

*Addis Ababa  
University*

*(Since 1950)*



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

**CONFLICT CAUSES AND MANAGEMENT BETWEEN TEACHERS AND  
PRINCIPALS IN GOVERNMENT PRIMARY SCHOOLS OF KUYU  
WOREDA, NORTH SHEWA ZONE OF OROMIA REGIONAL STATE.**

**BY: ERENA DADI KENE**

**ADVISOR: BEFEKADU ZELEKE (PHD)  
(ASSOCIATE PROFESSOR)**

**JUNE, 2023  
ADDIS ABABA, ETHIOPIA**

CONFLICT CAUSES AND MANAGEMENT BETWEEN  
TEACHERS AND PRINCIPALS IN GOVERNMENT PRIMARY  
SCHOOLS OF KUYU WOREDA, NORTH SHEWA ZONE OF  
OROMIA REGIONAL STATE.

*PREPARED BY:*

ERENA DADI KENE: ID No: GSK/0653/11

ADVISOR: BEFEKADU ZELEKE (PHD)

(ASSOCIATE PROFESSOR)

*SUBMITTED TO:*

DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT

IN PARTIAL FULFILLMENT FOR REQUIREMENT OF  
MASTER OF ART INSCHOOL LEADERSHIP

JUNE, 2023

ADDIS ABABA, ETHIOPIA

## Approval Sheet

The undersigned declare that this Master's has been submitted for examination with my approval as University Advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Addis Ababa University

College of Education and Behavioral Studies Department of Educational Planning and  
Management

This is to certify that the thesis prepared by Erena Dadi Kene entitled: Conflict  
Generating Factor between Teachers and Principals in Primary School of Kuyu  
Woreda, North Shewa Zone of Oromia Regional state and submitted in partial fulfillment  
of the requirement for the Degree of master of Arts in school Leadership Complies with  
the regulations of the University and meets the accepted standards with respect to  
originality and quality.

Approved by the Examining Committee:-

1. _____	_____	_____
Advisor	signature	Date
2. _____	_____	_____
Internal Examiner	Signature	Date
3. _____	_____	_____
External Examiner	Signature	Date

---

Chairman of Department Head

## **Acknowledgements**

First and foremost, I would like to thank the Almighty God. Who has provided me guidance in all my life endeavours.

I would like to express my sincere gratitude to my advisor, Befekadu Zeleke (PhD) and Associate Professor for his invaluable and constructive suggestion from conception to the realization of this thesis. I am also very much indebted to him for his critical review of each piece of the thesis work. If there was no overall support, this study would not be accomplished in this way. I would like to thank G/Guracha No-3 Primary school for support me in provide different materials, like paper, computer and duplicate machine. My thanks go to school principals and teachers of, G/Gurachaa No-3, Kesi, Gora, Sombo, G/Guracha No-2 and Chilalo No-2 Primary schools for they provided me their valuable responses for this study.

I would like to thank youth Teferi Dida Bediye for his continuous encouragement and technical support throughout the study especially in SPSS calculation. Also I would like to thank all of my friends, who provided me their professional comments while I was conducting this research.

Table of Contents

<b>Acknowledgements</b> .....	<b>1</b>
<b>Lists of Table</b> .....	<b>6</b>
<b>Abstract</b> .....	<b>6</b>
<b>Chapter One</b> .....	<b>7</b>
<b>1. Introduction</b> .....	<b>8</b>
<b>1.1. Background of the Study</b> .....	<b>8</b>
<b>1.2. Statement of the problems</b> .....	<b>11</b>
<b>1.3. Basic Research Question</b> .....	<b>12</b>
<b>1.4. Objectives of the study</b> .....	<b>13</b>
<b>1.4.1. General Objectives</b> .....	<b>13</b>
<b>1.4.2. Specific Objectives</b> .....	<b>13</b>
<b>1.5. Significance of the study</b> .....	<b>13</b>
<b>1.6. Delimitation of the study</b> .....	<b>14</b>
<b>1.7. Limitation of the study</b> .....	<b>Error! Bookmark not defined.</b>
<b>1.8. Definition of key terms</b> -----	<b>7</b>
<b>1.9. Organization of the Study</b> -----	<b>7</b>
<b>2. Review of Related Literature</b> .....	<b>16</b>
<b>2.1. Theoretical Overviews of Conflict</b> .....	<b>16</b>
<b>2.2. Causes of Conflicts</b> .....	<b>18</b>
<b>2.2.1. Difference in Perception</b> .....	<b>19</b>
<b>2.2.2. Communication Problems and Environment of Organization</b> .....	<b>19</b>
<b>2.2.3. Inadequate Resources</b> .....	<b>20</b>
<b>2.2.4. Indiscipline on the Part of Students, Teachers and Administration</b> ....	<b>21</b>
<b>2.2.5. Poor Academic Performance</b> .....	<b>21</b>
<b>2.3. Types of Conflicts</b> .....	<b>22</b>
<b>2.3.1. Intrapersonal/Individual Conflict</b> .....	<b>22</b>
<b>2.3.2. Interpersonal Conflict</b> .....	<b>23</b>
<b>2.3.3. Intergroup Conflict</b> .....	<b>23</b>
<b>2.3.4. Intra group Conflict</b> .....	<b>23</b>

2.4.	Effect of Conflict.....	24
2.5.	Empirical review .....	25
2.6.	Conceptual Framework .....	25
2.6.1.	Concept of Conflict .....	26
2.6.2.	The Traditional View of Conflict .....	28
2.6.3.	The Constructionist View of Conflict .....	29
2.6.4.	Summary.....	30
	Chapter Three .....	31
3.	The Research Design and Methodology .....	32
3.1.	The Research Design.....	32
3.2.	The Research Method. ....	32
3.3.	Data source, population and the study areas.....	32
3.3.1.	Sources of Data.....	32
3.3.2.	The study Population.....	32
3.3.3.	Description of the study site.....	33
3.4.	Sample and sampling Techniques.....	33
3.5.	Data gathering tools .....	35
3.6.	Procedures of data collection. ....	36
3.7.	Validity and Reliability Checks. ....	36
3.8.	Methods of data Analysis and Interpretation.....	37
3.9.	Ethical consideration.....	37
	Chapter Four .....	37
4.	Results and Discussion .....	38
4.1.	Background of respondent personal information. ....	39
4.2.	Analysis of data .....	41
5.	Summary, Conclusion and Recommendation.....	53
5.1.	Summary of the findings .....	53
5.2.	Conclusion.....	55
5.3.	Recommendations .....	55

Reference .....	56
Appendics-----	54

## List of Acronyms

PTA	Parents Teachers Association
WTACHM	Woreda Teachers Association Chairman
M	Mean
AD	Standard Deviation
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
KETB	Kebele Education Training Board

## **Lists of Table**

Table: 2. 1A. Possible Effects of Conflict .....	24
Figure 2.2B: The Comparison between the Traditional and Constructionist View Point of Conflicts .....	30
Table 3.1A. Summary of total population and participants taken from each school for study.....	34
Table 3.2B. Reliability test results with Cronbach alpha Coefficient.....	37
Table: 4.1A Personal Information of respondents in terms of sex and work experience.	39
Table: 4.2B Qualification and Specialization of respondents.....	40
Table 4.3C Teachers and Principals Perceptions of the nature of Conflict in the School	35
Table 4.4D.Types of Conflict in Schools.....	40
Table 4.5E. Major cause of Conflict.....	43

### **ABSTRACT**

*The purpose of this study was to examine conflict generating factors between teachers and principals in Government primary schools of Kuyu Woreda, North Shewa Zone. To attain the objectives of the study, descriptive research designs, quantitative and qualitative research approach was used. The study was carried out on six Government primary schools that were selected using simple random sampling technique. A total of 142 respondents: among teachers, principals, supervisors, PTA and Teachers association chairman from Kuyu Woreda North Shewa Zone of oromia Regional State. Questionnaire, interview and document analysis were the instrument of data collection. Mean and Standard deviation were used to analyze quantitative data and qualitative data were analyzed by organize, summarize and interpret then by narration. Based on the result of analysis, the majority of teachers hasseen as conflict badly and should be minimized while principal's perceived conflict as good when managed effectively. The result of the study further revealed that conflict has bothconstructive and destructive outcomes in the Schools. The study concluded that, poor performance evaluation, difference in values, difference in believes and attitude, poor working conditions and inappropriate reward system were the cause of Conflict. In addition to these , disagreement in direction, unfair distribution of task, lack of clear authority structure, hinder in decision making and reluctant on professional commitment were among the major cause of conflicts. The points that suggested as recommendations were: principals should seek to address interpersonal conflict before they foster or develop in to serious problems and the educational management board should organize workshops, seminars, and conferences from time to time to educate and aware teachers and principals on work ethics consequences of conflicts.*

## **Chapter One**

### **1. Introduction**

#### **1.1. Background of the Study**

Conflict is an essential and unavoidable human phenomenon. This occurs wherever and whenever in routine human interaction in different organization in social interaction, there is likelihood of personal likes and dislikes. It may involve individual or group disagreement, struggles, physical fighting. It occurs at all levels as human life in personal, interpersonal, intergroup and intra-group as well as global relation of man kind's source. Conflict is relationship between two or more parties that believe they have incompatible goals. It can happen whether people desire it or not. However, many people view conflict negatively.

Conflict is by itself not negative or positive, but the ways these are managing make them either negative or positive Ghaffar (2010). Conflict vastly carries different meaning depending on the situation and circumstances. It may be a war, an opportunity or journey (David Bulchanan, 1997). Conflict is a process which begins when one party perceives that another part has frustrated or is about to frustrate (Thomas.1976). An organization consists of different stake holders, inside and outside. Stakeholder's goals and interest are not identical and conflict arises when group pursues its own interests on the expense of another (David Bulchanan.1997).

In many other different organization and educational organization, Conflict often appears within or between individuals when we see it. It has also its own unique features. As schools are complex and social services, it has number of sub unites in which wide range of activities take place to seek specific goals. The main stakeholders in the school system are parents, students, teachers, principals, supervisors and other supportive staff with different background and interests. However, the interaction of these groups and individuals in the dynamic school situation may not be in estate of peaceful condition. Thus, Conflict may be some of the outcome.

Conflict presently continues to be a factor in academic life. Schools frequently appear to be centers of tension; on occasion, they are perhaps a manifestation of problems in the community. The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to a situation of different conflict. Conflict involves situations in which differences are expressed by intervening people in the process of achieving their needs and goals. And it arises when there is a difference between two or more people necessitating change in at least one person in order for their engagement to continue and develop. Conflict is not the same as discomfort. The conflict isn't the problem. It is when conflict is poorly managed that is the problem.

Conflict is the problem when it: hampers production, lowers morale, causes more and continued conflicts and causes inappropriate behaviors. The possible sources of conflict are poor communication, competition for common, but scarce resources, incompatible goals, and the like. Fisher (1997) notes, both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs becomes a source of social conflict.

According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Gray and Stark (1984) suggested that there are six sources of conflict. These are limited resources, interdependent work activities, differentiation of activities, communication problems, differences in perceptions and the environment of the organization.

According to these writers, Conflict can also arise from a number of other sources, such as; individual differences (some people enjoy conflict while others don't), unclear authority structures (people don't know how far their authority extends), differences in attitudes, task asymmetries (one group is more powerful than another and the weaker group tries to change the situation), difference in time horizons (some departments have a long-run view and others have short run-view). Because of these sources, diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example teachers seem reluctant to obey the principals, they do

not seem to follow rules or accept extra work, they do not easily get along with their principals, principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. Therefore, Conflict becomes common between teachers and the school principal occurs frequently at any time in school. In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members.

Conflict is inevitable and often good, for example, good teams always go through a “form, storm, norm and perform” Getting the most out of diversity means often contradictory values, perspectives and opinions, conflict is often helps to raise and address problems, it energize work to be on the most appropriate issues it helps people ‘be real ‘for example, it motivates them to participate, and it helps people learn how to recognize and benefit from their differences,(Journal of Managerial Science, Volume,III,Number,II,Page 213).

Bodin and Crawford (1999) state that since school is an entity, which composed of different people with different generational ages, and that negotiation and mediation must be identified as the best strategies to manage conflicts between teachers and principals. Therefore, educational leaders must control and handle conflict wisely, so that the result will be positive and beneficial to the school and its stakeholders. In this regard, Williams in (Feqru 1993) notes that effective principals are problem solvers rather than problem avoiders. This is because they accept the problems as challenges and as an opportunity to prove their worthiness for advancement .It is therefore generally accepted that the school principals ‘position in the primary school require exceptional qualities for the advancement of conflict management.

According to Jennifer (2002) conflict management is philosophy and set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives. Due to the dynamic feature of conflict, when one source of conflict eliminated the other will be replaced(Hanson 1991).Even through number of studies are connecting the area, the local researches on the conflict generating factors between teachers and principals in primary schools are limited. Based on the above

different authors, conflict is existing in different primary schools of oromia regional state. Therefore, this study intended to conduct the research on the cause of conflict between teachers and principals in primary schools of Kuyu Woreda Northa hewa Zone.

## **1.2. Statement of the problems**

Education and training policy in Ethiopia (1994) has established the program of the school Management starting at school as form of decentralization which has benefit for all teachers at different career level. According to it the quality and effectiveness in managing the school in the country aimed in distinguishing educational problems with attention on teachers and coming up with certain solution as managing conflict in the correct manner. Conflict between school principals and teachers is one of the major causes for the lowering quality education in our country.

Even though, work oriented conflict is necessary to create competition between teachers and principals, it is hinder the quality of education. Because, it consume the time of teaching and learning process. Besides, the attention of staff and students are diverting to exert negative energy to school. Also, it is a bottle neck to achieve the desire goal of schools. Therefore, due to this research gap the researcher prefer to study the issue of conflict between the school principals and teachers with their root causes.

