

ADDIS ABABA UNIVERSITY



COLLEGE OF LAW AND GOVERNANCE STUDIES

CENTER FOR FEDERALISM AND GOVERNANCE STUDIES

**FEDERALISM AND STUDENTS' CONFLICT MANAGEMENT IN ETHIOPIAN
HIGHER EDUCATIONAL INSTITUTIONS: THE CASE OF ARBA MINCH
UNIVERSITY**

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**A THESIS SUBMITTED TO THE CENTER FOR FEDERALISM AND GOVERNANCE
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DEGREE OF MASTER OF ARTS IN FEDERALISM AND GOVERNANCE STUDIES**

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Declaration

I, undersigned, confirm that this thesis entitled, *federalism and students' conflict management in Ethiopian higher educational institutions: The case of Arba Minch university* is my original work and has not been presented before for any academic or other purposes. I also duly acknowledged all the references used in the study.

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This thesis is submitted for examination with my approval as an advisor of the candidate.

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Table of Contents

Contents	Page
Acknowledgement	i
List of Acronyms	v
Glossary	vi
List of Tables	vii
Abstract	viii
Chapter One	1
Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4 Research Questions	6
1.5 Significances of the Study.....	7
1.6 Scope of the Study.....	7
1.7 Limitations of the Study.....	8
1.8 Organization of the Thesis	8
1.9 Ethical Considerations of the Study	8
Chapter Two.....	9
2 Conceptual, Theoretical and Empirical Frameworks of the study.....	9
Introduction.....	9
2.1 Definition of the key concepts	9
2.2 Theoretical Framework of the Study.....	14

2.3 Empirical Review of the Study	26
2.4 Conceptual Diagram of the Study	32
Summary	33
Chapter Three.....	34
3 Research Methodologies.....	34
3.1 Research Approach	34
3.2 Research Design.....	34
3.3 Sources of Data Collection.....	34
3.4 Data Collection Instruments.....	35
3.5 Target Population, Sampling Size, Techniques and Procedures.....	35
3.6 Method of Data Analysis	37
Chapter Four	38
4 Data Presentation, Discussion and Analysis.....	38
Introduction.....	38
4.1 General Background of the Respondents	39
4.2 Students’ Social Interaction in Arba Minch University	41
4.3 Sources, Causes and Actors of Students’ conflict in Arba Minch University	46
4.4 Students’ Conflict Management processes in Arba Minch University	53
4.5 The Roles of Arba Minch University Communities in Managing Students’ Conflicts	67
4.6 The Good Practices of Arba Minch University in Relation to Students’ Conflict Management	75
4.7 Possible Solutions for Effective Management of Students’ Conflicts in Arba Minch University	76
Summary	79
Chapter Five.....	81
5 Summary of the Major Findings, Conclusion and Recommendation.....	81

5.1 Summary of the major Findings.....	81
5.2 Conclusion.....	82
5.3 Recommendation.....	84
References.....	85
Appendixes	90

List of Acronyms

ADR	Alternative Dispute Resolution
AMU	Arba Minch University
b/n	between
EPLF	Eritrean Peoples' Liberation Movement
EPRDF	Ethiopian People's Revolutionary Democratic Front
EPRP	Ethiopian People's Revolutionary Party
ESM	Ethiopian Students Movement
F	Frequency
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
H/S I	Haile Selassie I
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
MoSHE	Ministry of Science and Higher Education
NNPs	Nations Nationalities and Peoples
OLF	Oromo Liberation Movement
PMAC	Provisional Military Administrative Council
SNNPRS	Southern Nations Nationalities and Peoples' Regional State
TGE	Transitional Government of Ethiopia
TPLF	Tigrayan Peoples Liberation Front
UDHR	Universal Declaration of Human Rights

Glossary

Aleka a Gamo local administrator elected by the people of a dere on the basis of one's merit.

Dere the name given by the Gamo community for an administrative unit which is beyond Kebele and less than woreda.

Dubusha a place in which discussions and agreements are accomplished in Gamo community.

Gomie a taboo or sin which is strongly forbidden by the culture of Gamo community.

Huduga a Gamo local administrator appointed by the people of the dere on the basis of his/her economic and leadership capacities.

Kawo a Gamo local administrator appointed by the people of the dere hereditarily.

Kere an elder delegated by the Gamo community to investigate the truth of a certain action.

Maga a Gamo local administrator appointed by the people of the dere to administer hereditarily.

List of Tables

Table 4.1: Demographic profile of the respondents

Table 4.2: Students' interaction in Arba Minch University

Table 4.3.1a: Conflicts in Arba Minch University

Table 4.3.1b: Types of students' conflicts in Arba Minch University

Table 4.3.2: Causes of Students' Conflict in Arba Minch University

Table 4.3.3: Actors of students' conflicts in Arba Minch University

Table 4.4.1a: Document analysis of students' conflict management in Arba Minch university

Table 4.4.1b: Students' conflict management in Arba Minch university

Table 4.4.2: The role of federalism in managing students' conflicts

Table 4.5.1: The roles of students in managing students' conflicts

Table 4.5.2: The roles of proctors in managing students' conflicts

Table 4.5.3: The roles of instructors in managing students' conflicts

Table 4.5.4: The roles of universality administrators in managing students' conflicts

Abstract

Since recent years, conflict, particularly latent conflict is frequently emerged everywhere and at any time, especially in Ethiopian higher educational institutions but the ability to manage them is different from institution to institution. Thus, the main objective of the study is to examine the capacity of federalism to manage conflicts between or among students in Arba Minch university. To accomplish the above objective, mixed research approach, both primary and secondary sources of data as well as cluster and purposive sampling techniques were employed to provide well integrated and clarified data analysis. By doing so, the finding of the study has revealed that although there existed amicable social interaction among students of Arba Minch university, some latent conflicts such as interpersonal, interethnic and interreligious conflicts were rarely raised between or among students of the institution. Some of the main causes for the emergence of those conflicts in the university were ethnic identity and religious differences, absence of strong supervision upon the drive back students and those who have political mission, political instability of the country due to the manipulation of ethnic federalism, interregional state conflicts and students' conflict in other universities. In this regard, students themselves, instructors and administrative staffs as well as the local community were the main actors of those conflicts. In addition, compromising and accommodation methods of conflict management altogether with ADR mechanisms were employed by the institution to manage students' conflicts. Here, federalism, the local community and religious leaders have played prominent roles in managing students' conflicts on the behalf of informal mechanisms. Furthermore, the university's cooperative work culture with the local community and religious leaders; its alertness to solve various problems of students; and passionate and peace-loving culture of the local community are some good practices of Arba Minch university that other universities are expected to learn from it in relation to students' conflict management in a peaceful manner. Yet, the study has verified that the institution should work a lot on preventing students' conflicts proactively, and on the establishment of all-inclusive club/committee which conduct further studies upon the causes of students' conflicts and various alternative solutions in order to manage students' conflicts effectively than ever before.

Key words Federalism, students, Conflict management, higher educational institution

Chapter One

Introduction

1.1 Background of the Study

As it is frequently stated by many scholars, although conflict has no one unique definition, it is about disagreements, hostilities or struggles between or among individuals or groups of a certain state as a result of having incompatible goals and interests. In a sense, it is a process of expressing dissatisfactions upon the practices of two or more disputant parties (Tjosvold, 2006; Galtung, 2010). So, it is inevitable/inherent in every part of the world as far as human beings exist with some diversities (Isabu, 2017). In general speaking, the prevalence of a society with various diversities and multiple interests upon scarce resources in a certain state has its own impact for the emergence of different tensions, resentments, hostilities and conflicts among various groups of the society since those diversities are easily politicized by political elites for their political gain (Abebaw, 2013). Hence, adopting federal political arrangement is paramount important, particularly for those countries which have diversified/heterogenous, multicultural and multiethnic societies since it is established to protect territorial integrity, and to promote the common interests of the society via accommodating multifaced diversities or by combining shared/national and self/local interests simultaneously if it is implemented carefully (Elazar, 1991; Watts, 1999). In accordance with this, Ethiopia also adopted federalism, particularly ethnic federalism as soon as EPRDF government came to power in 1991 as a good remedial solution to the long-term nationality or self-determination questions and other malpractices performed by the previous centralist regimes. Thus, the post 1991 history of Ethiopia was a turning point for many innovative changes and improvements of the country in the overall political, economic and cultural dimensions. From those improvements, the process of restructuring the political arrangement of the state from unitary to ethnic based federalism supported by power decentralization and multiparty system for the purpose of accommodating diversity, managing various conflicts, and creating a conducive environment for the prevalence of sustainable peace and stability within the country can be mentioned as a prominent one. As a result, the incumbent government works a lot towards the realization of ethnic federalism as a guiding policy of the state in order to promote peace and security, and to ensure sustainable development of the country by accommodating various diversities of ethnic groups including respecting the rights of nations, nationalities and peoples of Ethiopia via ensuring their equal treatment before the law

and providing appropriate representation in various federal houses and decision-making processes (Assefa, 2009; FDRE constitution, 1995).

Nevertheless, ethnic based federalism in Ethiopia cannot become effective enough in managing conflicts as much as it is expected. Meaning, though it provides a solution for self-determination, identity and recognition of cultural diversity issues, particularly in the educational sector, it creates complicated interethnic grievances and hostile relations among various ethnic groups of the state. In relation to this, many intergroup conflicts, most notably on border and identity issues like that of the conflict between Gedeo and Guji Oromo ethnic groups as well as Amhara and Quemant people are raised due to the defect of federalism since it is easily politicized or manipulated by some political elites in the name of ethnicity as an identity marker (Temesgen, 2016; Semir, 2019).

Moreover, many studies conducted upon the nature and causes of conflicts among university students revealed that numerous conflicts were and are yet emerged among students in many Ethiopian higher educational institutions since those institutions are full of diversities/involve students who come from every direction of the country with diverse culture, political attitude and economic background as it is clearly expressed by the nick name, “mini-Ethiopia”. Accordingly, during the reigns of the imperial (1930-1974) and Derge (1974-1991) regimes, most conflicts of university students were concerned upon fighting against social and political malpractices; and in return to promote equality and democratic system within the country (Bahru, 2002; Assefa, 2007). On the other hand, in the post 1991 history of Ethiopia, the magnitude of conflict among university students increases from time to time, and unlike that of the pre 1991 era, the current conflicts among university students are less concerned upon national/common problems rather they are driven by ethnic divisions (Abebaw, 2013; Yenesew, 2020). Thus, as per many empirical studies, the political system of the incumbent government (ethnic based federalism) and its manipulation by some political entrepreneurs, hateful political narrations by some irresponsible writers which magnify the dominance of one nation upon other nations in the long term political life of the state, the feeling of marginalizing some students by other ethnically dominant students in different universities or the prevalence of inferior-superior relationships among university students and addiction are some of the major causes for the emergence of various conflicts among students in many Ethiopian higher educational institutions (Zekarias,

2020; Abebaw, 2019; Melkamu and Ameyu, 2013; Arega and Mulugeta, 2017; Dawit and Yalew, 2007).

Furthermore, Arba Minch University which is found in SNNPRS, more specifically in Gamo zone is also subjected to different rumors. In other words, since the researcher is an instructor of Arba Minch University, his experience had witnessed that various rumors and latent conflicts at different times were raised within the institution but not escalated in to violent ones. However, the researcher does not have any knowhow about why those rumors were not transformed in to violent conflicts, and what method/s was/were employed by the concerned bodies of the institution. Therefore, the study is aimed to investigate the prevalence of latent conflicts among students of Arba Minch University; and to examine the ability of this institution to curtail the escalation of those disputes into violent ones, while other educational institutions of Ethiopia were suffering from violent conflicts. It is also aimed to identify the methods and techniques employed by the aforementioned institution, Arba Minch University to manage conflicts among its students.

Hence, the prevalence of contending views, and lack of reaching at a general consensus about whether federalism is one cause of students' conflict in Ethiopian universities or not; inability of the researcher to know about why some universities are subjected to violent students' conflicts while others can manage them in their latent stage, and how those universities can manage them; lived experience of the researcher about the institution (Arba Minch University), the contemporariness of the issue, and the nature of higher educational institutions in which they are full of multifaced diversities are some motive factors that initiated the researcher to conduct further study upon the issue of federalism and students' conflict management in Ethiopian higher educational institutions with particular emphasis to Arba Minch University.

