting parties, respectively. Also 30.8% of the participant household heads agree that the modern method of managing neighbors' conflicts is flexible and 33.3% of them strongly disagree that the modern method can quickly respond to crisis/conflicts.

In congruent to this findings, Assefa (2001) clearly indicated that in addition to being quick to respond to crisis, traditional methods contribute to save the two conflicting parties money, energy and time as well as give access to many people who do not

find the modern system of conflict resolution comfortable, affordable or suited to their needs are among the different advantages of traditional method of resolving conflicts has.

Again in line with these findings, Tigist (2003) as it is cited in Ministry of Federal Affairs and GTZ (2004) indicated that when compared to non-indigenous ones, indigenous mechanism for the resolution and prevention of conflicts are less complex, more time saving and give a chance to parties in conflict to actively participate in solving their own problems and handling their own affairs in their own way.

Table 11:- Group Statistics and Independent Sample Test (t-test)

| Group | N | M | SD | MD | SED | t | df | Sig. (2-tailed) |
|-------------------|-----|---------|---------|--------|--------|-------|-----|-----------------|
| SCORE Traditional | 240 | 46.8667 | 11.7280 | 5.0125 | 0.9082 | 5.519 | 478 | 0.000** |
| Modern | 240 | 41.8542 | 7.7718 | | | | | |

Where N= Number of respondents
M= Mean score of each group
SD= Standard Difference
MD = Mean Difference

SED= Standard Error Difference
df= degree of freedom
** significant at $p < 0.0005$
** significant at $p < 0.05$

Table 11 measures whether there were significant differences between traditional and modern ways of resolving interpersonal neighbor's conflicts in terms of 16 variables. To see the existence of significant differences between these groups, independent sample test (t-test) was employed and the findings were the following.

Therefore, the above table indicates the existence of statistically significant difference between traditional and modern methods in resolving conflicts (t obtained=5.025, df=478, $p < 0.0005$, two tailed).

That means when we compare the two methods of resolving conflicts in terms of 16 variables (being cost effective, time effective, energy effective, addressing the root causes of the conflicts, participatory, satisfying the two parties, popularly/commonly used, transparent, democratic, less complex, solving conflicts sustainably, creating better chance of communication between the two conflicting parties, quickly responding to conflicts, accessible to many people, flexible and acceptable to both persons who are in conflict), it is the traditional method of resolving/managing conflicts which is more effective than the modern method of resolving conflicts.

4.2. Results and of Focus Group Discussions and Interviews

1. Which Conflict Resolution Method is Used Widely in Your Living Surrounding? The Traditional or the Modern System? Which Conflict Resolution Method Saves More Time, Money & Energy? Which Conflict Resolution System is Effective in Dealing with Interpersonal Conflicts at Neighborhood Level?

Many researchers classified conflict resolution methods in to two i.e. traditional and non-traditional (modern judicial system) ones. Based on this classification the researcher investigated the most commonly used way of resolving interpersonal conflicts particularly neighborhood conflicts in the study area. Almost all the focus group discussants and all the key informants replied that the traditional conflict resolution method (through elders/'Shimagiles') is often used by the community so as to resolve/manage neighbors' conflicts than the modern judicial system (through police, court, professionals).

Supporting this finding Assefa (2001) indicted that indigenous mechanisms are widely used and are popular in almost all parts of Ethiopia than the modern ones. Steven (2005) on his part also reported the existence of some unique cultures in African, including Ethiopia, which emphasize resolving of conflicts amicably through elders, traditional leaders, healing and reconciliation rituals.

The focus group discussions and interviews participants were asked to identify which method of resolving conflicts is effective in terms of saving time, money and energy of the two parties who are in conflict. More than three-fourth of the respondents agreed that it is traditional method which is effective in saving the time

and money of the two parties who are in conflict respectively. Most respondents also indicated that it is the traditional method of resolving neighborhood conflict which saves the energy of the two parties.

This finding is in congruent with the findings of the participant household heads. Because, as it is clearly shown in Table 11, when you compare the mean result of the traditional and the modern method in terms of the above mentioned variables (time, cost and energy), it is the traditional which has greater mean i.e. effective in terms of saving, time, cost and energy than the modern method. Similarly, the t-test of the two independent means of the traditional and the modern methods showed the existence of statistically significant differences in terms of time, cost and energy variables.

2. Describe the Role Played by Traditional Conflict Management System? Who are the Participants of Traditional Conflict Management System (in Terms of Age, Sex, Educational Level, etc)? Who Select Them? What are the Selection Criteria?

The other issues discussed with the focus group and interview participants were regarding the age, sex and education background composition of people who are the participants of the traditional system in managing neighbor conflicts. During the discussion more than 95% of the participants explained that it is elders (approximately above age 60 years) who are actively participating as 'Shimagiles'. According to the participants' responses, it is uncommon to see youths as part of 'Shimagile' in the case of the traditional method.

One of the participants of the interviews said;

The reason why youth are not actively involved in neighbors' conflict resolution process is that they are too emotional and lack understanding of the various conflict generating factors (to understand the situation from different perspectives). They also give very little attention to different values/cultures of the society. In order to solve interpersonal conflicts effectively, it is also very necessary to understand the cultures and the values of the society. However, youngsters have problems in taking culture/value as very important component in resolving conflicts compared to elders. Because of these reasons elders are preferred by most society in resolving conflicts.

On the other hand, all respondents indicated that it is the men who are actively involved in resolving neighborhood conflicts. The participants put three reasons on why women are not involved in managing conflicts. These are: (1) The community believes that women do not have much experience of handling neighbors' conflicts. (2) The community believes that women lack tolerance and are very sensitive in handling conflicts. (3) The community believes that women have problems of understanding the cultures/values of the two conflicting parties compared to men.

In line with this idea, Tigist (2003) clearly indicated that one of the weaknesses that traditional conflict resolution method has is that modern ideas like respect for human rights and gender equality are among the issues that are omitted from these indigenous mechanisms.

Although every participant I discussed with agrees on the above ideas, one of the participants of the interviews gave the cases where women participated in resolving interpersonal conflicts; such as:

"Women participate in resolving minor neighborhood conflict cases."

"Women participate in resolving neighborhood conflicts related with sexual intercourse matters."

"Women participate in resolving conflicts when the conflicts are between women."

As is discussed by the participants, most people who are involved in traditional conflict resolution process are people who are uneducated, mostly illiterate/only read and write. It is uncommon to see educated people (people having diploma and above educational background) as part of 'Shimagile' in resolving conflicts.

