



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

MASTER THESIS ON:

**CONFLICT MANAGEMENT IN GOVERNMENTAL SECONDARY SCHOOLS:
THE CASE OF LEMI KURA SUB-CITY, ADDIS ABABA.**

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**June 17/ 2025
ADDIS ABABA, ETIOPIA**

DECLARATION

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

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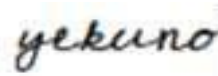
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APPROVAL SHEET

This is to certify that the thesis entitled “Conflict Management in Governmental Secondary Schools: The case of Lemi Kura Sub-city , Addis Ababa,” submitted in partial fulfillment of the requirements for the Degree of Master of Arts with specialization in Educational Planning and Management, the Graduate Program of College of Education and Language Studies, has been carried out by Zelalem Moges, under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

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ACRONYMS AND ABBREVIATIONS

- AA - Addis Ababa
- ASA - Annual Statistical Abstract
- BESO - Basic Education System Overhaul
- EC - Ethiopian Calendar
- FGD - Focus Group Discussion
- LK - Lemi Kura
- MoE - Ministry of Education
- NGO - Non-Governmental Organizations
- PTSA - Parent Teacher Student Association
- SPSS - Statistical Package for Social Sciences

ABSTRACT

The purpose of the study was to assess sources and analyze the current practice of students, teachers and principals' conflict management in Addis Ababa city Administration, Lemi Kura Sub-city Governmental secondary schools. Both quantitative and qualitative approaches were used to collect and analyze the data. Questionnaire, interview, focused group discussion and document analysis were used to collect data from 155 teachers and 105 class monitor students using Yemane (1967) formula sampling technique; 12 principals, 9 supervisors and 21 parent-teacher-student association were selected using purposive sampling technique. The schools in Lemi Kura Sub-city governmental secondary schools were also selected by using purposive sampling techniques. Questionnaire was the main instrument of data collection while interview, focused group discussion and document analysis were also utilized to substantiate the data gained through the questionnaire. Percentage was employed to analyze the quantitative data, while qualitative data which was obtained through open ended questions, interview and document analysis were analyzed using narration. The finding of the study show that, conflict in these schools viewed as a destructive and teachers were scared of being victim out of conflicting situations. Dissatisfaction with the decisions made by school principals, dissatisfaction for working on tasks, improper work load, poor communication, poor collaboration and relationship between teachers and school principals, lack of management skills, distorted information, unfair evaluation of teachers performance, peer pressure, academic Competition, bullying and unfair resource distribution were the sources of conflict in these schools. This study tells that collaborative, compromising approach, mediations, negotiation, bargaining, separating the school community from the problems and problem solving were the strategies used to minimize conflict in the schools of study area. Overall, the researcher emphasized the importance of developing and implementing proactive conflict management strategies in the Sub-city governmental secondary schools to promote a culture of collaboration, cooperation and civility among all members of the school community

CHAPTER ONE

1. INTRODUCTION

This chapter presents background information on why the study was conducted and to what circumstances it studies. Those were made to show the significance of identifying problems as well as to fill the problem gap which was identified through the study.

1.1. Background of the Study

Education is a process by which human beings spread the experiences, new findings and values accumulated over the years for survival and development through generations. Education enables individual and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. It plays the role in the promotion of respect for human right and democratic values through creating the condition for equality, mutual understanding and cooperation among people (MoE, 1994). Marietta (2000), defined conflict as a struggle over values or claim to status concordance to achieve one`s own goal. Conflict management is an essential skill in any educational environment, and secondary schools in our world. Effective conflict management can lead to a more harmonious school environment, fostering both academic and personal growth among students and staffs. Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues are some of the factors that can lead to conflict in schools (Swart, 2001). At the same time, competition for scarce resources, differences in value and inconsistencies among educators and learners are some of the factors that can lead to conflict in schools (Calitz, Ffuglestad & Lilli Jord (2002).

Conflict resolution involves the reduction, elimination, or termination of undesired intervention in the education system. Hence, conflict resolutions tend to use terms like negotiation, bargaining, mediation or arbitration. However, conflict may have either positive or negative effect on organizational performance, depending on the nature of the conflict and how it is managed (Armstrong, 2009). Principals and teachers do involve in conflict resolution and management in the school system on issues related how to manage and practice academic and behavioral aspects (Ayalew, 1991).

The principals and teachers do have constraints than any other member of the society as they may be required to be diligent, honest and responsible, irrespective of the conflicts that could arise in the schools while performing these roles. Therefore, when conflict arises, they have to manage with a view to resolve them, using either of these strategies; integrating, compromising, avoiding, and dominating. Integrating strategy focuses on

gathering and organizing information; at the same time, it encourages creative thinking and welcomes diverse perspectives.

The Ethiopian education has brought an increasing demand for better accesses and quality improving system of education which has increasing effect on the number and the quality of skilled manpower making the management of the school more alert and problem solving. In all organizations, such as schools and colleges, have conflict potentials since they are a collection of people with diverse personality. Edgewise, (2003) and Akin won mi (2005) pointed out that a total absence of conflict in any organization would be unbelievable, impossible, undesirable, boring, and a strong indicator for such conflict.

Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. The way conflict is handled determines whether it is constructive or destructive (Deutsch and Coleman (2000)). Conflict is disagreement and argument about something important. If two persons or groups are in conflict, they have had series disagreement or argument and have not reached argument. International conflict does not always include conflict states. The conflict could be inside the state, boarder's and still considered as an international conflict. If it is a treat to international peace and universal values, such as human right for self-determinations are violated. You can use global to describe something that happen in all parts of the world or affects all parts of the world. According to Fisher, (1999) and Best, (2006) conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feeling towards each other. Conflict is human and social problems which involve mutual hostility differences, disagreements, opposition resulting to man's inhumanity to man, use of violence, and turning point or crisis, which can escalate to the level of psychological warfare, physical or naked war. Conflict has the potential for either a great deal of destruction or match creativity and positive social change.

According to, Toby (1999) school effectiveness has been used to describe concern with exploring different within the school and focuses on the student' progress that might be expected, considering their background initial attainment. (Thomson, 2000) describe what an effective school looks like in which students progress farther than might be expected consideration from its intake and an effective school adds extra value to its student outcome in comparison with the other schools. In addition, conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feeling towards each other (Fisher, 1990). Conflict has the potential for either a great deal of destruction or much creativity

and positive social change (Kriesberg, 1998). Therefore, it is essential to understand the basic process of conflict so that; we can work to maximize productive outcomes and minimize destructive ones.

Conflicts are inevitable in any human institutions in most circumstance and situation, moreover presently continues to be a factor in academic life in education (Margaret, 2007). More teachers and administrative workers identify school administrators with the bureaucratic structure, its centralization of authority and rigid prescription of behavior which do not understand the new paradigm underlying and driving transformation and cannot adapt their work style accordingly.

According to Toby (1999), there are specific reasons why functional conflict occurs, and these need not necessarily be seen as bad or destructive. Conflict can be significant as well as beneficial. It is beneficial when it indicates that a problem exists and so act as a warning sign of potential problems. However, there is no empirical data that show why rise in these schools conflict. Therefore, the researcher was study the conflict management issues of Lemi Kura Sub-City governmental secondary schools. Conflict in schools takes various forms. On the one hand, teachers do not get along with administrators. On the other hand, administrators exert pressure on teachers for the uninterrupted operation of school work. As a result, it is now common to speak about the occurrence of conflict between teachers and administrator in schools (Bekele,1985).

Conflict and its management seem to be inherent factor in school system. According to Canada (1994) by indicating the cause he says that “whenever there is interaction there is conflict and it can be consider as an expression of hostility, antagonism and misunderstanding. Conflict often made on different condition and it originates from various sources and it can be classified on the basic levels. According to (Holt,1993) dealing common characteristics of conflict, there are four basic types of conflict. These are: conflict within individual (intrapersonal conflict), conflict between individuals (interpersonal conflict), conflict within or between groups and organizational conflict that occurs within or between organizations that exist to some extent in all organization and natural part of social relationship.

It is also worthy to note that conflict is not always destructive; rather it is important element for growth and development of the school. The occurrence of conflict in school might be considered as challenging and difficult. But it is more essential to be enhancement of the teaching-learning process; Blass and Robert (1994) indicate that many types of conflict are considered normal and even necessary for the organization change and improvement. Supporting this idea Sign H. (1995) said conflict is necessary for an

organization's health and its effective functioning. For one thing conflict to surface hidden problem. Then be attend to moreover, people are stimulated to search for improved approach. Hence, school where conflicts are encountered effective management essential. As Robbins (1996) noted, the goal of effective management is not eliminate conflict: rather it is to create the right intensity of conflict so as to reap its functional benefit.

Conflict in schools may arise in different forms. For instance, teachers do not seem to get along with school principals. They do not want to follow school rules and regulations. On the other hand, educational leaders (principals) seem to put pressure on teachers for the uninterrupted operation of the school work. The causes may be difference in individual objectives to that of school objectives, difference in teachers value and perception to that of school leaders, disagreement about teachers role requirement, teachers work activities, individual teachers approaches by their nature and diverse style, and breakdown in communication channel are the main sources of this conflict (Plunkett & Raymond, 1994). As a result, it is now common to speak about the usual occurrence of conflict between principals and teachers. By indicating the causes, Chandan (1994:271) wrote, "wherever there is interaction, there is conflict and it can be considered as an expression of hostility, antagonism and misunderstanding." Therefore, the task confronting school principals and teachers is to find appropriate ways of reducing conflict such as compromising and negotiation in the school management system (Stader, 2000: 6). Compromising requires individuals to cooperate and exchange ideas. This involves a great deal of negotiation and requires the individuals to be flexible. Dipaola and Hoy (2001: 238) support this approach by mentioning that understanding differences in conflict issues and the relationship between conflict and change helps the school principals and teachers to improve the school climate. The school principal has to ensure that the programme and activities of the school are planned, designed, coordinated and integrated to satisfy the needs of the teachers in the school, the needs and the expectations of the society and meet the educational goals and objectives of the school (Taiwo, 2010).

Moreover, different conflict management strategies such as integrating, compromising, avoiding, dominating, etc. in school have been discussed in common by different scholars at different time such as, Robbins (1989), Chandan (1994), Plunkett and Raymond (1994), Owens (1998), Ghaffar (2004), and Kupparum (2010). Also researchers like, Fikru (1993), Gonie (1998), Gebretensay (2002) and Amare (2013) have done their contribution in Ethiopian context how to manage conflict in reasonable and balanced manner in school environment. Even though, a great deal of effort have been made by different researchers in investigating conflict in schools and its management strategies, still there are wide gaps

of conflict management practices in almost all schools of Ethiopia. The same thing is true in Addis Ababa city Administration, Lemi Kura Sub -city secondary schools. Now a day, the key issue in Ethiopian school system is to bring quality of education at all levels of education system. To achieve this, managing conflict in schools and give better decisions to resolve conflicts at school level is devoted for improved quality of education in grassroots level. Because conflict in schools made calm the teaching learning process in schools and the effects may be drop out, absenteeism and failures of learners in the success of education.

Therefore, as long as there are interactions in school organization, effective conflict management is essential and school principals and teachers are expected to know the causes of conflict and the possible conflict resolution strategies for smooth operation of schools. To this end, the researcher tried to focus on the causes and management of conflicts as well as the strategies to resolve conflicts between students, teachers and school principals in the case of Lemi kura Sub-city governmental secondary schools.

1.2. Statement of the Problem

Conflict between students, teachers and school leaders clash is inevitable phenomena of life that is realities in any organization. However, educational leaders and teachers might be unable to know and identify the level of conflict and its source clearly. Besides, there could be lack of clear and standardize strategies of conflict management and absence of active stakeholders participation to solve the school problems (Gonie1998). Due to these case authors indicate conflict in different ways. Dzurgba (2006) indicate that conflicts could be settled through dialogue and also could be persuaded to peace without further problems. Conflicts are unavoidable aspect of our lives. This is not a problem itself, as conflict may lead to positive change, problem arise when conflicts are solved, not by negotiation but violence the result of conflict among individuals. The current focus of the ministry of education is to improve the quality of education.

In a school setting, conflict may arise if leadership within a school does not clearly communicate what is needed and expected from teachers or if what is needed from teachers is unreasonable. When faulty communication is used, individuals generate false assumptions about what is expected. This can lead to disagreement regarding the school's mission, direction, or the objectives and strategies used to accomplish its mission (Center for the Prevention of School Violence, 2002).

The administrative procedures, the capacity of education officials, the nature of their responsibility and accountability, their experience of education management and governance, communication channels, and their individual characteristics all affect the

relationship between teachers and school principals (MoE, 2007). The current focus of the ministry of education is to improve the quality of education.

So, to achieve these objectives, it is worth to study the practice of conflict management between school administrators and teachers are one of the major causes for reducing the quality of our education system. Bekele, (1985) and Fikru (1993) have indicated that, conflicts are realities in Ethiopian schools. In line with these findings, the ministry of education reports stated the following major conflict generating factors: dissatisfaction of some teachers, unnecessarily domination of principals and dissatisfaction in performance evaluation system lack of fulfilling transfer requests of staff and over loading with co-curricular and vocational subject. Moreover, Gonie (1998) concluded based on his findings that, individual characteristics situational factors, structural related factors, and current causes were the major conflict generating factors. Among these major causes of conflict, teachers' performance evaluation system and the practice of the career development were the main problems for the development of conflict between teachers and principals in Amhara National Regional state secondary schools.

Amare (2013), in his finding reported that, improper distribution of man power, perception of conflict issues, inadequate allocation of budget by local governing bodies and competition for scarce resources in schools were seen as the main problems and sources of conflict in Jimma Zone primary schools which were accredited by teachers and principals. However, roles of vice principals and parent- teacher-student association (PTSA) in managing school conflicts, challenges to resolve conflicts in schools as well as conflict resolution mechanisms such as mediation and inventing options for mutual gain were not touched in the above stated researchers in different areas of Ethiopian governmental schools. Hence, since conflict has a dynamic nature, this study aimed at to fill the gap of the stated researches.

On top of this, from the researcher personal observation and subjective evidence obtained through his twenty years experiences as a teacher, supervisor and senior expert in the study area, now a day it is common phenomenon to observe the frequent existence of conflict in these schools. Thus, the perception and attitude of school leaders and teachers about conflict and its management strategies seems inappropriate. They see conflict as destructive rather than productive element due to lack of effective conflict resolution mechanisms and in adequet training for teachers and principals hinder the timely and constructive management of disputes . This results in escalation of conflicts, increased school dropout rate, poor academic performance and psychological distress among students. These circumstances moreover inspired the researcher to conduct an

investigation on the problem. Hence, in light of the stated problems, the major purpose of this study was to examine the current practice of students, teachers and principals conflict management as well as its resolution strategies in Addis Ababa city administration Lemi Kura Sub-city governmental secondary schools.

In Ethiopian secondary schools there were many scholars studied about conflict management in different areas and time. Such as; Yasin M. et al (2019) Wolayita and Dawro, Demek S.(2020) North Showa, Tamiru L. et al. (2021) Ilubabor, Amare (2013) Jima and Geneti B. (2023) East Wollega. Here's a common and study-specific gaps from the recent Ethiopian research on conflict management in secondary schools were; Limited geographic scope, neglect of students and vice-principals involvement, neglect PTSA involvement.

Therefore, this study differs from the other past studies by area of the study, time, e-schooling system and modern technology apply in the schools, and to fill the gap stated above. In addition the researcher where observe highly distractive conflict among students, teachers and principals in the year (2014) and (2015) E.C in Lemi Kura sub city specially in Edget chora secondary school. Hence, this study tends to identify conflict management strategies used by principals and teachers in students' conflict resolution and their related implications in internal school administration.

1.3. Basic Research Questions

This study attempts to answer the following four basic research questions.

- 1.3.1. What are the common sources and types of conflicts among students, teachers, and principals in the school?
- 1.3.2. What are the most frequently used conflict management strategies employed by teachers and principals in resolving disagreement?
- 1.3.3. Which views of conflict are functional or dysfunctiona and currently employed by principals to manage conflicts with teachers?
- 1.3.4. What remedial actions are required to resolve unhealthy conflict in student-teacher principal relationship?

1.4. Objectives of the Study

1.4.1 The General Objective of the Study

To examine the current practice of students, teachers and principals conflict management as well as its resolution strategies in Addis Ababa administration Lemi Kura Sub-city governmental secondary schools.

1.4.2. Specific Objectives

To identify the common sources of conflicts that affect teacher-principal conflict and type of conflict in the selected secondary school.

To assess the current conflict management strategies employed within teachers and principals to manage conflicts.

To examine teachers and school principals view of conflict in its dynamic nature and inevitable result of differences within school setting.

To resolve unhealthy conflict prevalence in the selected secondary school.