1.2 Statement of the Problem

Education is a backbone which plays a significant role for the overall development of a country. Accordingly, Ethiopian higher educational institutions play a lion's share role in equipping knowledgeable or competent, active and responsible citizens in Ethiopia by providing peaceful teaching learning process, delivering various community services and by solving societal problems via conducting various researches (Woubalem, 2019). Thus, in order to achieve the aforementioned objectives, those institutions need conducive and stable political system of the

state which takes the general domestic conditions in to account. Hence, federalism is a better system of governance, especially for Ethiopia since it is the home of diversity or over eighty nations, nationalities and peoples with their own language, religion and other cultural traits. In a sense, federalism plays a pivotal role to manage conflicts and ensure peace and stability in Ethiopia in general and in Ethiopian higher educational institutions in particular by accommodating multifaced diversities or balancing the forces of unity and diversity (Shah, 2006; Assefa; 2009; Alem, 2003).

Nevertheless, the capacity of federalism to manage conflicts remains one of the subjects of debate in Ethiopia. In line with this, previous studies (Assefa, 2007; Andesron, 2009; Nigussie, 2016) showed mixed records about federalism and conflict management in Ethiopia. Accordingly, on the one hand, some studies (Assefa, 2007; Dereje, 2006; Yonatan, 2019) revealed that federalism is used as a good device to manage conflicts before their escalation in to highest stages via accommodating diverse interests of the society, promoting the culture of tolerance and multiculturalism, ensuring local autonomy/self-governance, protecting rights, particularly collective rights of citizens including the rights of minority groups, promoting equality of nations, nationalities and peoples of Ethiopia and the like. On the other hand, some other studies (Anderson, 2009; Worku and Alene, 2016), stated that ethnic based federalism is not effective enough in overcoming conflicts in Ethiopia rather due to the manipulation of one ethnic group at the expense of the other by the centralized and dominant party rule system of the state leads to the prevalence of intergroup grievances and lack of smooth interactions towards one another. This eventually leads to ethnic based conflict, fragmentation, hostility and succession of various ethnic groups in the long future times. Moreover, the articles of (Bekalu, 2017; Zerihun and Samuel, 2019) elucidated that from the very beginning, ethnic federalism which involves the right to self-determination up to secession under article 39 of FDRE constitution was problematic since the idea was initiated by the politicians in a top-down approach, and political elites manipulated ethnicity for their political purposes. Still, some others (Kebede, 2016; Nigussie, 2016) in their studies provided an argument in-between towards the nexus between federalism and conflict management in Ethiopia. Meaning, although federalism can give a solution for nationality or self-determination, and recognition of cultural diversity issues, it cannot go far in the political aspect since the incumbent government is guided by one dominant party rule, has no smooth relation with the competitive parties, and cannot held free

and fair or genuine elections. As a result, federalism cannot become as such effective in mitigating conflicts.

Hence, in accordance with the aforementioned contending perspectives upon federalism and conflict management in Ethiopia, it is possible to generalize that as other things remain constant, federalism plays a positive role in managing conflicts in Ethiopia. In other words, federalism in Ethiopia will become a hub for conflict management when it is supported by the notions of democracy, rule of law and good governance, and their actual implementation.

In addition to the above, various studies conducted upon conflicts among university students, and ethnic identity and students relations in Ethiopian universities showed that ethnic based federalism has an impact upon the teaching learning process of Ethiopian higher educational institutions in which some studies (Bitwoded, 2014; Abera, 2010; wondwosen, 2008) have revealed that Ethiopian ethnic based federalism negatively affects the attitude and patriotic feeling of students which in turn leads to hostile and mistrust relationships among university students who come from different ethnic backgrounds, particularly among students who belong to Tigray, Amhara and Oromia ethnic groups as a result of practical imperfection and ethnic based designation of Ethiopian federalism, especially in cases of Addis Ababa and Gondar universities. This indicates that, federalism either directly or indirectly affects students' social interactions in many Ethiopian higher educational institutions since it resembles towards diversity when it is compared with the issue of unity; lacks constitutionalism, and other important political elements. On the other hand, the study of Ashebir (2015), realized that interethnic conflicts in Ethiopian universities are minimal since most university students are matured, open minded, rational thinkers and have a clear knowhow about the importance of federalism and multiculturalism in promoting peaceful teaching learning process within those institutions.

However, as per the researcher's further reading, although university students are deemed to be open minded, rational thinker, eager to promote the common good of the society by resolving various difficulties of the state at large, since recent years, they are engaged in frequent conflicts unexpectedly. Thus, as such kind of paradox about the societal expectation and reality upon the role of university students remains constant, the issue of university students' conflict has overlooked when it is compared with border and other conflicts. In addition, all of the above

studies conducted upon conflicts, ethnic identity and social interactions among university students did not deal about the capacity of federalism to manage conflicts among students in various Ethiopian universities/higher educational institutions rather they simply address whether the federal political arrangement of the country is a cause for university students' conflicts or not. Moreover, no more research was undertaken about the capacity of federalism to manage students' conflicts in Arba Minch university.

Therefore, this research is aimed to examine the capacity of federalism to manage students' conflict in Ethiopian higher educational institutions with special attention to Arba Minch University.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate whether federalism mitigates or exacerbates students' conflicts in Ethiopian higher educational institutions with special emphasis to Arba Minch University.

1.3.2 Specific Objectives

- ❖ To identify the major causes of students' conflicts in Arba Minch University.
- ❖ To examine Mechanisms used to manage students' conflicts in Arba Minch University.
- ❖ To find out the roles of Arba Minch University communities in managing students' conflicts.
- ❖ To investigate the good practices of Arba Minch University in the managing of students' conflict in a peaceful manner.
- ❖ To suggest possible solutions for effective management of students' conflicts within the university.

1.4 Research Questions

- ❖ Why students were entered in to conflicts in Arba Minch University?
- ❖ How students' conflicts were managed in Arba Minch University before further escalation?
- ❖ How can Arba Minch University communities manage students' conflicts before further escalation?

- ✎ What are the vital lessons of Arba Minch university in the management process of students' conflict peacefully?
- ✎ What are some significant suggestions for effective management of students' conflicts in Arba Minch University?

1.5 Significances of the Study

In terms of policy making, conducting this research is very important for all stake holders of Ethiopian higher educational institutions to evaluate their day-to-day activities, and to adjust themselves accordingly by taking the federal setting of the country in to account since these institutions are used as a mirror for our country Ethiopia.

Theoretically, doing this research is very important for scholars and various readers to have a conceptual knowhow about the linkage between federalism and conflict management in diversified societies, and to undertake further studies for better understanding.

Practically, it plays a crucial role for those of Ethiopian higher educational institutions to promote conducive teaching learning process, and harmonious social interaction among students.

1.6 Scope of the Study

Geographically, the study is delimited to Arba Minch University because unlike some other Ethiopian universities, the institution is not yet subjected to violent students' conflicts although some rumors and latent conflicts were frequently emerged. In addition, the study has also aimed to disseminate some good practices of the university in line with the process of students' conflict management in a peaceful manner to other Ethiopian higher educational institutions. Conceptually, it is limited to assessing the nexus between federalism and conflict.

In terms of time, the problem that is needed to further investigation is more of cross sectional or contemporary issue. More specifically, it involves the students' conflict management process of the university in the last four years or from 2017-2020. The reason behind limiting the time frame between 2017-2020 is to supplement the data gathered by employing different instruments of data collection with the lived experience of the researcher since it was one of the motive factors to undertake further study upon the issue of federalism and students' conflict management in Ethiopian higher educational institutions with especial attention to Arba Minch university, and the researcher became a member of the institution starting from 2017.

1.7 Limitations of the Study

In line with this, restrictive measures for preventing Covid-19 such as social distancing, lack of adequate materials, reluctances of some respondents to give appropriate responses and limited experience of the researcher in conducting advanced scientific research were some of the limitations that could influence the quality of this study. Nevertheless, the researcher has overcome these limitations by asking support from different academicians who have a specialization in federalism, and by disclosing the purpose of the research to the respondents as well as the strong protection of their privacy. Moreover, shortage of time was another limitation of the study. In general, by designing alternative and flexible strategies, the researcher has tried his level best to reduce the negative influences of the limitations encountered while undertaking the study.

1.8 Organization of the Thesis

This thesis is structured in to five chapters. Chapter one introduces the background of the study, statement of the problem, objectives, research questions, significances, scopes and ethical considerations of the study. Chapter two establishes the conceptual, theoretical and empirical frameworks of the study by reviewing the related literatures. Chapter three deals with methodologies of the study. Chapter four, the main chapter of the thesis dwells on the data presentation, analysis and interpretation of the study. The chapter mainly discusses the nexus between federalism and conflict management in general and in higher educational institutions in particular. Lastly, chapter five provides concluding remarks and some recommendations.

1.9 Ethical Considerations of the Study

While conducting this study, the first and foremost important thing was that the researcher has introduced himself briefly and showed intimacy to the respondents. Then after, the privacy, safety and consent/willingness of each research participants had been kept. Meaning, as much as possible the researcher opted to refrain from violating the privacy of respondents. Above all, the researcher has started any kind of discussion by requesting consent from every respondent. To enable the respondents in expressing their ideas freely, the researcher has also briefly explained and elaborated the purpose of the research, and the expected roles from them in detail.

In addition to the above, possible cares were taken in selecting research participants/respondents in interview, questionnaire and focus group discussion for the purpose of making the data collection mechanism inclusive and free from any kind of bias as much as possible.

Chapter Two

2. Conceptual, Theoretical and Empirical Frameworks of the study

Introduction

The first section of this chapter provides definition of terms which are utilized throughout the study. The second section identifies and establishes theoretical framework of the study while the third section reviews some empirical studies in relation to the subject under investigation. The fourth section provides the conceptual diagram of the study. Finally, the fifth section summarizes the chapter at large.

2.1 Definition of the key concepts

2.1.1 Conflict

Although conflict has no one universally agreeable definition, it can be defined as a natural phenomenon characterized by the prevalence of antagonism, incompatibility, opposition or contradiction and disagreement between/among individuals or groups of people in their day-to-day interactions. It is an inevitable dynamic process which is both constructive and destructive in which it is constructive when ideal differences are understood as sources of development by each conflicting party, and settled peacefully while it is destructive when it is accomplished in a violent manner (Melander and Pigache, 2007). It is also the confrontation between/among individuals/groups of the society due to having of incompatible ideas, interests and objectives at the same time. In other words, it is a way of expressing disagreement or dissatisfaction occurred within groups of a particular society as a result of having competitive, inconsistent or otherwise opposite needs, interests and aims. It is also a dynamic process emerged among groups of people having diverse interests and negative attitudinal behavior and hostilities (Tjosvold, 2006). Johan Galtung also defines it as a dynamic process in which structure, attitudes and behavior are permanently altering and operating each another. Meaning, a full conflict is the product of contradiction (C), Attitude (A) and Behavior (B) in which contradiction stands for the underlying causes of conflict between/among conflicting parties due to the clash/incompatibility of goals, interests and positions. In most cases, attitude is a process of developing negative feeling, stereotype, prejudice, discrimination and xenophobia towards others or the existence of confusion between/among conflicting parties while behavior is a way of performing feasible violent action upon others (Galtung, 2010).

Ethnic Conflict

First of all, it is better to define the concepts of both ethnicity and conflict since ethnic conflicts are the products of conflicts between or among various ethnic groups. Accordingly, ethnicity is characterized by the prevalence of shared/common cultural practices (language and religion), common psychological make up, common historical ancestry and blood ties or kinship that differentiates one group of people from the other. On the other hand, conflict is inevitable and universal behavior of human beings which involves ideal difference, dispute, struggle or confrontation between two or more actors that have incompatible goals. Therefore, ethnic conflict is a type of conflict held between two or more antagonistic ethnic groups upon competing or divergence interests and usage of scarce/limited resources. Meaning, it is a struggle or tension between/among various ethnic groups as a result of domination, discrimination, unequal treatment and representation of some ethnic groups at the expense of others. In short, ethnic conflict is a type of conflict in which the cause of a certain dispute is ethnicity (Abbink, 2006).