According to the respondents, it is the community who selects people who participate in resolving conflicts traditionally. As reported by the respondents, there are clearly set selection criteria within the community. Among the criteria mentioned by them, being loyal, truthfulness, confidentiality, experience of handling difficult problems, influential, and persuasive are some of them.

Even during data collection, the researcher also observed that those people who are actively participating in traditional conflict resolution process and taken as a participant of focus group discussion are mostly above 62 years of age, all male and with maximum educational background of elementary school. Although women and youth are the primary victims of conflicts, they are not active participants in traditional mechanism of resolving conflicts. This definitely has effects in the development of their self- confidence, self- esteem and decision making ability.

3. Limitation and Strengths of both Traditional and Modern Conflict Resolution Methods

The findings of Tsega (2000) show the different advantages of traditional method of resolving conflicts including quickly responding to crisis, contributing in saving of the two conflicting parties' money, energy and time as well as giving access to many people who do not find the modern system of conflict resolution comfortable, affordable or suited to their needs.

Respondents were also asked to identify the strengths and weaknesses of both traditional and modern ways of resolving conflicts. Among the strengths of traditional ones mentioned by 60-70% of the focus group participants were the following:

- It gives a better chance for two neighbors who are in conflict to actively participate in the conflict management process (it is participatory);
- Gives an opportunity to the local community to handle their own problem by themselves in their own way;
- Saves the time, energy and money of the two parties who are in conflict;
- Addresses the root causes of the problem and can solve the problem in a more sustainable manner, quickly responds to problems and hence prevents the occurrence of additional problems;
- Unlike the modern judicial system, the traditional conflict resolution mechanisms are free of corruption and graft related incidences that have marred the integrity of modern judicial system;
- The traditional system is also accessible, culturally acceptable and morally binding. The rule of natural justice is observed and nobody is

condemned unheard. This system is regarded as community owned as it is backed and based on customary law, norms and culture;

- It is devoid of bureaucratic processes that have marred modern court system. In case of a dispute, elders can easily convene anywhere in the village and solve the problem. It is a quick and effective way of administering justice;
- The decision is acceptable to both parties in most cases.

The respondents put the above mentioned strengths of traditional method of resolving conflicts as the limitation of modern way of resolving conflicts. That is, this method does not give much opportunity to the two parties to actively participate, it doesn't address the root causes of the problem (it only sees legal aspects) and hence motivate at least one of the parties for further conflict, it is bureaucratic, exposed to corruptions, not accessible to all people, doesn't give attention to culture and norms of the conflicting parties, less acceptable and consume a lot of time, money and energy of the two parties.

On the other hand, when we come to the limitation of the traditional conflict resolution system, the following points were raised:

- The discussants regarded traditional way of resolving conflicts as gender insensitive, since women are culturally not allowed to contribute in the proceedings.
- Civilizations and modernizations are totally irrelevant to traditional conflict resolution mechanisms. For example, this system is not interested in including right issues like women & child rights;

- Age biased (it is older people who are actively participating as 'Shimagile') (it lacks the representation of the different community groups);
- Not supported by trainings;
- This system is prone to bias and favoritism decisions;
- Lack of framework or approach to enforce its rulings;
- Lack of documented references. It is difficult to refer to preceding cases as well as hard to pass on such customary knowledge and practices to future generations.

The reverse of the weaknesses of traditional conflict resolution mechanism are the strengths of the modern judicial system. That is, it is gender sensitive, civilization and modernizations center for this system, represented by different community groups including youth, staffs have more accessible to training and education, less biased and favoritism, has a clear framework /approaches and each files and cases are properly documented so that there is no difficulty of referring the case and to precede it.

Although the above mentioned points are the strengths and weaknesses of the two methods, the participants indicated that it is the traditional conflict resolution method which is the most effective and popularly used by the community in the study area. This finding is similar to what the t-test shows as well as what most researchers wrote.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study provides insight in to the nature and methods of managing interpersonal conflict at neighborhood level of the residents of the two kebeles of Shewarobit town.

This study shows that conflicts occur when individuals or groups are not obtaining what they need or want and are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out. However, most of the time, the individual is very aware of what he or she wants and actively works at achieving the goal.

As the literature reviewed indicated, this study also shows that conflict is an inevitable part of any social relationship. According to Ratzburg (2005) conflict is both destructive and constructive. It is destructive when it takes attention away from other important activities, undermines morale or self-concept, polarize people and groups (reduce cooperation), increases or sharpens differences and leads to irresponsible and harmful behavior (such as fighting, name-calling).

On the other hand, conflict is constructive when it results in clarification of important problems and issues, results in solutions to problems, involves people in resolving issues important to them, causes authentic communication, builds cooperation among people through learning more about each other, joining in resolving the conflict, helps individuals develop understanding and skills and helps

release emotion, anxiety and stress. However, most conflict is negative and should be addressed promptly. The researcher is disappointed on the fact that all of the participants of this study understood conflict as if it is always destructive while it has constructive aspects as stated above.

It is also important to identify conflict management strategies that may be helpful or harmful to a relationship. As long as people engage in social relationships, they will need to develop techniques to manage conflicts. This study indicated that traditional and modern judicial methods of managing interpersonal conflict are the two main strategies used to manage/resolve conflicts. Solving problems through discussion between the two conflicting parties is uncommon in the study area, although it is one of the best/effective methods to manage interpersonal conflicts. Resolving conflict by using the traditional method is the most commonly used and effective method in Shewarobit town as the indicated by the participants of this study. This study also reveals the existence of the weaknesses and strengths of both the traditional and the modern methods of managing conflicts.

Identifying causes can help to deal with the situation, but whatever the cause, conflict must be recognized and dealt with. Dwyer (2006) identified nine main possible causes of conflict including conflict with self, need or wants are not being met, values are being tested, perceptions are being questioned, assumptions are being made, knowledge is minimal, expectations are too high/low, and personality, race, or gender differences are present. These causes are also the causes of the neighbors' conflicts which are investigated in this study area.

5.2. Conclusion

Neighbor conflicts over the use of resources and blockage of the satisfaction of needs and wants are common in the two kebeles of Shewarobit town. Such conflicts are mostly settled by the local elders using the traditional system. Usually in the traditional system, individuals above 60 years are considered to be elders with a social responsibility of keeping peace and stability within the local community.