1.5. Significance of the Study

The study is designed to examine teacher-principal conflict management practice in secondary schools. The studying of conflict management in secondary schools to be important for the following reasons;

1. It may help teachers to use appropriate conflict management strategies and may serve as a source for further study on the problems of conflict management that arise in the selected secondary schools for researchers and principals.
2. Minimize school disruptions caused by fights and bullying, Create a more conducive learning environment and Supporting teachers effectiveness.
3. Encouraging students' engagement and inform school policies on conflict resolution
4. Understanding different perspectives on conflict that can promote cultural sensitivity and inclusiveness.

1.6. Delimitation of the Study

The focus area of the study was limited to Addis Ababa city administration, Lemi Kura Sub-city governmental secondary schools because there was no such types of studies in Addis Ababa city Administration Lemi Kura sub city and the researcher select governmental rather than private schools in case of the researcher well experiences in the governmental schools and dysfunctional observations in the study area. In order to make more manageable, the study was delimited geographically and conceptually. Geographically, the study was delimited to government secondary schools in the sub-city. Conceptually, the school as a bureaucratic organization with division of labor, line of authority in terms of relationships, communication flow, rule and regulations etc. is bounded to have conflicts. The conflict may be between teacher and teacher, teacher and student or teacher and the school administrator resulting in teacher-teacher conflict, teacher-student conflict, and principal-teacher conflict (Fabunimi and Alimba, 2010). But for the purpose of this study, conflict was viewed at the causes and its management to

resolve conflicts between teachers and school principals that affect the teaching learning process in schools. Because teachers and school principals were the top responsible professionals in school system and they have a great role in the success of educational goals. Therefore, the researcher derived the following variables as strategies in which teachers and school leaders (principals) to practice in schools such as: mediation, problem solving method, inventing options for mutual gain and separating people from the problems were assessed and these strategies are inseparable from the content and more significant to the teaching learning process by creating healthy and organized conditions of the school to handle disciplinary problems and other causes that make conflict management ineffective.

1.7. Limitation of the Study

One of the limitation was that most of the school principals, vice principals, and teachers were burdened by routine office and teaching activities and they were not loyal to fill the questionnaires and give interviews on time. It was shortage of transportation system and time constraints to do thesis with regular work as well as not to get the respondents as I need. Here are some common limitations in studies focusing on conflict management such as;

- 1.Limited sample size and scope; studies may focus on a small number of schools or specific geographic region making it difficult to generalize findings to all schools
2. Self-reported data bias; Data often comes from interview or questionnaires filled out by principals, teachers, or students, which can be influenced by personal bias, fear of consequences, or misunderstanding.
3. Cultural and contextual limitations; Conflict management styles are often influenced by local culture, values, and school leadership style. A method effective in one school may not work in another.
4. Lack of using standardized data gathering tools also influence the result.

Generally, this study may have the above limitations that might influence results of the study because it is obvious that research work could not be free from limitation.

1.8. Definitions of Key Terms

Conflict: Any situation or behaviors that leads to disagreement or opposition between two or more parties.

Management: is common set of activity that is designed to promote and direct purpose full work.

Principal: Administrative in charge of school by giving administrative duties.

Governmental schools; Schools fully run by the government as per proclamation No.

260/1984 in Ethiopia.

Conflict management; is a way in which principals or others take an active role and intervene in conflict episode in secondary schools.

Government Secondary Schools: Are four-year-duration of general and streamed education that ranges from grade 9-12 (MOE, 1994).

Teachers; in this case teachers were those who teach at secondary school level, the schools were government schools.

Students; those who learnt in secondary schools.

School leaders- refer to school principals giving to administrative duties in schools.

Secondary **school-** is a four- year- duration of general and streamed education that ranges from grade 9 to 12 (MOE, 1994:14-15).

1.9. Organization of the Study

This study was organized into the following chapters; Chapter one is the introduction part of the problem which covers; background of the study, statement of the problem, objectives of the study, research question, significance of the study, scope of the study and organization of the study. Chapter two: highlights the relevant literature on the students, teachers and principals conflict management. Chapter three; contains methods and techniques used from data collection up to method of data analysis and research design. In chapter four the collected data was presented with in depth analysis, and finally discussions of findings were presented. Finally in chapter five the main findings were present's summary, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of Related Literature

This chapter was devoted to treating some important topics which are related to organizational conflicts in general and that of school teacher-principal conflicts in particular. The topics dealt with the nature of conflict, causes of conflict, types of conflict, and conflict management strategies in secondary schools, the role of school principals, supervisors and parent-teacher-student association in managing conflicts as well as challenges to manage conflicts in school organizations.

2.1. Theoretical Views of Conflict

The attitude of people toward conflict has changed considerably. As a result, the common observed academic and behavioral problem has to be managed through the active and genuine participation of principals' teachers and stakeholders. Since conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. Different schools of thought perceive conflict differently in their respective times. Among these views are; traditional view, behavioral view, and interaction views were discussed as follows.

School conflict is defined as the disagreement between individuals or groups regarding ideas, interests, principles and values within the school community, perceiving the parties' interests as excluded, although they may not be. The most frequent school conflict occurs in the relation between student-student, student-teacher and between teacher-principal. The theoretical views of conflict are diverse and draw from a rich intellectual history, providing multiple lenses through which to understand why conflicts arise, how they evolve, and what might be done to manage or resolve them. (Max Weber), Georg Simmel, Karl Marx.

2.1.1. Traditional View

This view believes that all conflicts were unnecessary and harmful to the organization and people as well. This leads to mistrust and keeps an eye on among people, who work on the same organization for a common goal. Regarding this, Holt (1993) and Robbins (1996) asserted that conflict has dysfunctional outcomes resulting in poor communication. Traditional conflict argued that all conflicts must be avoided at all costs and in all cases. However, lack of openness and trust between people and the failure of managers to be responsive to the needs and aspirations of their employees.

2.1.2. Behaviorists View

The supporters of this view recognized that conflict was inevitable and frequently occurs at schools since it cannot be eliminated which was usual. Though conflict can lead to problems and dysfunctional behaviors, it can also be useful as it initiates people for moving to adopt new method of work or innovation (Holt, 1993). Similarly, Robbins also states that; Conflict is natural occurrence in all groups and organizations, since it was inevitable the behaviorist school advocated acceptance of conflict. One can conclude from the above that, the existence of conflict is quite common in any organization. Due to the difference attitude, value, personality among people conflict is natural and should be expected to occur and it has inevitable outcomes.

2.1.3. Interactions View

According to this view conflict is inevitable in organization and even necessary for organizational health. Moreover, no matter how organizations developed and organized, that harmonious environment is conducive to grow it because it makes individuals over claim consequently when complain prevails and little change will occur (Holt 1993) similarly, Robbins (1996) reports that interaction's approach encourages conflict on the ground operative group is prone to coming static pathetic and non-responsive to the needs for change and innovation. Therefore this approach encourages group leaders to maintain an ongoing minimum level of conflict to keep the group viable, self-critical and creative. From the above perspective according to Pluket and Atoner (1989) report those managers have to maintain the challenges of conflict so as to maximize its negative effect. From this one can infer that for successfulness of school organization minimum number of conflicts is necessary. Hence, school administrators should stimulate conflict creativity and change in their schools.

These studies implies that currently the traditional view believes that all conflicts were unnecessary and harmful to the organization whereas the behaviorist view provides a powerful frame work for understanding observable learning behavior modification and the interactions views offers a more comprehensive perspective, recognizing the dynamic inter play of multiple factors, particularly in development and social context. This study also guided by the interactions view of conflict.

2.2. The Nature of Conflict in School Organizations

No person, group or nation was an island, deduce and Devliiert, (1997) the increasing in social entities to organize work in semi-autonomous work unites call for the team coordination and interdependent between or among members. This in turn brings the

possibility of influencing one another which UN doubly enhance the likely hood of conflict (1997). Therefore, as Anderson (1968) assured conflicts inevitable. In line with this, Slaikeu and Hansson (1998) concluded that conflict is part of life and part of any thriving business. Robbins (1996). On his part declares that conflict is a theme that has occupied humans than any other with exception of God. It is defined differently by different schools in their fields, Robbins (1996). Share a common base in that they include one or more perceptions, opposition's scarcity and blockage about conflict. Furthermore, Neslon and Campbell (1994). Have defined "conflict is referred as any situation in which incomputable goals, attitudes, emotions or behaviors lead to disagreement or oppositions between two or more parties.

In organizations where there was high collaboration and interaction, ones argues that no group can be wholly harmonious, for such, group, the prevalence of conflict is quite common and from this one can understand that conflict is natural phenomena for human beings. Hence, conflict is certainly one of the major organization phenomena, what all organizational theories should admit, otherwise provide poor guidance in dealing with problems of organizational efficiency, stability, governance and change Pandy (cited in Rahim 1992).

Today, a synthesis of the classical and modern viewpoints has brought us to determine that the productive as well as destructive potentials of conflict exist in school organizations. Furthermore, in the real world of educative organizations, a significant of life is the presence of conflict in many forms and at various levels of strength. It is becoming clearly among the most "touchy" topics in the field of organizational behavior, undoubtedly because of the potential in every conflict situation for destructive outcomes. Hence the central theme of the contemporary behavioral science applied to conflict is that, with diagnosis and management approaches available, it is possible not only to minimize the destructiveness of conflict but also, in many cases, to deal with it productively.

2.3. Conditions that Aggravate Conflict in School Organization

The causes of conflicts are many and divers in nature and job has bearing on conflict. As it is known, jobs normally are to be performed by individuals who have the relevant and activities that are performed by individuals or in groups, depending on the nature of jobs may demanded. According to Cumming, (1997) conflicts arise over substantive issues such as work methods and conditions of employment or can arise from interpersonal issues such as personality conflicts and misconception. Based on, Hanson (1996) also explains that the source is rooted to incompatible goals. Vacchio (1991) Suggests that

source of conflict can be grouped in to three categories mainly: communication factors, structural factors and personal behavior.

2.3.1 Communication factors

Managers typically attribute a sizable proportion of conflicts that arise in an organizing due to poor communication, incorrect or ambiguous information can create hostility. In this regard, Robbins (1996) Assert that semantic difficulties, insufficient exchange of information and noise in the communication channel are all barriers to communication and potential antecedents condition to conflict. Evidence demonstrate that semantic difficulties in training, selective perception and inadequate information about jobs in an organization aggravate conflict. From the above facts, one can understand the difference in understanding of language, perception, lack of sufficient information may have great impact on communication and hence the defect on these lead conflict.

2.3.2 Structural Factors

Size of the Organization

The larger the size of the school was the more possibilities to exit conflicts. Conflict is more likely in large school. Because of as it becomes larger, there was greater comprehensiveness, less goals clarity, more supervisory and greater chance of information being wasted and distorted as passed along

Staff Heterogeneity

The existence of diversity among staff members in authority age and value can serve to bring different and perhaps create challenge among members that foster superior achievement. Currently, organizational conflict is viewed as neither good nor bad, but is inevitable. Thus, whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it (Gray and Strake, 1984:481)

Participation

It was assumed that if the subordinates are not allowed to participate in decision making processes, then they will show resentment, which will aggravate conflict. On the other hand, ironically, if subordinates are provided with greater opportunity of participation the level of conflict also tends to be higher this may due to the fact that increased participation leads to greater awareness of individual difference. This conflict is further enhanced when individuals tend to enforce their points of view on others. This implies that providing too little or too much chance of involvement in decision making process can lead to conflict. Hence, subordinate have to give sufficient opportunity to participate in decision to

participate in decision making on matters concerning them.

Line Staff Distinction

One of the frequently mentioned and continuous causes of conflict is the distinction between line and staff units within school organization. Staff units perform jobs that support line function. Conflict occurs between many line and staff division, difference in goals, value and back grounds of their members.

Reward System

If one group or party obtain at the expense of other conflict can easily be created this form of conflict quite often arises among individuals and group as well as among the entire organization. (Robbins1996).

Resource Interdependence

Normally groups compete for resource in their organization with growing supply of resources. Nevertheless, abundance of resource in any given school organization is rare. As the result, Conflict arises and this result is rare. As the result, conflict arises and this in lack of coordination and cooperation between divisions, unities, exit in school organization this implies the school has to produce adequate resource to run the teaching learning process smoothly.

Power Distribution:

The distribution of power with an organization also can cause conflict. Because power plays a significant role in conflicts among individuals, organizations, and nations. According to Prorok (2007), the relationship between power and conflict in any country emanates from the fact that most state leaders are rational, self-interested individuals who prefer to evade punishment such as prosecution and assassination.

2.3.3. Personal Behavior Factor

Here the source of conflict is differs among individuals. These conflicts are out of human thoughts and feeling, emotions and attitude, values and perception and reflect some basic traits of personality. Regarding this, Chandan (1994) and Robbins (1996) described that certain personality types are likely to induce conflict. For instance individuals who are highly authoritarian, dogmatic and who demonstrate themselves absolute leader aggravate conflicts.

2.4. Types of Conflict in School Organization

Managing conflicts begins with an understanding of situation in which it can occur.

Before looking at the actual management styles of conflict, it is proper to see the distinct types of conflict however different scholars have divided the types of conflicts differently according to their philosophical views. Among the common types of conflicts according to Rahim (1992) leveled out four types of conflict namely: intra personal, inter personal, intra group and their group conflicts

2.4.1. Intra Personal Conflicts

These types of conflict were called intra-individual conflict. It occurs when a school member was reserved to perform certain tasks and roles, which do not match to his or her expertise, interest goals and values Rahim (1992). In Similar Vein, Kinard (1988). Noted that intrapersonal conflict arises when people know what but are unable to attain it or when situation prevents them from behaving according to how they perceive their roles.

Moreover, Hanson stated in the context of school administrators. The sources of personal conflict are inability to say no to request, lack of control and limited an authority to perform organizational responsibility. All these issues are complicated by development between about others evaluate us (Hanson1996).

Generally, intrapersonal conflict were occurs in the selected schools that individuals was uncertain about what expected to do or when individuals was expected to do more than he/she feels chain of doing.

2.4.2. Interpersonal Conflict

This refers to conflict between two or more school numbers of the same or different hierarchical level of units (Rahim, 1992) the possible source for this type of conflict were different in personally attitude and value. Furthermore, when two or more limited resources (Kinard, 1988).Nelson and Cambell (1994). These were happened commonly and most recognized conflict that can relate to disagreement to assume interpersonal conflict due to difference in personality of two or more teachers or principals in the selected schools.

2.4.3. Intra Group Conflict

Intra group conflict refer to the disagreement or difference among member or its submits regarding function, goal or activities of the group (Rahim, 1922) the source of conflict are leader ship style, task structure, group composition and size cohesiveness and group think further, Hanson (1996). In the selected schools indicate that intergroup conflict can arise between two members find themselves seeking promotion for a single job. The relationship of these two individuals become trouble and arouses bitter feeling, the group becomes conflict that various member began to join the Ranks in support of one abdicate

or another in the selected schools.

2.4.4. Inter Group Conflict

This is called interdepartmental conflict; it refers to conflict between two or more units or groups within an organization (Rahim, 1992; Holt 1993). The source of such conflicts were a communication difficulty and overlapping tasks and this research has shown that when groups compete for a goal that one group can achieve negative consequences aggression and prejudice towards another group can result. This implies, intergroup conflict arises among two or more groups for domination to the benefit of one over the others in the selected schools.

2.5. The Functional Versus Dysfunctional Outcomes of Conflict in School Organization

All conflicts were not bad some were constructive while others were destructive. Regarding this, Robbins (1996) classified that some conflicts support the goals of the group and improve performance these are functional forms of conflict. In contrast these are conflicts that hinder group performance these are forms of conflict. On top of this, Campbell (1994) and Hanson (1996) confirm that functional conflicts have positive outcomes that improve organizational performance whereas dysfunctional conflicts have negative outcomes that damage organizational performance.

2.5.1. The Functional Outcomes of Conflict

Functional conflict is a conflict between groups that enhances and benefits the organizational achievement. A recent study revealed that few managers understand the way in which conflict can benefit to the organization and group as well. In line with this, Nelson and Campbell explained that; functional conflict can produce new ideas learning and growth among individuals encourage in constructive conflict they develop self-awareness of themselves. Furthermore, functional conflict can improve work through their disagreement they feel and have accomplished something together (1994:390). This implies that functional conflict can facilitate constructive views, strengthen the relationship among people and this leads to innovation and change. Allied with this, Franklin and Terry stated that functional conflicts encourage creativity and help schools to achieve their goals. As a result, students will benefit from the instructional process.

Therefore, the functional viewpoint towards conflict is that, it is a necessary condition for the attainment of individual as well as organizational goals in this regard, Owens (1988).

Note that “effective management conflict can lead to outcomes that are productive”. And enhance to health of organizing over time.