Bekele (1985) and Lellisa(1993) have analyzed conflict cause factors between teachers and principals, students and teachers in Addis Ababa secondary schools. Fikru(1993) also investigate strategies for managing conflict in the primary teachers training institutes of Ethiopia.

Therefore, based on this interesting nature of conflict, my study wants to identify the causes of conflict between teachers and principals and indicate ways of solution about the problems between principals and teachers, and identify the effects of conflict on performance, types of conflict, the school teachers and principals perceived on conflict, and possible measures for further problems with particular reference to some primary schools of Kuyu Woreda, North Shewa Zone, Oromia Region. Researches such as Gunie (1998) investigated study on teachers-principals conflict in Oromia regional state of secondary schools.

Bekele (1985) analyzed conflict generating factors between teachers and principals, students and teachers in Addis Ababa secondary schools. Gebretensay (2002) investigated a study of factors that generate conflict between government secondary school teachers and educational management in Addis Ababa. In line with these findings, Fikru (1993) identify the following major conflict generating factors such as dissatisfaction of some teachers and other workers, unnecessary dominating principals, dissatisfaction in performance appraisal (evaluation) system, inappropriate distribution of class load. My observation respect to the conflict between teachers and principals in my study site is teachers and principals don't obey their responsibility, inappropriate reward system and poor performance evaluation. Thus create conflict between/among teachers and principals as well as between teachers and students. The previous studies were not conducted on six selected Government primary schools of Kuyu Woreda North Shewa Zone.

Since I was a vice principal and a teacher for about ninety (90) years, I faced different disagreement, argument and complains between Teachers and Principals as well as between teachers and students. Such kinds of conflicts same times appear in primary school in our Woreda. Hence in light of the indicated gap the researcher aspired and carried out the study to tie with the previous studies. The researcher motivate to conduct on Conflict generating factors between teachers and principals in some selected primary school of kuyu Woreda North Shewa Oromia Regional State to identify the factors and to cross-check cause that identify through previous research with the current study as well as the find out the other cause.

### **1.3. Basic Research Question**

This study was aimed to assess the cause of conflict between teachers and principals in selected primary school of Kuyu Woreda North Shewa Zone. So that, the following basic research questions were raised:-

1. How teachers, principals and supervisors in primary schools perceive the nature of Conflict?
2. What types of conflicts are observed between teachers and principals in primary Schools of Kuyu Woreda, North Shewa Zone?

3. What is a major cause of conflict between teachers and principals in primary schools in Kuyu Woreda North Shewa Zone?

#### **1.4. Objectives of the study**

**This study has two objectives, General and Specific Objectives.**

##### **1.3.1. General Objective**

The general objective of the study was to assess the factors that generate conflict between teachers and principals in primary schools of Kuyu Woreda North Shewa Zone.

##### **1.3.2. Specific Objectives**

The specific objectives of the study are:-

- Identify factors that generate conflict between teachers and principals in primary schools.
- Identify impact of conflict on teachers and principals.
- Identify the major types of conflict those regularly appear in primary schools.
- Identify understanding of teachers and principals on conflict occurring between them.

#### **1.4. Significance of the study**

The main purpose of the present study was to assess factors that generate conflict between teachers and principals in selected primary schools of Kuyu Woreda, North Shewa Zone. Specifically, the study intends to help Principals and School teachers to create close relationship with each other and work cooperatively with other concerned bodies. In addition, it provides knowledge for teachers and principals to care for their learners. Provision of quality teaching-learning method in minimizing conflict among them. These studies also have the following contributions:-

- The study provides information for concerned bodies, particularly for Regional, Zonal education officials, Woreda education office and schools to strictly follow the problems that generate conflict between teachers and principals.
- The study may be an input for further researchers who will conduct on the similar problem or topic.

- If the cause of conflict between teachers and principals identified early and give the solution properly the school compound would be conducive environment for teaching learning process and teachers and principals work collaboratively , the goal of education would be accomplished.

### **1.5. Delimitation of the study**

In order to make the study more manageable, the study was delimited to the general primary schools of Kuyu Woreda, North Shewa, and Oromia Region. The study was delimited to six (6) government primary schools of Kuyu Woreda .The reason the researcher delimit the study to these selected primary schools, it was difficult to do the

effective research in all primary schools in Kuyu Woreda . Due to far distance among the schools and also from the woreda town. Even if conflict can occur between or among students, teachers, principals and administrative staff and group level in school, to make the study manageable it was delimited to the factors that generate conflict between teachers and principals. Because it was better to find the major factors of conflict and its affects the employees 'healthrelationship, stability and performance of the schools.

### **1.6. Limitation of the study.**

This study undertake on general Government primary schools of Kuyu Woreda North Shewa Zone of Oromia Region. As the concept of conflict generation was broad and takes different forms, it is difficult to do all generate conflict between teachers and principals due to different forms within short period of time. Moreover the reluctance of some respondents to fill and return the question on time and lack of relevant and adequate Document which indicates the cause of conflict between teachers and principals in Kuyu Woreda context may be another limitation.

In addition, the limitation of this study may be the fact that the findings connote be generalize for all schools in the woreda. Because the study focuses on six primary schools. Finally lack of transportation and the scattered location of most primary schools in the woreda that cannot ignore limitations.

### **1.8. Definition of Key Terms:-**

**Conflict**:-is situation in which people, groups or communities are involved in disagreement, argument and complain

**Teacher**:-is an architect of curriculum development plans and implements instructional programs by diagnosing teaching-learning environment and problem areas that require attention.

**Principals**:-are an instructional leaders who influences a group of people towards the goal of organizations having authorized power which helps him/her to punish and reward his/her followers(MOE 1994; 14)

**Primary school**:-Educational organization which ranges from grade 1-8

### **1-9.Organizations of the study**

This research was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study ,basic research questions, significant of the study, delimitation ,limitation and key terms of the study. The second chapter was a review of relative literatures. Chapter three includes research design and sample size. Sampling techniques, data sources and tools of data collection and method of data analysis. Chapter four about results, discussion, interpretation and presentation of dada.

The Fifth Chapter was about summary, conclusion and recommendation of the study. Bibliography and appendices were attached at the end.

## **Chapter Two**

### **2. Review of Related Literature**

This chapter was presented a review of the past studies and findings related to this study, definitions of concepts used in this study would also be reviewed to highlight what was said by previous publishes on various issues related to the study.

#### **2.1. Theoretical Overviews of Conflict**

Conflict is normal and natural phenomenon in all type of human relation, it occurs at all levels as human life. It is relationship between two or more parts that believe they have incompatible goals. It is considered as the event of disagreement, debates, disputes, preventing someone from reaching valued goals. It is also associated with situation that involves contradictory interests between two opposing parties (Chand an 1994). Conflict is one of those phenomena that are experienced by very one but that can be defined completely and accurately by no one, as Sisk and Williams cited in Okotoni (2003).

The term conflict is viewed in variety of ways because of its confusion with those conditions which leads to situations of different conflict. In bureaucratic theory, the entrance of conflict is viewed as evidence of break down in the organization: failure on the part of the management to plan adequately and to exercise sufficient control. In human relations views, conflicts is seen in an especially negative light as evidence of failure to develop appropriate norms in the group.

Traditional administrative theory has, therefore, been strongly biased in favor of the ideal of smooth running organization characterized by harmony, unity, co-ordination, efficiency, and order. Human relations adherent might seek to achieve this through happy, congenial work groups, whereas classical adherents would seek to achieve it through control and strong organizational stricter. Both however, tend to agree that conflict is destructive something to be avoided (Owens, 1998).

Robbins suggested in (Year, in Gebratensay 2002) that in fact as the term conflict was used synonymously with the term violent and destruction. This writer farther suggested that many of the important institutions like schools used to entertain this view of conflict.

In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, school principals often were evaluated for the absence or presence of conflict. There for, a principal may view conflict as unnecessary and harmful to school system. If this is the philosophical foundation, the principal's reaction would be to fear its occurrence, and to eliminate all evidence of conflict. Unfortunately, the term "Conflict" as only the connotation of " Bad" for many people so much, so that they think principal in term of suppression giving little or no attention to its more positive side (Abdul, Ajemuni, Asoker and Hotepo, 2010).

According to Holt (1993) also conflict described in to four distinct views: a) traditional view, argues that every conflict leads to mistrust poor communication, and like of cooperation the view believes that conflict must always stop as soon as possible. b) Behavioral view, argues that conflict is unenviable consequence of group and organizational behavior because it cannot be eliminated proponents argues it must be accepted and should be encouraged as a way of broaching carefully protected Issue that need airing and resolution.

c) Instruction view, suggests that unusually harmonious environment is not conducive to growth because it makes individuals overly tranquil. Creating anxiety will be necessary to instigate changes. d) Finally, an emerging view recognizes that individual in perfections make conflict inevitable, but feels that it is in inexcusable note to control it. As stated above behaviorists instructions and emerging views of conflict accept the inevitability of conflict; they defer in the ways of treating it.

In addition, Billisbery (1999) states that the way in which people manages conflict depend on how they view it. Some people consider conflict as problematic, uncivilized or destructive. Others View it as a natural and inevitable result of differences within the organization. Other people also argue that it can have many benefits, which will be lost if it is avoided or suppressed. Ivan evict Matteson (1990) describe the contemporary view point of conflict in the following manner: Too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere. Too little conflict, on the

other hand also can be negative, in that such state can lead to apathy and lethargy, and provide little or no impetus for change and innovation.

That is to say, if everything is going smoothly i.e. if there is no conflict, the desire of people to make changes in the organization will become very less. According to them, the critical issue is not conflict itself but how conflict be managed. Hanson (1996) also describes that conflict is subject to the interpretation of the minds of those who are part to it and comes to it. He comes to realize that conflict itself is not evil, rather phenomena that can have constructive or destructive effects depending up on its management. Now days, combination of the traditional and modern viewpoints has brought us to determine that the constructive as well as destructive potentials of conflict exist in school organizations.

Furthermore in the real world of educative organizations, a significant significance of life is the presence of conflict in many forms and at various levels of strength. According to Akinnubi, (2012) conflict is part and parcel of the school and school cannot shy away from it, because it is experienced daily in the teaching-learning process. Finally, conflicts among teachers, principals, and between teachers and principals are inevitable in school context. The best approach is to accept and manage it appropriately depending on the situations.

## **2.2. Causes of Conflicts**

The possible sources of conflict are: competition for common goal and scarce resources, incompatible goals and like. According,(Plunkett, 1989)the source of conflict include, shared resource, difference in goals, difference in perceptions and values, disagreements in the role requirements nature of work activities and the stage of organizational development.

Gray (1991) suggested that there are six sources of conflicts: these are; limited resources, interdependent work activities, differentiate of activities, communication problems, different in perception and the environment of the organization. According to these

writers, conflict can arise from a number of other sources such as: individual difference, unclear authority structures, difference in attitudes, task asymmetric, and difference horizon time. Another author Deutch in Campbsell et al (19983) identified a list of sources of conflict.

These are; control over resources, preferences and nuisances value, belief and nature of relationship between the parties (some cause of conflict are state below).

### **2.2.1. Difference in Perception**

Thomas (1974) define conflict as „the process which begin when one part perceive that the other has frustrated, or is about to frustrated. (Jehn, 1997). Characterized substantive conflicts are disagreements among group ideas and opinions about the task being performed such as disagreement regarding an organization current strategic passion or determining the correct data to include in report.

School principals sometimes find themselves in problems with the perception of stakeholders that sometimes the school principals favoritism was reported by(Omboke, 2010) where a school principals was accused by the parent that he favor some education board member to an extent of allowing their children to remain in school without paying fee. Some case, in some education board members are allowed to express authority to supply goods to schools at inflated price. This create discontentment among the stakeholders“.

### **2.2.2. Communication Problems and Environment of Organization**

The result of misunderstand and communication problems cause conflict between groups, teams, or committees in school. This is vertical or horizontal hierarchy in the school. (Thomason and Schmidt, 1976). Teachers According to Gordon (1974) cited in (Ngcongo, 1993) teachers prevent many unacceptable behavior of students with relative ease, simply by modifying the classroom. They need to confront the physical and psychological characteristics of classroom and not necessarily the student.

The technique is that a drab, barren and uninspiring learning environment helps create situation where behavior problems are more likely to occur such problems may lead to conflict. The school surround environment and inside school compound can led to conflict if the available some that not security for teaching and learning.

### **2.2.3. Inadequate Resources**

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to (Some.D, 2010) shortage of finances makes it hard for the head teacher to forge ahead in educational programmers. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources.

The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities. Lunneberg F and Ornstein, (1991) emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programmers.

The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office. Sometimes the central office rejects the proposals from the board and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programmers like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money.

The cases become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees. Nafuko (2001) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

#### **2.2.4. Indiscipline on the Part of Students, Teachers and Administration**

(Republic of Kenya, 2001) Indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher will always be blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher.

(Foster, 1982)Indicate that unmotivated teachers will not produce good results. Complaint, laxity grumbling and fighting the head-teachers characterized their work. The school principal will always be in the center of blame. He or she will not get anything done without running into trouble with the teachers. In the other, the teachers have no interest train during the vacation. These teachers find themselves inside the classroom doing a job they do not like but because they become increasingly brutal to students. Such teachers also become patronize to the politicians and receive protection and bring trouble to school principal.

#### **2.2.5. Poor Academic Performance**

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to A Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools.

The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by (Okoni, O and Okoton, 2003) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders. Some scholars describe the school associated with conflict in their school with pair working condition and lack of clear work remuneration policy by government.

(Okoni, O and Okoton, 2003) indicate that teachers work in highly demotivate condition due to poor pay by the government coupled with lack clear increasing salaries. Other researcher shows (Rono.D, 2000) that in experienced head teachers so sometimes ran into serious problem when they fail to use their scarce resources properly. Again (Rono.D, 2000) reveals some head teacher has lock out of their school due to poor financial accountability. These again cause conflict in some school.