Regulating and settling conflicts is important to create peaceful societies. The communities need institutions which can promote conflict prevention as well as intervention/prevention mechanisms. Otherwise, conflict together with poverty and illiteracy may lead the community to live a more complicated and miserable life.

This study shows inevitable nature of conflict and the existence of different ways of managing interpersonal conflicts at neighborhood level.

We can conclude that the major findings of this research are the following:

1. Most household heads (89.17%) have been in conflict with their neighbors and it is only 10.83% of them who said that they have never been in conflict with their neighbors.
2. Affaires related to children, land borders and falsified information are the main causes of neighbor conflict mentioned by household heads, focus group discussants and key informants.
3. Out of 214 household heads who were in conflict with their neighbors, 94.86% of them and almost all of participants of the focus group discussion and interview indicated that they have faced various problems as the result of the conflict. 97.53%, 86.21% and 79.31% of household heads encountered

psychological, social and economical problems as the result of conflict with their neighbors, respectively.

4. Out of the total 240 participants, 71.67% believed that communication between the two persons who are in conflict reduce/minimize the tension of conflict, although they said it is impractical in the study area.
5. Most household heads (60%), participants of the focus group discussion and interviewee indicated that traditional way of resolving conflict (through elders/'Shimagiles') is the most commonly used method to manage conflicts than the modern judicial system in the study area.
6. There was statistically significant differences between traditional and non-traditional (modern judicial) methods of resolving conflicts, when it was compared with 16 different variables at alpha level = 0.05. The study shows that traditional method of resolving conflict is more effective than modern method.
7. During focus group discussion more than 95% of the participants explained that it is elders (approximately above age 60) who are actively participating as 'Shimagiles'.
8. All participants of the focus group discussions and the interviews indicated that it is only men who are actively involved in resolving neighborhood conflicts by excluding women & youth.
9. Most people who are actively involved in traditional conflict resolution process are people who are uneducated.
10. Among the strengths mentioned by most participants of the focus group and interview regarding the traditional method were: being participatory, less bureaucratic, free of corruption, address the root causes of the problem, easily accessible to many people, acceptable, norm & culturally friendly, and time,

energy and money effective. The participants put the aforementioned points as weaknesses of modern judicial system.

11. Being gender insensitive, more resistant to change (civilization and modernization), subjected to bias and favoritism, lack of framework or approach to enforce its rulings and problems related with documented references are among the limitations of traditional method of resolving conflicts mentioned by most of the participants. On the other hand, the reverse of the limitations of the traditional method are the strengths of the modern judicial system of managing interpersonal conflicts at neighbors' level.

5.3. Recommendations

It is important to prevent neighbors' conflict before it occurs and manage it if it manifested because most of the time, conflicts can lead to various psychological (like depression, anxiety, fear, and stress), social, economical problems and even lose of life and assets. There are different ways of managing neighbors' conflicts. Managing/solving conflict traditionally, through elders/ 'shimagiles' and managing it through non traditional way (legal institutions like police, court, kebele) are the main ones as indicated above.

The following points are suggested regarding enhancing the efficacy of the traditional as well as modern ways of managing conflicts related to neighbors' conflicts.

1/ There is a loose collaboration, if any, between people who are actively participating in traditional way of resolving conflicts and the modern one. The government fails to appreciate, collaborate and complement the traditional methods of resolving conflicts. Limited understanding of the role played by the traditional method by the state has diminished the efficacy and relevance of this customary institution in conflict management in the Shewarobit town in general and in the two kebeles in particular.

I propose that there should be an increased collaboration and networking between the legal and customary institutions of governance. In particular, the state should recognize and support the traditional way of resolving conflicts and enforce their rulings. A 'systematic combination' of customary and legal institutions in the development and management of interpersonal conflicts may

facilitate cross-cultural understanding, thereby improving the socio-economic development of the study area. However, enforcing the statutory rules on the local community without due consideration for their indigenous norms and values should be avoided on the side of the State.

- 2/ To improve the government's understanding and appreciation of the traditional methods of conflict management, workshops, seminars and meetings between community elders and the government officials (judiciary) should be held. This will ease the existing suspicion between the two institutions.
- 3/ For reference and clarification purposes, traditional conflict resolution mechanisms should be documented, filed and disseminated widely in the society. Future generation would benefit if the processes were documented. The respondents also suggested incorporation of customary law in to the formal education system so as to inculcate the societal norms and laws in to the minds of the future generation.
- 4/ Women and youth should be empowered to actively participate in the traditional conflict resolution process, as they are the majority of the victims of conflicts. Cultural norms and practices that hinder or prohibit participation of women in conflict management activities and public discourses should be changed.
- 5/ Comprehensive research has not been conducted on the issue of neighbor conflict. As more research is being conducted, more information and understanding will be compiled and put into use concerning conflict management. Therefore, more research is needed in this area.

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APPENDIX

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ፕሮግራም
የሳይኮሎጂ ትምህርት ክፍል

I. መግቢያ

የዚህ መጠይቅ ዓላማ በአዲስ አበባ ዩኒቨርሲቲ በሳይኮሎጂ የትምህርት ክፍል በማህበራዊ ሳይኮሎጂ ለሁለተኛ ደረጃ ማሟያ ለሚደረግ ጥናት መረጃ ለማሰባሰብ ነው። ስለሆነም ከዚህ በታች የተጠቀሱት ጥያቄዎች በጥንቃቄ መሞላታቸው ለጥናቱ ስኬታማነት እጅግ አስፈላጊ በመሆኑና የሞሉት መረጃዎችም ሚስጥራዊነታቸው በአስተማማኝ ሁኔታ ስለሚጠበቅ ሁሉንም ጥያቄዎች በጥንቃቄ ደጋጋመው ካነበቡ በኋላ በቅንነትና በታማኝነት እንዲሞሏቸው በአክብሮት እጠይቃለሁ።

ምላሽዎን አማራጩን በማክበብ ወይም ባዶ ቦታዉን በመሙላት ይግለጹ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