2.5.2. The Dysfunctional Outcomes of Conflict

Most people believed that conflict in their organization diverted time, energy and money away from organizational goal, more over it is entirely possible for such a situation to turn in to continuous conflict and causes further harm to the organization (William,1977). Likewise Campbell and NY strand. Indicated that most administrators are attuned to the dysfunctional than functions of relationship and interferes with the achievement of goals. Furthermore, conflict leads to firing, resignation or preamp retirement of many teachers and administrators. In the aforementioned points, it is clear that conflicts have a dysfunctional out comes so; school administrators and teachers have to know the negative outcomes of conflict up on employees, or organization as to minimize its destructive effect especially. School administrators need to be skilled in understanding the causes, the consequences’ of conflict and the different ways how to handle it.

2.6. Conflict Management Strategies in School Organization

As mentioned, the source of organization conflict is human, but to learn how to prevent harmful conflicts in an organizational and to resolve conflict ongoing basis is to accept our facilities and to turn in to opportunities for growth and prosperity (Arnold 1993). In this regard, the decisiveness of conflict management has been recognized by graham (1992) as recent studies shows that conflict management skills are important for managers and about organization conflict and its managements. An effective conflict managements, slake and has on advise, It the one that allows early and efficient resolution with minimal expenditure of time and other resources. While honoring and responding the integrity and the right of conflict bodies (1998). On top of this, to handle conflict in school, Schools administrators have focus more on the root cause and effective management style.

Therefore, conflict resolution requires knowledge of various skills and strategies, yet one of the most fundamental elements is knowledge of self because it influences how one handles problem situations. In conflict, people typically concentrate on the actions and reactions of others, rarely taking time to examine how their personal beliefs, attitudes, and behaviors can contribute to conflict. So, background knowledge of personal beliefs, particularly for school principals in understanding social and cultural diversity, is important because it helps teachers to develop a better sense of his/her own social and cultural identity.

2.6.1. Parties' point of view

Barash and Webel (2002) have mentioned that conflict resolution was aimed at enabling people to view the outside world in different perspectives. This maintains that the conflicting parties must be afforded an opportunity to see their differences in a more constructive way. Conflict resolution has the following outcomes; one side was changed, one side was eliminated, both sides were changed, neither side was changed nor both sides were eliminated. Conflicts can be resolved by means of violence, by the issues changing over time or by mutual agreement.

2.6.2. Dominating

Dominating is like win-lose orientation or forcing behavior to win one's position (Rahim, 1986). Hellriegel and Slocum (1982) pointed out that, the successful use of dominating style results in outcomes that are satisfactory to only one of the parties. According to them this style is applied when:

- a) There are extreme emergencies and quick action is necessary;
- b) Unpopular course of action must be taken for long term organizational effectiveness and survival; and
- c) When others are trying to take advantage of someone, and the person needs to take quick action for self-protection.

2.6.3. Inventing options for mutual gain

This is difficult to do because humans naturally see conflict as an “either-or” proposition. We either win or lose; we get what we want, or the other side gets what it wants. We feel the results will be favorable either to us or to the other side, and we do not see any other possible options. However, this tendency to see conflict as a fixed choice proposition needs to be overcome by inventing new options to resolve the conflict to the satisfaction of both parties (Fisher and Ury, 1981).

Korsgaard et al (2005: 63) maintain that group members experience what is termed a mutual gain when they are collaborating involved in mutual problem solving process. This strategy provides parties an opportunity to design options that may be potential solutions without the pressure in deciding to do so. Before parties try to reach an agreement, they brainstorm a wide range of possible options in advance, share interests and creatively reconcile differing interests (Bodine & Crawford, 1999: 168). This strategy embodies the quality of communication which is out of utmost importance in the conflict resolution process. Employees and their respective management must make sure that they know how to talk and listen to each other.

Kuye et al (2002: 169) contributed the form of communication as follows; in a hazard manner, information can be expressed in a mixture of facts, interpretations, opinions and attitudes. This is confusing as it cannot be transformed in to knowledge and skills necessary for the existence of an individual. In a persuasive manner, information can be in the form of persuading others and or informing them. This good information is meant to bring forth responses to the recipients. In a formal and informal manner, information can be transmitted through written modes such as letters and emails through a friendly talk and respectively. Communication can be in the form of a one-way transmission of information when person continues to tell the other what to do without listening what the other can say, and in the form of an integral part of a continuing dialogue which is a process of a discussion between two people. All these form of communication are important in the conflict resolution paradigm and therefore managers must select the most relevant ones to specific situations. Managers must ensure that the barriers to communication are eliminated at all cost, these being language, poor listening habits, differences in perception, behavioral patterns such being empathetic and lack of honesty (Kuye et al, 2002).

2.6.4. Problem-solving method

Problem solving is a continuous process that follows a logical sequence for examining issues and improving the quality of decisions to make interventions more effective. This process can be completed independently or within a group, also helps to identify which tools and techniques to apply to current and future circumstances (Center for the Prevention of School Violence, 2002). Scientific approach to problem solving and its steps are elaborated by UNESCO (1980) as follows: Recognize that the problem exists; Collect facts (information) pertaining to it; Analyze and classify information; Establish one or more hypothetic solutions; Select each one and assess feasibility; Select the optimal solution and try it; and Check and make adjustment if necessary. Thus, conflict-resolution is an important aspect of problem solving. But, there is no best style for handling conflict all depends on the situation.

2.6.5. Separating People from the Problems

Separating people from the problem during conflict is not easy because they are entangled. If a leader and his/her subordinate are in a heated conversation over the subordinate's negative performance review, it is very difficult for the leader and the subordinate to discuss the review without addressing their relationship and personal roles. Fisher and Ury (1981), suggest that people in conflict need to "see themselves as working side by side,

attacking the problem, not each other.” Separating the people from the problem allows us to nurture and strengthen our relationships rather than destroy them.

In this regard, every problem is said to have both the substantive issues and relationship issues. That is, before managers can start working on the substantive conflict, it divided into components which are separately and individually dealt with. Bodine and Crawford (1999: 165) have identified that peoples’ problems fall in to three categories such as; perception, emotion and communication. In order to deal more effectively with such problems, a close consideration in to the manifestations perceptions, emotion and communications as the basis of conflict resolution is regarded. It goes on that this strategy is more effective in resolving conflict because it is fundamentally aimed at changing people from adversaries in a confrontation to partners in a side by-side search for a fair agreement with each other, and that the technique has an advantage of focusing on interests of the conflicting parties rather than on the positions held by the people in an organization.

Cloke and Goldsmith (2005: 67) mention that the best strategy to the resolving conflict is to separate a problem from people. Individuals tend to be violent if their personalities are directly and openly attacked. It is therefore advisable for managers to always define the problem areas in terms of the difficult behaviors.

2.6.6. Mediation

Bentley (1996) describes mediation as a form of problem solving process where a neutral person assists disputants to reach a mutually acceptable agreement. This process embraces fairness to the extent that the aggrieved party finds it easy to accept the outcome. Mediation could be used for certain strategies to solve problems because it is aimed at promoting positive relationships. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained peers (D’Oosterlinck & Broekaert, 2003). The adult authority serving as the mediator settles the dispute between parties. Mediation is aimed at reaching consensus between the conflicting parties. In this regard, the disputants are expected to participate in a cooperative and collaborative manner and to work towards the resolution to their problem. Mediators are people who are professional in the processes of listening skills and chairpersonship, and they will be neutral and refrain from taking sides during discussions.

Mediators are defined as unethical if they become biased during the mediation process and if they cannot keep secrets of the deliberation information. The principle of human rights

in the public management is very important within the negotiation and mediation contexts because if people's rights are violated by management, then the overall conflict resolution process is affected. Drake (2001) contends that where human rights are denied, they do tangible harm not only to the individual concerned but also to the process. Mediation whether formal or informal is another effective method of conflict management. Mediation has advantages in that, its utilization is less costly than other methods and that parties are more frequently able to reach agreement in a more satisfactory manner.

Deutsch (2005) maintains that mediation is the method which is used where there are obstacles to conflict resolution such as interpersonal barriers, poor communication, and strong disagreement over the issues and where there is an absence of forum for negotiation. Mediation tends to create conditions which enhance cooperative problem-solving process between the conflicting parties. This they achieve through the encouragement of parties to enhance their decision-making skills. According to Deutsch (2005: 16), mediators require four kinds of skills in order to deal with conflicts experienced by parties such as;

They must be able to establish a working relationship with each of the conflicting parties. But there were a limitations in the selected schools.

They must be able to establish cooperative problem-solving attitudes among the conflicting parties. It was also some cooperative problem solving attitudes in the study area.

They must be able to develop a creative group process and group decision- making and

They must gather considerable substantive knowledge about the problems around which the conflict centers. There were a limitations in the selected schools.

2.7. Role of school Principals in managing Conflict

The role of school principals is one of the factors in the success or failure of the education system at school level. School principals play an important role in school administration and staff management for improving students' academic achievement (Mpoksa and Ndaruhutse 2008). The functioning of the school is to greater extent determined by the way in which the school principal manages the school activities (UNESCO, 2004). Collins(2003) states that there are many "hats" that principals wear as school leaders. During a typical school day, the principal's duties include acting as building manager, administrator, politician, change agent, boundary spanner and a leader.

Principals are also expected to create safe environments, respectful schools and assume the role of school mediator. In order to accomplish this, many leaders are examining conflict resolution programs. A few numbers of the roles of school principals are discussed as follows;

Agent of communication, the principal must be an agent of communication in that all other stakeholders in the school management interact with each other through him/her. It must be noted that communication skills are the most important tool principals have available to them as they interact with others in the school environment. As conflict occurs, it is essential that the principal monitors his/her thoughts, emotions and communications (Moster,1998).

A negotiator, usually conflict occurs among teachers, between teachers and heads of the departments, between teachers and learners, between teachers and parents, between teachers and the governing bodies, between teachers and principals and between teachers and other stakeholders. Principals are responsible for the identification and resolution of conflicts that may occur at the school premise. And when conflicts occur, principals must become the negotiators in that, they facilitate the involvement of differing parties towards resolving their conflicts (Lombard, 1991).

A leader, leaders should find ways to acknowledge and reinforce the interdependence of all organization participants in a meeting the goals and frequently reminding individuals of their vital contributions (Uline et al, 2003).

A caring person, principals must be seen as caring towards the individual problems of teachers, learners, parents and others individuals who have an interest in the schools. A caring person is that who is able to listen and support others during their emotional outburst. Maintaining a construction level of conflict requires not only skills but also an open and respectful attitude towards others (Uline et al, 2003).

A problem solver, a problem-solver is a practitioner who is capable of utilizing diverse methods of data collection intended to formulate their decisions. The elimination of conflict seems to be the ideal goal for principals and principals must guard against treating organizational conflict (Dipaola and Hoy, 2002).

An encourager, the principal plays a role of an encourager or a facilitator when encouraging conflicting parties to seek a consensus agreement to their problem. To reduce superior result, principals and teachers must work diligently to encourage a balance between the cognitive and affective aspects of conflict.

A decision-maker, the school principal plays a role of a decision-maker because after through deliberations concerning the resolution of conflicts, it finally him/her who must

take the most informed decision. Dipaola and Hoy (2001: 242) have realized that this role is closely supported by trust and an ability to communicate well with others. The ability to work with others is another dimension because developing a creative group process and group decision-making are essential tools for successful administrators.

A person who is not authoritative, principals who want to cultivate a climate of professionalism and change in their schools should avoid reliance on their authority to control teachers and nurture a professional perspective of autonomy. Such an orientation may increase cognitive conflict, but the conflict generated by professional teacher will likely leads to constructive change and helps avoid rigidity and stagnation in schools (Dipaola and Hoy, 2003).

A researcher, research is the process through which the facts concerning problems and their solutions are obtained (Lombard, 1991). The principal regularly conducts a feasibility study about the school and its respective socio-economic, political, natural, religious and other environments.

A mediator, solution oriented approaches to conflict management may work best where principals serve in meditative roles and emphasize solution finding through consensual cooperative process which avoids antagonism that may endanger future personal and or professional relationships. Such a meditative approach in a solution-oriented conflict management can reinforce belief in the fairness of outcomes and simultaneously allow conflicting parties to feel that they have some control over the process (Henkin et al, 2000:154). Lipsky, Seeber and Fincher (2002: 174) contend that, the supervisor uses his/her authority to convene disputing employees and explore mutually acceptable solution during the mediation process.

2.8. Challenges to manage Conflict in Schools

A challenge has been define as an expectation which we normally attach to the professional person. The challenges facing the school principal are that he/she must maintain a good environment at the schools and influence the teachers, the parents and other stakeholders to become more tolerant to each other.

According to Dipaola and Hoy (2003), one of the basic challenges in schools is to construct an enabling work environment where professionals can perform their tasks relatively imaginative by administrative control and teacher independence is a fundamental dilemma that cannot be completely resolved, rather a balance between the two is necessary. A healthy working relationship is a major aim for conflict management. If it is absent, an organization becomes dysfunctional. Woody (2001: 116) agrees that

more comprehensive conflict resolution programs are needed that include school wide participation and delivery of the program over the entire school year. Implementing conflict management programs in schools directly or indirectly affects the school's social climate.

2.9. Summary and Implications of Related Literatures

Effective management of conflict can lead to outcomes that are productive and enhance the health of the organization. Ineffective management of conflict on the other hand frequently does create a climate that makes poorer the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness. Participative leadership helps people in an organization have good ideas and quality information for making better decisions. The confrontation of divergent views often produces ideas of superior quality. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning.

Leadership is the heart and soul of conflict management. Because leading involves influencing others in order to accomplish conflict resolution. To be effective leaders, educational managers need to understand individual and group behavior, causes of conflicts, styles of handling conflicts and leadership styles.

Educational leaders must develop relationships that ensure adequate communication with their teachers. The managerial or perceptual skill of a leader depends on their capacity to read the requirements of the situation, especially the requirements of the task and their subordinates, and his/her flexibility in react that situation. Educational leaders are relatively consistent in the way that they try to influence other's behavior. A manager who dominates his/her subordinates in one situation is not likely to use a high degree of consideration and participation in another. Most employees are concerned about their position, status, power etc, within the organization and resent any violation on them. Also they are often competing with each other for recognition, approval and promotion (Rashid and Archer, 1983). Kinard (1988) identified three primary sources of interpersonal conflict. These are 1) Personality difference, 2) Power struggles, and 3) Competition. Hence, Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. It leads to separation and tensions in the relationships between the individuals or persons involved. Interpersonal conflict may eventually spread to other members of the group if it is unresolved. Some of the group members may be drawn into the conflict out of a sense of loyalty to one or the other individuals in the original conflict. Amare (2013), suggested that, the inequitable department members' involvement in pedagogical center, poor department heads'

professional skills, improper 31 proposal of teachers for promotion, improper evaluation of teachers' performance and inappropriate distribution of teachers' class load and non-classroom responsibility are causes of intra-group conflict in schools.

Hence, it is expected that most of the research reviewed in this study provide a theoretical and conceptual framework for identifying the nature of conflict, the types of conflicts, the sources of conflicts, techniques of resolving conflicts and the leadership roles of educational managers to manage conflicts in school organizations. Thus, based on these theoretical and conceptual considerations, further investigations were carried out and answered the basic questions of the current study.

CHAPTER THREE

Methods

This chapter incorporates the research methodology, the study site, sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methods of data analysis and finally ethical considerations. This study was marked at assessing the current practices of teachers, students and principals conflict management and challenges of in some selected governmental secondary schools in Addis Ababa Administration Lemi Kura Sub-city. In Lemi Kura Sub- city there were ten Woredas and eight government secondary schools with three clusters , from these schools I would select three of them by purposive sampling method and descriptive survey research method was employed. The researcher used stratified and purposive sampling methods. The total population of the study was 251 teachers, 142 students, 3 principals, 9 vice principals, 9 supervisors and 21 parent-teacher-student association totally 435. Moreover, the method is important for the study since it was intended to make detailed description of any analysis on the current challenges and practices of conflict management.

The researcher used mixed research methods also known as mixed methods research, is a blend of qualitative and quantitative research techniques, methods, approaches, concepts, or languages in to a single study. It is not just about doing both types of research, but about integrating them to provide a more complete picture. For teachers and students respondents the researcher used quantitative methods whereas for principals, supervisors and PTAS qualitative method.

3.1 Research Design

Research design was the plan of action that links the philosophical assumptions to specific methods (Creswel & Planoclark, 2007). In order to identify and clarify the current practices of conflict management and thereby recommend constructive ideas, it was necessary to conduct a descriptive research in the schools. Therefore, descriptive research design was used for this study to analyze responses from participants. Concerning this, Yalew (1998), stated that descriptive research is concerned with: conditions or relationships that exist, practice that prevail, beliefs, point of views or attitudes that are held, process that are going on, effects that are felt, or trends that are developing. Hence, in this study, descriptive research is concerned with: relationships that exist in schools, practices that employed to manage conflicts, views that are held on conflicts and challenges which are faced. Accordingly, the research design employed in this study was

descriptive survey.