### **2.3. Types of Conflicts**

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources such as value, goal and needs. From literature of review several types of conflict are experienced in education institutions. These include intra-person, intra-group, inter-personal and inter-group.(Ghaffar, 2010). Other also classifies in other perception, for example, (G, Stewart J and Dangelo, 1980) there are three types of conflicts. First is conflict over image perceptions.

This is usually revolves around such questions as who is informed? Who has what kind of authority or power? Who has what duties or obligations? Who has what social habits or behaviors? And who has what „personality traits“. The second is role conflict. This arises over different interpretations of what is; that is discrepancies in the various roles we play. Conflict over basic values is the third type of conflict. These conflicts are relatively rare. Most of the day-to-day disagreements are over image Perception or content. Usually not resolvable, but can be handled interpersonally, for instance differences of ideology and religious beliefs.

#### **2.3.1. Intrapersonal/Individual Conflict**

Intra personal conflict is internal to the person and most difficult type of conflict to analyses. Due to the need of personal from the bases for our behavior at work, at home, at play and in every activity on satisfaction need of frustrate people and leads to behavior that negatively affect performance. Basically intrapersonal conflict can be related two

things: conflict arising due to divergent goals or conflict arising from out of multiple roles to be played. (Ghaffar, 2010)

### **2.3.2. Interpersonal Conflict**

Interpersonal conflict involves two or more individual rather than one individual. Two teachers or other person fighting for common thing, or managers competing for the some promotion are examples conflict between individuals. The most common reason are, personality difference, perception, clashes of value and interest, power and status difference and scarce resources (Gebretensay, 2002).

### **2.3.3. Intergroup Conflict**

Intergroup conflicts over authority and resources are exceedingly common. Most of the departments in the organization compete for the allocation of scarce resources and power. Ask they differ in goals work activities, power and prestige. These type of conflict is occur due to the incompatible goal, task interdependence, resource allocation, competitive incentive and reward system and difference in value and perception. (Okotoni, 2003)

### **2.3.4. Intra group Conflict**

It refers to conflict among members of a group or between two or subgroup within an organization in connection with its goals, task, and procedures and so on. Such a conflict may also occur as a result of incompatibility or disagreements between some or all the members of a group and its leaders. There are three kinds of intra group can be identified. These are horizontal conflict, vertical conflict and line and staff conflict (Rahim, 2002). In view of the literature above, this study will set to establish the types of conflicts in public primary schools of North Shewa, Kuyuworeda, Oromia Reginal state.

## 2.4. Effect of Conflict

Conflict may be helpful in order to bolster innovation and performance. Conflict that enhances group productivity is viewed as useful and conflict that hinders group performance is viewed as counterproductive.

Conflict is often needed. It helps to raise and address problems, energize work to be the most appropriate issues, helps people “be heal”, for example it motivates them to participate, helps people learn to recognize and benefit from their differences. Conflict is not the same as discomfort. It is not a problem. It is problems when conflict poorly managed it. Conflict is a problem when it hampers productive, lower morale, because more continued conflict and cause inappropriate behaviors (Teshannen Moran, 2001).

Table: 2. 1A. Possible Effects of Conflict

Positive effects of conflict	Negative effects of conflict
Increase effort	Reduce productive
Feeling get aired	Decrease communication
Better understanding of others	Negative feeling
Impetus for change	Stress

The review of related literature did not find any empirical study on literature and study on cause of conflicts in school and management strategies in primary schools. Researchers have rarely investigated on the cause of conflicts in school and management strategies used in schools.

In particular, not much has been done in regard to cause of conflicts in school and management strategies in public primary schools. A few studies such as those of scholar (Okolona, 2003) discussed the cause of conflicts in school and management strategies in secondary schools. It is upon this gap that the present study will be deemed necessary.

## **2.5. Empirical review**

According to Jimma (2019), studied at Addis Ababa University concluded that one of the most important issues regarding conflict is that it is inevitable in everyday life. Conflict cannot be regarded as a sign of incompetence; it is a legitimate aspect of human behavior. It is not only avoidable but also serves a useful function for stimulating creative solution to problems. Conflict can have a positive or negative outcome, depending on how it is managed. For principals to be effective in a school situation he/she needs to learn how to create positive conflict and how to manage negative conflict.

The finding in this investigation revealed that performance evaluation system and the reward attached to it was found to be the top major causes of conflict between teachers and principals. In addition, communication problems, bad working conditions, lack of participative decision making, lack of commitment and lack of collaborative problem solving were among the major causes of conflict.

According to Abdmuhsin (2019), the findings showed that intra-personal, interpersonal, intra-group and intergroup conflicts were the types of conflict observed in the primary school situations, improper distribution of manpower, inadequate allocation of budget by local Government bodies and competition for scarce resources in schools were seen as the sources of conflicts in schools which were accredited by teachers, principals, and vice principals. Birhanu.T.(2014), found that educational leaders could have the opportunity to apply different conflict resolution strategies. Besides, they might know that conflict is the basis of organizational change and development on contrary, majority of sample respondents feel that conflict is avoidable and hence, they view it as bad, negative and destructive, despite the fact that considering it as positive indicator of innovations and development.

Since school culture is dynamic which is built by people who come from different family backgrounds and learning experiences, the inevitability of conflict is unquestionable. In due courses, it would be also challenging to treat each group satisfactorily. This implies that the necessity of new methods and strategies to overcome the equivalent personal and institutional problems caused by conflict and how to handle it in better way are

mandatory in the schools. Experience is one source of knowledge. Thus, it could be obvious that the current features of primary schools under study might be used as an asset for other Woreda to learn from it. since school based conflicts are similar in nature, in other words, knowing the source of conflict before happening is better to handle the issue of conflict before it reaches at the apex.

## **2.6. Conceptual Framework**

### **2.6.1. Concept of Conflict**

In the vast body of scientific literature, there is no consensus on specific definition of conflict. There is general concurrence, however, that two things are essential to any conflict. These are divergent or apparently divergent views and incompatibility of those views (Ownes, 1998).

Conflict refers to a situation in which persons or group disagree over means or ends and try to establish their views in preference to others (Ayalew, 2000). Kroon (1991), on the other hand, states that conflict is perceived or experienced incompatible differences within the individual or between two or more individuals which may lead to some or other form of opposition. Furthermore, a conflict may be defined as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other (Rashid, 1983). Similarly, Stoner (1998) views conflict as a disagreement about the allocation of scarce resources or clashes regarding goals, values, and so on, can occur on the interpersonal or organization level.

According to Hellriegel and Slocum (1996), conflict is opposition arising from disagreement about goals, thoughts or emotions within or among individuals, team, department or organization. Ayalew (2000), defines conflict as a breakdown in the standard mechanism of decision making so that an individual or a group experiences difficulty in selecting an alternative, whilst Slabbert (1987) describes conflict as a dynamic process of interaction between two or more people or groups competing for rare resource, whose conflict objectives or needs have irreconcilable standards.

Conflict is universal in human affairs and it is natural. Conflict, to differing degrees, occurs daily in every one's life. Conflict is not necessarily good or bad or conflict is not

always bad for an organization or for an individual. It's the way that it is handled that makes the outcome positive or negative. If handled effectively it can create a good learning experience. If not handled properly and efficiently, conflict can lead to physical and emotional violence (Ayalew, 2000 & Jones, 1994).

Difference is an inevitable part of any organization, including schools. Principals, management teams and educator may bear variance when the actions of one person are interfering with or obstructing their work. That means, conflict in school takes different forms, for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach; they pressurize teachers for an interrupted working of the school activities. Therefore, becomes common that conflict between teachers and school principal occur frequently at any time in the school (Plunkett & Attner, 1997).

Conflict in organizations is now seen as inevitable, endemic and often legitimate. This is because the individuals and groups within the human social system are interdependent and constantly engaged in the dynamic processes of defining and redefining the nature and extent of their interdependence. Important to the dynamic of this social process is the fact that the environment in which it occurs is, itself constantly changing (Owens 1998).

In organization, when people work cooperatively and harmoniously with collaborative effort, it is true that for conflict to occur. Thus, conflict is present in all human experience; it is becoming an important aspect of organization behavior in education. That is why management scholars are interested in studying organizational conflicts in recent times (Rahim, 1986).

In the past time, the existence of conflict is viewed as evidence of breakdown in the organizations, failure on the part of management to plan adequately and /or to exercise sufficient control. In human relations, view, conflict is seen in an especially negative light as evidence of failure to develop appropriate norms in the group (Owens, 1998). Ayalew

(2000) indicated that the human relation movement implied that conflict is inherently undesirable and should be replaced by harmony, cooperation and stability.

Furthermore, for many people, the word conflict has a negative connotation such as war, destruction, aggression, Violence, competition and a malfunctioning of the organization or the individual. For other, the word has a positive connotation, such as excitement, intrigue, adventure and challenge. Other people respond to conflict with mixed feelings, this is probably the most realistic and useful point of view of conflict for a manager (Ayalew, 2000, Hellriegel& Slocum 1982).

Generally, conflict occurs at two levels within organization; interpersonal and inter-group. It can also occur within person and between person and social units. The literature tries to confine itself to conflict in organizational life (organization conflicts). These are intra-organizational conflicts and mostly involve interpersonal and inter-group conflicts (Owens, 1998 & Kreitner&Kinicki, 1992). So, there are different level of conflict occurs in organization because of different reasons.

### **2.6.2. The Traditional View of Conflict**

The traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. In fact, the term conflict was used synonymously with the term violence and destructions (Robbins, 1989). The traditional administrative theory has been strongly biased in favor of the ideal of a smooth running organization characterized by harmony, unity, coordination, efficiency and order. They seek to achieve this through happy and congenial work group and control and strong organization control (Owens, 1998). The old line, traditional approach views conflict as something to be avoided, something caused by personality conflict or a failure of leadership and something that should be resolved only by separating physically the conflicting parts or by a superior's intervention (Szilagyi& Wallace, 1983).

According to Swart (1998), most principals have traditionally viewed conflict as a problem to be avoided, whereas, Stoner and Freeman (1989) argue that the traditional

view of conflict was that, conflict was unnecessary and harmful. They believed that conflict would develop only when principals failed to apply conflict management principles. In supporting to the above idea, Plankett&Attner (1989), have stated that, a manger may view conflict as unnecessary and harmful to an organization. If this is the philosophical foundations of the mangers toward conflict, their reaction would be to fear its occurrence and they attempt to eliminate all evidence of conflict. The earlier approach to conflict held that conflict was avoidable and was caused by agitators and trouble makers. So managers were expected to “stick to the book” on rules and regulation and to blame someone for conflict (Ayalew, 2000).

According to Luthan’s (1981), the traditional approach of organizational conflict was based on the following assumptions. These are: conflict is by definition avoidable; conflict is caused by trouble makers, boat rockers and prima donnas; legalistic forms of authority such as going through channels or “sticking to the book” are emphasized and scope goats are accepted as inevitable.

School administrators and board of education in general try to avoid conflict. This is understandable because conflict makes administrators and board members feel uncomfortable and excessive conflict may cause breakdown (entropy) in the school system. Some conflicts in a school system are destructive and should be avoided if possible (Morphet, Johns &Reller, 1982).

Even conflict becomes dangerous and disruptive when principals try to avoid it rather than manage it. The more conflict develops, the more bitter the conflict becomes, and the less easy it is to achieve a solution and /or mange it (Everard& Morris, 1990).

### **2.6.3. The Constructionist View of Conflict**

According to the current or constructionist point of view, conflict in organizations like school are inevitable and even necessary no matter how the school is designed and operated (Stoner & Others, 1989). Murphy (1994), suggests that principal have begun to realize that conflict has positive and negative aspects. Desirable educational innovations are frequently sparked by conflict. Interactions among different elements of a living social system frequently accompanied by conflict are the political activities that keep a

school system in a state of dynamic equilibrium. A state of dynamic equilibrium facilitates the attainment of desirable organizational goals and also the satisfaction of the member of the system. Therefore, conflict in a social system may be beneficial as well as destructive (Morphet, Johns & Reller, 1982).

Additionally, Everard and other (1990), suggests that conflict in the sense of an honest opinion is not only unavailable but can also be a valuable aspect of life. It helps to make sure that many alternatives are considered and additional courses of action may be generated from the discussion of already available alternatives.

According to the Constructionist perspective, the opinion that a conflict free, harmonious and cooperative organization tends to become stagnant and no responsive to change and advancement. They suggest that not only accepting conflict but also encouraging it.

Therefore, it is necessary for managers to interject minimum level of conflict to maintain an optimal level of organizational performance. They suggest conflict is necessary condition for both individual and Organizational progression. They encourage managers to embrace conflict and use it for continuous transformation (Borisoff and Victor, 1998)

School principals in order to get the maximum benefit out of conflict should have the understanding of conflict as destructive and constructive aspect. Conflict by itself is neither good nor bad, but the way or the manner in which it is handled makes it bad /destructive and good/ constructive. So the school principals should be systematic when to introduce or inject some level of conflict strategically in to organization and careful in handling it properly and efficient in its management to get the maximum benefit out of it.

#### **2.6.4. Summary**

The purpose of this review of related literature is to give a clear understanding of the nature of the problem being investigated, which is a conflict generating factors between teachers and principals in Primary schools. The literature study forms a fundamental and integrated part of planning and understanding of the research project (Smit, 2003).