አጠቃላይ መረጃ

- 1. ፆታ ሀ/ ወንድ ለ/ ሴት
- 2. እድሜ _____
- 3. ሐይማኖት _____
- 4. ብሔር
ሀ/ አማራ
ለ/ ኦሮሞ
ሐ/ አፋር
መ/ አርጎባ
ሠ/ ሌላ ከሆነ ይግለጹ _____
- 5. የትምህርት ደረጃ
ሀ/ አልተማርኩም
ለ/ ማንበብና መጻፍ
ሐ/ የአንደኛ ደረጃ ትምህርት (ከ1 - 8ኛ ክፍል)
መ/ የሁለተኛ ደረጃ ትምህርት (ከ9 - 12ኛ ክፍል)
ሠ/ የተቋም ሰርተፍኬት ወይም የኮሌጅ ዲፕሎማ (12^{፳1} ወይም 12^{፳2})

ረ/ የመጀመሪያ ዲግሪና ከዚያ በላይ

6. የቤተሰብ አባላት ብዛት

ሀ/ 1

ለ/ 2

ሐ/ 3

መ/ 4 ሠ/ አምስትና ከዚያ በላይ

7. የትዳር ሁኔታ

ሀ/ ያላገባ

ለ/ ያገባ

ሐ/ አግብቶ(ታ) የፈታ(ች)

መ/ ባል የሞተባት

ሠ/ ሚስት የሞተችበት

መመሪያ ሁለት: በጉርብትና አካባቢ የሚከሰቱ ግጭቶችን በተመለከተ መረጃ ለመሰብሰብ የሚከተሉት ጥያቄዎች ተዘገጅተዋል። ጥያቄውን በጥንቃቄ ካነበቡ በኋላ ትክክለኛውን መልስ ይክበቡ ወይም በተሰጠው ክፍት ቦታ ላይ ይሙሉ።

1. ከጎረቤት ጋር ተጋጭተዉ ያዉቃሉ?

ሀ/ አዎ

ለ/ የለም

2. መልስዎ አዎ ከሆነ የተጣሉበት ዋና ዋና ምክንያቶች ምን ምን ነበሩ?

ሀ/ _____

ለ/ _____

ሐ/ _____

መ/ _____

3 ከላይ በተ.ቁ.2 የተዘረዘሩትን ምክንያቶች በጣም ዋና ምክንያት ነዉ ከሚሉት በመነሳት በቅደም ተከተል ያስቀምጡ

ሀ/ _____

ለ/ _____

ሐ/ _____

መ/ _____

4. ከጎረቤትዎ ጋር በመጣላትዎ ያገጠምዎ ችግር አለ?

ሀ/ አዎ

ለ/ የለም

5. መልስዎ አዎ ከሆነ ያገጠምዎትን ችግሮች ይጥቀሱ

ሀ/ _____

ለ/ _____

ሐ/ _____

መ/ _____

6. ግጭትን በተመለከተ በሁለቱ ተጣይዎች መካከል ስለ ችግሩ በግልጽ መነጋገር/መወያየት ግጭቱን ያበርዳል/ይቀንሳል ብለዉ ያምናሉ?

ሀ/ አዎ

ለ/ የለም

7. መልስዎ አዎ ከሆነ እንዴት? የለም ከሆነ ለምን?

8. በአካባቢዎ የተለመዱትን ዋና ዋና የግጭት መፍቻ ዘዴዎችን ይዘርዝሩልን።

መመሪያ ሰነድ: ከዚህ ቀጥሎ የተዘረዘሩት በጉርብትና አካባቢ የሚከሰቱ ግጭቶችን ለመቅረፍ የምንጠቀምባቸው ዋና ዋና ዘዴዎች ናቸው። እርስዎም በአካባቢዎ በአብዛኛው ከሚጠቀሙበት ዘዴ በመጀመር በቀደም ተከተላቸው መሰረት ከ1-7 በደረጃ ያስቀምጡ።

| ተ.ቁ. | የግጭት አወጋገድ ዘዴዎች ዝርዝር | ደረጃ |
|------|--|-----|
| 1. | ግጭቶችን በአባቶች(በሽማግሌዎች) አማካኝነት መፍታት | |
| 2. | ግጭቶችን በጓደኛ አማካኝነት መፍታት | |
| 3. | ግጭቶችን በጎረቤት አማካኝነት መፍታት | |
| 4. | ግጭቶችን በሁለቱ ተጣይዎች መካከል በግልጽ በመነጋገርና በመወያየት መፍታት | |
| 5. | ግጭቶችን በቀበሌ፣ በፖሊስ ፣ በህግ አማካኝነት መፍታት | |
| 6. | ግጭቶችን በመሃላ (በእግዚአብሔር፣ በአላህ፣ ወዘተ. በማስማል) መፍታት | |
| 7. | ጥፋተኛ መሆኑን ተቀብሎ በመኖር ግጭቶችን መፍታት | |

መመሪያ አራት: የሚከተሉት ጥያቄዎች በጉርብትና አካባቢ የሚከሰቱ ግጭቶችን በመፍታት ረገድ ባህላዊ የግጭት አፈታት ዘዴ ምን ያህል ዉጤታማ እንደሆነ ለማወቅ የሚረዱ ናቸው። በመሆኑም ቀጥለው ለተዘረዘሩት ጥያቄዎች ከተሰጡት አራት አማራጮች ዉስጥ ትክክለኛ ነዉ ብለዉ የሚያምኑበትን መልስ አንዱን ብቻ በማክበብ ይምረጡ። (በጣም እስማማለሁ ከሆነ 4፣ እስማማለሁ ከሆነ 3፣ አልስማማም ከሆነ 2ን እንዲሁም በጣም አልስማማም ከሆነ 1ን ያክብቡ።)