The design was based on the use of questionnaires that used as data collection instruments. The major purpose of descriptive survey design is a description of state of affairs as it exist at present (Creswell, 2003). The researcher applied this design to investigate the current situation of conflict between teachers and principals.

Descriptive survey method employed because it allows to provide detail information about teachers, students and principals as well as to test the research questions related to the current situation of the problem. Quantitative approach was selected because quantitative research was commonly used in educational research and best to show situation as they exit and response obtained by questionnaire was analyzed quantitative (Kothari, 2003). Qualitative approach is best used to discover between them relationship at the case level (Gall, Gall and Borg, 2007). This simply helps to analyze data obtained through interview open ended questionnaires and document review. Data on its natural setting and more clarification enable the researcher to interpret a phenomenon depending on the whole source from the respondent and literature.

In this study both quantitative and qualitative data were required to assess the causes and management of conflicts in Lemi Kura Sub-city governmental secondary schools. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview (Muijs, 2004). The qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell, 2002). Therefore, these methods were selected with the assumption that they were helpful to obtain precise information concerning the current work causes and management of conflicts in detailed from numerous numbers of respondents.

3.2 The Study Area

The study area was Addis Ababa administration Lemi Kura Sub-city. In this Sub city there were 10 Weredas, 24 non- governmental and 8 governmental secondary schools namely, Beshale secondary school, Edeget Chora secondary school, Yeka Abado secondary school, Andode secondary school, Bori secondary school, Uladul secondary school, Garaguri secondary school and Bole Addis secondary school. All these schools entirely can have 16,802 students, 922 teachers and 32 principals and vice principals. The lowest and the highest annual average temperature of the Sub-city were between 9.89 and 24.64 0c (FDRE 2018; CSA 2007). Geographically, the Sub-city was created from some part of Yeka Sub-city and Bole Sub-city in 2013 E.C to deliver best customer service and good

governance to the Lemi Kura people. The climatic condition of the Sub-city was mild climate, with warm days, cool nights, and colder winters during the dry season (according to weather and climate metrology of Ethiopia).The socio-economic background of Lemi Kura Sub-city is mostly based on business, civil servant, Employees of day and some agricultural (According to 2015E.C Sub-city report). The most frequently used language in the Sub-city was ‘Amharic’, ‘Afan Oromo’, ‘Tigrigna’ and others such as ‘Somali’, ‘Guragigna’, Gambelians’, Gamos’, Wolayits’, Hadiys’, ‘Afari,Hararie, Silte, and sida. According to the evidence of Sub-city report, 2015 E.C, two vocational colleges, one University, 24 non-governmental and 8 governmental secondary schools, 68 non-governmental and 17 governmental primary schools and 234 kindergarten private schools were found in the Sub-city.

3.3 Source of Data and Study population

The data for this study were obtained from primary and secondary sources concerning primary sources, primary data were collected from teachers, supervisors, principals, vice principals, students, Parent-Teacher-Student Association (PTSA) and who were working in the Sub-city target secondary schools. Regarding secondary data sources were; relevant books, legal documents, internet sources, modules, manuals, related research paper, articles and related journals.

The entire Lemi Kura Sub- city was considered as the study area. There were eight governmental secondary schools found in the Sub city. According to the data obtained from Lemi Kura Sub-city education office report, in 2017e.c there were 16,802 governmental secondary school students, 922 secondary school teachers, 32 main and vice principals, 14 secondary school supervisors, 672 pair students class monitors and 56 parent-teacher and student association with a total of 17,770 governmental school community. This is too difficult to manage for the researcher study. As many scholars suggested, it is not manageable to deal with the whole target population. So, to select the sample population of the study, the researcher used purposive sampling method to merge the schools into their clusters based on their administrative status and geographical location. Hence, Edget Chora secondary school, Yeka Abado secondary school and Bori secondary school would have the same geographical location and included in the same cluster center. Beshale secondary school, Bole Addis secondary school and Andode secondary school would have the same geographical location and included in the same cluster center. Ula Dula secondary school and Garaguri secondary school would have used

similar administrative style and included in the same cluster center. So that based on these 3 secondary schools clusters, i.e, Edeget chora cluster, Beshale cluster and Uladula cluster center were taken as the research sample schools.

After this, the researcher used the purposive sampling and took the 3 cluster schools those have male 146, female 105, total 251 secondary school teachers, principals male 10, female 2, total 12 , supervisors male 6, female 3, total 9 secondary school supervisors, students class monitors male 71, female 71, total 142 students class monitors(only first monitors) , and PTSA male 19, female 2, total 21 parent-teacher and student association (PTSA) with a total of male 252, female 183, total **435** populations were considered as a study population .

3. 4.Sample Size and sampling Techniques

3.4.1 Sample Size

The sample size of this research was selected according to the type of the research design being used with the desired level of confidence in the result. In order to estimate the sample size of the study, the researcher used to apply purposive sampling to select principals, supervisors, students class monitors and parent–Teacher associations. Purposive sampling is a type of non- probability sampling technique that focuses on the units that are investigated based on the judgment of the researcher. This purposive sampling used for only the qualitative method. So, to determine the sample schools the researcher selects the units to be sampled based on their knowledge and judgement that applied purposive sampling method to select 3 secondary schools from each cluster, namely Edeget Chora Cluster, Beshale Cluster and Ula Dula Cluster secondary schools. From these schools recently there are 142 main class monitor students, 251 secondary school teachers, 12 principals, 9 secondary school supervisors and 21 parent-teacher and student association. Therefore, the sample size were male 10, female 2, total 12 principals, male 6, female 3, total 9 secondary school supervisors, male 67, female 38, total 105 students class monitors, male 112, female 43, total 155 teachers and male 19, female 2, total 21 parent-teacher and student association with a total of male 214, female 88, total 302 samples were taken as representative of the whole population.

To determine the total sample size of teachers the researcher used Yamane (1967) formula;

$$n = N / (1 + N(e)^2)$$

Where, n = total sample size of selected schools

N = total population of selected schools

e = Margin of error, with confidence level of 95%

or alpha level of 0.05, 100% -95%=5% or 0.05

$$n = N / (1 + N(e)^2)$$

$$n = 251 / (1 + 251(0.05)^2)$$

$$n = 251 / (1 + 0.6275) = 251 / 1.6275 = 2510000 / 16275 = 154.$$

n = 155 was the total sample size of selected school teachers

Based on the above formula, total sample size of teachers in each selected schools were **155**.

Table 1: Sample Size of Teachers and Students (class monitors)

N O	Name of the Schools	Total population & sample size of teachers			Total population & sample size of students (class monitors)		
		Populat ion	Sample size	%	Population	Sample size	%
1	Edget chora	125	78	62.4%	54	39	72.2%
2	Beshale	88	54	61.4%	52	38	73.07%
3	Ula dula	38	23	60.5 %	36	28	77.7 %
Total		251	155 <i>total sample size</i>	61.7%	142	105 <i>total sample size</i>	73.9%

Similarly, to determine the total sample size of student class monitors for each selected secondary schools were selected by formula of William (1977) technique; so, from the total population of class monitors (142) the sample size of class monitors in each grade levels was **105**.

$$n = N / (1 + N(e)^2) \text{ Where, } n = \text{total sample size of selected school}$$

N = total population of selected schools

e = Margin of error, with confidence level of 95%

$$n = 142 / (1 + 142(0.05)^2)$$

$$n = 142 / (1 + 142(0.0025))$$

$$n = 142 / (1 + 0.355)$$

$$n = 142 / 1.355 = 104.797$$

n=**105** was the total sample size of selected

Schools class monitors

Table 2: Population and Sample size in each selected schools

No	Types of respondents	Population	Sample size	%	Sampling technique
1	Main Principals	3	3	100%	Purposive sampling
2	Vice Principals	9	9	100%	Purposive sampling
3	Supervisors	9	9	100%	Purposive sampling
4	Teachers	251	155	61.7%	Stratified random sampling
5	Class monitors	142	105	73.9%	Stratified random sampling
6	PTAs	21	21	100%	Purposive sampling
Total population and sample size		435	302	69.43%	

3.4.2. Sampling Techniques

The sampling techniques of the researcher were purposive and stratified sampling techniques. The Purposive sampling technique is used in selecting all respondents who have small size and direct relation with the issue understudy and who can provide their insights and share experiences. Accordingly, principals, supervisors, parent-teacher-student associations were selected using purposive sampling. Stratified random sampling helps in drawing more valid and representative conclusions from the population being studied. Besides, teachers and student class monitors were selected by using stratified sampling technique using Yaman's (1967) stratified formula for sample size to getting accurate, statistically significant results and running the researcher's study successfully. The samples size of teachers in each department (natural science, social science, civics & ethical education, & language) were selected by stratified formula sampling technique, Moreover, student class monitors were selected by using stratified sampling technique based on their grade levels. That means the researcher randomly select 15 students from grade 9, 25 students from grade 10, 30 students from grade 11, and 35 students from grade 12, were selected class monitors voluntarily. Similarly in each department teachers separate groups, or strata the researcher selected 35 least experienced teachers, 55 midium experienced teachers and 65 well experienced teachers from the selected schools using stratified sampling.

3.5 Data Gathering Tools

To gather the data for the study, the researcher used 4 types of data collection tools, namely questionnaire, interviews, focus group discussion and document analysis.

3.5.1 Questionnaire

The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than interviews. Both open and closed ended questions were developed as main instruments of data collection from the teachers and students. The closed type of questions were in the form of likert-scale model by which the researcher would have chance to get a greater uniformity of responses of the respondents that was helpful to make it easy to be proposed. It was convenient to receive real data and adequate information from many respondents with a short period of time.

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. So, the researcher prepared self-constructed questions with his advisor's support and used this data gathering tools which collected the necessary data from 155 teachers and 105 class monitors (students).

3.5.2 Interview

An interview was the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). Interview had great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents. It gives opportunities for cleaning up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). Therefore, to get depth qualitative data; school principals and cluster supervisors were included in the interview for the current practice of conflict management in the selected secondary schools. The researcher prepared nine items self-constructed interview questions with his advisor's support and used open- ended type of interview questions because ensuring gather sufficient and detailed information without overwhelming the interview and collected the necessary data from 12 principals and 9 supervisors.

3.5.3 Focus Group Discussion (FGD)

The discussion was carried out separately in the selected schools environment with parent-teacher and student association (PTSA). In addition from interview FGD were carried out in the selected schools because of the principals were neglected PTSA involvement in decision making and conflict management activities due to this reason Open- ended structured nine items questions were prepared the researcher with the

researcher advisor's support for the groups. The discussions were carried out in local languages Amharic.

3.5.4 Document Analysis

Available documents such as work directive and manuals, work plan of school managements and disciplinary issues that have direct relation with conflict and its management strategies at the school level were investigated by the help of Open-ended structured nine items questions were prepared by the researcher with the researcher advisor's support. To supplement the data gathered through questionnaire and semi-structured interview of the study.

3.5.5 Pilot Test

Testing the reliability of the questionnaire using a pilot test was carried out. Reliability indicates the accuracy or precision of the measuring instrument (Norland,1990). To confirm validity of questionnaire (Ensuring validity; it's important to carefully design to questionnaire. This might involve conducting a pilot study, getting feedback from experts and revising that questions to make sure they are clear and relevant), the questionnaire were developed under close guidance of the advisors and a pilot study was undertaken to pre-test the instrument to avoid ambiguity and unclear statements. The draft questionnaire was first tested in Bori secondary school on 30 experienced teachers and 30 class monitor students were taken. Bori secondary school is one of the popular secondary school in Lemi Kura sub-city governmental secondary school that pilot tests were carried out. The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements (eg. redundancy, incorrect instructions, lack of questionnaire qualities) were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information.

The objectives of the pilot test were to;

Assess the appropriateness of the questionnaire and provide an indication whether the items need further modification.

Obtain teachers suggestions and views on the items.

Determine the level of difficulty of the items.

Assess the reliability of the questionnaire.

Data collected from the respondents was analyzed using SPSS version 23 software that provides information, and then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) was 0.797, which was observed as acceptable reliability.

Supporting this, George and Mallery (2003) and Cohen, et al. (2007) also suggest that, If the Cronbatch's alpha result was >0.9 excellent, >0.8 good, >0.7 acceptable. Hence, the questionnaire items were considered reliable.

3.6 Procedures of Data Collection

After having a letter of authorization from Addis Ababa University the researcher was visited with the school supervisors' coordinator and the principals of selective schools for agreement. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were distributed to the respondents by the researcher starting from March 11/2025 G.C up to March 26/2025 G.C. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher's to solve any confusion regarding to the instruments. Finally, the questionnaires were collected back at the right position.

The interviewees were school principals and cluster supervisors. The interview was conducted by the researcher after participants' individual consent was proved to lessen communication barriers during in depth discussions starting from April 10/2025 G.C up to April 17/2025 G.C.

The Focused Group Discussion was taken by Parent, Teacher and Student Association. The FGD were conducted by the researcher starting from April 21/2025 G.C up to April 29/2025 G.C.

The data collected through document analysis, open ended questionnaire and semi-structured interview were analyzed qualitatively to strengthen the quantitative data. Document analysis was conducted by the researcher starting from April 30/2025 G.C up to May 05/2025 G.C.

3.7 Method of Data Analysis

The method of data analysis which was carried out in this research comprises both qualitative and quantitative data. The data that collected through the gathering tools were scored and categorized.

3.7.1 Descriptive Statistics

Depending on the nature of the data, descriptive statistics such as percentage and frequency were used to interpret quantitative data. Once the quantitative data collection was completed and appropriately scored, the data were entered into the statistical package for social science (SPSS Version 23) program for analysis. The data collected through closed ended questions from the respondents were score, tabulate and quantitatively

analyzed and interpreted with the help of percentage and frequency.

3.7.2 Qualitative Data Analysis

On the other hand, qualitative data, which was collected through open –ended and document were analyzed qualitatively narrative analysis. From the interview, focused group discussion and document analysis were analyzed by qualitative data analysis. Myers (2008), states that narrative analysis was an in-depth approach to analyze qualitative data.

3.8 Ethical Considerations

Before the data collection process all the necessary information about the study like; who was conducting the study and for what purpose the study was conducted and other necessary information that respondents like to know were provided to all respondents, so that it could help them to decide whether to participate or not in this study. They were also guaranteed the confidentiality of their response and the researcher should conduct their work honestly and transparently. This includes accurately reporting results, acknowledging limitations, and avoiding plagiarism. The researcher should ensure that respondents were selected fairly and not based on characteristics such as race, gender or socioeconomic status.

CHAPTER FOUR

4. Results and Discussions

This section deals with presentation, analysis and interpretation of the data gathered from the respondents through the data gathering tools such as ; questionnaires, interviews, focus group discussion and document analysis. Thus, the quantitative as well as qualitative analyses of data were incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews, FGD and document analysis. The data were collected from 155 teachers, 3 principals, 9 vice principals, 9 supervisors, 105 students, and 21 parent-teacher-student association with a total of 301 respondents. To this consequence, a total of 155 copies of questionnaires were distributed to 155 teachers. The return rates of the questionnaires were 153(98.7%). In addition 105 copies of questionnaires were distributed to 105 class monitor students. The return rates of the questionnaires were 97(92.38%). Moreover, 3 principals, 9 vice principals, and 9 secondary school supervisors were interviewed. Moreover, 21 Parent-Teacher-Student Associations participated in focus group discussion and the researcher had analyzed disciplinary documents in the selected schools.

4.1 General Characteristics of the Respondents

All respondents of the selected secondary schools were asked to indicate their background information in the given data gathering tools. In this study, the participants include teachers, which holds 155 (51.4 %) whereas 12 (3.9 %) principals, nine (3 %) supervisors, 21 (6.9%) PTSA School Committee and 105 (34.8%) of the study respondents were students. The details of the characteristics of the respondents were given in the table below.

Table 3 Sex and Age of Respondents

No	Respondents	Sex of respondents				Age of respondent in years									
		Male		Female		14-24		25-34		35-44		45-54		55 and above	
		no	%	No	%	No	%	no	%	no	%	no	%	No	%
1	Principals	10	83	2	17	0	0	0	0	7	58.3	5	41.6	0	0
2	Supervisors	6	67	3	33	0	0	0	0	6	66.6	3	33.3	0	0
3	Teachers	112	72.2	43	27.7	0	0	5	3.2	108	69.6	31	20	11	7
4	Students	67	63.8	38	36.2	105	34.8	0	0	0	0		0	0	0
5	PTSA	19	90	2	10		0	0	0	11	52.4	8	38.1	2	9.5
	Total	214	70.9	88	29.1	105	34.8	5	3.2	132	44.4	47	16	13	4.3

As table 3 above shows 70.9 % of the respondents were males and the remaining 29.1 % of the respondents were females. This shows that most of the respondents were males when compared with females in the selected schools that could shows there was less participation of female respondents.