Figure 2.2B: The Comparison between the Traditional and Constructionist View Point of Conflicts

Traditional view	Constructionist view
Conflict is avoidable	Conflict is inevitable
Conflict is caused by management errors in designing and managing organizations by troublemakers	Conflict arises from many causes, including organizational structure, unavoidable differences in goals, in perception and values of specialized personnel and so on.
Conflict disrupts the organization and prevents optimal performance	Conflict contributes to and detracts from organizational performance in varying degrees
The task of management is to eliminate conflict	The task of management is to manage the level of conflict and its resolution for optimal
The task of management is to manage the level of conflict and its resolution for optimal	Optimal organizational performance requires a moderate level of conflict

A literature review may disclose that somebody else has already performed essentially the same research. This has provided substantially better insight into the dimensions and complexity of the problem and aspects such as conflict management skills. It also equips the researcher with a complete and thorough justification of the subsequent steps as well as with a realization of the importance of undertaking of the research (Devos, 2000). Consequently, this part of the study focuses on the concept or nature of conflict, effects of conflict, type of conflict, and sources of conflict. It is better to handle the issues of conflict before it reaches at the apex

## **Chapter Three**

### **3. The Research Design and Methodology**

#### **3.1. The Research Design.**

In this study descriptive survey was conducted with the intention to get the general picture of the current states of factors that generate conflict between school teachers and principals in government primary schools of KuyuWoreda North Shewa Zone.

In supporting this idea, (Donyei 2007): through detail description to investigate the existing problems.

#### **3.2. The Research Method.**

In this research both quantitative and qualitative methods was employed. This was due to the assumption that using multiple approaches could capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. With regards to this it also provide more comprehensive answers to research question going beyond the limitations of single approach (Creed,et al.,2004)

#### **3.3. Data source, population and the study areas.**

##### **3.3.1. Sources of Data.**

In this research, both primary and secondary data sources were used to obtain reliable information about factors that generate conflict between teachers and principals in primary schools. The major sources of primary data were teachers, principals, supervisors, and Woreda teachers' association chairman. The secondary data sources were relevant documents such as manuals and minutes to generate qualitative data.

##### **3.3.2. The study Population.**

A study population was the entire group of people to which researcher intends the results of study to apply(Aron and Coups,2008).Therefore, the population of the study were all

59 primary schools ,719 primary school teachers, 59 principals ,9supervisors, and 5 woreda teachers association and 6 PTA members.

### **3.3.3. Description of the study site.**

Kuyu Woreda is located in North Shewa Oromia Regional State with distance of 156km from Addis Ababa. There are 21 Rular Kebele ,4 town kebele,59 Primary schools and 4 Secondary Schools in the Woreda. In the Schools there are 934 teachers and 72 school principals in the Woreda.

### **3.4. Sample and sampling Techniques.**

From the total of 59 primary schools in Kuyu Woreda North Shewa, 53 of them were excluded as their principal's serves for less than 3 years in those schools. The remaining 6 schools principals were selected by using purposive sampling techniques, because of their working position and experience and it have in depth information to give optimal insight in to an issue. Similar teachers who have less than 3 years serve in the school excluded from the sample, because they don't have enough information about factors that generate conflict between teachers and principals. Then teachers selected 127 from the sample schools by random sampling technique.

Table 3.1A.Summary of total population and participants taken from each school for study.

No	Sample Schools	Teachers			Sampling Techniques	Sample Principals	Sample PTA representative	Sample Supervisor	Sample WTACHM Technics	%	Sampling Techniques
		Target Population	%	Sample Teacher							
1	G/G.No-3	77	50	37	Simple Random sampling Techniques	1	1	1	1	100	Purposive Sampling Technique
2	Gora	40	50	20		1	1				
3	Kesi	34	50	17		1	1				
4	Chilalo No-2	30	50	15		1	1	1			
5	Sombo	32	50	16		1	1				
6	G/G.No-2	44	50	22		1	1	1	1		
Total	6	257	50	127	6	6	2	1	100		

The number of teachers in school varied due to differences in the number of students. Thus, making proportional allocation of teachers in each school. Equalize the representatives of the schools having large as well as the smaller number of teachers. After determine the proportional allocation of teachers to each school, the researcher was employed sample random sampling technique to give equal chances for every sample elements selected from each school.

In addition, 2 supervisors were selected by purposive sampling techniques. Finally, 6 PTA representatives are selected by using purposive sampling techniques. In general 127 teachers, 6 school principals, 2 supervisors, 1 woreda teachers' association chairman and 6 PTA representative and total 142 respondents were included in the sample.

### **3.5. Data gathering tools**

#### **I. Questionnaire**

Questionnaire which has 38 items were developed by scaled items (likert) and employed to collect quantitative and qualitative data from selected teacher, principals, and supervisors. This was because the questionnaire was useful to conduct surveys and to gain the necessary information from large number of study participants in short period of time.

The questionnaire was prepared in Afan Oromo because the medium of instruction in primary school of Kuyu Woreda was Afan Oromo. So that the respondent can understand the questionnaire and response well.

The questionnaire have two parties. The first part was described the respondent background information which includes, sex, age, experience, position and name of the school. The second part incorporates closed and opened –ended question items. The closed ended items are prepared by using linker scales. Thus items measure quantitative and qualitative data.

#### **I. Interview**

Semi-structure interview was used to gather in depth qualitative data from principals, supervisors, Woreda Teachers association and PTA representatives, employing semi-structured interview was important. Because, interview has great potential to release more in depth information, provide opportunity to observe non-verbal behavior of respondents, give opportunities for clearing up miss understandings as well as it could be adjust to meet many diverse situations (Abiyi et al..2009)

The interview question would be prepared in to local language (Afan Oromo) for the sample selected representatives.

#### **II. Document Analysis**

Documents like, manuals and minutes were examine to generate qualitative data measure in all sample schools to complete the quantitative data obtained through questionnaire about the extent of factors that generate conflict between teachers and principals. An excellent data interpreting system can be found in document analysis (Hodder, 1994).

## **2.7. Procedures of data collection.**

To gain true information for the study, the researchers pass through series of data collecting procedures. The believed relevant data would be gathered by using questionnaires, interview and document analysis, having letters of authorization from Addis Ababa University, the researcher would directly lead to each sampled school according to the schedule outlined. Then the researcher in every step follows all important ethical procedures until all needed data collected and completed from planed sampled schools through.

## **2.8. Validity and Reliability Checks.**

To ensure the validity and reliability of data collecting instruments before providing for the actual study participant is the core to assure the quality of the data (Yalew, 1998). To check the content and construct validity by test measure of instruments, the instruments developed under close guidance of the advisor and also pilot study carried out on 10 teachers of Kere Kura primary school because, I expects to get best evidence from pre-test instruments.

The pilot test provides an advance opportunity for study to check the questioners and to minimize errors due to improper design of instruments. Such as problems of wording or sequence. (Adams et al, 2007), finally certain improve or change would be made if there were problems with data collection tools. Additionally the reliability of the instrument will be measured by using the Cronbach alpha test. A reliability test was performed to ensure the consistency and accuracy of the instrument scales

Based on this, the Cronbach's Coefficient alpha was calculated to measure internal consistence of the data for each field of questionnaire and entire questionnaires. As result, the reliability coefficient of the school teacher's instrument was found to be 0.99(99%), implying that, it was taken to be reliable. As stated by Geoge and Mallery (as cited in Jemal, 2013). The Cronbach's alpha result  $>0.9$  is excellent,  $0.9$  is very good,  $0.8$  good,  $0.7-0.8$  is acceptable,  $0.5-0.6$  is questionable,  $<0.5$  is poor. Moreover, Drost(2004) ,if the

result of Cronbach's coefficient alpha is 0.7(70%) and above, it is considered to be satisfactory, indicating questions in each construct were measuring a similar concept.

Table 3.2B. Reliability test results with Cronbach alpha Coefficient.

No	Major categories on the cause of conflict between teachers and principals.	No of items	Cronbach alpha Coefficient
1	Teachers and Principals Perceptions of the nature of conflict in the Schools.	15	0.995
2	Major cause of conflict between teachers and Principals.	14	0.993
3	Major types of conflict appearing in Government primary schools.	9	0.992
Average reliability Coefficient.			0.99

## **2.9. Methods of data Analysis and Interpretation.**

For this research both quantitative and qualitative methods of data analysis were conducted. Thus, the data gained through questionnaire analyzed by using percentage, mean and standard deviation and followed by discussion of the most important point while data collected through open ended questions; interview and document analysis was analyzed qualitatively through organize, summarize and interpreter by narration for the purpose of triangulation.

## **2.10. Ethical consideration.**

Research ethics refers to the type of agreement that the researcher enters to with his or her research participants. Ethical considerations play role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. The researcher would communicate all primary schools legally and smoothly. The researcher clarifies the purpose of the study for all participants. any communication with concerned bodies would be accomplished at their voluntarily agreement without harming and threading the personal and institutional well-being. The identity of the respondents would be kept confident,

## Chapter Four

### 3. Results and Discussion

#### 3.1. Results

This chapter presents the analysis and interpretation of the data collected through different instruments, mainly questionnaire, semi-structured interview and document analysis. The Chapter has four main sections. Section one deals with the demographic characteristics of the respondents, while section two encompasses details of question wanted to show the teachers and principals view /perceives of the nature of conflict in the primary schools. Section three focuses the cause of conflict between teachers and principals in the primary schools. Section four deals with the types of conflict between teachers and principals happen in primary Schools. To construct interpretation easy, the mean values of scales for each item was reassigned with equal interval to each scale. The scale was interpreted as 5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree. But while making of interpretation of the result of the mean scale were reassigned as follow to make the interpretation easy and clear. Used formula adapted from (Vichea, 2005), for breaking the range distance in measuring the variable is going to calculated in  $\frac{N-1}{n} = \frac{5-1}{5} = \frac{4}{5} = 0.8$ , where,

n = number of rate in each questionnaire. Meaning the mean value of the variable falling between the range of 4.20 to 5.00 are considered as strongly agree, 3.40 to 4.19 are considered as agree, 2.60 to 3.39 are considered as neutral, 1.80 to 2.59 are considered as strongly disagree. Moreover, 6 Government Primary School principals, 6 PTA representative, 2Supervisors and 1 Teachers association chairman interviewed. Therefore, the analysis of this study done based on the questionnaire data obtained from 127 of teachers, 6 school principals and 2 supervisors.

## 4.2. Discussion.

Table: 4.1A Personal Information of respondents in terms of sex and work experience.

General Background of the respondents in terms of sex and work experience.												
Variable		Teachers		Principals		Supervisors		PTA representative		Teachers association chairman		Total
		N	%	N	%	N	%	N	%	N	%	
Sex	M	76	60	6	100	2	100	6	100	1	100	91
	F	51	40	-	-	-	-	-	-	-	-	51
	Total	127	100	6	100	2	100	6	100	1	100	142
Work Experience	Below	1	0.8	-	-	-	-	-	-	-	-	1
	4-6	3	2.4	-	-	-	-	-	-	-	-	3
	7-10	8	6.3	-	-	-	-	-	-	-	-	8
	Above 11	115	90.6	6	100	2	100	6	100	1	100	115
	Total	127	100	6	100	2	100	6	100	1	100	142

Note:-N=Number of Respondents

As indicated in table 4.1 among Government primary schools 76(60%) and 51(40.2%) were male and female teachers.6 (100%) of male and no female principals, 2(100%) of supervisors were male respondents, 6(100%) and 1(100%) were male PTA representative and teacher's associated chairman. This showed that in all groups, the number of female respondents were less than the male counter parts.

With regards to work experience of the respondents out of 127 questionnaires completed and returned by teachers, 1(0.8%) of the teacher has taught for below three years,3(2.4%) have been teaching 4-6 years. While 8(6.3%) have been teaching 7-10 years, 115(90.6%) had been teaching above 11 years of experience's and 6(100%) of principals, 6(100%) of PTA, 2(100%) of supervisors and 1(100%) of teachers representative chairman were

serves above 11 years. It indicate that majority of teachers 115(90.6%), 6(100%) of principals, 6(100%) PTA representatives, 2(100%) of supervisors and 1(100%) of teachers associative chairman have more than (above) 11 years serves. So the majority of respondents know the factors that generate conflict between teachers and principals in public primary schools. in Kuyu Woreda North Shewa Zone.

Table: 4.2B Qualification and Specialization of respondents.

General background of the respondents in terms of qualification and specialization													
Variable		Teachers		Principals		Supervisors		PTA Representative		Teachers association chairman		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Qualification	Diploma	56	44	-	-	-	-	1	16.7	-	-	57	40.1
	Degree	67	52.8	5	83.3	1	50	5	83.3	1	100	79	56
	MA/MSc	4	3.1	1	16.7	1	50	-	-	-	-	6	4
	Total	127	100	6	100	2	100	6	100	1	100	142	100
Specialization	EdPM	42	33	3	50	1	50	1	16.7	-	-	47	33
	Other than EdPM	85	67	3	50	1	50	5	83.3	1	100	95	67
	Total	127	100	6	100	2	100	6	100	1	100	142	100

Note: N=Number of respondents

As showed in Table 4.2B the qualification of respondents reveals that majority of teachers 56(44%) were diploma holders, 67(52.8%) were degree holders, and 4(3, 1%) were MA/BSc holders. This indicated that the teaching staff number in the school fulfills the standard qualification of primary school teaching learning processes.5(83.3%) principals,1(100%)supervisor,5(83.3%), PTA representative's and 1(100%) teachers association representative have degree holders ,1(16.7%) principals, and 1(50%) of supervisors were MA holders.

These shows that the respondents have better understanding of the cause of conflict in the schools. Similarly the specialization of primary school teachers were 42(33.1%) EdPM (educational planning and Management) and 85(67%) were other than EdPM, 3(50%) principals, 1(50%) supervisors and 1(16.7%) PTA, were specialized in EdPM. In the other hands 3(50%) of principals, 1(50%) supervisor, 5(83%) of PTA representative, 1(50%) supervisors, 5(83%) PTA and 1(100%) teacher's representativespecialized other than EdPM

Generally, The demographic data presented in separate tables ,because one page paper not enough for two table. The implications of demographic is ,it indicate that, who have better understanding the cause of conflict between Teachers and Principals in the Schools.