Conflict Prevention

Conflict prevention is a mechanism of curbing or controlling a certain dispute/ideal difference before its transformation in to violent or armed conflict either through early warning system or by other means. In general speaking, it is implemented by three ways, preventing disputes before their occurrence, preventing the already existed conflict from its expansion or intensification and preventing conflicts from reoccurrence via post dispute peacebuilding mechanisms (Melander and Pigache, 2007).

Conflict settlement

Conflict settlement is a process of reaching at an agreement between antagonistic parties to end the conflict without resolving the root causes (attitudes and contradictions) of the conflict which in turn leads to its future reoccurrence (Galtung, 2010).

Conflict Management

It is a mechanism of handling/regulating the already existed conflict constructively before its further escalation or intensification (Galtung, 1996). Conflict management deals with the ability

to investigate the causes of conflicts, and to find out various mechanisms to solve them before further escalation in a prudent and continual manner (Abdulghani and Guoyuan, 2017). It is also the practice of identifying the sources and type of a conflict, facilitating transparent or open discussions with the disputant parties and reaching at the better alternative solutions on the basis of mutual agreement (Isabu, 2017).

Thus, the operational definition of conflict management in this study is about the process of handling a conflict in a peaceful manner before its escalation vis understanding the type and causes of a conflict, conducting discussions around the table, and by reaching at a general consensus upon the better alternative solutions.

Conflict Resolution

Conflict resolution is the process of resolving a dispute or a conflict by meeting at least some interests of each side, and reducing the antagonistic relationships of disputants. In other words, it is a mechanism of addressing and transforming the causes of conflict by reaching at an agreement between/among the conflicting parties via the help of negotiation, mediation or by other methods. It is also a way of bringing positive attitudes, avoiding aggressive behavior and diminishing contradictions. In relation to this, although conflict resolution is strongly related with conflict transformation, unlike the latter, the former is intended to overcome the immediate causes of a given conflict without giving special emphasis on the future fate of that conflict (Galtung, 1998).

Conflict Transformation

Conflict transformation is the deepest level of conflict resolution which intends to promote cultural and structural peacebuilding via addressing the deep-rooted causes of the conflict. In other words, it is the sum total of normalization and reconciliation processes which again involves educating the conflicting parties about the ways and essences of peace, creating and developing political, economic, social and cultural alignment, developing the culture of peaceful co-existence/strong people to people relations and by ensuring equal, just and impartial treatment of both/all conflicting parties. In short, unlike conflict resolution, conflict transformation largely focuses upon the process of rehabilitating the previously harmonious people to people

interactions, and its continuity for a long period of time by addressing the root causes of a conflict once and for all (Galtung, 1998).

From the aforementioned key concepts, conflict management is mainly investigated in the entire study because it is difficult to prevent conflicts at all since conflict is inherent everywhere and at any time. The study does not also focus upon conflict settlement and conflict resolution since the former cannot address the root causes of the conflict, and the latter is not more of proactive in addressing the causes of the conflict rather the resolution process is done after the prevalence of some escalated conflicts and destructive consequences respectively while conflict management handles conflicts immediately before further escalation in to violent ones. As a result, it is preferable to manage conflicts than preventing, settling or resolving them. Nevertheless, it is better to define all of the above-mentioned concepts since all of them are mutually inclusive concepts or conflict management borrows some functioning ideas from conflict prevention, conflict settlement, conflict resolution and conflict transformation for the purpose of managing various conflicts effectively.

2.1.2 Federalism

Before proceeding to the concept of federalism directly, it is better to distinguish federation from federalism. Thus, federation is closely related with the tangible institutional and structural aspects of the government which intends to achieve the major objectives of federalism whereas, federalism is a system of governance which deals about the constitutionally granted division of power among different levels of government (Assefa, 2007; Burgess, 2006; Watts, 1999; Elazar, 1991).

In addition, federalism is also different from unitary and confederal systems of governance in which unitary system of governance largely underpins centralization of power and assimilation policies while confederal system of governance is a loosely form of association between/among two or more sovereign or independent states. But federalism is the midway of the two systems of governance which advocates constitutionally granted division of power between the central/federal government and federating entities which are not yet fully independent in order to promote both common and self-interests of the society via combining the forces of unity and diversity simultaneously (Watts, 1999; Elazar, 1991).

Thus, though federalism has no one commonly or universally agreeable definition, etymologically, it is derived from Latin word “foedus” which mean agreement, covenant/contract or treaty among different levels of government (Elazar, 1991). Literally, it is a political arrangement and association that deals about sharing of power to various spheres of government, most notable between the federal government and federating units in order to promote national or territorial integrity and cooperative work for the better achievement of the common good of the society in a particular state. In other words, it is a normative principle which emphasizes on the prevalence of good partnership or collaborative work in which every decision either directly or indirectly is made on the basis of negotiation and bargaining political cultures between the governed and the government. This indicates that the concept of federalism is also related with theological/Biblical root in which theologically, it implies the relationship between man and God while in its political concept it refers to the relationship between the government and the governed that is regulated on the basis of mutual agreement/covenant (Ibid). It is also a political and structural arrangement which underscores constitutionally granted division of power between the federal/central and constituent governments to integrate separate entities in to a single polity via involving those entities either in policy making or executing the already formulated policies of the state. Thus, federalism is a system of governance which combines both shared rule and self-rule for the purpose of attaining national interests and self-interests of federating units simultaneously which further intensifies the flourishing of democratic culture as well (Watts, 1999; Elazar 1991). Federalism is also a political organization and arrangement in which power is divided between governments of the center/federal and federating units that have their own sovereign power in case of making final decisions on some matters (Riker, 1964).

Ethnic federalism

Ethnic federalism is a type of federal political arrangement in which federating units are organized or drawn on the basis of ethnic identity and other cultural attributes than territorial basis (Anderson, 2013). By the same token, article 46 of the 1995 FDRE constitution also clearly stated that regional states of Ethiopia are organized on the basis of their language, consent and settlement of the people. This showed that our country Ethiopia advocates the establishment of ethnic federalism (Assefa, 2007; FDRE constitution, 1995).

2.2 Theoretical Framework of the Study

2.2.1 Federalism and Origin of Polities

Daniel J. Elazar (1991), identified three major ways about the origin of states in the world. Those are: conquest, organic evolution and covenantal founding.

In case of conquest (force), various polities of the world came in to exist due to the prevalence of conqueror and conquered relationships in which the former intends to control all things such as the resources, power, the territory and the people of the state while the conquered groups of people are the mere agents who are expected to act in accordance with the discretion of the powerful class. It is also characterized by the prevalence of strong top down hierarchical and authoritarian system of governance in which the powerful group of people are found at the top of the hierarchy, their agents in the middle, and the general public at the grass root level which is a favorable political organization to control every aspect of the state by using force.

Organic evolution (accident) is another way for the existence of a polity in which a single and larger polity that possesses central power is the extended form of family, clan, tribe and villages in which the day-to-day societal interactions/relationships are guided by institutions and constitutions established and formulated by the few people.

Yet, states originated by covenant (choice) are the result/product of deliberate organization or federation of human beings on the basis of equality and interest of the public through their active participation in the decision making processes without jeopardizing their rights. In addition, power is divided/dispersed to many centers as much as possible, and states have federal character and take a lion's share role for the well development of federalism in the world.

To sum up, in comparatively speaking, those states/polities emerged by the former two (conquest and organic evolution) are mostly susceptible to frequent conflicts since those states are originated without the mutual consent of both the government and the governed while states originated by covenant/choice are more effective in managing conflicts since such kind of states are emerged by the will and interest of the government and the general public which takes their rights and diverse interests in to account by establishing federal political arrangement. Regarding to this issue, the main reason that our country Ethiopia also shifted its political system from unitary to federal is to give a solution for the long-term nationality and self-determination issues

by the help of federal ideas and accommodation of multifaced diversities of different ethnic groups at least in principle.

2.2.2 Taxonomy of Federations

Federations can be classified in to different categories based on various criteria as discussed below.

Thus, based on which type of federation is suitable towards keeping a balance of centripetal and centrifugal forces, and the aspiration of accommodation of various diversities of constituent units, federations can be classified as mono-national and multinational federations. Here, mono-national federations as practiced by United States, Germany, Austria and Australia are largely intended to promote national integrity through sharing of power to federating units but without providing constitutional recognition for accommodation of cultural and ethnic diversities (Burgess, 2006; O'Leary 2001). Multinational/multiethnic federations on the other hand are federations aimed to accommodate multiple diversities of federating units by keeping a balance between the forces of unity and diversity or by providing both shared and self-rule simultaneously. As a result, India, Nigeria, South Africa, Switzerland, Belgium, Canada and Ethiopia favor and implement such kind of federation since multicultural federations are more effective than mono-national ones in accommodating diverse societal interests and managing conflicts (Kymlicka, 2006).

Federations can also be divided in to symmetry and asymmetry federations based on the relationship and status of federating units with the federal government. Accordingly, symmetry federation as it is practiced by United States of America and Ethiopia is a form of federation in which the federal government guarantees equal or similar status, power and autonomy for all subnational units while in asymmetry federation, the federal government provides unequal powers, status, rights and degree of autonomy to various constituent units of a particular state as it is executed in Canada, Spain and India (Tarlton, 1965). This showed us, the more there exist symmetrical relationships between the federal government and federating units, the more federal ideas are well developed and the opposite is true when it asymmetrical. Therefore, as it is stated by article 47 (2) of FDRE constitution that member states of the federal democratic republic of Ethiopia have equal powers and rights, Ethiopian federalism advocates de jure symmetrical

federation in order to overcome conflicts emerged as a result of multidimensional regional disparities although it lacks some practical imperfections (FDRE constitution, 1995).

Still, based on the time of foundation/establishment and degree of effectiveness, federations are classified as matured and emerging federations. Thus, matured federations like United States, Canada, Switzerland, Austria and Australia are federations which have a long-term experience (more than a century), and resulted a good success in line with the importance of federalism for many sophisticated political, social, economic and cultural problems of a given state Whereas, emerging federations such as Belgium, Nigeria and Ethiopia are established not more than last fifty years ago, and are found in their infant stage towards realizing federalism or unity in diversity, enhancing local autonomy, democracy, good governance and political stability (O'Leary, 2001). This indicated that, in comparatively speaking, young federations are vulnerable to different conflicts than matured ones. So, those federations, especially our country Ethiopia is expected to learn the aforementioned good deeds of matured federations, and implement them carefully by considering the overall domestic conditions of the country in order to realize effective federalism that can manage various conflicts.

2.2.3 Federalism and Accommodation of Diversity

From the very beginning, federalism is a type of state structure established on the basis of covenant between/among various levels of government, mostly between two spheres of government, and it plays a pivotal role in enhancing participation of local communities for the purpose of addressing the needs and interests of heterogeneous groups of people via accommodating multifaced diversities by developing the culture of being loyal for dual polities (federal and constituent unit governments). In a sense, since federalism is the product of mutual agreement between the government and the governed/people either directly or on the behalf of their elected representatives, it usually underscores the prevalence of the society with multiple diversities in a single state in which those diversities are guided by an important element that a French philosopher, Rousseau called it the “good will” which gives precedence for shared rule/common interests of the society within a certain state. In short, since federalism is guided by covenant or general/good will of the society, and gives due emphasis for the prevalence of constitutionally and institutionally guaranteed autonomous federating units, citizens of a given state are embedded by dual citizenship, being loyal to the state and their respective constituent

units at the same time which in turn takes a lion's share role in keeping a balance between the forces of unity and diversity via inculcating the cultures of tolerance and accommodation of diversities in the mind of individuals. As a result, federalism plays a significant role in managing conflicts by accommodating multifaced diversities and promoting political stability within states which have heterogenous or multicultural societies (Legesse, 2016).