As shown above Table 3. The majority 132 (44.4%) of the respondents age were between 35-44 years. Whereas the school principals, majority of supervisors and some PTSA committee were found between the ages category (45-54 years) those were 47 (16%). The students, 105(34.8%) were found between the age category of 14 - 24 years. On the other hand 13(4.3%) of the well experienced teachers and PTSA Committee were found 55 and above years. Almost small respondents four (1.3%) were found between the age category of 25 - 34 years. Therefore, age differences of teachers have its own contribution on the experiences to manage conflict in schools and for better relationships of individuals in the study area.

The average age of sample teachers was about range of 35-44 years. This indicated that the teachers at work age and more experienced to perform their activities.

Table 4 Qualifications and Job experience of the Respondents

No	Educational level of the Respondents			Job experience of the Respondents in years									
				1-10		11-20		21-30		31-40		41 and above	
	Educ. Level	No	%	no	%	no	%	no	%	no	%	No	%
1	Students	105	34.8	0	0	0	0	0	0	0	0	0	0
2	Certificate	0	0	0	0	0	0	0	0	0	0	0	0
3	Diploma	0	0	0	0	0	0	0	0	0	0	0	0
4	Degree	135	44.7%	7	5.2	57	42.5	33	21.6	25	18.6	16	11.9
5	Masters	62	20.5%	0	0	12	19.3	22	35.4	17	27.4	11	17.7
Total		302	100%	7	5.2%	69	35%	51	26%	42	21%	27	14%

The above table 4 implies that the majority of the respondents 134(45%) have bachelor degree .The education and training policy suggests that teachers at the secondary schools level ought to have a minimum of first degree (MoE 2010). This implies, these teachers were able to have a better understanding of the issue under investigation and in chance might provide adequate and right responses to the items presented to them. Likewise 12(100%) of principals, three (33.3%) of supervisors, six (28.57%) of PTSA school committee and 41 (26.62 %) of teachers have masters and 101(34%) were secondary school students. Hence, we can determine that principals, school supervisors and parent-

teacher-student associations had equivalent educational level to help their colleague's teachers and their students, in helping each other to improving their professional competence and quality of education in secondary schools. Therefore, it would be possible to conclude that respondents were possess relatively adequate qualifications, ages and experiences to understand the questionnaires and other data gathering tools and gave appropriate information for the study. Basically, if every secondary schools were encouraging and participate the PTSA committee in their schools, there was also a possibility that such schools may moderate conflict environments needed for promoting effective teaching and learning activities.

According to table 4 regarding work experience, the majority 69(35%) of teachers were 11-20 years of work experience while 12(6%) of principals and vice principals were between 21-30 years of work experience. On the other hand, 9(5%) of supervisors and 21(10.7 %) of school PTSA committee found to be between the category of 31–40years work experience. Moreover, 42(21%) of well experienced teachers and 7(4%) of minimum experienced teachers were found in the category of 31-40 and 1-10 years of work experience respectively. The data implies that, the majority of respondents experience was adequate and very important for this study because they have stayed in the school for 7 years and above and they might have sufficient experience on how conflict was managed in their particular schools.

It was found that the number of female principals were much lower two (17%) when compared to male 10 (83%) principals. The number of female Supervisors were lower three (33%) when compared to male Supervisors six (67%). The number of female teachers respondents were also much lower 43 (28%) when compared to males 111(72%) were male. It was identified that the majority, 132 (44.4%) of respondents were within the age range of 35-44 years old. Regarding years of work experience, the majority of respondents, 69 (35%) and 51 (26%)of the teachers had 11-20 and 21-30 years' of experience respectively. Regarding the qualification of teachers all 154 (100%) and the majority 12 (100%) of school principals nine (100%) of supervisors had first degree while 10 (83%) of principals and 42 (27%) of teachers, three (33 %) of supervisors were had master holders. This implies that, the qualification of teachers and school principals were average qualification and it may have its contribution in complexity and lack of skills in conflict management.

4.2. Items Related to View of Conflict

The modern view of conflict does not encourage the elimination of conflict but rather to manage conflict so that it can help groups and individuals perform better (Mowday, 1985). Therefore, it can be said that conflict is useful for an individual and the organization as whole if it is properly managed. Educational leaders (interviewees) believed that conflict is a means of causing changes, while teachers were reluctant to accept this idea. Educational leaders by virtue of their work experience in management are conscious about the role of conflict in bringing about needed changes but teachers' attitude towards conflict is that any challenge is seen only as destructive. However, Narayana (1987) defines that conflict is not organizational abnormality it is a normal aspect of social interaction and an inherent structure component in all social relation and it is integral to the nature of organizational change. Supporting of this, Getachew (2000) points out that conflicts are inevitable in any organization, as they are the natural consequence of interaction among people with differing personalities. In line with this, Schermerhorn (2011) identify that conflict occurs in work place when parties disagree over substantive issues or when emotional antagonisms create friction between them.

Conflict is not just considered as the certainty of school life but it may also be seen as a process through which school grows and develops over time. According to these views, effective administration lies in one's ability to control and organization conflict to ensure the progress of an organization rather than to eliminate it.

Conflict can bring a change in an organization and it is a must for conflicts to exist in organizations where people of differing views, interests, values, beliefs, work together. It was clear from the data that teachers seem to agree with the idea that conflict was harmful for two parties that were in conflict. In the case of behavioral (contemporary) views, organizational conflict is viewed as neither good nor bad, but it is inevitable. Thus, whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it (Gray & Strake, 1984). Therefore, since conflict was the inevitable accompaniment of change, the challenge is not to prevent the conflict arising, but to identify the outcome of conflict and find the best ways to manage it (Brown et al., 1995). Thus, questions were asked to rate the extent of their view on conflict issues in schools under investigation in the form of question items.

Descriptive Data Analysis

Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Dev.
Conflict is a normal aspect of interaction and healthy phenomenon of school relationships	153	1	5	1.95	.822
Conflict provides an opportunity for growth, change and innovation.	153	1	5	2.03	.835
Conflict is a destructive activity that create unhealthy phenomenon of school environments	153	1	5	4.16	.919
conflict is the result of interaction and inevitable at work place	153	1	5	2.24	.978
Peer pressure, academic competition, bullying, and teacher-student relations are some common sources of conflicts	153	1	5	3.60	1.047
Lack of required professional skills of school leaders to support teachers and school stakeholders are the source of conflict in my school	153	1	5	3.96	.818
Conflicts can arise when teachers feel excluded from decision-making processes	153	1	5	4.08	.730
Conflicts can arise when teachers feel excluded from decision-making processes	153	1	5	3.88	.806
Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders is the reason of conflict in my school.	153	1	5	4.03	.924
Workload and unrealistic expectations are factors that influencing teacher and principal conflict	153	1	5	3.99	.907
Absence of stakeholders' participation (including PSTA) in decision making cause conflict in my school	153	1	5	3.85	.696
The school administrators resolve conflict between the teachers by open communication and active listening to avoid misunderstandings	153	1	5	1.86	.866
The school administrators resolving teacher- principal conflict management through sharing style or compromising (win-win	153	1	5	1.90	.817
The school administrators resolving teacher- principal conflict using force	153	2	5	4.22	.678
The school administrators resolving teacher- principal conflict by involving neutral third party	153	1	4	1.80	.717
Teachers can solve their problem by prioritizing the area of conflict	153	2	4	2.73	.967
The school administrators resolve conflict by parent teacher-association committee	153	2	4	2.27	.690

The extent of teachers and principals avoid their disagreement in constructive way	153	2	4	2.78	.966
All teachers obeying the main rules and regulations of the school	153	2	5	2.63	.973
Every and each teachers attending and doing their tasks and roles effectively	153	1	4	2.60	.976
All teachers participating in your school works voluntarily without influence of the leader	153	2	4	2.57	.887
The school leader has best attempts to team building and role negotiation	153	2	4	2.76	.967
The principal inclination to treat all teachers equally and properly	153	2	4	2.88	.966
The principal has best assessment of causes and application of mechanisms to resolve conflicts	153	2	5	2.56	.865
The school administrators know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship	153	1	4	2.83	1.018
The school supervisors have best experience to helping teachers and school principals focused on their common problems	153	1	4	2.25	.898
The school supervisors have great roles to guide the problem solving process	153	1	4	2.41	.623
Understand and resolve the common source and types of conflicts among student, teachers and principals in this school	153	1	4	2.44	.850
The school committee helps facilitate discussions between teachers and principals	153	1	5	3.71	.850
The school committee resolve the common source and types of conflicts among teachers, students and principals in this school	153	1	5	3.82	.812
The school committee help and understand the most frequently used conflict management strategies	153	1	5	3.76	.817
The school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship	153	1	5	3.69	.928
Valid N (listwise)	153				

Note; **Very low:** If a mean score ranging from 1.00 to 1.80 generally indicates a "very low" level, "strongly disagree," or "not at all."

Low: A mean score from 1.81 to 2.60 typically suggests a "low" level or "disagreement."

Moderate: A mean score falling between 2.61 to and 3.41 represents a "moderate" or "neutral" stance. This range often reflects a balanced or undecided sentiment.

High: a mean score of 3.41 to 4.20 signifies a "high" level or "agreement."

Very high: Finally a mean score from 4.21 to 5.00 indicates a "very high " level

or "strong agreement." Hence, as we have seen the above descriptive analysis there was low level or disagreement.

Table 5 Responses on view of conflict

No	Items related to view of conflict	Rating Scale	Number of respondent			
			Number of Teacher	in %	Number of Students	In %
1	Conflict is a normal aspect of interaction and healthy phenomenon of school relationships	Strongly Disagree	40	26.14	0	0
		Disagree	109	71.2	88	90.72
		Undecided	3	1.96	1	1.03
		Agree	1	0.7	8	8.25
		Strongly agree	0	0	0	0
		Total	153	100	97	100
2	Conflict provides an opportunity for growth, change and innovation.	Strongly Disagree	35	22.9	2	2.06
		Disagree	98	64	81	83.51
		Undecided	11	7.2	0	0
		Agree	8	5.2	14	14.43
		Strongly agree	1	0.7	0	0
		Total	153	100	97	100
3	Conflict is a destructive activity that create unhealthy phenomenon of school environments	Strongly Disagree	0	0		
		Disagree	6	3.9		
		Undecided	0	0		
		Agree	87	56.9		
		Strongly agree	60	39.2		
		Total	153	100		
4	conflict is the result of interaction and inevitable or expected at work place	Strongly Disagree	40	26.14		
		Disagree	52	33.98		
		Undecided	41	26.78		
		Agree	16	10.5		
		Strongly agree	4	2.6		
		Total	153	100		

As can be observed in Table 5 of item 1, the majority 109 (72.1%) of the total teacher and 88 (90.72) of students confirmed that, viewing of conflict as a normal aspect of interaction and healthy phenomenon of school relationships were disagreed and 40(26.16%) of teachers were strongly disagreed. In Table 5 of item 2, teacher respondents were asked to give their opinion whether they view Conflict provides an opportunity for growth, change and innovation. Accordingly, the majority 98 (64%) of the teachers and 81 (83.5%) of students were replied disagreed. while eight (5.2%) of the respondents were having agreed. In Table 5 of item 3, teacher respondents were asked their view on Conflict is a destructive activity that create unhealthy phenomenon of school environments. The

majority 87 (56.9%) of the total respondents revealed that, agree and 60 (39%) strongly agree. Under the same table item 4, teacher respondents were also asked about viewing conflict was the result of interaction and inevitable or expected at work place .In this regard, the majority 52 (33.98%) agree and 40 (26.14) of the total teachers replied strongly disagreed. On the other hand, 16 (10.5%) of teachers responded in agreed.

From the above findings regarding the views of conflict, one can deduce that conflict can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. If it is properly managed it can even create new ideas and bring about a change in an organization. It is important to note that teachers are not able to accept the existence of conflict and its role to make a change. But on the contrary, as the information obtained through interview with school principals and supervisors agreed that the existence of conflict in an organization or in a place where people work together is predictable.

4.3. Sources of Conflict

Based on the source of conflict that influencing students, teachers and principals conflict listed in the table below were answered questions asked to their opinion on the source of conflict.

Sex, age and qualification might form diversities in personalities. Besides, professional competence and training condition of individual respondents may also contribute to deriving conflict among students, principals and teachers.

Table 6 Responses on Source of conflict

No	Items related to source of conflict	Rating Scale	Number of respondent			
			Number of Teacher	In %	Number of students	In %
1	Peer pressure, academic competition, bullying, and teacher-student relations are some common sources of conflicts	Strongly Disagree	0	0	0	0
		Disagree	36	23.52	18	18.56
		Undecided	11	7.18	0	0
		Agree	79	51.64	79	81.44
		Strongly agree	27	17.64	0	0
		Total	153	100	97	100
2	Lack of required professional skills of school leaders to support teachers and school stakeholders are the source of conflict in my school	Strongly Disagree	2	1.31	0	0
		Disagree	12	7.84	8	8.25
		Undecided	9	5.88	0	0
		Agree	99	64.71	87	89.69
		Strongly agree	31	20.26	2	2.06

		Total	153	100	97	100
3	<i>conflicts can arises when teachers feel that resources are distributed unfairly</i>	Strongly Disagree	0	0		
		Disagree	0	0		
		Undecided	11	7.18		
		Agree	103	67.33		
		Strongly agree	39	25.49		
		Total	153	100		
4	Conflicts can arise when teachers feel excluded from decision-making processes	Strongly Disagree	0	0	0	0
		Disagree	0	0	20	20.62
		Undecided	0	0	0	0
		Agree	132	86.27	77	79.38
		Strongly agree	21	13.73	0	0
		Total	153	100	97	100
5	Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders is the reason of conflict in my school.	Strongly Disagree	0	0	0	0
		Disagree	5	3.27	10	10.31
		Undecided	0	0	0	0
		Agree	102	66.67	85	87.63
		Strongly agree	46	30.06	2	2.06
		Total	153	100	97	100
6	Workload and unrealistic expectations are factors that influencing teacher and principal conflict	Strongly Disagree	0	0	0	0
		Disagree	7	4.58	68	70.1
		Undecided	0	0	15	15.46
		Agree	105	68.63	14	14.44
		Strongly agree	41	26.79	0	0
		Total	153	100	97	100
7	Absence of stakeholders' participation (including PTSA committee) in decision making cause conflict in my school	Strongly Disagree	0	0	0	0
		Disagree	0	0	13	13.4
		Undecided	2	1.31	0	0
		Agree	142	92.81	82	84.54
		Strongly agree	9	5.88	2	2.06
		Total	153	100	97	100

As can be observed in Table 6 of item 1, the majority 79 (51.64%) of the total teacher and 79 (81.14) of students confirmed that, Peer pressure, academic competition, bullying, and teacher-student relations were replied to agree some common sources of conflicts, and 36 (23.52%) of teachers and 18 (18.5%) of students were disagreed. Table 6 of item 2, teacher respondents were asked to give their opinion whether Lack of required

professional skills of school leaders to support teachers and school stakeholders were the source of conflict the majority 99 (64.1%) of the teachers and 87 (89.69%) of students were replied agree and 31 (20.65%) teachers strongly agree. while 12 (7.8%) of teacher, eight (8.5%) of student respondents were disagreed. In Table 6 of item 3, teacher respondents were asked their *conflicts can arises when teachers feel that resources are distributed unfairly* the majority 103 (67.33%) of the total respondents revealed that agree, and 39 (25.49%) strongly agreed . In Table 6 of item 4, teacher and student respondents were replied that Conflicts can arise when teachers feel excluded from decision-making processes the majority 132 (86.27 %) of the teacher and 77 (79.8%) student respondents revealed that agreed and 21 (13.73%) teachers strongly agreed.

In Table 6 of item 5, the majority 102(66.67%) of the total teacher and 85 (87.63%) of students confirmed that, Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders was the challenge of conflict were replied to agree, 46 (30.3%) teachers, two (2.06%) students were strongly agreed. And five (3.27%) of teachers and 10 (10.3%) of students were disagreed. Table 6 of item 6, teacher respondents were asked to give their opinion whether Workload and unrealistic expectations are factors that influencing teacher and principal conflict the majority 105 (68.63%) of the teachers and 14 (14.4%) of students were replied agree and 41 (26.79%) teachers strongly agreed. while seven (4.58%) of teacher, 68(70.1%) of student respondents were disagreed.

In Table 6 of item 7, teacher respondents were asked Absence of stakeholders' participation (including PTSA committee) in decision making cause conflict the majority 142 (92.8%) of the total teacher and 82 (84.5%) respondents revealed that agree, and nine (5.88%) teachers, two (2 %) students replied that strongly agreed.