#### **4.3. Analysis of quantitative and qualitative data**

Data analysis is the processes of moving raw questionnaire and interviews to evidence based interpretation that are the foundation for published report. To analysis close ended quantitative data collected through questionnaires. Descriptive statistics were employed in this study by using the descriptive statistics; mean and standard deviation qualitative data were analyzed by organize, summarize and interpreter by narration. The demographic and specific data were presented below starting with the demographic data. Teachers and Principals Perceptions of the Nature of Conflict in the Schools.

**Table 4.3C Teachers and Principals Perceptions of the Nature of Conflicts in the Schools**

No	Items	Respo ndents	Rating Scale					M	SD
			SDA	DA	UD	A	SA		
1	Conflict by its nature is bad and should be Minimized	T	11	13	27	37	39	3.63	1.25
		P	-	3	2	1	-	2.67	0.816
		S	-	2	-	-	-	2.00	0.000
2	The task of school management is to Minimize Conflicts	T	12	17	21	39	38	3.58	1.300
		P	-	3	2	1	-	2.67	0.816
		S	-	2	-	-	-	2.00	0.000
3	Conflict disrupts the organization and prevents optimal performance	T	12	14	25	30	46	3.66	1.323
		P	-	3	2	1	-	2.67	0.816
		S	-	2	-	-	-	2.00	0.000
4	Conflict is caused by failure of leaders and trouble makers	T	20	14	36	32	25	3.22	1.321
		P	-	3	2	1	-	2.67	0.816
		S	-	2	-	-	-	2.00	0.000
5	Conflict is always unpleasant and destructive	T	14	15	17	30	51	3.70	1.388
		P	-	3	2	1	-	2.67	0.816
		S	-	2	-	-	-	2.00	0.000
6	Conflict can be resolved only by physical separation of the two parties.	T	47	33	19	17	11	2.31	1.324
		P	1	3	2	-	-	2.17	0.753
		S	-	1	1	-	-	2.00	1.414
7	Conflict can bring about disintegration of the entire groups.	T	14	20	28	32	33	3.39	1.322
		P	1	3	2	-	-	2.17	0.753
		S	-	2	-	-	-	2.00	0.000
8	Conflict creates bad feeling within the school.	T	7	14	15	40	51	3.90	1.207
		P	-	3	2	1	-	2.76	0.816
		S	-	1	-	1	-	3.00	1.414
9	Conflict in organization like in school is inevitable.	T	11	13	27	37	39	3.63	1.259
		P	-	-	2	1	3	4.17	0.983
		S	-	-	-	-	2	5.00	0.000
10	Conflict has both constructive and destructive aspect.	T	11	12	17	47	40	3.73	1.244
		P	-	1	-	4	1	3.83	0.983
		S	-	-	-	1	1	4.50	0.707
11	Optimal organizational performance requires a moderate lever of conflict.	T	11	11	18	36	51	3.83	1.285
		P	-	-	1	3	2	4.17	0.753
		S	-	-	-	2	-	4.00	0.000
12	The absence of conflict indicates lack of cooperative interaction.	T	18	15	20	34	40	3.50	1.408
		P	1	2	-	-	3	3.33	1.862
		S	-	-	1	1	-	3.50	0.707
13	Conflict Useful in creating new ideas.	T	12	15	20	39	41	3.65	1.300
		P	-	-	2	4	-	3.67	0.516
		S	-	-	1	1	-	3.50	0.707
14	Conflict is the power to promote democracy.	T	21	14	16	41	35	3.43	1.423
		P	-	1	-	5	-	3.67	0.816
		S	-	-	-	2	-	4.00	0.000
15	Conflict is necessary evil. So that it is good to have it than not to have it at all.	T	13	18	28	39	29	3.42	1.269
		P	-	1	-	5	-	2.83	0.408
		S	-	-	-	2	-	4.00	0.000

**SDA=strongly disagree D=disagree UD=undecided A=agree SA=strongly agree T=Teacher  
P=Principal S=Supervisors**

The above table shows that items fall under bad and good categories were identified as the following.

The first category were item 1, indicated that, Teachers agree, Principals neutral and Supervisors disagree on conflict by its nature is bad and should be minimized. The average means score of teachers 3.63 of principals 2.67 and of supervisors 2.00.item 2, show that Teachers agree, Principals neutral and Supervisors disagree on the task of school management is to minimize conflict. The average means score of teachers 3.58 of principals 2.67 and of supervisors 2.00.item 3. Indicated that Teachers agree, principals neutral and supervisors disagree on conflict disturbs the organization and prevents optimal performance. The average means score of teachers 3.66 of principals 2.67 of supervisors 2.00.The fourth category item 4, show that , Teachers neutral ,Principals neutral and Supervisors disagree on conflict is caused by failure of leaders and trouble makers. The mean score of teachers 3.22 of principals 2.67 of supervisors 2.00 .item 5, indicated that Teachers agree, Principals neutral and supervisors disagree on conflict is always unpleasant and destructive. The average means score of teachers 3.70, of principals 2.67 and of supervisors 2.00.Item 6.show that, teachers, neutral principals disagree and supervisors disagree on conflict can be resolved only by physical separation of the two parties. The mean score of teachers 2.31 of principals 2.17 and of supervisors 2.00.Item 7, indicated that, teachers neutral, principals disagree and supervisors disagree on conflict can bring about disintegration of the entire groups. The mean score value of teachers 3.39 of principals 2.17 and of supervisors 2,00.Item 8, show that teachers agree ,principals neutral and supervisors neutral on conflict create bad feeling within the school. The mean value of teachers 3.90 of principals 2.76 and supervisors 3.00 .Item 9, indicated that teachers agree, principals agree and supervisors agree on conflict in organization like in school is inevitable. The mean score value of teachers 3.63 of principals 4.17 and of supervisors 5.00.Item 10, show that teachers, principals and supervisors agree on conflict has both constructive and destructive aspect. The mean score value of teachers 3.73, of principals 3.83 and of supervisors 4.50 .Item 11, indicated that teachers, principals and supervisors agreed on optimal organizational performance

requires a moderate level of conflict. The mean score value of teachers 3.83 of principals 4.17 and of supervisors 4.00. Items 12 and 13. Indicated that, teachers ,principals and supervisors agree on the absence of conflict indicates lack of cooperative interaction and conflict useful in creating new ideas, the mean score of teachers 3.5,3.65 of principals 3.33, 3.67 respectively and of supervisors 3.50. Item 14. Show that ,teachers, principals and supervisors agree on conflict is the power to promote democracy, the mean score value of teachers 3.43 of principals 3.67 and of supervisors 4.00. Item 15, indicated that ,teachers agree ,principals neutral and supervisors agree on conflict is necessary evil, so that it is good to have it that not to have it at all. The mean score value of teachers 3.42 of principals 2.83 and of supervisors 4.00; show that conflict is necessary evil. so that it is good to have it than not to have it at all. On this item Teachers and Supervisors no variation but Principals have variation.

In addition to, the result obtained from school principals interview, it show that mostly, conflict have both destructive and constructive aspects. Beside of the constructive aspect, it create new ideas, it has power to promote democracy, it give chance for promotion, it improve competence between teachers and good for bring change. Beside destructive aspect, conflict consume work time, reduce the relationship between school stakeholders, and diverts teachers and principals, challenge to take new policy in school.

In addition to the above, the school supervisors said that, conflict in school have both constructive and destructive aspects. Beside constructive aspect, conflict brigs change and enhance stakeholder motivation in school. Besides destructive aspect, conflict brings bad behavior in school and reduces the relationship between employees in the school.

Woredateacher's association chairman said that, conflict has both constructive and destructive aspect. Beside destructive aspect, conflict reduces the relationship between school stakeholders, consume work time and bring bad situation in school compound.

Furthermore, the result obtained from PTA representative, conflict has both good and bad aspects. Good aspect was to implement the work as intended not for personal attack. Bad aspect was conflict reduce the relationship between school stakeholders, it consume time

and scarce resources and bring the resistance of teachers and other workers to accept the new policy and implement it. The document analysis indicates that, they exist of conflict between teachers and principals in the school.

Generally, the above mentioned constructionist view on conflict were supported by many scholars in the field of education and in other field. The following are some of the lists of scholars with their ideas that were used to support the above findings on the constructionist views of conflict. Conflict in organizations like school are in evitable and even necessary no matter how the school is designed and organized(Stoner and others,1989).Murphy (1994),suggests that principals have begun to realize the conflict has positive and negative aspects.

Conflict in a social system may be beneficial as well as destructive (Morphet,Johans and Reller,1982).Additionally, Everard and Other (1990), suggests that conflict in the sense of an honest opinion is not only unavailable but can also be a valuable aspect of life. According to the constructionist perspective, the opinion that a conflict free, harmonious and cooperative organization tends to becomes stagnant and no responsive to change and advancement. They suggest that not only accepting conflict, but also encouraging it. Therefore, it is necessary for managers to interject minimum level of conflict to maintain an optimal level of organizational performance.

They suggest conflict is necessary condition for both individual and organizational progression. They encourage managers to embrace conflict and use it for continuous transformation (Borisoff and Victor, 1998).Conflict by itself is neither good nor bad. But the way in which it is handled makes it bad or good. So in order to get the maximum benefit out of conflict, the principals should have the understanding of conflict as destructive and constructive aspect. From the above findings, it is possible to conclude that teacher's view of conflict was found to be traditional, while principals were more towards the modern view. This difference of views may be due their position in their organization, experiences and exposures to various situations.

**Table 4.4D.Types of Conflicts in Schools**

No	Items	Respo ndent	Rating Scale					M	SD
			SDA	DA	UD	A	SA		
1	There is inner(intra) conflict of teacher and principal within her/ himself in your school.	T	20	14	20	44	29	3.38	1.368
		P	-	1	1	4	-	3.50	0.837
		S	-	-	-	2	-	3.50	0.707
2	There is conflict within (interconflict)teacher and principal appear frequently in your school.	T	12	10	24	48	33	3.63	1.220
		P	1	-	1	3	1	3.50	1.378
		S	-	-	1	1	-	3.50	0.707
3	There is (interconflict)conflict between two or more teachers and principals appear frequently in your school.	T	8	10	28	51	30	3.67	1.113
		P	-	1	3	2	-	3.17	0.753
		S	-	-	-	2	-	4.00	0.000
4	There is conflict within the same departments; teachers appear frequently in your school.	T	12	10	16	51	38	3.73	1.237
		P	-	-	1	5	-	3.83	0.408
		S	-	-	1	1	-	3.50	0.707
5	There is conflict between different departments teachers appear frequently in your school.	T	10	14	24	48	31	3.60	1.197
		P	-	1	1	4	-	3.50	0.837
		S	-	-	-	2	-	4.00	0.000
6	There is conflict between different school teachers and principals in your cluster resource center.	T	10	19	26	43	29	3.50	1.214
		P	-	-	4	2	-	3.33	0.516
		S	-	-	2	-	-	4.00	0.000
7	There is role conflict between teachers and principals in your school.	T	4	8	10	55	50	4.09	1.003
		P	-	-	1	5	-	3.83	0.408
		S	-	-	-	2	-	4.00	0.00
8	There is conflict over basic values between teachers and principals in your school.	T	8	8	20	56	35	3.80	1.106
		P	-	-	2	4	-	3.67	0.516
		S	-	-	-	2	-	4.00	0.000
9	There is Conflict over image perception between teachers and principals in your school.	T	5	7	22	61	32	3.85	0.993
		P	-	1	-	5	-	3.16	0.816
		S	-	-	-	2	-	4.00	0.000

SDA=strongly disagree D=disagree UD=undecided A=agree SA=strongly agree

T=Teacher P=Principals S=Supervisors

**Types of Conflict in the schools:** - Intra personal/Individual, Interpersonal, Intra-group, Intergroup, Role conflict, Conflict over basic value, and Conflict over image perception

As the above table in item 1, prove that, teachers, principals and supervisors agree on there is inner conflict of teachers and principals within her/him in the school. The mean score value of teachers 3.38 of principals 3.50 and of supervisors 3.50 show that there is inner conflict of teacher and principals within her/himself in the schools .The mean score value range between 3.40-4.19 agreed .As the above table in item 2 show that ,Teachers.

Principals and supervisors agreed on there is conflict within teachers and principals appear frequently in your school. The mean score value of teachers 6.63 of principals 3.50 and of supervisors 3.50 show that there is conflict within a teachers and principals appear frequently in their school are the mean score value range between 3.40-4.19 agreed.

Moreover, in item 3 show that, teachers and supervisors agreed on there is conflict between two or more teachers and principals appear frequently in your school. However, principals undecided that there is conflict between two or more teachers and principals appear frequently in your school. The average mean score of teachers 3.67 of principals 3.17 and of supervisors 4.00 display that there was conflict between two or more teachers and principals are the mean score value range between 3.40-4.19 agreed.

In addition, in item 4 show that , teachers, principals and supervisors were agreed on there was conflict within the same department teachers appear frequently in their school. The average mean score of teacher 3.73 of principals 3.33 and of supervisors 4.00 show that there were conflict within the same departments teachers in their school are the mean score value range between 3.40-4.19 agreed. Moreover, in item, 5 show that teachers, principals and supervisors agreed on there was conflict between different departments teachers appear frequently in their school. The average means score of teachers 3.60 of principals 3.50 and of supervisors 4.00 show that there was conflict between different departments teachers occurred in their school. The mean score value range between 3.40-4.19 agreed.

In additionally, item 6 indicated that, teachers agreed on there was conflict between different school teachers and principals in their cluster resource center, and principals and supervisors undecided on there was conflict between different school teachers and principals .The average mean score of teacher 3.50 of principals 3.33 and of supervisors 4.00 show that there was conflict between different school teachers and principals. The mean score of teachers 3.50-4.49 agreed and of principals and supervisors 2.60-3.39 Medium.