But, the mere existence of federalism is not sufficient enough to manage conflicts by accommodating multifaced diversities rather it needs the culture of compromising skills, culture of tolerance and the prevalence of balanced proportion between the demands of unity and diversity (Elazar, 1991; Riker, 1964). In addition, federalism also needs the notion and implementation of consociationalism in order to manage various conflicts via promoting proportional representation of different sections of the society by establishing a government organized by coalition of parties which in turn contributes a lot to accommodate multiple diversities of a certain state (Lijphart, 1984; Elazar, 1991). This indicates that federalism plays a lion's share role in managing various conflicts of a state by prompting political pluralism and multiculturalism which are important elements to accommodate multifaced diversities in a particular state.

Due to this rationale, Ethiopia also works a lot towards bringing unity in diversity by adopting ethnic federal political arrangement which provides exclusive, concurrent and residual powers though it has faced some problems such as lack of keeping a balance between the forces of unity and diversity, lack of willingness to compromising and negotiation skills as well as politicizing or manipulating ethnicity in the drawing and redrawing process of regional boundaries for the purpose of political gain. (Assefa, 2009; Kinkino, 2013). This showed that in order to achieve its objectives, Ethiopian federal political system needs some adjustments.

2.2.4 The implications of the Political History of Ethiopia and Interethnic/Interregional State Conflicts upon the Interactions of University Students

2.2.4.1 The Political History of Ethiopia

Ethiopia formerly known by Abyssinia is one of the most populous and never colonized state in Africa. It is attributed by the prevalence of multifaced diversities. In a sense, it is a home of over eighty nations, nationalities and peoples with their own diverse languages and religions. Indeed, in most cases, violent and destructive conflicts on the basis of those diversities were and are not

yet feasible since the society has developed the culture of tolerance/mutual respect and cooperation during both joy and sorrow regardless of the aforementioned differences. Therefore, to understand the nature and causes of conflicts in Ethiopia which affect university students' social interaction, it is better to assess the political history of the three successive regimes briefly (Clapham, 1988; Assefa, 2009; Bahru, 2002; Wondwosen, 2008). Accordingly, the political history of the imperial regime (1931-1974) was characterized by political centralization or assimilation policy in order to promote national integration and consolidate his power by eliminating different identity markers like language and religion. As a result, the emperor has faced various challenges and oppositions from different corners of the state. From those, ESM led by Walleign Mekonnen in which his article strongly emphasizes that Ethiopia is a home of different nations and nationalities rather than a nation state further strengthened the opposition process, and the emergence of ethnic based movements like EPLF, TPLF, OLF and EPRP that started fighting against the emperor by raising nationality and self-determination up to secession issues as their main agendas (Bahru, 2002; Merera, 2003; Markakis, 2003; Vaughan, 2003; Wondwosen, 2008). Thus, university students have played important roles in the political, social and cultural changes of the country since 1950s. In the meanwhile, there were amicable social interactions between or among university students since the then students were matured, rational thinkers and they strived for national issues like bringing radical land reforms which empower farmers to be land owners, and ensuring equality among various nations and nationalities of Ethiopia. In simple expression, there has been a smooth social interaction between or among university students during the imperial regime because their primary objective was averting the maladministration system of the emperor by retaining their unity and solidarity as it was seen by the demonstration of ESM (Bahru, 2014; Abebaw, 2013).

As soon as the imperial regime was overthrown from power in 1974, the military junta called "committee or Derge" came to power and administered the country by establishing temporary government known as PMAC without any constitution via the help of arbitrary proclamations and decrees (Bahru, 2002; Assefa, 2007). Regarding to the political history of the military regime (1974-1991), adopting socialism ideology, economic nationalization, the prevalence of one party system (Worker Party of Ethiopia), secularism, giving a recognition for nations, nationalities and peoples of Ethiopia for the first time and others were some innovative deeds of the government. But although it provides the aforementioned important elements, all of them had

only paper value (Vaughan, 2003; Merera, 2003; Markakis, 2003). Thus, like that of H/S I, Derge has also faced many oppositions and devastative civil wars due to its failure towards practical implementation of the above-mentioned theoretical provisions on the ground (Bahru, 2002; Assefa, 2007; Wondwosen, 2008). So, although there were few universities during the military regime, the existing students in collaboration with EPRP and other liberation fronts have tried to struggle against the administrative system of Derge. But the government cannot yet realize sufficient practical changes. As a result, students again have continued to struggle against the military rule system of the government until its dismissal from power in 1991 by consolidating their unity regardless of differences (Balsvik, 2007; Merera, 2003). This indicates that there was harmonious relationship between or among university students during the military regime as far as all of them have commonly strived to realize democracy and good governance by adopting federal state structure. When the military junta (Derge) lost its power in May 1991, EPRDF government came to power and established TGE which was used as a blueprint for the formulation of 1995 FDRE constitution with the guise of ethnic federalism as a good remedial solution for the long-term nationality questions and various ethnic based tensions and resentments. Hence, federalism, especially ethnic based federalism has got a constitutional guarantee by the 1995 FDRE constitution by aiming at promoting national unity or integrity, and creating one political and economic society in Ethiopia which takes multifaced diversities, most linguistic and religious diversities in to account (Assefa,2007; FDRE constitution,1995). However, Ethiopian ethnic based federalism is subjected to different malpractices and easily manipulated by some political elites. As a result, various ethnic based conflicts are emerged among different ethnic groups and among university students who come from various ethnic groups (Aalen, 2006; Vaughan, 2003; Kymlicka, 2006, Temesgen, 2019; Abera, 2010; Bitwoed, 2014).

2.2.4.2 Interethnic/interregional States Conflict in Ethiopia

Since resent years, different interregional state or interethnic conflicts in Ethiopia are frequently emerged. In relation to this, the conflicts between Oromia and Somali; Somali and Afar; Amhara and Tigray as well as among Benishangul Gumuz, Oromia and Amhara regions are emerged due to the manipulation or politicization of ethnic federalism by some political entrepreneurs, absence of clearly demarcated boundary between regions, prevalence of dominant party rule system within the country and inactive role of regional state governments as well as lack of

cooperative work between the federal government and regional state governments and among regional state governments as well (Salem, 2017; Semir, 2019; Anwar, 2018; Gabriel, 2020; Markakis, 2003). These shortcomings again negatively affect the social interaction of university students since they have mostly bothered for regional cases than national issues. Hence, currently, the interactions between or among students in many Ethiopian universities are attributed by ethnic tensions due to the spillover effects of ethnic federalism and various interregional state conflicts (Yenesew, 2020; Abera, 2010; Bitwoded, 2014; Zekarias, 2020).

Thus, the mere adoption of federalism in Ethiopia is not sufficient enough to manage interethnic conflicts in the country including its higher educational institutions rather to be more effective, it needs some important political elements such as Democracy, multiculturalism, multiparty system, constitutionalism and good governance.

2.2.5 Federalism and Conflict Management in Ethiopia

The linkage between federalism and conflict management is subjected to various contending views. Thus, on the one hand, federalism creates and even might enhance intergroup/interethnic conflicts due to its exposure to inequitable allocation of economic resources among different sections of the state as well as unequal power sharing among federating units (Shah, 2006). This phenomenon is also realized in Ethiopia which resulted intractable interethnic conflicts, most notably on border issues which in turn leads to native/nonnative or indigenous/non-indigenous line of cleavage, and eventually to the eviction of the latter by the force of the former (Gebre, 2017). In addition, Ethiopian federal political arrangement has lacked two important ingredients that are vital tools for conflict management. One, it lacks genuine democratic culture and inclusiveness of all nations and nationalities of the state. Beyond to this, the provision of the right to self-determination with unconditional situation to secession for nations, nationalities and peoples of Ethiopia, and inappropriate share of political power and economic resources are other aggravating factors for the ineffectiveness of Ethiopian ethnic based federalism, and might affect the integration and harmonious societal interaction within the country (Aalen, 2006). Furthermore, Ethiopian ethnic based federalism also aggravates ethnic divisions and fragmentations which eventually leads to complicated interethnic conflicts and highly affects national integrity/unity. In other words, federalism in Ethiopia becomes a headache for the intensification of interethnic conflict as it is witnessed between Guji-Oromo and Gedeo people

since federalism is used as a means of consolidating the powers of the ruling party in the name of ethnicity as an identity marker, and due to the absence of collaborative works between the federal and regional governments as well as between the regional governments of Oromia and SNNPRS on the issue of managing or settling such kind of border conflict (Temesgen, 2016).

In contrast to the above, Ethiopian federal political system has contributed a lot in diminishing interethnic conflicts via promoting regional self-governance, equality of nations and nationalities, protecting cultural (linguistic and religious) rights of the people, and by empowering previously marginalized ethnic groups of Ethiopia although it is not absolutely successful, and it yet, has experienced some challenges like that of lack of good governance, justice and others (Assefa, 2007; Alem, 2003). This showed us, federalism needs other important ingredients like democracy, rule of law and good governance to manage various conflicts effectively and efficiently. Meaning, since federalism, democracy and good governance are interrelated concepts in which one supplements the other or all of them share some structural elements such as division and separation or decentralization of power, shared and self-rule, active participation of the people and check and balances, the more democracy and good governance are well developed, the more federalism is flourished extensively (Kymlicka, 2006; Lijphart, 1984).

Based on the above justifications, it possible to conclude that federalism, democracy and good governance are strongly interlinked (supplementary) and mutually inclusive concepts. Hence, federalism alone is not effective in ensuring peace and stability of a country instead, it will become more successful enough in managing different conflicts when it is executed altogether with the culture of tolerance, multiculturalism, political pluralism, democracy and good governance.

2.2.6 Institutions Established to Manage Conflicts in Ethiopia

Regarding to the issue of conflict management in Ethiopia, federalism as its limitations remain constant is a better alternative to settle disputes by addressing and articulating the needs and interests of diverse ethnic groups. But the mere adoption of federal system of governance cannot be a panacea to handle conflicts peacefully rather it will become a solution for conflict management when it is supplemented by the establishment of effective institutions whose primary mandate is investigating various malpractices, and provide an amicable solution for

them. Thus, although there are many formal and informal institutions which are established to manage conflicts in Ethiopia, the following are some of them (FDRE constitution, 1995; Markineh, 2018; Wondwosen, 2006).

2.2.6.1 House of Federation and House of Peoples Representatives

House of federation is the second chamber or upper house which is the guardian of the constitution and representative of different ethnic groups of Ethiopia. In general speaking, the federal system of Ethiopia in line with the powers and functions of House of federation is unique when it is compared with other federal states. Accordingly, as it is clearly stated by article 62 of FDRE constitution, this house is empowered to interpret the constitution, promote equality of nations, nationalities and peoples of Ethiopia, settle disputes, especially interstate or border conflicts mostly by using referendum, decide on issues related with the rights of nations, nationalities and peoples of Ethiopia to self-determination up to secession, determine the formula and division of revenues derived from joint federal and state tax sources, and subsidies provided by the federal government to regional states as well as orders federal intervention in a given state when it is incapable to promote constitutional laws and order. Therefore, starting from its composition (composed of each nation, nationality and people of Ethiopia) up to its powers and responsibilities, this house plays an important role in narrowing regional disparities, promoting the idea of representativeness/ethnic consociationalism, and in articulating the needs and interests of various nationalities or ethnic groups of Ethiopia. This showed us, the house of federation is an important federal institution which largely intends to accommodate various diversities of the society and to handle different conflicts in Ethiopia though it commits some practical imperfections (FDRE constitution, 1995; Markineh, 2018, Tsegaye, 2010). In addition, its sister chamber, house of people's representatives also contributes a lot in managing conflicts by promoting coalition of parties in the parliament, and empowering minority ethnic groups via giving reserved seats in the parliament to them (Markineh, 2018; FDRE constitution, 1995).

2.2.6.2 Courts

The federal political system of Ethiopia is characterized by the prevalence of three branches of government (legislative, executive and the judiciary) both at the federal and regional level. Accordingly, the judiciary branch of the government which vests judicial powers to courts is established as a formal and independent institution which is free from any kind of interference

while they pass decisions. As it is stated by article 80 of FDRE constitution, courts both at federal and regional level are responsible to settle various disputes via giving a balanced and impartial decisions. As a result, although the constitutional adjudication powers are not vested to courts, they play an important role in settling different conflicts by ensuring rule of law, and by providing impartial treatment of every individual without any discrimination on the basis of race, language, religion and other statuses (FDRE constitution, 1995, Habtamu and Zelalem, 2019; Assefa, 2009).