From the above table 6 responses, one can possibly conclude that, Peer pressure, academic competition, bullying, and teacher-student relations, Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders, Workload, unrealistic expectations, Absence of stakeholders' participation were agreed main common sources of conflicts in the selected secondary schools,

Similarly, as the information obtained through interview with the schools vice principals, principals and supervisors regarding to the source of conflicts usually poor communication, Peer pressure, academic competition, bullying, and teacher-student relations were common sources of conflicts in the selected secondary schools.

4.4 Teachers-Principals and Students conflict management Strategies adapted in the school

Table 7 Responses on Teachers-Principals and Students conflict management Strategies adapted in the school

No	Items related to Teachers-Principals and Students conflict management Strategies adapted in the school	Rating Scale	Number of respondent			
			Number of teachers	in %	Number of Student	in %
1	The school administrators resolve conflict between the teachers by open communication and active listening to avoid misunderstandings	Strongly Disagree	54	35.29	0	0
		Disagree	89	58.17	54	55.67
		Undecided	3	1.96	17	17.53
		Agree	7	4.58	26	26.8
		Strongly agree	0	0	0	0
		Total	153	100	97	100
2	The school administrators resolving teacher- principal conflict management through sharing style or compromising (win-win	Strongly Disagree	46	30.06	0	0
		Disagree	99	64.71	52	53.6
		Undecided	5	3.27	7	7.22
		Agree	3	1.96	38	39.18
		Strongly agree	0	0	0	0
		Total	153	100	97	100
3	The school administrators resolving teacher- principal and students conflict using force or (Domination)	Strongly Disagree	0	0	0	0
		Disagree	7	4.58	14	14.43
		Undecided	1	0.65	0	0
		Agree	97	63.4	79	81.44
		Strongly agree	48	31.37	4	4.13
		Total	153	100	97	100
4	The school administrators resolving teacher- principal conflict by involving neutral third party, such as counselor or an experienced educator or using (mediation)	Strongly Disagree	51	33.33	0	0
		Disagree	87	56.86	72	74.23
		Undecided	9	5.89	0	0
		Agree	6	3.92	25	25.77
		Strongly agree	0	0	0	0
		Total	153	100	97	100
5	Teachers can solve their problem by prioritizing the area of conflict	Strongly Disagree	0	0		
		Disagree	97	63.4		
		Undecided	0	0		
		Agree	56	36.6		
		Strongly agree	0	0		
		Total	153	100		
6	The school administrators resolve conflict by parent teacher-association committee in the school to resolve the conflict .	Strongly Disagree	0	0	0	0
		Disagree	21	13.73	31	31.97
		Undecided	0	0	7	7.23
		Agree	132	86.27	59	60.82
		Strongly agree	0	0	0	0
		Total	153	100	97	100
7	The extent of teachers and principals avoid their disagreement in	Strongly Disagree	0	0		
		Disagree	91	59.48		

constructive way	Undecided	4	2.61		
	Agree	58	37.91		
	Strongly agree	0	0		
	Total	153	100		

As can be observed in Table 8 of item 1, the majority 89 (58.17%) of the total teachers and 54 (55.67%) of students confirmed that, administrators resolve conflict between the teachers by open communication were replied disagree and 54 (35.20%) teachers strongly disagree. While (4.58%) of teachers and 26 (26.8%) of students were agreed.

In Table 8 of item 2, teachers and students respondents were asked to give the administrators resolving teacher- principal conflict management through sharing style the majority 99 (64.71%) of the teachers and 52 (53.6%) of students were replied disagreed, 46 (30.06%) teachers were replied strongly disagreed. while three (1.96%) of teachers and 38(39.18%) of students respondents were agreed.

In Table 8 of item 3, teacher respondents were replied administrators resolving teacher-principal and students conflict using force , the majority 97 (63.4%) of the total teacher and 79 (81.44%) students respondents revealed that agreed, 48 (31.37%) teachers and four (4.13%) students were replied agreed. While seven (4.58 %) teachers, 14 (14.43students replied that strongly disagreed .

In Table 8 of item 4, teachers and students respondents were administrators resolving teacher- principal conflict by involving neutral third party, the majority 87 (56.86%) of the teachers and 74 (74.23%) of students were replied disagreed, 51 (33.33%) teachers were replied strongly disagreed. while six (3.92%) of teachers and 25 (25.77%) of students respondents were agreed.

In Table 8 of item 5, teacher respondents were replied teachers can solve their problem by prioritizing the area of conflict, the majority 97 (63.4%) of the total teacher respondents revealed that disagree, while 56 (36.6%) teachers were replied agree.

In Table 8 of item 6, teachers and students respondents were administrators resolve conflict by parent teacher-association committee in the school to solve the problem, the majority 132 (86.27%) of the teachers and 59 (60.82%) of students were replied agreed. While 21 (13.73%) of teachers and 31 (31.96%) of students respondents were disagreed.

In Table 8 of item 7, teacher respondents were replied extent of teachers and principals avoid their disagreement in constructive way, the majority 91 (59.48%) of the total teacher respondents revealed that disagree, while 58 (37.91%) teachers were replied agreed.

From the above table 7 the school administrators were not resolve conflict between the teachers by open communication and did not listen to avoid misunderstandings by open

communication.

According to the majority of the respondents, teacher-principal conflicts were moderately resolved by PTSA school committee as the third parties. In this regard, it was possible to conclude that, teacher-principal conflict resolution by school PTSA committee as mediators were a good trend to find the solutions of the problems and it might to prevent elaboration of negative performances in school setting.

In general, the ability of school principals to manage conflicts and their overall competency to do other managerial activities was found to be very poor. That is; using of forcing (dominating) to all conflicts to resolve, lack of inventing options for mutual gain, lack of resolving conflicts by applying scientific steps in secondary schools were the major findings regarding conflict resolution strategies.

In addition, from the document analysis of the selected secondary schools; absence of their own work plan of school committee, absence of PTSA regular meeting program to investigate school conflict and other disciplinary issues, absence of work directive and manuals (guidelines) and absence of capacity building training for school PTSA as well as staff members were seen as the problems for conflict resolution in schools. Therefore, being the situation like this as witnessed by respondent teachers, proper management of conflict in secondary schools would be unlikely. Another point to be mentioned was that the readiness of school leaders to become change agents was also found poor; therefore, one can conclude that school leaders were not resolve conflict properly in new ways of doing things.

As we have seen the above discussion the school principal ought to addressing the root causes of conflict and strengthening existing management frameworks through training, resources, and community involvement can significantly improve students' academic success and social well-being. A proactive, culturally sensitive, and well-supported approach is key to transforming conflicts into opportunities for growth and unity within these schools.

4.6 Role of Teachers and Students in Conflict Management

Table 8 Role of teachers and Students in conflict management

No	Items related to role of teachers and Students in conflict management	Rating Scale	Number of respondent			
			Number of teachers	in %	Number of Students	In %
1	All teachers obeying the main rules and regulations of the school	Strongly Disagree	0	0	0	0
		Disagree	37	24.18	20	20.61
		Undecided	0	0	18	18.56
		Agree	99	64.71	59	60.82
		Strongly agree	17	11.11	0	0
		Total	153	100	97	100
2	Every and each teachers attending and doing their tasks effectively	Strongly Disagree	8	5.23	0	0
		Disagree	91	59.48	62	63.91
		Undecided	8	5.23	4	4.12
		Agree	46	30.06	31	31.96
		Strongly agree	0	0	0	0
		Total	153	100	97	100
3	All teachers participating in your school works voluntarily without influence of the leader	Strongly Disagree	0	0	0	0
		Disagree	107	69.93	71	73.19
		Undecided	5	3.27	0	0
		Agree	41	26.8	26	26.8
		Strongly agree	0	0	0	0
		Total	153	100	97	100
4	Students can act as neutral parties who listen to both sides(teachers and principals) of the conflict and help to facilitate communication	Strongly Disagree			0	0
		Disagree			68	70.1
		Undecided			10	10.31
		Agree			19	19.59
		Strongly agree			0	0
		Total			97	100
5	Students can influence the dynamics of teacher -principal conflicts through advocate, feedback, mediation and active participation in their school community	Strongly Disagree			9	9.28
		Disagree			47	48.45
		Undecided			5	5.15
		Agree			36	37.11
		Strongly agree			0	0
		Total			97	100
6	All students contribute to an environment that minimizes conflicts by promoting a positive culture.	Strongly Disagree			0	0
		Disagree			53	54.64
		Undecided			13	13.4
		Agree			31	31.96
		Strongly agree			0	0
		Total			97	100

As can be observed in Table 8 of item 1, the majority 99 (64.71%) of the total teachers and 59 (60.82%) of students confirmed that, teachers obeying the main rules and regulations of the school were replied agreed, 17 (11.1) teachers replied strongly agree. While 37 (24.18%) teachers, 20 (20.61) of students replied disagreed. In Table 8 of item 2,

teachers and students respondents were each teachers attending and doing their tasks and roles effectively, the majority 91(59.48%) of the teachers and 62 (63.91%) of students were replied disagreed, 8(5.23%) teachers were replied strongly disagree. While 46(30.06%) of teachers and 31(31.96%) of students respondents were agreed.

In Table 8 of item 3, teacher respondents were replied teachers participating in your school works voluntarily without influence of the leader, the majority 107 (69.93%) of the total teacher and 71 (73.19%) students respondents revealed that disagree, While 41(26.8%) teachers and 26 (26.8%) students were replied agree.

In Table 8 of item 4, teachers and students respondents were Students can act as neutral parties who listen to both sides, the majority 68 (70.1%) of students were replied disagree. while 19 (19.59%) of students were agreed.

In Table 8 of item 5, teacher respondents were replied Students can influence the dynamics of teacher-principal conflicts through advocate, the majority 47 (48.45%) of the total students respondents revealed that disagree, nine (9.28%) of student replied strongly disagreed. while 36(37.11%) of students were replied agreed.

In Table 8 of item 6, teachers and students respondents were students contribute to an environment that minimizes conflicts by promoting a positive culture, the majority 53 (54.64%) of students were replied disagree. While 31 (31.96%) of students respondents were agreed.

From the above table 8 rating scale results most of the selected school teachers were not obey the main rules and regulations of their schools and they rarely attending and doing their tasks effectively. They do not participating voluntarily without influence of the leader in their school works. Hence, majority of the teachers were not play their roles in the selected schools.

4.7. Role of Principals and Supervisors in Conflict Management

Table 9 Role of principals and supervisors in conflict management

No	Items related to the role of principals and supervisors in conflict management	Rating Scale	Number of respondent			
			Number of teachers	in %	Number of students	In %
1	The school leader has best attempts to team building and role negotiation	Strongly Disagree	0	0		
		Disagree	94	61.44		
		Undecided	2	1.31		
		Agree	57	37.25		
		Strongly agree	0	0		
		Total	153	100		
2	The principal inclination to treat all teachers equally and properly	Strongly Disagree	0	0	0	0
		Disagree	81	52.94	61	62.89
		Undecided	9	5.88	9	9.28

		Agree	63	41.18	27	27.84
		Strongly agree	0	0	0	0
		Total	153	100	97	100
3	The principal has best assessment of causes and application of mechanisms to resolve conflicts	Strongly Disagree	0	0	2	2.06
		Disagree	103	67.32	73	75.26
		Undecided	16	10.46	5	5.15
		Agree	32	20.92	17	17.53
		Strongly agree	2	1.31	0	0
		Total	153	100	97	100
4	The school administrators know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship	Strongly Disagree	5	3.27	0	0
		Disagree	79	51.63	66	68.04
		Undecided	6	3.92	12	12.37
		Agree	63	41.18	19	19.59
		Strongly agree	0	0	0	0
		Total	153	100	97	100
5	The school supervisors have best experience to helping teachers and school principals focused on their common problems	Strongly Disagree	21	13.73	7	7.22
		Disagree	98	64.05	79	81.44
		Undecided	8	5.23	0	0
		Agree	26	16.99	11	11.34
		Strongly agree	0	0	0	0
		Total	153	100	97	100
6	The school supervisors have great roles to guide the problem solving process and be an active member of the interactions in this school.	Strongly Disagree	1	0.65	0	0
		Disagree	99	64.71	82	84.54
		Undecided	43	28.1	13	13.4
		Agree	10	6.54	2	2.06
		Strongly agree	0	0	0	0
		Total	153	100	97	100
7	The school supervisors Understand and resolve the common source and types of conflicts among student, teachers and principals in this school	Strongly Disagree	4	2.61	0	0
		Disagree	109	71.24	76	78.35
		Undecided	8	5.23	16	16.49
		Agree	32	20.92	5	5.15
		Strongly agree	0	0	0	0
		Total	153	100	97	100

As can be observed in Table 10 of item 1, the majority 94 (61.44%) of the total teachers confirmed that, school leader has best attempts to team building and role negotiation were replied disagree. While 57 (37.25%) of teachers were agreed.

In Table 10 of item 2, teachers and students respondents were principal inclination to treat all teachers equally and properly, the majority 81 (52.94%) of the teachers and 61 (62.89%) of students were replied disagreed. while 63 (41.18%) of teachers and 27 (27.84%) of students respondents were agreed.

In Table 10 of item 3, teacher respondents were replied principal has best assessment of causes and application of mechanisms to resolve conflicts, the majority 103 (667.32%) of the total teacher and 73 (75.26%) students respondents revealed that disagreed, two (2.06%) of students were replied strongly disagree. While 32(20.92%) of teachers and

17 (17.53) of students replied that agreed .

In Table 10 of item 4, teachers and students respondents were remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship, the majority 79 (51.63%) of the teachers and 66 (68.04%) of students were replied disagree, five (3.27%) teachers were replied strongly disagree. while 63(41.18%) of teachers and 19 (19.59%) of students respondents were agreed.

In Table 10 of item 5, teacher respondents were replied school supervisors have best experience to helping teachers and school principals focused on their common problems, the majority 98 (64.05%) of the total teacher and 79 (81.440) of students respondents revealed that disagree, 21 (13.73) of teachers, seven (7.22) of students replied strongly disagreed. while 26 (16.99%) teachers. 11(11.34) were replied agreed.

In Table 10 of item 6, teachers and students respondents were school supervisors have great roles to guide the problem solving process, the majority 99(64.71%) of the teachers and 82 (84.54%) of students were replied disagree. While 10 (6.54%) of teachers and two (2.06%) of students respondents were replied agreed.

In Table 10 of item 7, teachers and students respondents were school supervisors Understand and resolve the common source and types of conflicts among student, the majority 109 (71.24%) of the teachers and 76 (78.35%) of students were replied disagree. While 32 (20.92%) of teachers and five (5.15%) of students respondents were agreed.

According to the majority of the respondents, the role of school principals and supervisors were on the assessment of factors and requests of mechanisms to resolve conflict were weak. One can conclude that the poor communication style of most school principals might have lack of skills to resolve conflicts. As the majority of the respondents replied, the behavior of school principals and supervisors as a mediator was underprivileged. Therefore it was possible to conclude that, for principals to manage their tasks effectively they might not be equipped with the knowledge of initiating, defending, and mediating conflict mechanisms during their exercise.

4.8. Role of School Committee (PTSA) in Students, Teachers and Principals Conflict

Table 10 Role of School committee (PTSA) in Students, teachers and principals conflict management

No	Items related to the role of School committee (PTSA) in Students, teachers and principals conflict management	Rating Scale	Number of respondent			
			Number of teachers	In %	Number of students	In %
1	The school committee helps facilitate discussions among students, teachers and principals, ensuring that all sides are heard and a fair solution is reached	Strongly Disagree	0	0	0	0
		Disagree	0	0	8	8.25
		Undecided	12	7.84	12	12.37
		Agree	136	88.88	54	55.67
		Strongly agree	5	3.27	21	21.65
		Total	153	100	97	100
2	The school committee resolve the common source and types of conflicts among teachers, students and principals in this school	Strongly Disagree	0	0	0	0
		Disagree	2	1.31	3	3.09
		Undecided	0	0	0	0
		Agree	140	91.50	78	80.41
		Strongly agree	11	7.19	16	16.49
		Total	153	100	97	100
3	The school committee help and understand the most frequently used conflict management strategies employed by teachers and principals in resolving disagreement	Strongly Disagree	0	0		
		Disagree	1	0.65		
		Undecided	4	2.61		
		Agree	143	93.46		
		Strongly agree	5	3.27		
		Total	153	100		
4	The school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship	Strongly Disagree	0	0	0	0
		Disagree	0	0	2	2.06
		Undecided	7	4.58	1	1.03
		Agree	138	90.19	83	85.57
		Strongly agree	8	5.23	11	11.34
		Total	153	100	97	100

In Table 10 of item 1, the majority 136 (88.88%) of the total teachers and 54 (55.67%) of students confirmed that, school committee helps facilitate discussions among students, teachers and principals, ensuring that all sides are heard and a fair solution reached were agreed, five (3.27%) of teachers and 21 (21.65%) of students were replied strongly agreed. While eight (8.25%) of students were disagreed.