| ተ.ቁ | ዝርዝር ነጥቦች | በባህላዊ መንገድ ግጭትን የማስወገድ ዘዴ | | | |
|-----|---|---------------------------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| 1. | የሚያስፈልገዉ ወጪ ተመጣጣኝ ነዉ | 4 | 3 | 2 | 1 |
| 2. | የሚፈጀዉ ጊዜ ተመጣጣኝ ነዉ | 4 | 3 | 2 | 1 |
| 3. | ብዙ ድካምና እንግልት የለዉም | 4 | 3 | 2 | 1 |
| 4. | የግጭቱን መንስኤ በማጤን መፍትሄ ይሰጣል | 4 | 3 | 2 | 1 |
| 5. | ሁለቱን ተጣይዎች አብሮ ለማሳተፍ ዕድል ይሰጣል | 4 | 3 | 2 | 1 |
| 6. | በዉሳኔዉና በአካሄዱ ሁለቱን ተጣይዎች ያረካል | 4 | 3 | 2 | 1 |
| 7. | በስፋት የሚዘወተር ዘዴ ነዉ | 4 | 3 | 2 | 1 |
| 8. | ግልጽ የሆነ ዘዴ ነዉ | 4 | 3 | 2 | 1 |
| 9. | ዲሞክራሲያዊ አካሄድን የሚከተል ዘዴ ነዉ | 4 | 3 | 2 | 1 |
| 10. | በጣም የተወሳሰበ አይደለም | 4 | 3 | 2 | 1 |
| 11. | ግጭቱ አንዴ በዚህ ዘዴ ከተፈታ በኋላ ያዉ ግጭት ተመልሶ የመከሰት እድሉ አናሳ ነዉ | 4 | 3 | 2 | 1 |
| 12. | በሁለቱ ተጣይዎች መካከል ለመወያየትና ለመነጋገር የተሻለ ዕድል ይፈጥራል | 4 | 3 | 2 | 1 |
| 13. | በጣም ለከረረ ጥል አፋጣኝ ምላሽ ይሰጣል | 4 | 3 | 2 | 1 |
| 14. | ብዙ ሰዉ በዚህ ዘዴ በቀላሉ መጠቀም ይቻላል | 4 | 3 | 2 | 1 |
| 15. | በግጭት መፍታት ዘዴዉ ግትር አይደልም፤ እንዳስፈላጊነቱ ለማሻሻልና ለማስተካል ዕድል ይሰጣል | 4 | 3 | 2 | 1 |
| 16. | በሁለቱ ተጣይዎች በኩል ተቀባይነት አለዉ | 4 | 3 | 2 | 1 |

መመሪያ አምስት: የሚከተሉት ጥያቄዎች በጉርብትና አካባቢ የሚከሰቱ ግጭቶችን በመፍታት ረገድ ዘመናዊ የግጭት አፈታት ዘዴ ምን ያህል ውጤታማ እንደሆነ ለማወቅ የሚረዱ ናቸው። በመሆኑም ቀጥለው ለተዘረዘሩት ጥያቄዎች ከተሰጡት አራት አማራጮች ውስጥ ትክክለኛ ነው ብለው የሚያምኑበትን መልስ አንዱን ብቻ በማክበብ ይምረጡ። (በጣም እስማማለሁ ከሆነ 4ን፣ እስማማለሁ ከሆነ 3ን ፣ አልስማማም ከሆነ 2ን እንዲሁም በጣም አልስማማም ከሆነ 1ን ያክብቡ።)

| ተ. ቁ | ዝርዝር ነጥቦች | በዘመናዊ መንገድ ግጭትን የማስወገድ ዘዴ | | | |
|------|---|---------------------------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| 1. | የሚያስፈልገው ወጪ ተመጣጣኝ ነው | 4 | 3 | 2 | 1 |
| 2. | የሚፈጀው ጊዜ ተመጣጣኝ ነው | 4 | 3 | 2 | 1 |
| 3. | ብዙ ድካምና እንግልት የለውም | 4 | 3 | 2 | 1 |
| 4. | የግጭቱን መንስኤ በማጤን መፍትሄ ይሰጣል | 4 | 3 | 2 | 1 |
| 5. | ሁለቱን ተጣይዎች አብሮ ለማሳተፍ ዕድል ይሰጣል | 4 | 3 | 2 | 1 |
| 6. | በውሳኔውና በአካሄዱ ሁለቱን ተጣይዎች ያረካል | 4 | 3 | 2 | 1 |
| 7. | በስፋት የሚዘወተር ዘዴ ነው | 4 | 3 | 2 | 1 |
| 8. | ግልጽ የሆነ ዘዴ ነው | 4 | 3 | 2 | 1 |
| 9. | ዲሞክራሲያዊ አካሄድን የሚከተል ዘዴ ነው | 4 | 3 | 2 | 1 |
| 10. | በጣም የተወሳሰበ አይደለም | 4 | 3 | 2 | 1 |
| 11. | ግጭቱ አንዴ በዚህ ዘዴ ከተፈታ በኋላ ያው ግጭት ተመልሶ የመከሰት እድሉ አናሳ ነው | 4 | 3 | 2 | 1 |
| 12. | በሁለቱ ተጣይዎች መካከል ለመወያየትና ለመነጋገር የተሻለ ዕድል ይፈጥራል | 4 | 3 | 2 | 1 |
| 13. | በጣም ለከረረ ጥል አፋጣኝ ምላሽ ይሰጣል | 4 | 3 | 2 | 1 |
| 14. | ብዙ ሰው በዚህ ዘዴ በቀላሉ መጠቀም ይቻላል | 4 | 3 | 2 | 1 |
| 15. | በግጭት መፍታት ዘዴው ግትር አይደለም፤ እንዳስፈላጊነቱ ለማሻሻልና ለማስተካል ዕድል ይሰጣል | 4 | 3 | 2 | 1 |
| 16. | በሁለቱ ተጣይዎች በኩል ተቀባይነት አለው | 4 | 3 | 2 | 1 |

ስለትብብርዎ በድጋሚ አመሰግናለሁ።

አዲስ አበባ ዩንቨርሲቲ
የድህረ ምረቃ ፕሮግራም
የሳይኮሎጂ ትምህርት ክፍል

II. በጉርብትና አካባቢ ስለሚከሰቱ ግጭቶች መረጃ ለመሰብሰብ ለቡድን ውይይት የቀረቡ የመወያያ ነጥቦች

አጠቃላይ መረጃ

ሀ/. የታ_____

ለ/. ዕድሜ_____

ሐ/. የጋብቻ ሁኔታ_____

መ/. የቤተሰብ አባላት ብዛት_____

ሠ/. የትምህርት ደረጃ_____

1. እርስዎ በሚኖሩበት ሰፈር በጎረቤቶች መካከል ግጭቶችን ሁኔታና መንስኤዎቻቸውን ይግለጹ
2. ባህላዊ የግጭት አፈታት ዘዴ በእርስዎ አካባቢ ግጭትን በመፍታት ረገድ እየተጫወተ ያለውን ሚና ቢገልጹ? በባህላዊ የግጭት ማስወገድ ሥራ እነማን ይሳተፋሉ (በየታ፣ በእድሜ፣ በትምህርት ደረጃ፣ ወዘተ)? ማነው የሚመለምላቸው? የመመልመያ መስፈርቶቹስ ምን ምን ናቸው?
3. ከባህላዊና ከዘመናዊ ግጭት ማስወገጃ ዘዴ በእርስዎ አካባቢ በስፋት የሚዘወተረው፣ ጊዜ ቆጣቢ፣ ገንዘብ ቆጣቢ፣ ድካም ቆጣቢ፣ እንዲሁም ችግርን ከስር ከመሰረቱ በመፍታት ወጤታማና የሚሻለው የቱ ነው? ባህላዊና ዘመናዊ ግጭት ማስወገጃ ዘዴዎች ያላቸውን ድክመትና ጥንካሬ ያብራሩ/ ይግለጹ?
4. በጎረቤቶች መካከል አካባቢ የሚነሱ ግጭቶች በስነ-ልቦና፣ በማህበራዊ ነር፣ በኢኮኖሚና በሌሎች ጉዳዮች ላይ የሚያስከትሉትን ተፅዕኖ በዝርዝር ይገለጹ? ጠቀሜታ ካለውም ያስረዱ?