2.2.6.3 Federal Ethics and Anti-Corruption Commission

As it is clearly stated by the revised proclamation number 433/2005, Ethiopian federal ethics and anti-corruption commission is established in 2001 by the parliament as an independent and autonomous federal institution/commission which is free from any interference by other governmental bodies while the cases/s is/are undertaken by the commission. It is accountable to the prime Minister. Its major objectives are investigating and fighting against corrupt practices as well as educating the society to create corruption free society in Ethiopia. In addition, ethics and anti-corruption commissions are also exist at regional level which intends to fight against corruption and other rent seeking activities in various regional states of Ethiopia. Moreover, ethics and anti-corruption club also works a lot towards handling conflicts in many universities. In short, federal as well as regional ethnics and anti-corruption commissions played a pivotal role in handling conflicts via fighting against corruption and other malpractices as well as via creating ethical societies that hate corrupt practices. But the commission cannot go far as it is mandated, and the reason behind is lack of complete independence. Meaning, in fact, it is established as independent agency/institution however the issues of its establishment by the parliament and its accountability to the prime minister directly or indirectly affects its independence (Arsema, 2010).

2.2.6.4 Human Rights commission

Like that of the federal ethics and anti-corruption commission, the parliament as per article 55 (13) of FDRE constitution has established this commission as an independent institution by Proclamation No. 210/2000 which is responsible to follow up whether the laws enacted by various bodies are against human rights protection or not. In other words, this commission is established to promote and protect human rights and freedoms enshrined under the federal

democratic republic of Ethiopian constitution as well as to prevent conflicts which in turn lead to violation of such rights through educating the general public about the essences of human rights, and measures to be taken in the meanwhile of their violation, investigating complaints as well as by providing consultancy and recommendations in light of human rights protection when new laws are enacted (Wondwosen, 2006; FDRE constitution, 1995).

2.2.7 Methods of Conflict resolution

2.2.7.1 Traditional or Alternative Dispute Resolution/ADR Methods

According to Bowe (2014), the following are some alternative dispute resolution mechanisms.

Negotiation

Negotiation is a method of conflict resolution in which the two disputant parties come around the table to discuss upon the issue/s that led them in to conflict, and settle their disputes by reaching at a mutual agreement without involving third party intervention.

Mediation

Mediation as a part of ADR method intends to resolve a certain conflict by involving the third neutral party intervention whose role is facilitating the discussion/dialogue processes of disputant parties and assists them to reach at a mutual agreement that each disputant admits as better as possible without imposing/passing a binding decision. Meaning, a mediator helps the conflicting parties to identify and articulate their own positions, interests and needs that lead to inter in to a conflict, and facilitate the discussion process to narrow the magnitude of their anxieties. Therefore, mostly it is performed on the basis of a win-win solution/outcome of dispute resolution, and it is preferable when the disputants have the interest to resolve their disputes but cannot do this via negotiation.

Arbitration

Arbitration is a process which needs the enrolment of the third neutral party who plays an important role in settling the disputes of protagonist parties by imposing/making a binding decision. Thus, it in most cases will result a win-lose or lose-win results in which either of the two disputants can win or give up some interests at the expense of the other. It is different from mediation since the third party can pass/impose a binding decision in which disputants are passive participants in the discussion process because they once surrender their decision-making

authority to the arbitrator. It also differs from litigation because arbitration is informal conflict resolution mechanism in which the disputants can select the arbitrator.

Conciliation

Conciliation is also another dispute resolution mechanism which is aimed at building a positive or harmonious interaction between disputant parties. And the role of the third neutral party (conciliator) here is that, directing disputant parties towards addressing the deep-rooted cause/s of a certain conflict by the help of negotiation or mutual agreement which helps them to ensure long-lasting peace, and to avoid the fate of its occurrence in the future.

Despite to the aforementioned traditional methods of conflict resolution, indigenous conflict resolution mechanisms such as Gada system in Oromia, shimgilna in Amhara, Yajoka/Qyica system in Gurage and others played a lion's share role in resolving conflicts in Ethiopia, and have got wider governmental acceptance from time to time. This in turn promotes political legitimacy of the government since traditional conflict resolution mechanisms, especially those of indigenous ones are intended to accommodate societal diversities by stimulating conflicting parties to settle their disputes via reaching at a mutual agreement in the form of a win-win situation; and enhances the tendency of local autonomy via enabling local communities to solve their problems by themselves (Daniel, 2016). This indicates that, as its limitations remain constant, federalism in Ethiopia plays an important role in managing various conflicts by giving recognition for indigenous conflict resolution mechanisms.

2.2.7.2 Modern Methods

Litigation

Litigation is the most commonly applicable method of conflict resolution from the modern perspective. Thus, it is a process of resolving controversies, lawsuits or any kind of conflict via brought it before a court. In other words, the dispute is resolved by the help of third party (judge) who is impartial and pass a decision on the basis of law only. This showed us, unlike arbitration, in litigation, the decision-making process is formal which follow legally established rules and procedures, it is expensive and consume a long period of time as well as the disputant parties here have no any chance to choose the third party who settle the conflict (Aeken, 2012).

To sum up, the conceptual framework of this study has revealed that federalism alone is not a medicament for all ills of human beings, especially to students of higher educational institutions rather it will become a panacea/solution for complex social, political, cultural and other problems of a particular state and various institutions when it is practiced altogether with democracy, justice, rule of law and political culture of genuine multi-party system.

2.3 Empirical Review of the Study

2.3.1 Conflicts in Higher Educational Institutions

2.3.1.1 Types of conflict in Higher Educational Institutions

Although conflicts can be classified in to different categories by different scholars, Isabu (2017) has classified conflicts in higher education in to interpersonal, intragroup, intergroup/interethnic and interorganizational conflicts.

Interpersonal Conflict

This type of conflict is held between persons/individuals, mostly between students or instructors or otherwise other administrative staffs who have incompatible goals/interests due to variations in power, position or other status without being organized in groups or associations. In other words, interpersonal conflicts are those conflicts in which two individuals alone are getting in to conflict in the absence of group of people in either of one side.

Intragroup Conflict

As the name implies this type of conflict is feasible within a single group. In a sense, there are various circumstances in which members of a single group such as members of a certain religion or members of a particular nation or nationality found within a certain institution are interred in to conflict. So, a conflict raised between/among members of the aforementioned group is termed as intragroup conflict because the disputants are found within a single group of people.

Intergroup Conflict

This is a Conflict occurred between different groups of the institution such as conflicts between ethnic groups or religious groups. In short, unlike intragroup conflict, intergroup/interethnic conflict must involve at least two groups as actors of the conflict.

Interorganizational Conflicts

This type of conflict is a conflict held between a certain educational institution and other governmental organizations found in the nearby localities of that educational institution because of having incompatible interests.

2.3.1.2 Causes of Conflict in Higher Educational Institutions

Although conflicts have many causes which vary according to the type of conflict, and context of the area that hosted a conflict, the following are the major causes of conflict in many higher educational institutions (Isabu, 2017; Adeyemi, 2009).

Lack of Accommodating diversities

Since higher educational institutions are full of diversities, reluctant nature of some institutions to accommodate students' multifaced diversities directly leads to the emergence of conflict among them (Adeyemi, 2009).

Lack of Good Communication and leadership skills

In addition to the above, lack of good communication networks among communities of a given educational institution, particularly higher educational institution in the overall decision making and disseminating information processes due to poor leadership skill also create a conflict between/among the workers of that institution (Isabu, 2017; Adeyemi, 2009).

Dissatisfaction over national issues and academic programs

Since students of higher educational institutions are open minded, rational thinkers and eager to promote the national/common interests of a given state, they critically dig out and evaluate the policies and strategies of that state including the essence of each academic program. Thus, students might enter in to a conflict when there exist dissatisfactory national and local policies or otherwise academic programs that do not go with the domestic condition of a state (Adeyemi, 2009).

Inability to listen students Complaints

In relation to this, conflicts might also raise in higher educational institutions when university administrators cannot give immediate responses and solutions to the complaints of students (Isabu, 2017; Adeyemi, 2009).

Overlapping of power and responsibilities

In line with this, the prevalence of authorizing two or more staff members of an institution for the same task/s, position/s and responsibilities might create duplication of services, and externalization of those responsibilities towards one another. Moreover, it creates unhealthy competition between/among the authorized bodies which in turn leads them to inter in to conflict (Isabu, 2017).

Inappropriate treatments

In relation with this, the prevalence of unfair treatment and favoritism during the provision of different appreciation/promotion mechanisms like awards, and demotion/punishment directly leads to the emergence of conflict between individuals or groups of a particular educational institution. In short, the prevalence of corruption and other rent seeking activities within a certain educational institution leads to the emergence of antagonistic and hostile relationships among members of the institution (Adeyemi, 2009; Isabu, 2017).

Cultism

In line with this, conflicts are emerged when a student practices religious dogma both inside and outside the institution (Adeyemi, 2009).

2.3.2 Conflicts among University Students in Ethiopia

Regarding to this issue, various professionals (Abebaw, 2013; Yenesew, 2020; Zekarias, 2020) conducted various researches in different Ethiopian higher educational institutions, and revealed that most of the time, university students are prone to frequent conflicts. Thus, lack of good communication skills among university communities, the political system of the state/ethnic based federalism which is easily politicized by political elites, and subjected to different malpractices or practical imperfections as a result of rampant corruption and rent seeking activities, irresponsible use of social medias, hateful and discriminatory political narrations, the

prevalence of activists and political parties with extreme agendas and positions, and the political history of the state which is full of ethnic conflicts are some of the major causes for the emergence of those conflicts. They also delineate that these conflicts are the manifestations of dissatisfaction in many policies of the federal government, and the overall domestic conditions of the state at large. In addition, the government of the state, university administrators and students are some of the major actors of those conflicts. Moreover, the federal government and MoSHE in collaboration with the regional state governments and university administrators had took different alternative solutions to curtail those conflicts which range from conducting frequent discussions and reaching at a general consensus/agreement to using security forces in various universities.

2.3.3 Ethiopian Ethnic Federalism and its Implications for University Students

A study conducted by Bitwoded (2014), upon “Ethiopian Ethnic Federalism and its Implications for University Students” with special emphasis to University of Gondar has realized that Ethiopian federal political arrangement/ethnic federalism affects not only politicians and policy framers but also the attitude of university students who are belonged to the young generation. Thus, the study has verified that Ethiopian ethnic federal system hampered students to think narrowly or to be loyal and to look towards their own ethnic groups only which in turn affects the social interaction of students in dormitory, cafeteria and libraries since they attached minor issues with ethnicity and leads to violent conflicts, most notably ethnic based conflicts. By the same token, Wondwosen (2008), further strengthened Bitwoded’s line of argument. Hence, he clearly stated that since recent years, universities and schools of Ethiopia are subjected to frequent ethnic based conflicts, and this is occurred due to the ineffectiveness of Ethiopian federalism towards keeping a balance between the forces of unity (national integrity) and regional self-governance or local autonomy.

2.3.4 Ethnic Identity and its Impact upon the interaction of University Students

The study done by Abera (2010) upon “Ethnic Identity and the Relations of Amhara, Oromo and Tigray Students at Addis Ababa University, Main Campus” revealed that Ethiopian federalism has missed two important values (lack of constitutionalism or absence of actual implementation of legal/theoretical provisions on the ground, and its designation on the basis of ethnicity instead of territorial basis). In addition, since most politicians, policy framers and even university

administrators are subjected to rent seeking activities, ethnicity is easily politicized by those political entrepreneurs. Hence, these and other malpractices hurt the attitude of university students, and resulted a relationship which is full of fragmentation, mistrust and hatred/ hostility among students of the aforementioned ethnic groups. Moreover, the finding of the study clearly stated that in most cases, the sitting arrangement in classrooms and even in cafeterias, group formation to do assignments as well as composition of students in dormitory is implicitly done on the basis of ethnic affiliation or homogeneity which eventually creates ethnic based conflicts.