In Table 10 of item 2, teachers and students respondents were school committee resolve the common source and types of conflicts among teachers, students and principals in this school, the majority 140 (91.5%) of the teachers and 78 (80.41%) of students were replied agree, 11 (7.19) of teachers and 16 (16.49) of students were replied strongly agree. while two (1.31%) of teachers and three (3.09%) of students respondents were disagreed.

In Table 10 of item 3, teacher respondents were replied The school committee help and understand the most frequently used conflict management strategies employed by teachers and principals in resolving disagreement, the majority 143 (93.46%) of the total teacher respondents revealed that agree, five (3.27%) of teachers were replied strongly agreed. While one (0.65 %) of teachers replied that disagreed .

In Table 10 of item 4, teachers and students respondents were school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship, the majority 138 (90.19%) of the teachers and 83 (85.57%) of students were replied agreed, eight (5.23%) of teachers and 11 (11.34%) of students were replied strongly agreed. while two (2.06%) of students respondents were disagreed.

From the above table 10 the school committee (PTSA) helps facilitate discussions among students, teachers and principals, ensuring that all sides were heard and a fair solution was reached in resolving conflict between the teachers and they listen to avoid misunderstandings by open communication. Practically the school committee also resolve the common source and types of conflicts among teachers, students and principals in these schools.

As we have seen the above table 10 most teachers said that "the school committee help and understand the source of conflict, conflict management strategies and their poor resolving actions employed by teachers and principals in resolving disagreement and were school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship. This implies that the PTSA committee were more acceptable by teachers and students.

According to the majority of the respondents, teacher-principal conflicts were moderately resolved by PTSA school committee as the third parties. In this regard, it was possible to conclude that, teacher-principal conflict resolution by school PTSA committee as mediators were a good trend to find the solutions of the problems and it might to prevent elaboration of negative performances in school setting.

In general, the ability of school principals to manage conflicts and their overall competency to do other managerial activities was found to be very poor. That is; using of forcing (dominating) to all conflicts to resolve, lack of inventing options for mutual gain, lack of resolving conflicts by applying scientific steps in secondary schools were the major findings regarding conflict resolution strategies.

The interview held with principals and supervisors also mentioned that, "most teachers in the selected schools were unable to participate teachers in the preparation of teaching aid, lack of coordination, poor communication style and relationship between students and

teaching class load among teachers were the sources of conflict in their school. Moreover, as the information obtained through interview with cluster supervisors and principals, conflicts regarding conflict in schools were occurred among teachers because one can be benefited and the other was loser or loaded in their career by their leaders. This was elaborated to the others because conflicts were not getting solutions by school leaders as soon as conflicts started. Hence, it is possible to conclude that, conflict needs immediate solutions because it has an influence on teachers' performance activities and it might blocks the social climate of the same members of teachers as well as the whole school organization

The focused group discussion were carried out separately in suitable environment with (PTSA). They explain and list common sources and types of conflicts among students, teachers and principals in their schools and they replied that, their involvements were dominated by the main principal and do to this reason they were participate some times .

Available documents such as work directive and manuals, work plan of school managements and disciplinary issues that have direct relation with conflict and its management strategies at the school level were investigated in each selected schools that, almost all of the selected schools were made decisions without participating the appropriate stakeholders. This implies that their best conflict management strategies were by none mediation.

As we have seen before the conflict handling mechanisms were not clearly demarcated by many of the school principals in secondary schools. As a result, they tried to search for solution through only disciplinary measures and they were negligent to give appropriate solutions for easy types of conflict. From the above responses, one can possibly conclude that, the principals' proper utilization of the conflict resolution mechanisms and applying proper decisions in the administrative affairs were ineffective due to the above mentioned and other constraints in the secondary schools. Since these duties were very important for effective management of conflict, necessary measures should have been taken for upgrading the principals' knowledge with the appropriate methods of handling conflicts.

In general, as we had seen based on the qualitative data and quantitative data those collected from the respondents, the ability of school leaders to manage conflicts and their overall competency to do other managerial activities was found to be very poor. That is; using of forcing (dominating) to all conflicts to resolve, lack of inventing options for mutual gain, lack of resolving conflicts by applying scientific steps in secondary schools were the major findings regarding conflict resolution strategies. Since the focused group

discussion and some document analysis from the selected schools teacher-principal conflicts were moderately resolved by parents-teachers-students associations (PTSA) committee, the third parties or mediators. So it was possible to conclude that, teacher-principal conflict resolution by PTSA committee as mediators was a good trend to find the solutions of the problems and it might to prevent elaboration of negative performances in school setting.

Lack of convincing the sources of conflicts by school principals and other conflict solvers, partiality of mediators in conflict management that is unfairly ensuring the idea of one side and ignoring the other side, magnifying the problem of conflicts and pointed to one for punishment and being rigid without awareness about the source of conflict were the 'bottle neck' in conflict management.

According to the result of the interview from most of school PTSAs regarding the challenges to resolve conflicts; absenteeism of individuals in school meeting to resolve conflicts, absence of guidelines for conflict resolution and lack of implementation of school rule and regulations were some of the challenges to resolve conflicts in these schools.

The interview result from most of cluster supervisors also described as; most of the time individuals consider any conflict as a negative phenomenon rather than considering conflict as a challenge for a change. Due to this view, when conflicts occur among individuals in schools, every individual develops negative relationship with the opposite part rather than resolve conflicts through smooth conversation. From this point of view, one can conclude that the awareness of individuals on conflict was not as much as possible and it might need to give training for individuals in educational management for decision-making to reduce conflicts in schools.

Discussion

Conflict management is a critical issue in government schools, where diverse student populations and limited resources often contribute to various forms of conflict. In Lemi Kura Sub-City of Addis Ababa, government secondary schools face numerous challenges related to managing conflicts effectively to maintain a safe and productive learning environment. This discussion explores the nature of conflicts in these schools, current management practices, challenges faced, and recommendations for improvement.

1. Nature and Causes of Conflict in Lemi Kura Government Schools

Government secondary schools in Lemi Kura Sub-City reflect the broader social diversity of Addis Ababa. Several factors contribute to conflicts, including:

Ethnic and Cultural Diversity: Students and teachers were come from various ethnic backgrounds, sometimes leading to misunderstandings or prejudice in this case a minimum septum's were seen .

Academic Pressure: Competitive environments for limited opportunities foster opposition and tension were happen in these schools.

Resource Scarcity: Overcrowded classrooms, insufficient learning materials, and limited extracurricular facilities were approved by teachers and students among principals .

Student-Teacher Interactions: Differences in communication styles or strict disciplinary methods were trigger disputes in these schools.

Peer Conflicts: *Bullying, gossip, and social exclusion were common sources of tension in the schools.*

2. Conflict Management Strategies in Practice

Governmental Secondary Schools in Lemi Kura employ a variety of strategies to manage conflicts:

Counseling Services: Some schools have counselors to address student disputes and emotional needs but there were a limitation to apply practically .

Peer Mediation Programs: I n case of teachers there were highly limited but Selected students were some trained to mediate minor conflicts among their peers.

Disciplinary Committees: As the researcher had seen using document analysis the School disciplinary bodies were not handle serious behavioral issues through formal procedures.

Parental Engagement: In some Schools encourage parents to participate in resolving conflicts, especially those involving serious offenses but there were limitations participating parents.

School Rules Enforcement: There were clear rules and consequences aim to prevent conflict-inducing behaviors but there were limitations well practicing.

Extracurricular Activities: Different Clubs and sports are promoted to build teamwork and reduce rivalry but there were gaps applying this in appropriate way.

3. Challenges in Conflict Management

Despite these efforts, Lemi Kura government secondary schools face several challenges:

Inadequate Training: Teachers and staff often lack specialized training in conflict resolution and cultural sensitivity.

Limited Counseling Resources: Some schools have no dedicated counselors to guide the schools community.

Overcrowding: Almost all schools were have High student-to-teacher ratios that reduce the ability to monitor and manage conflicts effectively in the selected schools.

4. Impact of Poor Conflict Management

As we have seen from the above results there were poorly managed schools, the consequences include:

Disrupted Learning Environment: Frequent conflicts interrupt teaching and learning.

Decreased Academic Performance: Students involved in conflicts may show declining academic results.

Emotional and Psychological Harm: Stress, anxiety, and low self-esteem among affected students.

Negative School Climate: Poor relationships among students and staff reduce overall school morale.

Increased Dropout Rates: Persistent conflicts can drive students away from school.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the study, conclusions drawn on the basis of the findings and recommendations that were supposed to be useful in clarifying problems related to improving and ensuring the current practices of conflict management with certain situations in Addis Ababa Administration, Lemi Kura sub-city governmental secondary schools.

5.1. Summary

The main purpose of this study was to assess the major causes of conflict and management practice by taking into account conflict management strategies in terms of handling conflict issues. The study was conducted in three governmental secondary schools of Lemi Kura sub-city. To realize the purpose of the study, the following four basic research questions were raised to be answered in this study.

1. What are the common sources and types of conflicts among students, teachers, and principals in the school
2. What are the most frequently used conflict management strategies employed by teachers and principals in resolving disagreement?
3. Which views of conflict are functional or dysfunctional and currently employed by principals to manage conflicts with teachers?
4. What remedial actions are required to resolve unhealthy conflict in Student, teacher and principal relationship?

To collect appropriate data on the given topic, the study was carried out in Lemi Kura Sub-city three governmental secondary schools which were selected by concerning their geographical location, main cluster centers and using purposive sampling technique. Descriptive survey approach was employed as a method of the study. The sources of primary and secondary data were teachers, principals, secondary school supervisors, parent-teacher-student association (PTSA) and necessary documents. To answer the above basic research questions, the data were gathered through questionnaires, interview and document analysis. The questionnaires were properly filled and returned by 154 teachers and 101 students class monitors who were selected by stratified formula of William (1977) technique. The interview was also conducted with 3 principals, 9 vice principals and 9 supervisors who were all available firmly. The focused group discussion were conducted with 21 parent-teacher-student association (PTSA) who were selected by purposive sampling techniques and document investigation was also made on the school discipline

records. The data obtained through close ended questionnaires were analyzed quantitatively using percentage. Besides, the data gathered through interview, document investigation and open ended items in the questionnaires were analyzed qualitatively.

As a final point, based on the analysis of the data, the following major summary were obtained from this study;

As we have seen the above result the main common sources of conflict were poor communication style, distorted or ambiguous information, unfair work load, bullying, unfair distribution of resources, lack of professional skills to support teachers and stakeholders, and absence of stakeholders participations were some source of conflict in the selected schools. They were also a lack to mention the main types of conflict that happen in the selected schools.

In these schools the most frequently used conflict management strategies employed by teachers and principals to resolving disagreements were resolved conflicts using inappropriate way rather than scientific methods like cooperation or mediation. Thus, the researcher summarized that, the perception and attitude of school leaders and teachers about conflict and its management strategies seems unsuitable. They see conflict as destructive rather than productive element.

From the above result in the selected schools traditional views of conflict were functional and currently employed by principals to manage conflicts. This view considers conflict as harmful and something to be avoided. Traditional conflict argued that all conflicts must be avoided at all costs and in all cases.

In case of the selected secondary schools students, teachers and principals relationships were assessment and identification, individual support plan, remedial class and session, use of special instructional methods, monitoring and evaluation and parental involvements were not implementing effectively that remedial actions requires coordination among students, teachers, principals, supervisors and (PTSA) Committee to create an inclusive environments. So, the researcher summarize that there were lack of remedial actions to resolve unhealthy conflict in the selected schools.

As we have seen above the role of Vice-Principals and Parents-Teachers and Students Associations involvements were dominated by the main principal centralized activities.

In addition, as most of the result of interview with principals and supervisors were replied that," the role of stakeholders managing conflict in their schools were good. But there were a gap to participate the main stakeholders in their schools. Moreover, the information obtained through interview discussion from the principals and supervisors were indicated that," the role of supervisors and principals in managing school conflict

were not expected as their top position to control the activities of schools." Hence, the researcher summarize that in the selected schools there were a limitation to act as their role and position.

Generally, as we have seen the above Summarization the school administrations or principals did not encourage to involve neutral third party, such as parent- teacher-students association, counselor, an experienced educator, or using (mediation) to resolving teacher- principal conflict

5.2. Conclusions

Based on, the summery of findings exposed with regard to the views of conflict, conflict can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. Therefore, school leaders by virtue of their work experience in management were conscious about the role of conflict in bringing the needed changes and ensure the progress of an organization rather than to eliminate it.

Each type of conflict had its own challenge. Among these major factors or challenges in the secondary schools studied, teachers' performance evaluation system is the current controversial and sensitive issues that developed conflicts between teachers and principals. The practice of performance evaluation often leads to conflict and misunderstandings between the teachers and school principals due to lack of understanding of the goals of evaluation on the part of teachers and the improper implementation of the issue under consideration by the people assigned to it. Teachers' negative attitude toward their school leaders also prevented them from evaluating their own weaknesses; because they refused to recognize the possible conflicts that may exist between and among themselves. Hence, some school leaders might relate it to the personal characteristics of workers, and some make a comparison between teachers, instead of comparing the person with his/her performance.

School leaders trained in the area of management can have the opportunity to use the different techniques of conflict resolution. Besides, they might know that conflict was the basis of change and development. However the findings indicated that, their school teachers were not understands that conflict was the basis of change and development. From the 12 principals and vice principals in the study area, there were 10 (83%) principals trained in educational leadership and management at master's level but the rest two (17%) principals and vice principals were not trained in the field of management. Then, the lack of trained school leaders or the way school leaders manage conflicts itself can lead to the creation of conflicts between teachers and principals. For one reason, teachers may think that they were guided by people who have no the necessary

competence. Therefore, school leaders may feel inferiority complex because there may be competent staff members with better qualification and work experience who were more able to manage the educational institutions than the recent principal.

The study of conflict management in government secondary schools; the case of Lemi Kura Sub-City, Addis Ababa, reveals that conflicts are a common occurrence, often restricting from issues such as miscommunication, lack of resources, poor leadership styles, overcrowding, and differences in values or expectations among teachers, students, and administrators. While conflicts are inevitable in any organizational setting, the way they are managed significantly influences the overall school climate, staff morale, and academic performance.

The results indicate that although there were no school leaders employ effective conflict resolution strategies such as negotiation, cooperation, dialogue, mediation, and participatory decision-making and still lack the necessary skills or training in conflict management. In many cases, conflicts are either ignored or dealt with in an authoritarian manner, which often escalates tensions rather than resolving them.

Moreover, the research highlights the need for capacity-building programs focused on equipping school leaders, teachers, and students with constructive conflict resolution skills. Institutional support from the Addis Ababa Education Bureau and the Lemi Kura Sub-City Education Office is crucial in creating a sustainable framework for peaceful conflict management.

In conclusion, enhancing the conflict management practices in Lemi Kura's secondary schools requires a multi-faceted approach involving policy reform, leadership training, stakeholder involvement, and a shift toward more democratic and communicative school cultures. This will foster more harmonious learning environments conducive to academic success and holistic development.

5.3. Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to improve the problems of conflict management which were associated with teachers and school principals' conflict and applications of strategies to manage conflict in secondary schools.

The basic factors or challenges of conflict in secondary schools were found distorted or ambiguous information, work load, unequal evaluation of teachers' performances, poor communication style and absence of stakeholders participation. Hence, Addis Ababa education bureau and Lemi kura sub-city education office were advised to ensure the proper implementation of school rules and regulation through orienting teachers,

supervisors and schools principals on how to discharge their responsibility in terms of school rules and regulation, performing fair evaluation of teachers' performance appraisal and creating smooth communication.

For the proper management of conflict, the secondary schools principals should recognize the major challenges and specific factors of each type of conflict and when conflict was most likely to occur; they should consider the effectiveness of the past mechanisms that they have used for handling current conflicts, and examine as well as apply the best alternatives.

On top of this, it was better to follow and to take preventive measure of conflict management by students, teachers and school leaders such as:

- Organizational goals, objectives, work units, and individual goals should be clearly defined by school leaders for the practitioners.

- The role and contribution of individual and each work unit towards organizational goals must be identified.

- Fair reward and compensation system for individual and work unit has to be framed by school leaders for the sake of enhancing school effectiveness.

- Trust and effective communication channel in school system has to be established for enhancing open interpersonal relationship among staff members. Because the greater the trust among members of unit, the more honest and open the communication among them would be developed.

Teachers also advised to work collaboratively with school principals and parent-teachers-students association to minimize destructive conflicts which can affect the goal of education.