5. ያለሰነድ ወገን ችግርን በሁለት ግለሰቦች ብቻ በመነጋገር የመፍታት ዘዴ በእርስዎ አካባቢ ምን ያህል የተለመደ ነው? የተለመደ ከሆነ የሚጠቀሙበትን የክኒክ ያብራሩ? ካልተለመደ ምክንያቱ ምንድን ነው? በዚህ ዘዴ ችግርን (ግጭትን) የመፍታትን ዘዴ እርስዎ እንዴት ይመለከቱታል (ጊዜን፣ ጉልበትንና ገንዘብን ከመቆጠብ አንፃር፣ እንዲሁም ችግሩ ሥር ሳይሰድና ግጭቱን በዘላቂነት ከመፍታት አንፃር)

አመስግናለሁ።

አዲስ አበባ ዩንቨርሲቲ
የድህረ ምረቃ ፕሮግራም
የሳይኮሎጂ ትምህርት ክፍል

III. በጉርብትና አካባቢ ስለሚከሰቱ ግጭቶች በቂ መረጃ አላቸው ተብሎ ከታመነባቸው ግለሰቦች መረጃ ለመሰብሰብ የተዘጋጁ የቃል ጥያቄዎች

አጠቃላይ መረጃ

- ሀ/. የታ _____
- ለ/. ዕድሜ _____
- ሐ/. የጋብቻ ሁኔታ _____
- መ/. የቤተሰብ አባላት ብዛት _____
- ሠ/. የትምህርት ደረጃ _____
- ረ/. የስራ ሀላፊነት _____

- 1 በጉርብትና አካባቢ የሚከሰቱ ግጭቶችን ሁኔታ እንዲሁም መንስኤዎቻቸውን እንዴት ያዩታል?
- 2 የጉርብትና ግጭት የሚያስከትለውን ተፅዕኖ ይግለፁ
በስነ ልቦና በኩል _____
በማህበራዊ ህይወት በኩል _____
በኢኮኖሚ በኩል _____
በሌላም _____
- 3 በሚኖሩበት አካባቢ ባህላዊ የግጭት ማስወገጃ ዘዴ የጉርብትና ግጭትን ለማስወገድ በስፋት ይዘወተራል? የጠቡን መንስኤ በትክክል በመለየትና መፍትሔ በመስጠት ረገድ ምን ያህል ውጤታማ ነው? ይህ ዘዴ ገንዘብን፣ ጉልበትንና ጊዜን በመቆጠብ ረገድ ያለውን አስተዋፅኦ ይግለፁ?
- 4 የባህላዊ ግጭት ማስወገጃ ዘዴ ያለውን ድክመትና ጥንካሬ ያብራሩ

- 5 ዘመናዊ (ባህላዊ ያልሆነ) የግጭት ማስወገጃ ዘዴ ምን ያህል ይዘወተራል? የጠቡን መንስኤ በትክክል በመለየትና መፍትሔ በመስጠት ረገድ ምን ያህል ውጤታማ ነው? ይህ ዘዴ ከባህላዊ የግጭት ማስወገጃ ዘዴ ጋር ሲወዳደር ጊዜን፣ ገንዘብንና ገልበትን በመቆጠብ ረገድ ምን ያህል ውጤታማ ነው?
- 6 ዘመናዊ (ባህላዊ ያልሆነ) የግጭት አወጋገድ ዘዴ ያለውን ድክመትና ጥንካሬ ይግለጹ።
- 7 በሁለት ተጣይዎች መካከል ችግርን በመነጋገርና በመወያየት መፍታት ምን ያህል የተለመደ ነው? የተለመደ ከሆነ የሚጠቀሙበትን ልዩነት ያብራሩ? የተለመደ ካልሆነ ምክንያቱ ምንድን ነው?
- 8 እርስዎ በግልጽ ግጭትን በሁለቱ ተጣይ ግለሰቦች ብቻ ያለሦስተኛ ወገን በመነጋገር መፍታት ያለውን ጠቀሜታ እንዴት ያዩታል?
- 9 በሁለቱ ተጣይ ግለሰቦች መካከል ብቻ ስለ ችግሩ መነጋገር ግጭቱን ያረግባል ብለው ያምናሉ?
- 10 ባህላዊና ዘመናዊ የግጭት አወጋገድ ዘዴዎች ግጭትን በመፍታት ረገድ ውጤታማ ስራ እንዲሰሩ ምን መደረግ አለበት ብለው ያምናሉ? ቢያብራሩ።

አመስግናለሁ።

Addis Ababa University
School of Graduate Studies
Department of Psychology

I. Introduction

You are kindly invited to participate in a research study investigating the nature ways of managing interpersonal conflicts at neighborhood level in two kebeles of Shewarobit town. The study is being conducted for a partial fulfillment of MA thesis in social psychology stream from the department of psychology at Addis Ababa University.

“Thank you in advance”

Background Information

Instruction 1: The background questions below will be treated confidentially and will be used only to help interpret responses on the other parts of this survey instrument. Please read each of the following items carefully and encircle the number of each item or fill the blank space as required.

1. Sex
a/ Male
b/ Female
2. Age _____
3. Religion _____

4. Ethnicity

a/ Amhara

b/ Oromo

c/ Afar

d/ Argoba

e/ Other please specify _____

5. What is your highest level of education?

a/ Illiterate

b/ Read & write only

c/ Elementary education

d/ high school

e/ Certificate or college diploma

f/ First Degree & above

6. The number of family member

a/ 1 b/ 2 c/ 3 d/ 4 e/ 5 & more

7. What is Your marital status

a/ Not married

b/ Married

c/ Divorced

d/ Widowed

Instruction 2: To gather information on interpersonal conflict at the neighborhood level, the following open and close ended questions are prepared. Please read each of the following items carefully and encircle the answer you choose for each item or state them in brief in the space provided.