Moreover, in item, 7 show that, teachers, principals and supervisors agreed on there was role conflict between teachers and principals in their school. The average means score of

teachers 4.00 of principals 3.83 and of supervisors 4.00 show that there was role conflict between teachers and principals in the school. The mean score value range between 3.40-4.19 agreed. In addition, in item8.indicated that, teachers, principals and supervisors agreed on there was conflict over basic values between teachers and principals in their school. The average mean score of teachers 3,80 of principals- 6.67 and of supervisors 4.00 show that there was conflict over basic value between teachers and principals .The mean score between 3.40-4.19 agreed.

As indicated, in item 9 show that teachers, principals and supervisors agreed on there was conflict over image perception between teachers and principals in their school, The average mean score of teachers 3.85 of principals 3.16 and of supervisors 4.00 show that there was conflict over image perception between teachers and principals in their schools are the mean score value range between 3.40- 4.19 agreed.

Respondents were asked through an open-ended question. As they showed that, intergroup, role conflict, interpersonal and conflict over basic value appear between teachers and principals. As teachers associated chairman said Interpersonal, intergroup, conflict over basic value and role conflict occurred between teachers and principals. There is no significant variation between respondents.

Table 4.5E Major causes of Conflicts

No	Items	Respondent	Rating Scale					M	SD
			SDA	DA	UD	A	SA		
1	Communication gap generate conflict between teachers and principals	T	6	6	15	54	46	4.01	1.050
		P	-	-	1	5	-	3.83	0.408
		S	-	-	1	1	-	3.50	0.707
2	Poor performance evaluation affect teachers moral.	T	5	4	12	38	68	4.26	1.025
		P	-	-	-	4	2	4.33	0.516
		S	-	-	-	2	-	4.00	0.000
3	Difference in Values, believes and attitudes affect good relationship.	T	17	14	18	35	43	3.57	1.400
		P	-	1	-	4	1	3.83	0.983
		S	-	-	-	2	-	4.00	0.000
4	Bad working conditions affect teachers and principals relationship and in appropriate and biased reward system have negative side on school and teachers.	T	7	8	11	32	69	4.17	1.167
		P	-	-	-	3	3	4.50	0.548
		S	-	-	-	2	-	4.00	0.000
5	Lack of clearly stated tasks makes bias in the school.	T	4	4	7	29	83	4.44	0.965
		P	-	-	-	4	2	4.33	0.516
		S	-	-	-	2	-	4.00	0.000
6	Competition for scarce resource/lack of teaching materials	T	12	14	30	43	28	3.48	1.221
		P	-	-	-	4	2	4.33	0.516
		S	-	-	1	1	-	3.50	0.707
7	Lack of participant in decision making and solving problems generate conflict b/n teachers and principals.	T	7	12	14	43	51	3.94	1.180
		P	-	-	-	4	2	4.33	0.516
		S	-	-	1	1	-	3.50	0.707
8	Lack of agreement in direction.	T	6	10	18	45	48	3.94	1.125
		P	-	-	1	4	1	4.00	0.632
		S	-	-	-	2	-	3.50	0.707
9	The way one perceives reality.	T	13	8	17	48	41	3.76	1.258
		P	-	-	2	3	1	3.83	0.753
		S	-	-	1	1	-	3.50	0.707
10	Lack of clear authority structure affect school performance.	T	3	7	10	37	70	4.29	0.993
		P	-	-	1	4	1	4.00	0.632
		S	-	-	1	1	-	3.50	0.707
11	Unfair distribution of task has an impact on teachers moral.	T	6	7	9	28	77	4.28	1.119
		P	-	-	1	4	1	4.00	0.632
		S	-	-	-	2	-	4.00	0.000
12	Lack of professional commitment from all groups.	T	8	6	19	52	42	3.90	1.112
		P	-	-	-	4	2	4.33	0.516
		S	-	-	1	1	-	3.50	0.000
13	Structural designs of the school affect teacher's responsibility.	T	19	11	17	41	39	3.55	1.396
		P	-	-	1	4	1	4.00	0.632
		S	-	-	-	2	-	4.00	0.000
14	Mismatch between organizational and individual goal.	T	13	8	22	46	38	3.69	1.250
		P	-	-	1	3	2	4.17	0.753
		S	-	-	-	1	1	3.50	0.000

SDA=strongly disagree D=disagree UD=undecided A=agree SA=strongly agrees.

Table 4.5E item 1 indicated that, teachers, Principals and supervisors agreed on communication gap generate conflict between teachers and principals .The mean score value of teachers 4.01 of principals 3.83 and of supervisors 3.50 shows that the communication gap generate conflict between teachers and principals. The mean score value range between 3.40-4.19 considered as agree. Likewise in item 2, show that teachers strongly agree, principals agree and supervisors agree on poor performance evaluation affect teachers moral. The mean score value of teachers 4.26, Principals 4.33 and supervisors 4.00 show that the poor performance Evaluation affects teachers' morals. The mean score value range 4.20- 5.00Strong agreed for teachers and 3.40- 4.19 agreed.

As indicated, item 3 that, teachers, principals ,andsupervisors agree on different in values, believes and attitudes affect good relationship. The mean score value of teachers 3.57, principals 3.83 and supervisors 4.00 show that the difference in value, believes and attitudes affect good relationship. The mean score value range between 3.40-4.19 agreed. Moreover, in item 4, show that, teachers, principals andsupervisors agreed on bad working conditions affect teachers.

Principals relationship and in appropriate and biased reward system have negative side on school and teachers. The mean score value of teachers 4.17 of principals 4.50 and of supervisors 4.00 show that the bad working condition affect teachers and principals relationship and in appropriate and biased reward system have impact on school and teachers. The mean score value range between 3.40- 4.19 agreed.

Besides, in item 5, teachers, principals and supervisors agree on lack of clearly stated tasks makes bias in school. The mean score value of teachers 4.44 ,principals 3.48 ,principals 4.33 and supervisors 4.00 show that lack of clearly stated tasks makes bias in the school. The mean score value range between 3.40-4.19 agreed.

Furthermore, in item 6 shows that, teachers, principals and supervisors agree on competition for scarce resource/lack of teaching materials generate conflict between teachers and principals.

The mean score of teachers 3.48, principal 4.33 and supervisors 3.50 show that the competition for scarce resource/lack of teaching materials generates conflict between teachers and principals. The mean score value rangebetween 3.40-4.19 agreed.

Beside, in item 7, show that, teachers, principals and supervisors agreed on lack of participate in decision making and solving problems generate conflict between teachers and principals .The mean score of principals 4.33 of teachers 3.94 and of supervisors 3.50 show that lack of participate in decision making generate conflict between teachers and

principals and lack of solving problems in table discussion are also generate conflict between teachers and principals. The mean score value range between 3.40-4.19 agreed.

Additionally, in item 8 indicated that, teachers, principals and supervisors agreed on lack of agreement in direction generate conflict between teachers and principals .The average mean score of principals 4.00 of teachers 3.94 and supervisors 3,50 shows that lack of agreement in direction generate conflict between teachers and principals. The mean score value 3.40- 4.19 agreed.

In addition, in item 9 shows that, teachers, principals and supervisors agreed on the way one perceives reality generate conflict between teachers and principals .The average mean score of teachers 3.76, principals 3.83 and supervisors 3.50 show that the way one perceives reality generate conflict between teachers and principals. The mean score value between 3.40-4.19 agreed. Moreover, in item 10,indicated that, teachers, principals and supervisors agree on lack of clear authority structure affect school performance .The average mean score of teachers 4.29 of principals 4.00 and supervisors 3.50 shows that lack of clear authority structure affect school performance. The mean score value range between 3.40- 4.19 agreed. Item 11 stated that teachers, principals and supervisors agreed on lack of clear authority structure affect school performance. The mean score of teachers 4.28, of principals 4.00 and supervisors 3.90 agreed

Through item 12 stated that, teachers, principals and supervisors agreed on lack of professional commitment from all groups generate conflict between teachers and principals. The mean score value range between 3.40- 4.19 agreed.

As item 13, indicated that, teachers, principals and supervisors agreed on structural designs of the school affect teachers responsibility. The average mean score of teachers 3.55 of principals 4.00 and supervisors 4.00 show that structural designs of school affect those structural designs of school affect teacher's responsibility. The mean score value range between 3.40- 4.19 agreed.

Concerning with item 14 stated that, teachers, principals and supervisors agreed on mismatch between organizational and individual goal generate conflict between teachers and principals. The mean score value of teachers 3.69, principals 4.17 and supervisors 3.50 show that mismatch between organizational and individual goal generate conflict between teachers and principals. The average mean score 3.40- 4.19 agreed. There is no significant variation among the respondents.

In line with the above respondents, identified different cause of conflict on open ended question. This indicated communication gap, poor performance evaluation, different in values, believes and attitudes, bad working condition, lack of clearly stated task, lack of agreement in direction, lack of clearly stated task, lack of agreement in direction, lack of

clear authority structure, unfair distribution of tasks, lack of professional commitment and structural designs of school.

Yet again, as principals, supervisors, PTA and teachers association representative chairman interview supposed that conflict occur in schools due to unfair allocation of resource, lack of tolerance, poor communication between teacher and principals unfair sharing of tasks, problems of knowing school rules and guidelines un transparent of principals.

In addition to document analysis, the file and report show that the common cause of conflicts were unfair evaluation of teachers, work over loaded and unequal distribution of additional work and not knowing each other. Moreover different authors indicated the source/ cause of conflict. According, to (Plunket,1989) the source of conflict included, shared resource, different in goals, different in perception and values, disagreements in the role requirement, nature of work activities and the stage of organizational development.

Gray (1991) suggested that there were six sources of conflicts. These were limited resources, independent working activities, different of activities, communication problems, different in perception and the environment of the organization. Deutch in Campbsell el al (1983) identified list of sources of conflict. These are control over resource, preferences and nuisances value, belief and nature of relationship between the parties.

Generally, the major causes of conflict between teachers and principals in primary schools were Interpersonal conflict ,Intergroup conflict and communication problems appear frequently in primary schools.

## **Chapter Five**

### **5.Summary, Conclusion and Recommendation**

This chapter deals with the summary, conclusion and recommendations of the study. The main purpose of this study was to show the cause of conflict between teachers and principals in primary school of kuyu woreda. The study also attempted to answer the following basic questions.

#### **5.1.Summary**

The main purpose of this study was to expose/show/ that the cause of conflict between teachers and principals in primary school of Kuyu Woreda , North Shewa Zone.The study also aimed at assessing the general view on the concept of conflict. To this end, basic questions were raised which address the area. such as the nature ,perceptions and major cause of conflict.,

The descriptive survey design was carried out for detailed analysis of the data and the finding for the basic questions. The study was conducted in six primary schools selected by random sampling techniques to provide a fair representativeness and made generalization. The participants of this study were 272 from primary school teachers, principals, PTA representative, supervisors and Woreda teachers associated chairman. To select the sample, schools and Teachers used simple random sampling technique, and purposive sampling techniques for principal's supervisors, PTA, representative and W.T, Associated chairman.

As a result out of 135 of the respondents were kindly enough to fill and returned questionnaire. Since the sample size was statistically representative, 100% response rate was considered to be adequate and significant for the purpose of this study.

The researcher employed both quantitative and qualitative methods of data collection. Instruments used included questionnaire, interview and document analysis.

#### **Major Finding.**

##### **1. Concerning perceives of the Nature of conflict in Government Primary schools.**

The study indicate that there were two categories, traditional(destructive) and modern(constructive)conflict. The major finding under modern/constructive/categories was conflict in organization like school was inevitable; conflict has both constructive and destructive aspect, optimal organizational performance requires moderate level of

conflict, conflict useful in creating new ideas, conflict is the power to promote democracy and conflict is necessary evils that it is good to have it than not to have it at all.

The finding under traditional/destructive/categories, conflict by its nature is bad and should be minimized, the task of school management is to minimize conflict, conflict disrupts the organization and prevents optimal performance, conflict is caused by failure of leaders and trouble makers, conflict is always unpleasant and destructive, conflict can resolved only by physical separation of the two parties, conflict can bring about disintegration of the entire groups and creates bad feeling within the school.

Moreover, the study indicated that few of teachers have traditional perceptions on conflict .they percept conflict was destructive. While principals percept conflict was titled towards constructive view. They support the modern perception of conflict in any organization, but teachers support the traditional one, and should be minimized. Therefore, teachers and principal's responded in different perception on conflict.

## **2. Concerning the causes of conflict between teachers and principals in Government primary schools.**

The major finding revealed that, the cause of conflict in primary schools of kuyu woreda. Teachers and principals accepted all the items as the major causes of conflict in schools, such as, communication gap between teachers and principals, poor performance evaluation, difference in value ,believes and attitudes, bad working condition and in appropriate and biased reward system, lack of clearly stated tasks, competition for scarce resource, lack of participation in decision making and problem solving, lack of agreement in direction ,the way one perceive reality, lack of clear authority structure, unfair distribution of task, lack of professional commitment, structural design of the school and mismatch between organizational and individual goals were generate conflict between teachers and principals.

## **3. Concerning the types of conflict in Government primary schools of Kuyu Woreda.**

The respondents agree on there was inner(intra conflict) of teachers and principals, conflict within teachers and principals, conflict between two or more teachers and principals, conflict between the same department, and conflict between different departments in the school. The finding also presented there was role conflict between teachers and principals, conflict over basic value, and conflict over image perception between teachers and principals were often appearing in Government primary schools.

## **5.2. Conclusions**

One of the most important issue regarding conflict is it is inevitable in everyday life. Conflict cannot be regarded as sign of incompetent; it is a legitimate aspect of human behavior. It is not only avoidable but also serves as useful function for stimulating creative solution to problems. Conflict can have positive or negative outcome depending on how it is managed. For principals to be effective in school situation he/she needs to learn how to create positive conflict and how to manage negative conflict.