Addis Ababa Education Bureau and Addis Ababa University Educational Planning and Management Department were advised to provide skill trainings for school leaders, teachers, supervisors and main stakeholders on how to manage and resolve conflicts in their context since there was no one best way of conflict resolution technique that educational managers can use in every situation. Similarly, these government bodies were recommended to create awareness raising workshop for the school community and other staff to deal with the positive values of conflicts in creating new ideas and generating basic change and development.

For policy makers Consistent Policy implementation must apply to Ensure uniform enforcement of school rules and conflict management procedures across all schools.

Including Addis Ababa University Educational Planning and Management Department and any educational Organization or individual should be conducted to investigate more

about conflict generating factors, effects of various types of conflicts on teachers' performance, and design appropriate strategies for managing such conflicts in schools

Furthermore, the researcher recommended that, professional development, inclusive leadership, and structured policies to improve conflict resolution practices and enhance school climate, Increase Counseling Support, Strengthen Peer Mediation, Promote Inclusive Activities, the Addis Ababa Education Bureau must support school leaders through continuous follow up and feedback about the appropriate implementation of school rules and regulations besides creating good relationship between teachers and school principals and for policy makers further study should be conducted to investigate more about conflict generating factors, effects of various types of conflicts on teachers' performance, and design appropriate strategies for managing such conflicts in schools

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Appendix A

Addis Ababa University

College of Educational and Language Studies

Department of Educational Planning and Management

Questionnaires to be filled by government secondary school **teachers**

Dear Respondents: The main purpose of these questionnaires is to gather relevant data for the study on "conflict management in Addis Ababa, Lemi Kura sub -city governmental secondary schools." The result and success of the study will depend up on the quality Of your response. I hope, you will give accurate and honest responses to the item presented. Your response will be keep confidential and used only for the research purpose. Please check also whether you have filled all the questions and pages accordingly.

Thank you in advance for sacrificing your precious time!

Directions: Part I:

1. No need of writing your name.
2. Your answer should represent your direct feeling.
3. Ask the data collector if you need extra support before giving your answer in confusion.
4. Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.

Part II:

This part of the questionnaire contains the personal information. Thus, please fill the necessary answers for each item properly by putting “√” or “X” mark in the box prepared.

1. Name of the school-----

2. Sex: Male Female

3. Age:

14-24years	25-34 years	35-44 years	45-54 years	55 and above

4. Work Experience in Years

1-10Years	11-20 Years	21-30 Years	31-40Years	41 and above

5. Educational Level

Certificate	Diploma	Degree	Masters	Other

Part III:

The following statements are some competence and commitment of teachers in the governmental Secondary schools. Think about your school as you read each statement below. Based on the concept of each item, please try to select the options that directly represent your own feeling. Then put "x" mark on the space that best describes your feeling regarding the competence and commitment of teachers in your schools.

Items related to view of conflict are listed below. Please show your views by selecting the options that represent your feeling.

Key: strongly disagree = 1, Disagree=2, Undecided=3, Agree=4, Strongly agree=5

NQ	I. Items related to View of conflict	5	4	3	2	1
1.1	Conflict is a normal aspect of interaction and healthy phenomenon of school relationships					
1.2	Conflict provides an opportunity for growth, change and innovation.					
1.3	Conflict is a destructive activity that create unhealthy phenomenon of school environments					
1.4	conflict is the result of interaction and inevitable at work place					
	<i>II. Source of conflict</i>	5	4	3	2	1
2.1	Peer pressure, academic competition, bullying, and teacher-student relations are some common sources of conflicts					
2.2	Lack of required professional skills of school leaders to support teachers and school stakeholders are the source of conflict in my school					
2.3	conflicts can arises when teachers feel that resources are distributed unfairly					
2.4	Conflicts can arise when teachers feel excluded from decision-making processes					

III. Challenges / factors/ influencing students, teachers and principals conflict		5	4	3	2	1
3.1	Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders is the reason of conflict in my school.					

3.2	Workload and unrealistic expectations are factors that influencing teacher and principal conflict					
3.3	Absence of stakeholders' participation (including PSTA) in decision making cause conflict in my school					
Iv. Teachers-Principals and students conflict management Strategies adapted in the school		5	4	3	2	1
4.1	The school administrators resolve conflict among the teachers ,students by open communication and active listening to avoid misunderstandings					
4.2	The school administrators resolving teacher- principal conflict management through sharing style or compromising (win-win					
4.3	The school administrators resolving teacher- principal and students conflict using force or (Domination)					
4.6	The school administrators resolving teacher- principal conflict by involving neutral third party, such as counselor or an experienced educator or using (mediation)					
4.7	Teachers can solve their problem by prioritizing the area of conflict					
4.9	The school administrators resolve conflict by parent teacher-association committee in the school to resolve the conflict.					
4.1	The extent of teachers and principals avoid their disagreement in constructive way					
0						
V. Role of teachers in teachers-principals conflict management						
5.1	All teachers obeying the main rules and regulations of the school					
5.2	Every and each teachers attending and doing their tasks and roles effectively					
5.3	All teachers participating in your school works voluntarily without influence of the leader					
VI.Role of school principals in managing conflict.		5	4	3	2	1
6.1	The school leader has best attempts to team building and role negotiation					
6.2	The principal inclination to treat all teachers equally and properly					
6.3	The principal has best assessment of causes and application of mechanisms to resolve conflicts					
6.4	The school administrators know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship					
VII. The Role of 2 nd ry school supervisors						

7.1	The school supervisors have best experience to helping teachers and school principals focused on their common problems.					
7.2	The school supervisors have great roles to guide the problem solving process and be an active member of the interactions in this school.					
7.3	Understand and resolve the common source and types of conflicts among student, teachers and principals in this school					
	<i>VIII. The Role of School committee (PTSA) in teacher principal conflict management</i>					
8.1	The school committee helps facilitate discussions between teachers and principals, ensuring that both sides are heard and a fair solution is reached					
8.2	The school committee resolve the common source and types of conflicts among teachers, students and principals in this school					
8.3	The school committee help and understand the most frequently used conflict management strategies employed by teachers and principals in resolving disagreement					
8.4	The school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship					

Please mention other challenges in managing conflict which are not mentioned in the above table. -----

Thanks

Appendix B

Addis Ababa University

College of Educational and Language Studies

Department of Educational Planning and Management

Questionnaires to be filled by government secondary school Students

Dear Respondents: The main purpose of these questionnaires is to gather relevant data for the study on "conflict management in Addis Ababa, Lemi Kura sub-city governmental secondary schools." The result and success of the study will depend up on the quality Of your response. I hope, you will give accurate and honest responses to the item presented. Your response will be keep confidential and used only for the research purpose. Please check also whether you have filled all the questions and pages accordingly.

Thank you in advance for sacrificing your precious time!

Part I:

1. No need of writing your name.
2. Your answer should represent your direct feeling.
3. Ask the data collector if you need extra support before giving your answer in confusion.
4. Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.

Part II:

This part of the questionnaire contains the personal information. Thus, please fill the necessary

answer for each item properly by putting “√” or “X” mark in the box prepared.

1. Name of the school-----

2. Sex: Male Female

3. Age:

14-18 years	19-23 years	24-28 years	29-33 years	34 years and above

4. The Students grade (Class monitors)

Grade-9	Grade-10	Grade-11	Grade-12

5. Students class room monitors experience

1- year	2- years	3-years	4-years

Part III:

The following statements are some competence and commitment of students in the governmental Secondary schools. Think about your school as you read each statement below. Based on the concept of each items, please try to select the options that directly represent your own feeling. Then put "x" mark on the space that best describe your feeling regarding the competence and commitment of students in your school.

- Items related to view of conflict are listed below. Please show your views by selecting the options that represent your feeling.

Key; strongly disagree=1, Disagree=2, Undecided=3, Agree=4, strongly agree=5

N0	I. Items related to View of conflict	5	4	3	2	1
1.1	Conflict is a normal aspect of interaction and healthy phenomenon of school relationships					
1.2	Conflict provides an opportunity for growth, change and innovation.					
	<i>II. Source of conflict</i>					
2.1	<i>Peer pressure, academic competition, bullying, and teacher-student relations are some common sources of conflicts</i>					
2.2	Lack of required professional skills of school leaders to support teachers and school stakeholders are the source of conflict in my school					
2.3	Conflicts can arise when students feel excluded from decision-making processes					

	III. Challenges / factors/ influencing students, teachers and principals conflict	5	4	3	2	1
3.1	Poor communication style, incorrect, distorted or ambiguous information can create hostility among Stakeholders is the reason of conflict in my school.					
3.2	Workload and unrealistic expectations are factors that influencing teacher and principal conflict					

3.3	Absence of stakeholders' participation (including PTSA) in decision making cause conflict in my school					
	Iv. Teachers-Principals and supervisors conflict management Strategies adapted in the school					
4.1	The school administrators resolve conflict between the teachers by open communication and active listening to avoid misunderstandings					
4.2	The school administrators resolving teacher- principal conflict management through sharing style or compromising (win-win)					
4.3	The school administrators resolving teacher- principal conflict using force or (Domination)					
4.4	The school administrators resolving teacher- principal conflict withdraw from or remains neutral (Avoidance)					
4.5	The school administrators resolve conflict by parent teacher-association committee in the school to solve the problem					
	V. Role of teachers in teachers-principals conflict management					
5.1	All teachers obeying the main rules and regulations of the school					
5.2	Every and each teachers attending and doing their tasks and roles effectively					
5.3	All teachers participating in your school works voluntarily without influence of the leader					
	VI. Role of school principals in managing conflict.					
6.1	The principal inclination to treat all students and teachers equally and properly					
6.2	The principal has best assessment of causes and application of mechanisms to resolve conflicts					
6.3	The school administrators know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship					
	VII. The Role of 2 nd ry school supervisors					
7.1	The school supervisors have best experience to helping students, teachers and school principals focused on their common problems.					
7.2	The school supervisors have great roles to guide the problem solving process and be an active member of the interactions in this school.					
7.3	Understand and resolve the common source and types of conflicts among student, teachers and principals in this school					
	VIII. The Role of School committee (PTSA) in teacher principal conflict management					
8.1	The school committee helps facilitate discussions among students, teachers and principals, ensuring that all sides are heard and a fair solution is reached					
8.2	The school committee resolve the common source and types of conflicts among teachers, students and					

	principals in this school					
8.3	The school committee know what remedial actions are required to resolve unhealthy conflict in student-teacher and principal relationship					

	<i>IX. Role of Students in teachers-principals conflict management</i>	5	4	3	2	1
9.1	In my school students can act as neutral parties who listen to both sides of the conflict and help to facilitate communication.					
9.2	Students can influence the dynamics of teacher - principal conflicts through advocate, feedback, mediation and active participation in their school community.					
9.3	All students contribute to an environment that minimizes conflicts by promoting a positive culture.					

Please mention other challenges in managing conflict which are not mentioned in the above table. -----

Thanks

Appendix C
Addis Ababa University
College of Educational and Language Studies
Department of Educational Planning and Management
Interview questionnaires for 2^{dry} school principals

Dear Respondents:

I am a post graduate student of Addis Ababa University, I am carrying out a study on the topic: Conflict Management in Addis Ababa, Lemi Kura Sub-City governmental Secondary Schools. Thus, the purpose of this interview is to gather additional information relating to a strategy for managing conflict in secondary schools. *The result and success of the study will depend up on the quality Of your response.* You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the interviewees.

- 1.1. Age: -----
- 1.2. Sex: -----
- 1.3. Name of the school: -----
- 1.4. Academic qualification and fields of study: -----
- 1.5. Years of experience: -----
- 1.6. Present positions: -----

2. The interview question items

- 2.1. How do you view conflict and its nature?
- 2.2. Do you expect that conflict exists in the school, particularly between teachers and principals?
- 2.3. What are common sources and types of conflicts among teachers and principals in your school? Mention and explain
- 2.4. If conflicts get up frequently between teachers and principals:
 - a) What are the causes (factors) for each types of conflict?
- 2.5. What are the most frequently used conflict management strategies employed by teachers and principals?
- 2.6. What remedial actions are required to resolve unhealthy conflict in your schools?
- 2.7. Are there reports (guidelines) carried on the conflict and its management in the school?
- 2.8. What are the challenges in managing conflict in your school?
- 2.9. What is the main role of principal when conflict happens in the school?

What suggestions do you provide for the sources of conflict situations and the strategies to resolve, please state in brief.

Thanks

Appendix D
Addis Ababa University
College of Educational and Language Studies
Department of Educational Planning and Management
Interview questionnaires for 2^{dry} school **Supervisors**

Dear Respondents:

I am a post graduate student of Addis Ababa University .That I am carrying out a study on the topic: Conflict Management in Addis Ababa, Lemi Kura Sub-City governmental Secondary Schools. Thus, the purpose of this interview is to gather additional information relating to a strategy for managing conflict in secondary schools. *The result and success of this study will depend up on the quality Of your response.* You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the interviewees.

- 1.1. Age: -----
- 1.2. Sex: -----
- 1.3. Name of the school: -----
- 1.4. Academic qualification and fields of study: -----
- 1.5. Years of experience: -----
- 1.6. Present positions: -----

2. The interview question items

- 2.1. How do you view conflict and its nature?
 - 2.2. Do you expect that conflict exists in the school, particularly between teachers and principals?
 - 2.3. What are common sources and types of conflicts among teachers and principals in your school? Mention and explain
 - 2.4. If conflicts get up frequently between teachers and principals:
 - a) What are the causes (factors) for each types of conflict?
 - 2.5. What are the most frequently used conflict management strategies employed by teachers and principals
 - 2.6. What remedial actions are required to resolve unhealthy conflict in your schools?
 - 2.7. To what extent do Parent -Teachers Association committee (PTSA) saw the issues which arose due to conflicts between teachers and principals in the school? -
 - 2.8. Are there reports or guidelines carried on the conflict and its management in the school?
 - 2.9. What are the challenges in managing conflict in your school?
 - 2.10. What is the role of school supervisors to manage conflict
- What suggestions do you provide for the sources of conflict situations and the strategies to resolve, please state in brief.

Thanks

Appendix E
Addis Ababa University
College of Educational and Language Studies
Department of Educational Planning and Management
Focus Group Discussion (FGD) Questionnaires for
Parent-Teacher Student Association (PTSA) committee

Dear Respondents (PTSA):

I am a post graduate student of Addis Ababa University. That I am carrying out a study on the topic: Conflict Management in Addis Ababa, Lemi Kura Sub-City governmental Secondary Schools. Thus, the purpose of this group discussion is to gather additional information relating to a strategy for managing conflict in secondary schools. You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the Focused Group.

1.2. Name of the selected school: -----

1.3. Years of committee (PTSA) experience in this school: -----

1.4. Name of the Focused Group: -----

2. The Focused Group question items

2.1. What types of conflicts commonly arise within your school? Why?

2.2. What are the causes (factors) that increase conflict between teachers and principals in this school?

2.3. How can you improve conflict between teachers and principals in this school?

2.4. What are common sources and types of conflicts among teachers and principals in your school?

2.5. What are the most frequently used conflict management strategies employed by teachers and principals

2.6. What remedial actions are required to resolve unhealthy conflict in your schools?

2.7. To what extent do Parent-Teachers and Students Association committee (PTSA) saw the issues which arose due to conflicts between teachers and principals in the school?

2.8. What are the challenges in managing conflict in your school?

2.9. What is the main role of parent-teacher association when conflict happens in the school?

What suggestions do you provide for the sources of conflict situations and the strategies to resolve, please state in brief. -----

Thanks

Appendix F
Addis Ababa University
College of Educational and Language Studies
Department of Educational Planning and Management
Document Analysis Questionnaires for
The school Discipline committee

Dear Respondents:

I am a post graduate student of Addis Ababa University. That I am carrying out a study on the topic: Conflict Management in Addis Ababa, Lemi Kura Sub-City governmental Secondary Schools. Thus, the purpose of this document analysis is to gather additional information relating to a strategy for managing conflict in secondary schools. You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the school discipline committee

- 1.1. Name of the selected school: -----
- 1.2. Years of the discipline committee experience in this school: -----
- 1.3. Number of discipline cases in the recent 3 years: -----

2. The Focused Group question items

- 2.1. What types of conflicts commonly arise within your school? Why? Is there a discipline case?
- 2.2. What are the causes (factors) that increase conflict among students, teachers and principals in this school?
- 2.3. How can you improve conflict between teachers and principals in this school?
- 2.4. What are common sources and types of conflicts among students, teachers and principals in your school?
- 2.5. What are the most frequently used conflict management strategies employed by teachers and principals----
- 2.6. What remedial actions are required to resolve unhealthy conflict in your schools? -
- 2.7. To what extent does the discipline committee saw the issues which arose due to conflicts among students, teachers and principals in the school?
- 2.8. What are the challenges in managing conflict in your school?
- 2.9. What is the main role of parent-teacher association when conflict happens in the school?

What suggestions do you provide for the sources of conflict situations and the strategies to resolve, please state in brief. --- s