1. Have you ever been in conflict with your neighbor/s?

a/ Yes b/ No

2. If your answer is 'yes', what are the main causes of conflicts with neighbors?

1. _____
2. _____
3. _____
4. _____
5. _____

3. Put the above mentioned causes of interpersonal conflicts in their hierarchical order (form the main to the lesser one)

1. _____
2. _____
3. _____
4. _____
5. _____

4. Did you face problems as the result of conflict with your neighbors?

a/ Yes b/ No

5. If your answer is 'yes', what kinds of problems do you faced as the result of conflict with your neighbors?

1. _____
2. _____
3. _____
4. _____
5. _____

6. Do you believe that communicating about the problem between the two conflicting parties reduce conflicts?

a/ Yes b/No

7. If you say 'yes', how? and if you say 'no', why?

8. Please mention the main ways of resolving conflicts in you living surrounding?

Instruction 3: The following are the main systems that are used to manage/resolve interpersonal conflicts occurred at neighborhood level. Rank them orderly by giving 1 up to 7 from the most frequently used (1) to the lesser one (7) in the space provided.

| No | Lists of Conflict management systems | Rank |
|----|--|------|
| 1. | Through Elders /'Shimaglie' mediating between the conflicting parties | |
| 2. | Through friends mediating between the conflicting parties | |
| 3. | Through neighbors mediating between the conflicting parties | |
| 4. | Through discussing and working out the differences within the conflicting neighbor | |
| 5. | Going/reporting to authorities such as the kebles, the police and the court | |
| 6. | Making them swear (in the name of god or saint) that they have not done/will not do the claimed activities | |
| 7. | Just accept the claimed faults and live with it | |

Instruction 4: The following listed questions that are used to measure the effectiveness of traditional way of resolving conflicts in the case of neighbor conflict. You are expected to give mark for each item and each item has a maximum point of 4 and a minimum of 1 points.

4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree

| S.N | List of Items | Traditional Way of Resolving Conflict | | | |
|-----|---|---------------------------------------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| 1. | Cost effective | | | | |
| 2. | Time effective | | | | |
| 3. | Requires less energy | | | | |
| 4. | Properly addresses the root causes of the conflict | | | | |
| 5. | It is participatory (give a chance to the parties to actively participate) | | | | |
| 6. | Satisfies the two conflicting parties on the process and the decision | | | | |
| 7. | It is a commonly & popularly used method to resolve interpersonal conflict | | | | |
| 8. | It is transparent | | | | |
| 9. | It is democratic | | | | |
| 10. | It is less complex | | | | |
| 11. | Less probability of the conflict to reoccur again once it is solved by this | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| | method. | | | | |
| 12. | Creates better chance of communication between the conflicting parties | | | | |
| 13. | Quickly responds to crisis | | | | |
| 14. | It is easily accessible to many people | | | | |
| 15. | It is flexible | | | | |
| 16. | Acceptable to both persons who are in conflict | | | | |

Instruction 5: The following listed questions that are used to measure the effectiveness of modern way of resolving conflicts in the case of neighbor conflict. You are expected to give mark for each item and each item has a maximum point of 4 and a minimum of 1 points.

4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree

| S.N | List of Items | Modern Way of Resolving Conflicts | | | |
|-----|--|-----------------------------------|---|---|---|
| | | 4 | 3 | 2 | 1 |
| 1. | Cost effective | | | | |
| 2. | Time effective | | | | |
| 3. | Requires less energy | | | | |
| 4. | Properly addresses the root causes of the conflict | | | | |
| 5. | It is participatory (give a chance to the parties to actively participate) | | | | |
| 6. | Satisfies the two conflicting parties | | | | |
| 7. | It is a commonly & popularly used method to resolve interpersonal conflict | | | | |
| 8. | It is transparent | | | | |
| 9. | It is democratic | | | | |
| 10. | It is less complex | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 11. | Less probability of the conflict to reoccur again once it is solved by this method. | | | | |
| 12. | Creates better chance of communication between the conflicting parties | | | | |
| 13. | Quickly responds to conflicts/crisis | | | | |
| 14. | It is easily accessible | | | | |
| 15. | It is flexible | | | | |
| 16. | Acceptable to both persons who are in conflict | | | | |

"Thank you again"

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Department of Psychology

II. Guide line for focus group discussion on nature and ways of managing interpersonal conflicts at neighborhood level

General Information

- A. Sex _____
- B. Age _____
- C. Marital status _____
- D. Number of family members _____
- E. Educational level _____

1. Discuss the nature and causes of interpersonal conflicts at neighborhood level in your living surrounding?
2. Describe the role played by traditional conflict management system? Who are the participants of traditional conflict management system (in terms of age, sex, educational level, etc)? who select them? What are the selection criteria?
3. Which conflict resolution system is used widely in your living surrounding? The traditional or the modern system? Which conflict resolution system saves more time, money & energy? Which conflict resolution system is effective in dealing with

interpersonal conflicts at neighborhood level? What are the limitations and strengths of each system?

4. Discuss the psychological, social, economical and other effects that neighbors' conflicts have. Discuss the advantages of interpersonal conflicts, if it has any.
5. How commonly used that solving the conflict only by the two conflicting parties through communication in your living surrounding? If it is common what communication techniques do they use? If it is not common what are the reasons? How do you see the importance/effectiveness of solving conflicts by the two parties through communication (in terms of time, money, energy& solving the problem before it aggravates and in a sustainable way?

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School of Graduate Studies
Department of Psychology

III. Unstructured interview with key informants on nature and ways of managing interpersonal conflicts at neighborhood level

General Information

- A. Sex _____
- B. Age _____
- C. Marital status _____
- D. Number of family members _____
- E. Educational level _____
- F. Job responsibility _____

1. How do you see the nature and causes of interpersonal conflict at neighborhood level?
2. Explain the consequences/effects that interpersonal conflicts at neighborhood level have:

Psychologically _____

Socially _____

Economically _____

Others _____

3. Does traditional conflict resolution method commonly used in managing neighborhood conflicts in your living surrounding? How do you see the effectiveness of this method? Does this method time & cost effective and need less energy?