On the other hand, another researcher Ashebir (2015), conduct a study upon “Ethnic Identity and Associated Factors Among University Students in Ethiopia”, and revealed a finding that interethnic conflicts in Ethiopian universities are minimal since most university students are optimistic towards multiculturalism, capable of handling conflicts, and the essence of federalism in promoting peace and stability as well as protecting each other’s rights.

2.3.5 Methods of Conflict Management in Higher Educational Institutions

According to Isabu (2017) and Rahim (2000), the following five conflict management styles are used to handle conflicts raised between disputant parties in different institutions including higher educational institutions by using self-interests and the interests of others as a point of reference.

A. Contending/Competition

This is a mechanism of resolving conflicts raised between/among disputants by giving high concern for self-interests, and low emphasis to the interests of other disputant parties. In other words, one party wins by dominating the overall resolving process of the conflict in terms of power, wealth or any other special privilege. Therefore, it is characterized by the prevalence of zero-sum game of a win-lose situation.

B. Yielding/Accommodation

This is the antithesis of contending method of conflict management in which the conflicting parties give a high concern for the interests of others and low emphasis for the issue of self-interest. In a sense, this is a mechanism in which one party shows willingness to leave up personal interest for the sake of others to promote justice and empower others in expressing their feelings freely. Hence, this approach is attributed by a lose-win type of zero-sum game conflict management style.

C. Avoiding/ withdrawing

This is also another method of conflict management which is characterized by resolving the already existed conflicts via giving a low concern for self-interests as well as for the interests of others. In other words, neither of the disputant parties can address the cause/s of the conflict instead they are interested to take a passive role and avoid it in agreement if the conflict may lead to further controversies and frustrations. So, the causes of a conflict remain hardly resolved and is attributed by lose-lose outcome method of conflict management.

D. Compromising

In this context, disputants are engaged in resolving their conflicts by giving a balanced or equivalent proportion to the needs/demands of both self and others via reaching at a mutual agreement by the help of give and take principle. Meaning, both parties can retain/win some of their interests and give up/lose some of the rests via negotiation.

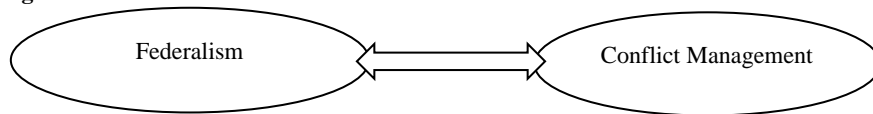
E. Problem solving/Collaboration

The last method of conflict management is problem solving. This approach is performed to resolve conflicts on the basis of giving high concern/emphasis for both self and others' interests. It is the most effective and at the same time the most difficult method of resolving disputes since it needs the commitment of both parties towards understanding each other's interests and willing to address the deep-rooted casus of conflict ones and for all which in turn prevents the tendency of occurring such kind of conflict again. Therefore, it is a win-win solution nonzero-sum game method of conflict management, and recommendable by many scholars since it maximizes the interests of both disputant parties via stimulating them towards generating long-lasting constructive results.

Therefore, like that of the conceptual framework of the study, the empirical review of the study has also realized that federalism in Ethiopia has resulted a mixed result in which many researchers argued that it is not capable enough in mitigating conflicts rather might exacerbate them while some others stated that federalism can manage conflicts, and will become more effective enough if it is practiced altogether with the ideas of genuine democracy, political pluralism, constitutionalism and good governance.

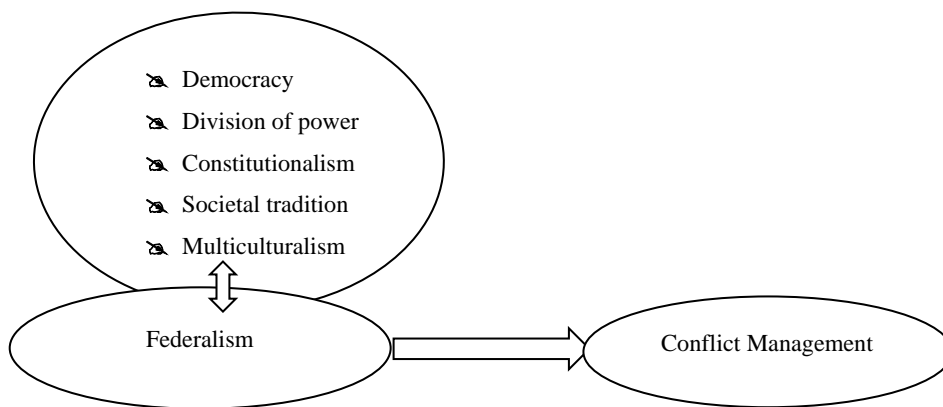
2.4 Conceptual Diagram of the Study

Figure 2.4.1



Source: Sketched by the researcher.

Figure 2.4.2



Source: Sketched by the researcher.

As per the above conceptual diagram of the study, figure 2.4.1 elucidates that on the one hand, the prevalence of different conflicts might be used as a means for the adoption of federalism to manage those conflicts. For instance, the long-term conflicts in Ethiopia upon the issues of equality of nations and nationalities, and the right to self-determination have contributed a lot for the adoption of federalism in Ethiopia (Assefa, 2007; Bahru, 2002). On the other hand, federalism might be a cause for the prevalence of various conflicts as it is witnessed by different interregional state conflicts in Ethiopia on border and identity issues (Aalen, 2006; Gebre, 2017; Temesgen, 2019).

Based on figure 2.4.2, one can infer that federalism alone is not a solution for all problems of human beings, particularly for conflict management within a state including its higher educational institutions rather it will become more effective in managing various conflicts when it is supported by the cultures of democracy, division/decentralization of power and

responsibilities, good societal traditions towards mutual respect and accommodation of diversity, rule of law, multiculturalism and constitutionalism (O’Leary, 2001; Kymlicka, 2006; Assefa, 2009). In line with this, absence of the aforementioned elements in Ethiopia such as lack of genuine democracy and constitutionalism as well as the prevalence of dominant party system within the state have negative influence upon the effectiveness of federalism in managing different conflicts in Ethiopia and its higher educational institutions (Aalen, 2006; Assefa, 2009; Abebaw, 2013; Yenesew, 2020).

Summary

On the basis of the above theoretical framework, empirical reviews & conceptual diagram of the study, the capacity of federalism in curtailing conflicts in Ethiopia in general and in Ethiopian higher educational institutions in particular has revealed a mixed record. On the one the hand, some studies (Assefa, 2007; Alem, 2003; Dereje, 2009; Ashebir, 2015) realized that federalism can mitigate conflicts by accommodating diversities, promoting local self-governance and participatory political culture. In addition, it also prevents various conflicts from escalating in to violent and more destructive ones by employing different method of conflict management such as compromising and giving recognition for ADR mechanisms. On the other hand, some other studies (Gebre, 2017; Aalen, 2006; Temesgen, 2019; Abera, 2010; Bitwoded, 2014) revealed that federalism further exacerbates interethnic/intergroup conflicts and could eventually lead to fragmentation or secession by deteriorating the patriotic sentiment of the public, especially university students via creating “we versus them” dichotomy of cleavages on the basis of ethnicity.

Therefore, federalism by itself is neither problematic nor sufficient enough to manage conflicts effectively rather it needs some political elements like constitutionalism, good governance, multiparty system and democratic culture. Thus, executing federalism altogether with consociationalism, political pluralism, multiculturalism and authentic democracy are some important things that Ethiopia is needed to learn from other countries, especially from matured federations in order to realize effective federalism within the state.

Chapter Three

3 Research Methodologies

Research methodology is a systematic theoretical analysis of the methods and techniques utilized for the successful accomplishment of the overall data collection and analysis processes of the study (Creswell, 2009). Therefore, this research has involved various methodologies ranging from research approach and design, sources and instruments of data collection, sampling size, sampling techniques to method of data analysis.

3.1 Research Approach

In this regard, mixed research approach which combines both quantitative and qualitative methods was opted by the researcher in order to provide well clarified and comprehensive research analysis and findings by minimizing the drawbacks of using either qualitative or quantitative approach alone. Accordingly, the researcher has used both quantitative and qualitative approaches concurrently in order to save time. Thus, the researcher collected quantitative data through questionnaire side by side with collecting qualitative data by using interview and FGD.

3.2 Research Design

Regarding to research design, case study, particularly single case study design was largely employed by the researcher in order to dig out/investigate the case in detail. Meaning, the researcher has spent a great effort in generating reliable meaning and result through an in-depth examination of the issue within the context of specifically selected area.

3.3 Sources of Data Collection

Regarding to this, the researcher has employed primary sources of data which were gathered through interview, questionnaire and FGD in order to get firsthand information from the concerned bodies.

In addition to the above, secondary sources of data such as books, articles and other documents which are related with the issue of the selected case and area were also used by the researcher for the purpose of data triangulation.

3.4 Data Collection Instruments

3.4.1 Questionnaire

This instrument of data collection has been used by the researcher to gather relevant data by distributing questionnaires which need each student's point of view or opinion to the total of 136 survey participants. The selection process was done on the basis of their level of education or year of study, 64 second year students, 64 third year students, 4 fourth year students and 4 fifth year students respectively.

3.4.2 Interview

In addition to questionnaire, interview, especially semi-structure interview via the help of key informants has been employed by the researcher in order to collect data from 17 administrative staffs, 7 students' service center experts, 5 proctors, 6 section head instructors of the university, and 5 Gamo fathers. Thus, total of 40 interviewees based on their proximity to manage students' conflicts were invited to respond to the interview questions provided by the researcher.

3.4.3 Focus Group Discussion

FGD, more specifically separate focus group discussion was also employed as a third instrument of data collection. Hence, three separate FGDs, FGD I (members of Students' union), FGD II (members of Instructors) and FGD III (members of the students at large) in which each group comprises 6 participants were formed and allotted to conduct discussions. Therefore, 18 FGD participants were selected purposively from different parts of the university communities in order to gather triangulated data which in turn helps the researcher to minimize the tendency of biased interpretation.

3.5 Target Population, Sampling Size, Techniques and Procedures

3.5.1 Target Population

This study was undertaken in Arba Minch University by taking undergraduate regular students of the institution as a target group of population.

3.5.2 Sample Size

Sample is a smaller group of people or representative unit of the total population in which the study is carried out (Kothari, 2004). Therefore, it is important to determine the sample size of a

study to assure its representativeness. Accordingly, Kothari's formula of sample size determination with 95.5 % level of confidence, 5 % of significance level and 2 % of true value was employed to determine the sample size of the study. Hence, this study was conducted in Arba Minch University which involves the total of 11,500 population.

$$\text{Therefore, } n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + Z^2 \cdot p \cdot q}$$

Where;

n = Sample size.

N= Total population to be studied.

P= Sample proportion, and q= 1-p.

Z= The variate of the standard at a given confidence level.

e = Acceptable sampling error.

$$\text{So, } n = \frac{2.005^2 \cdot 0.02 \cdot (1-0.02) \cdot 11,500}{0.02^2 (11,500-1) + 2.005^2 \cdot 0.02 \cdot (1-0.02)} = 194 \text{ samples}$$

3.5.3 Sampling Techniques and Procedures

Sampling technique is a mechanism used to select samples from the total population of the study area (Kothari, 2004). Therefore, in this study, cluster sampling technique was used to collect firsthand information via distributing questionnaire to undergraduate regular students of the university. The reason behind selecting this sampling technique is due to the prevalence of various campuses of the university in scattered/distant geographical areas, especially Sawla campus, and this technique is preferable to select samples from such kind of geographically dispersed areas. Accordingly, first, the researcher has classified Arba Minch University in to campuses which are found in different areas; as Main Campus, Kulfo Campus, Nechisar Campus, Abaya Campus, Chamo Campus and Sawla Campus. Then after, each campus was again divided in to college/s and departments. Finally, the selection process of the campus/es, colleges and departments has been held, and samples (students) from the selected campus/es, colleges and departments were selected randomly at last. Thus, Chamo Campus which involves

three colleges in which Social Sciences and Humanities College that consists eight departments; Business and Economics with four departments; and School of Law which involve one department were selected. This indicates that, thirteen departments are found within the campus, and ten students from each department of the two colleges (CSSH and FBE), and sixteen students from school of Law were selected randomly. In this regard, students' level of education has taken in to consideration (from second up to third year, five students from each level in cases of the former two colleges; and from second up to fifth year, four students from each level in case of School of Law). Thus, one hundred thirty-six students were selected randomly. In line with this, first year students were not included in the study because of two reasons. The first reason was since they are new comers, they may lack experience and knowhow about the overall conditions of the university. The other reason was lack of certainty about the prevalence of first year students within the institution due to the negative effect of Covid-19. In a sense, the prevalence of Covid-19 in Ethiopia might delay the entrance date of freshman students.