The finding in this investigation revealed that, role/responsibility/conflict, poor communication, poor performance evaluation and the reward attached to it was the major causes of conflict between teachers and principals. In addition, difference in values, beliefs and attitude, bad working conditions, lack of clear stated tasks, lack of agreement in direction, lack of participation in decision-making, lack of clear authority structure, unfair distribution of task and lack of professional commitment were among the major causes of conflict.

### **4.1. Recommendations**

Based on the result of the study, the following recommendations were offered.

1. Educational objectives cannot be achieved single handily by one individual. Therefore, principals create conducive working environment in Schools, involve all stakeholders in decision making, and build supportive interaction, enhance good relationship, agreement in direction, clarify clear authority structure in the school, and create fair distribution of task.
2. The primary education management board of the Woreda education office and Zonal education office organizes short and medium workshops, seminars, and conferences to educate and sensitize/aware / teachers and principals on work ethics.
3. Always, Primary School administration made more dynamic and democratic way involving teachers and principals in the formulation of education policies at the local level which will be implemented by them in the classroom. Such as discipline policy, absenteeism policy, ethics of school compound.

4. Principals seek to address interpersonal conflict before they foster or develop in to serious problems. Such as management issues, personal practice, work structure, employee development, cultural differences and ethical concerns . So, principals often coaching Teachers and other workers and be proactive to manage such things.
5. Woreda Education Bureau and School administration often create good colleague to provide teachings learning materials. such as, students' text books, teachers guide, reference books, chalk, teaching aides and different rule- regulation and policy to primary school to minimize conflict.
6. Principals design proper plans by training; teachers,PTA and community members and follow itsprocedures from start to end to managing conflict in Primary school effectively.
7. All Education stakeholders such as, principals, teachers, PTArepresentatives. Supervisors and students in the schools often working together and sharing their experience to create conducive working environment in the schools.
8. Government improve all societiesawareness by training ,and extend teacher's motivation factors, such as giving values, respects moral, advancement, good working condition, promotion system, good performance evaluation, salary, bonuses and reward system properly.

## Reference

- Abdlmuhsim. (2019). Types of conflict in primary school. 1-75.
- Abdul, Ajemuni, Asoker and Hotepo. . (2010). Conflict as only the Connotation of bad for many people so much think principal in term of suppression giving little or no attention to its more positive side. 1-78.
- Abiy,Zefeye,and A.W. (2009). Introduction to research method graduate studies . *Research office Addis Ababa unpublished Addis Abba*, 1-78.
- Akkinubi. (2012). Conflict is part and parcel of the school and school cannot shy away from it because its experienced daily in teaching and learning process. 1-78.
- Ayalew, S. (2002). Theories of educational Management (EDAD 611):Set Leader department educational Administration faculty of education Addis Ababa. 1-78.
- Bekele and Lellisa. (1985:1993). Conflict cause factor between teachers,principals and students in Addis Ababa secondary Schools. 1-78.
- Billisbery, S. (1998). Integrating School based and therapeutic conflict management models at schools. 1-78.
- Bodin,R.I.J,Crawford, and D.K. (1999). developing emotional intelligence:guide to behavior management and solution in schools. 1-78.
- Borisoff,D.and Victor,D.A. (1998). Conflict Management and Negotiation(2nd.ed.). *http:www.reference for business.com/management/com-de/conflict management-and negotiation:htm*, 1-78.
- Campbell.R.C. (1983). Introduction to Educational Administration (6th ed.) Boston:Allyn:Bacon. 1-78.
- Chandan, J. (1994). Organization Behavior. *New Delhi Vikas Publishin House PVT Ltd.*, 1-78.
- Creed. (2004). Alack of self-Confidence ot low motivation is the primary internal Obstacle that impacts better creer interest. 1-78.
- David, B. (1997). Conflict Vastly carries different meanings on the situation and circumstance. *Opportunity journey*, 1-78.
- Evan and Matteson. (1990). contemporary view point of conflict manner. 1-78.

- Everard,B and Morris,G. (1990). *Effective School Management in Education. London:Champ Man Publishing, 1-78.*
- Fikiru.W. (1993). *Strategy for Managing conflict in primary teachers training institution of Ethiopia MA Thesis Addis Ababa. 1-78.*
- Fisher. (1997). *Differents Basic Needs became souce of Social Conflicts.*
- Foster. (1982). *Un motivated teacher will not produce good results complain laxity . 1-78.*
- Gebretensay. (2002). *Conflict was synonymously with the term violent and destruction. 1-78.*
- Genuine. (1998). *Investigated study teachers,principals conflict inregional state of secondary school. 1-78.*
- Ghaffar, A. (2010). *Conflicct in School it's cause and management strategies. Journal of Management Science.216, 1-78.*
- Gray, J. (1991). *Organizational Behavior concept and applications (3rd ed) :Columbus Bell and HO well Company. 1-78.*
- Gray,and Stark. (1984). *There are six source of colficts Page 3 Sakary University. Journal of educational 71.1, 1-78.*
- Hanson and Ann. (1991). *The search of separate theory of Adult learning:Deoseny one realy need and regory. 1-78.*
- Hellrigel,D and Slocum,J.W. (1996). *Management (7th ed.) Cincinnati Ohio. South Western College Publishing, 1-78.*
- Holt, K. (1993). *A pattern analysis of students achievement goals. Journal of educational Psycholody ,85(4),582, 1-78.*
- Jehn, K. (1997). *A qualitative analysis of conflict type and dimention on organization groups. 1-78.*
- Jennifer. (2002). *Conflict Managementis philosophy and set o skills that assis an individual and groups in better understanding and dealing with Conflict as is arises in all aspects of their lives. 1-78.*
- Jimma. (2019). ), *studied at Addis Ababa University concluded that one of the most important issues regarding conflict is that it is inevitable in everyday life. 1-75.*

- Kenya, R. o. (2001). School Violence as a cause of non-Peaceful coexistence in public secondary school in Nairobi, Kenya. 1-78.
- Kroon, J. (1991). General Management planning organizing activating and control (1st ed.) Pretoria:Haum tertiary. 1-78.
- Lunber, F. and Ornstein, L. (1991). Educational Administration. *Belmont: Wadsworth Publishing Co.*, 1-78.
- Morphet, E.L., Johns, R.L. and Reller, T.L. (1982). *Educational Organization and Administration concepts, Practices and issues (4th ed.)*. New Jersey: Prentice-Hall-WC, 1-78.
- Murphy. (1994). The School Principals as educational Leaders. New York: Mc Graw Hill. 1-78.
- Nafuko, M. (2001). Financing Education for efficiency and effectiveness of education Institution in Kenya. 1-78.
- NgCongo, R. (1993). Conflict management and revolution in secondary school in KWazulu. PhD. Dissertation 53. 1-78.
- Okotoni. (2003). Conflict Management in secondary school in Osun state Nigeria. *Nordic Journal of Africa Studies*, Vol-12, number 1, 23-28, 1-78.
- Omboke. (2010). Level and effect of conflict in Kapsabet division school. A report presented to stakeholder forum in education Kapsabet, Chamundung and Keptal. , 1-78.
- Owens, R. (1998). Organizational Behavior 6th edition. *Englewood Cliffs: Prentice Hall Inc.*, 1-78.
- Owens, R. (1998). Organizational behavior (6th ed.) Englewood Cliffs. *Prentice Hall Inc.*
- Plunket and Attner. (1989). Introduction to Management. *Boston: PWS-Kent*, 1-78.
- Rahim, M. (2002). Toward theory of managing organizational conflict counter advances studies in management Vol-3, 2006-335. 1-78.
- Rashid, S. (1983). Organization Behavior. *By Methuen publication*, 1-78.
- Rono, D. (2000). Effectiveness in head association Management of Curriculum Iktale. *Kitale unpublished*, 1-78.
- Smit, B. (2003). Introduction to qualitative research. Pretoria: Van Schaik. 1-78.

- Some, D. (2010). Challenge of Education Management in a dynamic Society a paper present at Rift Valley Heads Association Conference in Kitale. *Kitale:Un Published*, 1-78.
- Stoner,J.A.F and Freeman,R.E. (1989). Management (4th ed). *New Dehil pretice-Hall,Inc,New Jersey*, 1-78.
- Szilagyi,A.D and Wallace,M.J. (1983). Organizational behavior and performance (3rd ed.) London:Glenview,Illinois. 1-78.
- Teshannen, M. (2002). The effect of a state wide conflict management initiate in school Vol-129.American Secondary School (3rd.ed). 1-78.
- Thomas,K,Shumidut and A.W. (1976). A Survey of Managerial interest with respect to conflict. *Academy of management journal*,315-318, 1-78.

## Appendix A

### Addis Ababa University

#### College Of Education and Behavioral Studies

#### Department of Educational Planning and Management

#### Questionnaires to be filled by teachers, Principals and Supervisors

The Purpose of these questionnaires is to gather information pertaining Conflict Generating Factors between Teachers and Principals in some selected Primary Schools of Kuyu Woreda, North Shewa Zone, Oromo Region. You are kindly requested to share your opinions, experience, and suggestion for the effectiveness of the study.

Instruction helped to fill the questionnaire.

1. Don't write your name.
2. Kindly Complete the following as objectively as possible, Read the entire questionnaire carefully before answering them.
3. Possible answers are in some instance providing. Select the answer that suits your situation.
4. Mark with an''X'' in appropriate space to indicate your choice and write your answer in the space provided.

#### I. Background Information.

1. School name. \_\_\_\_\_
2. Sex, Male  Female
3. Age, 20-30  31-40  41 and above
4. Qualification, Diploma  BA/BSC Degree  A/MSC Degree
5. Service in years 1-3  4-10  11-15  16-20  21 and above
6. Field of specialization, EdPM  field other than EdPM
7. Your Present Position in your School:-  
Teacher  Unit Leader  Department head  Principal  Supervisor

**II. Teachers and Principals Perceives the nature of conflict in the School.**

Direction: Please indicate your response by putting “X” sign in blocks provided by using the following scale

**1. Strongly disagree 2.Disagree 3.Moderetly agree 4.Agree 5.Strongly agree**

No	Items/statements	Rating Scale				
		1	2	3	4	5
1	Conflict by its nature is bad and should be avoided					
2	The task of school management is to eliminate conflict.					
3	Conflict disrupts the organization and prevents optimal performance.					
4	Conflict is caused by failure of leaders and trouble makers.					
5	Conflict is always unpleasant and destructive.					
6	Conflict can be resolved only by physical separation of the two parties.					
7	Conflict can bring about disintegration of the entire groups.					
8	Conflict creates bad feeling within the school.					
9	Conflict in organization like in school is inevitable.					
10	Conflict has both constructive and destructive aspects.					
11	Optimal organizational performance requires a moderate level of conflict.					
12	The absence of conflict indicates lack of cooperative interaction.					
13	Conflicts useful in creating new ideas.					
14	Conflict is the power to promote democracy.					
15	Conflict is necessary evil. So that it is good to have it than not to have it at all.					

.If you have additional understand/ perception/of conflict in tour school please mention it.

---



---

### III. Major Cause of Conflicts.

**Direction:** the following are some of the factors that cause of conflict in the school.

Please indicate your response by putting “X” sign in blocks provided by using the following scale.

**5, strongly agree 4.agree 3.undecided 2.disagree 1.strongly disagree**

No	Cause Of Conflict	Rating Scales				
		1	2	3	4	5
1	Communication gap generate conflict between teachers and principals.					
2	Poor performance evaluation affect teachers moral.					
3	Difference in values, believes and attitudes affect good relationship.					
4	Bad working conditions affect teachers and principals relationship and in appropriate and biased reward system have negative side on school and teachers.					
5	Lack of clearly stated tasks makes bias in the school.					
6	Competition for scarce resource/ lack of teaching materials problem of primary school.					
7	Lack of participant in decision making and solving problems generate conflict between Teachers and principal.					
8	Lack of agreement in direction.					
9	The way one perceives reality.					
10	Lack of clear authority structure affect school performance.					
11	Unfair distribution of task has an impact on teachers moral.					
12	Lack of professional commitment from all groups.					
13	Structural designs of the school affect teacher’s responsibility.					
14	Mismatch between organizational and individual goal.					

You are kindly requested to add further information on the cause of conflict on the space below.

---



---

**IV. Types of Conflict in the Schools.**

There are list of statement describing the types of conflict which appear frequently in the school organizations perceived by individuals here under. Thus, please indicate that to what extent you find each of them to be the types of conflict. Give your best choice by putting "X" under the numbers which represent.

**5. Strongly agree 4. Agree 3 Moderate agree 2. Disagree 1. Strongly disagree**

No	Types of Conflict in the Primary School.	Rating Scale				
		1	2	3	4	5
1	There is inner conflict of teacher and principal within her/ himself in your school.					
2	There is conflict within teacher and principal appear frequently in your school.					
3	There is conflict between two or more teachers and principals appear frequently in your school.					
4	There is conflict within the same departments; teachers appear frequently in your school.					
5	There is conflict between different departments teachers appear frequently in your school.					
6	There is conflict between different school teachers and principals in your cluster resource center.					
7	There is role conflict between teachers and principals in your school.					
8	There is conflict over basic values between teachers and principals in your school.					
9	There is conflict over image perception between teachers and principals in your school.					

**Types of Conflict in the school:** - Intra personal/Individual, Interpersonal, Intra-group, Intergroup, Role conflict, Conflict over basic value, Conflict over image perception

You are kindly requested to add further information on the types of conflict on the space below.

---



---



---

## **Appendix B**

**Addis Ababa University**

**College Of Education and Behavioral Studies**

**Department of Educational Planning and Management**

### **Interview questions for principals, supervisors, Woreda teacher's associations and PTA representative.**

These interviews intended for collecting data on the major conflict in primary school of Kuyu Woreda North Shewa Oromia Region. The required data is of vital importance for the success of this study. As such, the value of this interview relies on your real responses. The information gathered through this interview will only be used strictly for academic purposes and will be kept confidential.