4. What are the limitations and strengths of the traditional conflict management method?
5. Does commonly used modern way of managing interpersonal conflict the commonly used method in your surrounding areas? How effective this method is in solving conflicts at grass root level? Does this method time and cost effective and take less energy compared to the traditional one?
6. What are the limitations and strengths of modern conflict management method?
7. Is it common to solve interpersonal conflicts at neighborhood level only by the two conflicting parties, without involvement of the 3rd party?
 - If you say 'yes', what communication techniques they use to solve conflicts effectively?
 - If you say 'no', why?
8. How do you see the importance/relevance of solving conflicts through self-discussion/communication by the two conflicting parties?
9. Do you believe that communicating about the problem between the two conflicting parties reduce the level/ tension of conflicts?
10. What should be done to make both traditional and modern conflict resolving methods effective in solving interpersonal conflicts?

IV/.Row Scores of Household Heads' on the Traditional and Modern Ways of Managing Interpersonal Neighbor Conflicts

| Code | Tr. | Mo | Code | Tr. | Mo | Code | Tr. | Mo | Code | Tr. | Mo. |
|------|-----|----|------|-----|----|------|-----|----|------|-----|-----|
| 001 | 36 | 46 | 041 | 57 | 46 | 081 | 43 | 35 | 121 | 57 | 35 |
| 002 | 57 | 38 | 042 | 58 | 39 | 082 | 37 | 53 | 122 | 53 | 35 |
| 003 | 56 | 40 | 043 | 59 | 40 | 083 | 34 | 46 | 123 | 59 | 36 |
| 004 | 59 | 40 | 044 | 58 | 41 | 084 | 57 | 33 | 124 | 57 | 32 |
| 005 | 53 | 37 | 045 | 59 | 41 | 085 | 35 | 46 | 125 | 57 | 40 |
| 006 | 57 | 39 | 046 | 56 | 36 | 086 | 51 | 48 | 126 | 55 | 40 |
| 007 | 34 | 48 | 047 | 57 | 42 | 087 | 37 | 43 | 127 | 59 | 41 |
| 008 | 36 | 44 | 048 | 57 | 32 | 088 | 57 | 44 | 128 | 45 | 39 |
| 009 | 55 | 34 | 049 | 36 | 48 | 089 | 58 | 36 | 129 | 32 | 49 |
| 010 | 36 | 47 | 050 | 57 | 36 | 090 | 54 | 39 | 130 | 32 | 51 |
| 011 | 31 | 52 | 051 | 60 | 43 | 091 | 32 | 52 | 131 | 48 | 40 |
| 012 | 53 | 38 | 052 | 57 | 29 | 092 | 57 | 37 | 132 | 45 | 38 |
| 013 | 32 | 54 | 053 | 33 | 48 | 093 | 31 | 52 | 133 | 55 | 41 |
| 014 | 59 | 45 | 054 | 35 | 48 | 094 | 53 | 40 | 134 | 42 | 36 |
| 015 | 37 | 47 | 055 | 39 | 41 | 095 | 42 | 54 | 135 | 55 | 25 |
| 016 | 37 | 48 | 056 | 60 | 36 | 096 | 56 | 43 | 136 | 59 | 41 |
| 017 | 35 | 48 | 057 | 40 | 47 | 097 | 33 | 49 | 137 | 58 | 42 |
| 018 | 62 | 33 | 058 | 59 | 40 | 098 | 26 | 49 | 138 | 62 | 35 |
| 019 | 34 | 53 | 059 | 32 | 54 | 099 | 57 | 20 | 139 | 36 | 49 |
| 020 | 59 | 37 | 060 | 57 | 40 | 100 | 37 | 51 | 140 | 54 | 35 |
| 021 | 51 | 45 | 061 | 57 | 41 | 101 | 56 | 42 | 141 | 57 | 34 |
| 022 | 55 | 28 | 062 | 38 | 47 | 102 | 58 | 42 | 142 | 34 | 48 |
| 023 | 54 | 29 | 063 | 58 | 38 | 103 | 56 | 40 | 143 | 56 | 36 |
| 024 | 51 | 32 | 064 | 34 | 46 | 104 | 58 | 38 | 144 | 58 | 42 |
| 025 | 36 | 46 | 065 | 37 | 50 | 105 | 60 | 39 | 145 | 31 | 54 |
| 026 | 37 | 46 | 066 | 55 | 37 | 106 | 33 | 45 | 146 | 60 | 39 |
| 027 | 39 | 47 | 067 | 56 | 24 | 107 | 57 | 44 | 147 | 60 | 41 |
| 028 | 45 | 48 | 068 | 56 | 39 | 108 | 42 | 36 | 148 | 38 | 38 |
| 029 | 37 | 42 | 069 | 54 | 46 | 109 | 54 | 39 | 149 | 55 | 35 |
| 030 | 37 | 45 | 070 | 42 | 36 | 110 | 33 | 47 | 150 | 57 | 40 |
| 031 | 58 | 20 | 071 | 45 | 38 | 111 | 53 | 31 | 151 | 29 | 53 |
| 032 | 57 | 40 | 072 | 45 | 38 | 112 | 55 | 32 | 152 | 36 | 51 |
| 033 | 39 | 42 | 073 | 60 | 33 | 113 | 48 | 42 | 153 | 59 | 41 |
| 034 | 57 | 20 | 074 | 48 | 32 | 114 | 54 | 37 | 154 | 56 | 30 |
| 035 | 38 | 44 | 075 | 31 | 48 | 115 | 56 | 29 | 155 | 59 | 35 |
| 036 | 60 | 20 | 076 | 54 | 27 | 116 | 57 | 36 | 156 | 57 | 41 |
| 037 | 41 | 44 | 077 | 26 | 57 | 117 | 60 | 28 | 157 | 52 | 38 |
| 038 | 52 | 30 | 078 | 44 | 51 | 118 | 58 | 41 | 158 | 56 | 39 |
| 039 | 58 | 20 | 079 | 29 | 51 | 119 | 60 | 32 | 159 | 34 | 50 |
| 040 | 39 | 38 | 080 | 29 | 52 | 120 | 36 | 47 | 160 | 62 | 30 |

Declaration

I, the undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the theses have been acknowledged.

Name: Workayehu Bizu

Signature: _____

Date: July/2007

This thesis has been submitted for examination with my approval as university advisor.

Name: Habtamu Wondimu (Prof)

Signature: _____