Moreover, purposive sampling technique was employed to gather reliable data through the invitation of interviewees and FGD participants who have sufficient knowledge about federalism, conflict management and other related issues. Accordingly, seventeen administrative staffs, seven experts of students' service center, five proctors, six section head instructors and five Gamo fathers, totally forty interviewees as well as six samples from students' union of Arba Minch University, Chamo Campus, six instructors and six students, totally, eighteen focus group discussants were selected purposively. In general, fifty-eight samples were purposively selected, and invited to interview and focus group discussion.

3.6 Method of Data Analysis

In relation to this, mixed method of data analysis is used by the researcher. Thus, qualitative method of data analysis is employed by the researcher to large extent in order to describe the issue/s by using words. So, the data gathered via interview, FGD and open-ended survey questions are analyzed qualitatively by using words that express the magnitude of the respondents' response. Furthermore, quantitative method of data analysis is used by the researcher to some extent for the purpose of supplementing the qualitative analysis via using table and figures which involve numerical data. As a result, all of the close-ended survey questions are analyzed quantitatively by describing the data in terms of frequency and percentage which involve numerical expressions.

Chapter Four

4 Data Presentation, Discussion and Analysis

Introduction

This chapter deals with the presentation, discussion and analysis of the data collected from both primary and secondary sources. In order to present, discuss and analyze those of the collected data via questionnaire, interview, FGD and document analysis, both quantitative and qualitative methods of data analysis were used in which Close-ended survey questions were analyzed quantitatively while the rest were interpreted qualitatively. Moreover, the data presentation, discussion and analysis processes were undertaken in accordance with the general and specific objectives or research questions of the study. Therefore, this chapter involves seven sections. The first section of this chapter deals with the general overview/background of the respondents. The second section describes the interaction among students, and students' interaction with instructors, administrative/supportive staffs of Arba Minch university and with the local/Gamo community which in turn helps the researcher to predict whether conflicts were there or not, and to rehearse the mind of the respondents for the main questions of the study. The third section investigates the main causes and actors of those conflicts while the fourth section deals with the conflict management processes of the institution. The fifth section briefly describes the roles of Arba Minch university communities in managing students' conflicts. The sixth section investigates the good practices of the university. Yet, the seventh section deals with the major solutions for effective management of students' conflicts in Arba Minch university. Finally, the respondent's full information is coded and attached in the appendix part.

4.1 General Background of the Respondents

Table 4.1: Demographic profile of the respondents

No	Variables	Categories	Respondents' Measurement in	
			Frequency	Percentage (%)
1	Sex	Male	77	56.62
		Female	59	43.38
		Total	136	100
2	Age	18-30	136	100
		31-42	-	-
		43-55	-	-
		Above 55	-	-
		Total	136	100
3	Academic Status	Second Year	64	47.06
		Third Year	64	47.06
		Fourth Year	4	2.94
		Fifth Year	4	2.94
		Total	136	100
4	Mother Tongue Language	Tigrigna	7	5.15
		Amharic	81	59.56
		Affan Oromo	27	19.85
		Sidamic	2	1.47
		Guragugna	10	7.35
		Dawurogna	1	0.74
		Gamotto	2	1.47
		Kembatigna	1	0.74
		Kefficho	2	1.47
		Awigni	3	2.21
		Total	136	100

5	Ethnic Identity/region	Tigray	7	5.15
		Amhara	71	52.21
		Oromia	29	21.32
		B/Gumuz	1	0.74
		SNNP	22	16.18
		Sidama	6	4.41
		Total	136	100
6	Religion	Orthodox	94	69.12
		Protestant	24	17.65
		Catholic	2	1.47
		Muslim	16	11.76
		Total	136	100

Source: Survey, 2021

The above table intends to show the details about the general overview of the respondents, and composition of different independent variables that in one or another way determines the respondent's responses. Accordingly, as it is clearly stated by the sex composition of the above table, from the total of 136 survey participants 77 (56.62%) were males while the rest 59 (43.38%) were females. This indicates that majority of the research participants were males. As per the second independent variable (age) mentioned in the above table, all respondents of the study were categorized under the same age group (between 18 and 30 years old). This shows that all of them are youngsters. The third independent variable here is that academic status of the respondents. In relation to this issue, from the total of 136 respondents 64 (47.06%) were second year students, 64 (47.06%) third year students, 4 (2.94%) fourth year and the rest 4 (2.94%) of them were fifth year students. The reason behind this was that the selection process of samples was conducted by taking the academic status of the respondents in to consideration in equivalent proportion since the time of residence affects the responses of the respondents. Meaning, those of the fifth- and fourth-year students might be more prone to observe different students' conflicts compared with those of the third - and second-year students. The fourth variable mentioned in the above table is mother tongue language of the respondents. Hence, from the total samples of 136, 7 (5.15%) were Tigrigna language speakers, 81 (59.56%) were Amharic language speakers,

27 (19.85%) were Affan Oromo language speakers, 2 (1.47) were Sidamic language speakers, 10 (7.35%) were Guragugna language speakers, 1 (0.74) was Dawurogna language speaker, 2 (1.47) were Gamotto language speakers, 1 (0.74%) was Kematigna language speaker, 2 (1.47%) were Kefficho language speakers and the rest 3 (2.21%) were Awigni language speakers. From this description, it is possible to generalize that the study was more or less inclusive and free from bias in terms of involving different linguistic groups since universities are attributed by Mini Ethiopia. Fifthly, as it is clearly showed by the above table, from the total of 136 research participants 7 (5.15%) were belonged to Tigray ethnic group/region, 71 (52.21%) were from Amhara ethnic group/region, 29 (21.32%) were belonged to Oromo ethnic group/Oromia region, 1 (0.74%) was from Benishangul Gumuz region, 22 (16.18%) were from SNNPRS and 6 (4.41%) were from Sidama ethnic group/region. Hence, the study was again inclusive as much as possible in terms of involving respondents who come from different ethnic groups of Ethiopia. The last but not the least independent variable is religion. In line with this issue, the study has involved 94 (69.12%) orthodox tewahido believers, 24 (17.65) protestant believers, 2 (1.47%) catholic believers and 16 (11.76%) respondents who follow Islamic religion. As a result, the study was inclusive in terms of religion too.

4.2 Students’ Social Interaction in Arba Minch University

This section largely deals with the investigation of students’ interaction between/among themselves, with instructors, administrative staffs and the local, especially Gamo community since conflict is a matter of interactions. Accordingly, the degree of measuring their interaction is represented by five Likert scales in the table below.

Table 4.2: Students’ interaction in Arba Minch University

No	Students’ interaction	Measurements									
		Very Hostile		Hostile		Undecided		Smooth		Very smooth	
		F	%	F	%	F	%	F	%	F	%
1	The interaction b/n or among students of AMU	-	-	4	2.94	12	8.82	102	75.00	18	13.24

2	The interaction b/n or among students who have different ethnic background	-	-	9	6.62	20	14.71	91	66.91	16	11.76
3	The interaction b/n students and instructors of the university	-	-	13	9.56	17	12.5	91	66.91	15	11.03
4	The interaction b/n students and administrative staffs	-	-	36	26.47	18	13.24	64	47.06	18	13.24
5	The interaction b/n the students and local/Gamo community	-	-	-	-	11	8.09	64	47.06	61	44.85

Source: Survey, 2021

The above table deals about the respondent's degree of measurement in relation to the issue of the interaction between/among students of Arba Minch university, and their interaction with instructors and administrative staffs of the university as well as with the local community.

Accordingly, from the total survey participants of 136, 18 (13.24%) of the respondents replied that there exists very smooth interaction between or among students of Arba Minch university, and 102 (75%) reacted upon the alternative of smooth interaction whereas, 12 (8.82%) cannot decide the nature of students' interaction. Yet, the rest 4 (2.94%) have stated that the interaction is hostile. As a result, it is possible to understand that there is amicable interaction between or among students of the university since the idea is confirmed by majority or 120 (88.24%) of the respondents.

Correspondingly, all of the interviewees unanimously have expounded that with the exception of few cases subjected to some rumors, most of the time, students of Arba Minch university have harmonious or friendly social interaction in class rooms, dormitory, cafeteria and other places.

Likewise, all of the focus group discussants from three FGD separate groups have similarly responded that although there are few circumstances in which students were interred in to some

disagreements, in most cases, students of the university have good or smooth interaction in different places (dormitory, cafeteria, class room and the like).

Therefore, as per the above data gathered from all questionnaire, interview and FGD, the study has verified that there exists smooth/amicable social interaction between or among students of Arba Minch university in dormitories, class rooms and cafeteria with the exception of few cases.

The second issue is the interaction between students of the university that have different ethnic backgrounds. In line with this, 16 (11.76%) have answered the alternative very smooth interaction between students who have different ethnic backgrounds, and 91 (66.91%) have answered the option smooth interaction between them while the rest 20 (14.71%) and 9 (6.62%) reacted with the options of undecided and hostile interactions respectively. In general, from the total of 136 samples in survey questions, 11.76% and 66.91% totally, 117 or 78.67% of them have responded that the interaction is very smooth and smooth. Hence, it is possible to infer that there exists smooth interaction between students of Arba Minch University who have different ethnic identities.

By the same taken, all of the interviewees replied that though few students of the university are inclined to establish a close relationship with those students who have the same ethnic identity, this phenomenon does not seriously affect the interaction with other students who have different ethnic identities. In addition, most students are interested to create amicable interaction with others regardless of differences and used this circumstance as a means of advancing their open-minded outlook and culture of accommodation.

Similarly, all focus group discussants from the three separate FGD groups have also unanimously responded that except few cases in which priority is given for establishing intimacy on the basis of ethnic affinity, most students are optimistic to develop the interaction with other students who have different ethnic identities and realize it on the ground.

Thus, on the basis of the above data gathered through survey questions, interview and FGD, the study has realized that there is a good or harmonious relationship between or among students who have different ethnic identities with few exceptions which lead to some unpleasant interactions.

The third item is the interaction between students and instructors of the university. In this regard, from 136 respondents, 15 (11.03%) of them have answered that there exists very amicable interaction between the students and instructors of the university, and 91 (66.91%) have reacted with the response smooth interaction between them. Still, 17 (12.5%) have replied that they cannot decide the nature of interaction between the two, and the rest 13 (9.56%) of them have responded that there is hostile interaction between the students and those of instructors. Thus, on the basis of the above data stated in table 4.2, 116 or 77.94% have responded that the interaction is very smooth and smooth. Hence, as per the majority of survey participant's response, the interaction between the students and instructors of Arba Minch University is more of amicable or harmonious.

Similarly, most interviewees of the study have described that except few cases which are subjected to rumors and latent conflicts in relation to exam results and research works, there is a smooth or amicable relationship between students and instructors of the university since there is mutual respect between them, and settled their disagreements via negotiation although its magnitude is different from department to department and college to college.

Correspondingly, almost all participants of FGD from those of the three separate groups have stated that though there are some defects, most of the time there exists harmonious interaction between the students and instructors.

Thus, as per the above data collected from questionnaire, interview and FGD, the study has affirmed that there is friendly relationship between students and instructors of the institution with the exception of few cases.