#### **1. Demographic Information.**

- 1.1. Name of school. \_\_\_\_\_
- 1.2. Sex. \_\_\_\_\_
- 1.3. Age. \_\_\_\_\_
- 1.4. Year of experience as, Principal. \_\_\_\_\_ Supervisor. \_\_\_\_\_ Woreda Teachers Association. \_\_\_\_\_ PTA representatives, \_\_\_\_\_
- 1.5. Qualification. \_\_\_\_\_ Specialization. \_\_\_\_\_

#### **2. Guiding interview questions regarding on the causes, types, and perceptions of Conflicts.**

1. How do you understand conflict? It is good or bad to you? Explain the reason what you say for either of two.
2. Would you think there are conflict between teachers and principal in your primary school?
3. Would you mention major causes of conflicts that are commonly occur in your school?
4. What types of conflict occurred in your school?
5. If you have any comments or suggestions concerning about conflict please tell me.

## **Appendix C**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

### **Document Analysis.**

The purpose of this analysis document is to gather information pertaining cause of conflict between teachers and principals in some selected public primary schools of Kuyu Woreda North Shewa Zone.

1. Documents available in the school.  
Parent teacher meetings  
Decision made by PTA and KETB member, minutes, files and reports.

## Appendix D

### Yuuniversiitii Addis Abbabaatti

### Koollejji Barnootaa Fi Jijjiirrama Amalaa

### Mummee Karooraa Fi Bulchiina Barnootaa Gaaffii Barsiisota,

### Dura Bu'ootaa Fi Supparvaayizarootaan Guutamu.Qrannoo Barnoota Digrii 2<sup>ffaa</sup>

#### Seensa Waliigalaa

Kaayyoon gaaffii kanaa inni guddaan Aanaa Kuyyuu Godina Shawaa Kaabaa Naannoo Oromiyaatti Manneen Barnootaa sadarkaa 1<sup>ffaa</sup> Keessatti Sababoota Walittii Bu'iinsa Barsiisotaa fi Itti gaafatamtoota Manneen Barnootaa Jidduutti Raawwatu irratti raga sirrii funaanuudha. Kabajamoo gaafatamaa, hunda dura wantin waadaa isiniif galu odeeffannoon isin kennitan qorannoo kanaaf qofa malee dhimma biraatiif kan hin taane ta'uu fi deebiin isin kennitan iccitiin isaa kan eeggame ta'uudha. Kanaafuu, deebii sirriin isin kennitan qulqullina qorannoo kanaatiif baay'ee barbaachisaadha. Haaluma kanaan gaaffii tokko tokkoof deebii sirrii kennuun akka guuttan isin gaaffadha.

#### 1. Kallattii Walii galaa

Kabajamoo deebii kennaa ,maaloo dhimmoota ijoo armaan gadiitiif xiyyeeffannoo kennaa.

- 1 .Maqaan keessan hin barreessinaa.
- 2 .Osoo deebii hin kennin dura gaaficha hunda sirriitti dubbisaa.
- 3 .Tokkoon tokkoon himaaf deebiin fuula dura saanduqa filannoo ykn lakkoofsaa jalatti mallattoo 'X' gochuun filadhu.
- 4 .Kabajamoo tokkoon tokkoon qajeelfamootaa sirriitti hordofaa.
- 5 .Yaada dabalataa yoo qabaattan iddoo duwwaa kanname irratti barreessuun deebSi.

#### 2.Odeeffannoo dhuunfaa.

Iddoo duwwaa kenname irratti barreessunii fi saanduqa keessatti mallattoo 'X' galchuun deebisa.

1. Maqaa Man barumsaa. \_\_\_\_\_
2. Saala, dhi  dub
3. Umrii, \_\_\_\_\_
4. Bara tajaajilaa Waggaan, \_\_\_\_\_
5. Sadarkaa barnootaa, Dippiloomaa  Digirii  Digirii 2<sup>ffaa</sup>
6. Gosa barnootaa ittiin eebbifamtan, Karooraa fi bulchiinsa barnootaa   
Karooraa fi Bulchiinsa Narnootaan ala
7. Mana barumsaa keessatti gahee hojii keessanii. 1. Barsiisaa  2. Dura bu'aa
3. Suppervaayizara  Dursaa garee  5.  gaafatamaa

**3. Hubannoobarsiisonni ,dura bu’oonnii fi supervaayizaroonni walitti bu’iinsa barsiisotaa fi dura bu’oota mana barumsaa jidduutti uumamu qaban.**Mummee

Walitti bu’iinsa irratti hubannoo qabdan agarsiisuu danda’u jedhamee himoonni karoorfaman armaan gaditti tarreeffamanii jiru.Tokkoon tokkoon himoota kanaaf saanduqa filannoo keessatti mallattoo ‘X’ gochuun filadhaa.

1. Goonkuma irratti walii hin galu
2. Walii hin galu
3. Hanga ta’e waliin gala
4. Waliin gala
5. Daraan irratti waliin gala

La k	Walitti bu’iinsa irratti hubannoo qabdan	Safartuu Hangaa				
		1	2	3	4	5
1	Uummama isaatiin walitti bu’iinsi badaa fi dhabamsiifamuu kan qabuudha.					
2	Hojiin bulchiinsa mana barnootaa walitti bu’iinsa dhabamsiisudha.					
3	Walitti bu’iinsi dhaabbilee irratti miidhaa kan geessisuu fi raawwiin hojii fooyya’aa ta’e akka hin jiraanne kan taasisuudha.					
4	Walitti bu’iinsi kan uummamu ,kufaatii fi dadhabbina geggeessitootatiin.					
5	Walitti bu’iinsi yeroo hunda kan namatti hin tollee fi badii qaqqabsiisuudha.					
6	Walitti bu’iinsi kan hiikamu qaamolee walitti bu’an qaamaan gargar baasuudhaan.					
7	Walitti bu’iinsi diigamuu garee hundaa fiduu danda’a.					
8	Walitti bu’iinsi mana barumsaa keessatti miira badaa uumuu danda’a.					
9	Dhaabbilee addaa fi barnootaa keessatti walitti bu’iinsi kan hin hafneedha.					
10	Walitti bu’iinsi yaada ijaarsaa fi diiginsaa kan qabuudha.					
11	Walitti bu’iinsi dhabamuun wal-dorgomuu fi dhiibbaa uumuun kan hin jirre ta’uu agarsiisa.					
12	Raawwii gaariin dhaabbilee walitti bu’iinsa sadarkaa giddu galeessa barbaada.					
13	Walitti bu’iinsi yaada gaarii uumuuf ni barbaachisa.					
14	Walitti bu’iinsi diimookiraasii ceesisuuf humna qaba.					
15	Walitti bu’iinsi yaraa osoo fakkaatuu gaarii waan ta’eef siruma dhabamuurra jiraachuun gaariidha.					

Kabajamoo deebii kennaa,walitti bu’iinsa irratti odeeffannoo dabalataa yoo qabaattan bakka duwwaa armaan gadii irratti barreessa.

---



---



---

#### 4. Sababoota Walitti Bu'iinsaa

Kabajamoo deebii kennaa, kanatti aansuun himoonni sadarkaa mana barumsaatti sababoota walitti bu'iinsaa ta'uu danda'an jedhamee itti amaname tarreeffamanii jiru. Tokkoon tokkoon himoota kanaa fuula dura saanduqa filannoo keessatti mallattoo 'X'

Lakk	Sababoota Walitti Bu'iinsaa	safartuu hangaa				
		1	2	3	4	5
1	Hariiroo lafaan barsiisotaa fi dura bu'oota mana barumsaa jidduu jiru walitti bu'iinsa uumuu danda'a.					
2	Madaalliin sirrii hin taane barsiisota irratti dhiibbaa ni geggeessa.					
3	Garaagarummaan sonaa ,amantaa fi ilaalchaa hariiroo gaarii miidha.					
4	Haalli hojii mijataa hin taane walitti dhufeenya barsiisotaa fi dura bu'oota ni miidha. akkasumas badhaasni sirrii hin taanee fi loogii qabu barsiisotaa fi mana barumsaa gargarfageessa.					
5	Hojjiiwwan ifaan taa'anii mana barumsaa keessaa yoo hin jirre loogiin akka uumamu godha.					
6	Mana barnootaa keessa hanqinni meeshaalee deeggarsa barnootaa jiraachuu.					
7	Adeemsi murtee jennuu hirmaachisaa ta'e mana barumsaa keessaa yoo dhabame.					
8	Kallattii hojii irratti walii galuu dhabuu.					
9	Karaa itti dhugaan jiru hubatamu.					
10	Caaseffamni Aangoo sirrii fi ifaa hin taanee jiraachuun raawwii mana barumsaa ni miidha.					
11	Hojii wal qixa qooduu dhabuun miira barsiisotaa ni miidha.					
12	Hunda bira kutannoon ogummaa hojiitti hiikuun dhabamuu.					
13	Gurmaa'insi Manneen barnootaa ,barsiisotni gahee isaanii seeran akka hin bane godhu.					
14	Galmi Mana barumsaa fi dhuunfaa wal gituu dhabuu.					

gochuun filadhu.

1=gonkuma wali hin galu 2= wali hin murteessu 3=waliin gala 5=dara irrattiwalii gala

Kabajamoo deebii kennaa ,sababoota walitti bu'iinsaa irratti yaada biroo yoo qabaattan iddoo duwwaa armaan gadii irratti barreessaa. \_\_\_\_\_

## 5. Akaakuu Walitti Bu'iinsaa

Kanatti aansuun himootni sadarkaa mana barumsaatti akaakuu walitti bu'iinsaa ta'an jedhamanii yaaddaman tarreeffamanii jiru. Tokkoon tokkoon himoota kanneenii fuul-dura saanduqa filannoo keessatti mallattoo 'x' galchuun filadhu. 1. gonkuma walii hin galu 2. walii hin galu 3. Hin murteessu 4. Waliin gala 5. daran irratti waliin gala

Lakk .	Akaakuu walitti Bu'iinsaa Mana barumsaa sadarkaa lffaa keessatti mul'atuu.	Sadarkaa safartuu hangaa				
		1	2	3	4	5
1	Barsiisotnii fi Dura bu'oonni Mana barumsaa matuma isaanitiin ykn ofumaan ofiin walii galuu dhabuuykn wal-loluu					
2	Dura bu'aan mana barumsaa fi barsiisotni man barumsaa walitti bu'uu ykn wal-loluu					
3	Brsiisota garaagaraa fi dura bu'oota Mana barumsaa jidduutti walitti bu'iinsa uumamu.					
4	Barsiisota Dippartimantii adda addaa keessa jiran jidduutti walitti bu'iinsa uumanu					
5	Barsiisota Dippartimantii tokko keessa jiran jidduutti walitti bu'iinsa uumanu					
6	Barsiisotaa fi dura bu'oota manneen barnootaa adda addaa, kan gurmuu manneen barnootaa jidduutti walitti bu'iinsa uumamu.					
7	Gahee hojii of wallaaluun walitti bu'iinsa barsiisotaa fi itti gaafatamtoota mana barumsaa jidduutti uumamu.					
8	Walitti bu'iinsa faayidaa battalaatiif barsiisotaa fi dura bu'oota mana barumsaa jidduutti uumamu.					
9	Walitti bu'iinsa ilaalcha hubannoo irratti barsiisotaa fi dura bu'oota mana barumsaa jidduutti uumamu.					

Kabajamoo deebii kennaa , akaakuu walitti bu'iinsaa irratti yaada biroo yoo qabaattan iddoo duwwaa armaan gadii irratti barreessaa.

---



---

## Appendix E

6. Gaaffii Qomaa.

Dura bu'aan Manneen barnootaa, Supparvizaroota manneen barnootaa ,dura taa'ota GMB fi Dura taa'aa waldaa barsiisota Aanaaf gaaffii dhiyaate.

1. Odeeffannoo Dhuunfaa

1. Maqaa Mana barumsaa. \_\_\_\_\_

2. Saala. \_\_\_\_\_

3. Umrii. \_\_\_\_\_

4. Sadarkaa barnootaa, \_\_\_\_\_

5. Gosa barnootaa. \_\_\_\_\_

6. Muuxannoo hojii qabdan. \_\_\_\_\_

Gaaffiiwwan qomaa armaan gadiitti dhiyaatan hubannoo, walitti bu'iinsaa qabdan ,sababoota walitti bu'iinsaa maal akka ta'ee fi akaakuu walitti bu'iinsaa irratti kan xiyyeeffataniidha.

1. Akka hubannoo keessaniitti walitti bu'iinsa akkamitti ilaaltu? isiniif gaarii moo badaa dha? sababa gaarii ta'ee badaa jettaniif ibsaa mee.

2. Mana barnootaa keessan keessatti walitti bu'iinsi barsiisortaa fi dura bu'oota mana barumsaa jidduutti jira jettanii ni amantuu?

3. Sababoota walitti bu'iinsaa gurguddoo mana barumsaa keessan keessatti mul'atan maali?

4. Akaakuu walitti bu'iinsaa mana barumsaa keessan keessatti mul'atan maal fa'i?

5. Yaada dabalataa walitti bu'iinsaan wal-qabatee qabdan yoo jiraate ibsaa mee.

## **Appendix F**

### **7.Xiinxala Ragaa**

Ragaalee,Hubannoo,Sababootaa fi Akaakuu walitti bu'iinsa barsiisotaa fi dura bu'oota mana barumsaa sadarkaa 1<sup>ffaa</sup> Aanaa kuyyuu keessatti geggeeffamu.

1.Ragaalee Mana barumsaa keessatti argaman.

- Qaboo yaa'ii marii barsiisotaa
- Murtee GMB fi BBLG (qaboo yaa'ii,gabaasaa fi kuusaa raga adda addaa)