The fourth one that is involved under table 4.2 is the interaction of students with the administrative staffs of the university. Regarding to this issue, from 136 survey participants, 18 (13.24%) have confirmed that the nature of interaction is very smooth, and 64 (47.06%) have replied that the interaction between them is smooth while 18 (13.24%) cannot determine the nature of interaction. Yet, the rest 36 (26.47%) have responded that the interaction is hostile. This quantitative data showed that there exists smooth interaction between the students and administrative staffs of the university since it is supported by more than half or 82 (60.3%) of the respondents.

Correspondingly, majority of the interviewees delineated that except few rumors in relation to lack of providing sufficient food, water, health and other services, absence of mutual respect between few students and guardians, and favoritism manifested by few guardians in relation to religious or linguistic affinities, most of the time, there is good or amicable interaction between students and administrative staffs, especially with university administrators since the aforementioned malpractices are settled by discussion and mutual understanding in which most of the time, students are more of tolerant. On the other hand, few interviewees have stated that the interaction between them is partially smooth since many petitions in relation to lack of providing qualified food, water and other services were frequently observed.

By the same token, almost all participants in FGD group I have stated that except few students and administrative staffs, especially those of guardians who express the feeling of abnegation upon students, there is a good interaction between the two. On the other hand, focus group discussants in FGD groups II and III have clearly stated that although the relationship between students and administrative staffs is not bad, some malpractices like inappropriate service provisions in clinic, lack of fair treatment or prevalence of favoritism performed by few guardians for students who have religious or linguistic similarities with them have led to rumors and latent conflicts. So, the nature of interaction between them is partially good or smooth.

Therefore, on the basis of the above data gathered from all questionnaire, interview and FGD participants, the study has proved that the interaction between students and administrative or supportive staffs of the university is somehow good and needs some improvements compared with the former two cases mentioned above.

Lastly, in relation to the interaction between students and the local or Gamo community, from the total samples of 136, 61 (44.85) have opted the alternative very smooth and 64 (47.06%) have responded that the interaction is smooth while the rest 11(8.09%) of them cannot determine the nature of interaction between them. So, without any doubt, there is amicable or smooth interaction between them as far as it is confirmed by 125 (91.91%) of the survey participants.

Similarly, majority of the interviewees have also responded that since the local community, especially Gamo community has inclusive, hospitality and other important cultural values as well as they are prudent/passionate, particularly for students (consider them as their own children), students have harmonious or smooth interaction with the local or Gamo community. In addition,

the rest few interviewees have delineated that there is very amicable or familyhood relationship between students and the local community.

The participants of all focus group discussions have also strengthened the above idea by unanimously describing that the interaction between students and the local/Gamo community is very amicable or familyhood since the community is clement, consider the institution as their own asset and students as their children as well as receive guests with special respect.

Therefore, on the basis of the above data gained from questionnaire, interview and FGD participants, the study has revealed that there exists amicable or familyhood relationship between the students of Arba Minch university and the local/Gamo community.

4.3 Sources, Causes and Actors of Students’ conflict in Arba Minch University

4.3.1 Sources and Types of Students’ Conflicts in Arba Minch University

This subsection is aimed to examine the sources and types of Students’ conflicts in the university.

Table 4.3.1a: Conflicts in Arba Minch University

No	Conflicts in Arba Minch university	Measurements			
		Yes		No	
		Frequency	Percent	Frequency	Percent
1	Have you observed students’ conflict in Arba Minch University?	46	33.82	90	66.18

Source: Survey, 2021

As it is clearly stated by the above table, from the total survey respondents of 136, 46 (33.82%) have observed students’ conflict during their residence within the institutions while the rest 90 (66.18%) did not observe any conflict among students of the university. Thus, the data collected via survey questions showed that conflicts were rarely raised in the institution.

By the same token, all interviewees unanimously explained that although the tendency diminishes from time to time, they have observed students’ infrequent/sporadic latent conflicts in the institution. They also delineated that these sporadic latent conflicts were emerged during exams, graduation (in line with research works), selecting field of study/department, opening of

some new field of studies like forensic chemistry and Chemical engineering in relation to low level of employment opportunities, the country's political instability due to politicization of ethnic federalism, when there exists interethnic or interregional state conflicts and conflicts in other universities triggered by illegal use of social medias.

Correspondingly, all participants in the three separate groups of FGD similarly stated that sometimes, they have observed nonviolent and occasional conflicts, mostly rumors within the university, and those conflicts were raised during the entrance of freshman students, exams, holidays like water day and other extraneous festivals, and during graduation (for instance the graduation date of Arba Minch university 2012 batch students was changed from February 6 to January 18 via students' peaceful demonstration).

Moreover, conflict is about hostility, disagreement or a confrontation which is natural and inevitable everywhere including higher educational institutions since human beings exist with some incompatibilities of goals and interests (Abebaw, 2013; Isabu, 2017).

Therefore, as per the above data collected from questionnaire, interview, FGD and related literatures, it is possible to effortlessly understand that rarely intermittent latent students' conflicts were observed in Arba Minch University. Hence, the spillover effect of the national political instability, interregional state conflicts and conflicts in other universities and others were some sources for students' latent or non-violent conflicts in the university.

Table 4.3.1b: Types of students' conflicts in Arba Minch University

No	Types of conflicts in Arba Minch University	Measurements	
		Frequency	Percent (%)
1.	Interpersonal	40	29.41
2.	Interethnic	6	4.41
3.	Interreligious	-	-
4.	Interregional state	-	-
5.	Others	-	-
6.	Did not observe any conflict	90	66.18

Source: Survey, 2021

In accordance with the above table, from the total samples of 136, 40 (29.41%) and 6 (4.41%) have observed interpersonal and interethnic conflicts respectively while the rest 90 (66.18%) did not observe any type of conflict. This shows that how much students level of education determines the response of the respondents. In a sense, the magnitude of observing students' conflict increases when the student's level/year of study increases. As a result, few second-year students, some third-year students and all fourth- and fifth-years students sampled for the study have observed either interpersonal or interethnic students' conflicts in the university.

Similarly, interpersonal, interethnic and interreligious latent conflicts were some types of students' conflict that were observed by the interviewees invited in this study although they were mostly managed by using different formal and informal mechanisms.

Focus group discussants from the three separate groups also unanimously described that most conflicts were interpersonal but eventually transformed in to interethnic type. But they confirmed that in most cases, the aforementioned types of conflict did not affect the normal teaching learning process of the institution since they were managed by open discussion and other mechanisms.

In relation to this issue, Isabu (2017), has stated that though conflicts can vary from place to place, interpersonal, intergroup/ethnic and interorganizational conflicts are the common types of conflicts in higher educational institutions.

Therefore, as per the above data collected from questionnaire, interview, FGD and other related literatures, this study has realized that interpersonal, interethnic and interreligious latent conflicts were the common types of students' conflicts in Arba Minch University as the process of managing them remain constant.

4.3.2 The Causes of Students' Conflicts in Arba Minch University

In this subsection, the researcher has gathered firsthand information about the main causes of students' conflicts in Arba Minch University via using survey questions, interview and FGD as it is clearly described below.

Table 4.3.2: Causes of Students Conflict in Arba Minch University

No	Causes of conflicts	Measurement scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1.	Ethnic identity difference	61	44.85	53	38.97	4	2.94	14	10.29	4	2.94
2.	Language barrier	42	30.88	65	47.79	8	5.88	21	15.44	-	-
3.	Religious difference	25	18.38	58	42.65	13	9.56	35	25.74	5	3.68
4.	Federalism	18	13.24	85	62.50	13	9.56	15	11.03	5	3.68

Source: survey, 2021

The above table deals with the details of the main causes of students' conflict in Arba Minch University. Accordingly, the first issue is ethnic identity difference. In relation to this, 4 (2.94%) and 14 (10.29) have responded strongly agree and agree that ethnic identity difference was the main cause of conflicts while 4 (2.94%) cannot determine whether ethnic identity difference was a cause or not. Still, the rest 53 (38.97%) and 61 (44.85%) have replied the options disagree and strongly disagree. Thus, ethnic identity difference was not the main cause of students' conflict since it is confirmed by few (18 from 46) respondents who have observed students' conflicts. The second issue is language barrier. Regarding to this, 21 (15.44%) have answered that language barrier was a main cause of students' conflict while 8 (5.88%) cannot decide on the issue of language barrier was a cause or not, yet the rest 65 (47.79%) and 42 (30.88%) have reacted with the options disagree and strongly disagree upon the idea that language barrier was a cause of students' conflicts in the university. Hence, language barrier was not the main cause of students' conflict since it is supported by less than half (21 from 46) of the respondents who have observed students' conflicts. The third cause mentioned in the above table is religious difference. In line with this, 5 (3.68%) have reacted with strongly agree and 35 (25.74%) have replied agree that religious difference was the main cause of students' conflict whereas, 13 (9.56%) cannot assured that whether religious difference was the main cause or not. Still, the other 58 (42.65%) and 25 (18.38%) have responded that religious difference was not the main cause of students' conflict by opting the alternatives disagree and strongly disagree respectively. As a result, on the

basis of majority of the respondent's response (40 from 46 respondents who have observed conflicts), religious difference was the main cause of students' conflict in Arba Minch university. The last issue in line with the causes of students' conflict is federalism. Insistent with this idea, from 136 total survey participants 5 (3.68%) and 15 (11.03%) have responded strongly agree and agree whereas, 13 (9.56%) cannot determine as either it was a cause or not. Other 85 (62.5%) and 18 (13.24%) have negated the idea by reacting with the alternatives disagree and strongly disagree. As a result, federalism was not the main cause of students' conflict in the university since it is supported by less than half of the respondents (20 from 46 who have observed students' conflicts).

By the same token, although the good deeds of the institution in relation to managing students' conflicts are not neglected, lack of good governance, particularly in line with provision of food, water, health and other services, the political instability of the country due to the manipulation of ethnic based federalism by some political entrepreneurs, ethnic identity difference, especially using epithet name in relation to ethnicity, the spillover effects of interregional state conflicts and students' conflicts in other universities, religious difference, and lack of close supervision upon drive back students and students who have political mission were some of the main causes of students' conflict in Arba Minch university mentioned by the interviewees invited in this study.

Correspondingly, all focus group discussants in the three separate FGD groups have similarly stated that, lack of providing quality food, water and health services as well as ethnic identity and religious differences were the main causes for students' latent conflicts in the institution.

Moreover, Adeyemi (2009) and Isabu, (2017), have clearly stated that lack of accommodating students' multifaced diversities, dissatisfaction of students by some national issues/policies and some academic programs, lack of listening students' complaints and cultism or religious difference are some of the main causes of students' conflicts in higher educational institutions. In addition, some studies (Yenesew, 2020; Zekarias, 2020; Abebaw, 2013; Melkamu and Ameyu, 2013) have realized that the political system of EPRDF government, addiction and illegal use of social medias are the main causes of students' conflicts in some Ethiopian higher educational institutions.

Therefore, on the basis of the above data gathered through questionnaire, interview, FGD and different related literatures, the study has revealed that lack of good governance in line with providing quality and sufficient food, water, health and other services, ethnic identity and religious differences, absence of strong supervision upon drive back students from the institution and those who have political mission, the spillover effects of the political instability of the country, interregional state conflicts and students' conflicts in other universities triggered by illegal use of social medias were the main causes of students' conflict in the university although they were managed persistently.

4.3.3 Actors of Students' Conflicts in Arba Minch University

As per the above descriptions of the study, various latent conflicts between or among students were observed by different university's communities and the local community. Therefore, if conflicts were there, those conflicts were driven or managed by different individuals or groups of people called actors of those conflicts. Thus, this subsection largely deals with the main actors of students' conflicts in Arba Minch University.

Table 4.3.3: Actors of students' conflicts in Arba Minch University

No	Actors of students' conflict in AMU	Measurement Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Students	5	3.68	14	10.29	9	6.62	90	66.18	18	13.24
2	Instructors	15	11.03	23	16.91	27	19.85	66	48.53	5	3.68
3	Administrative staffs	11	8.09	21	15.44	30	22.06	64	47.06	10	7.35
4	Government	49	36.03	29	21.32	49	36.03	9	6.62	-	-

Source: Survey, 2021

The above table clearly shows that from 136 participants in survey questions, 18 (13.24%) have opted the alternative strongly agree and 90 (66.18%) are reacted with the alternative agree while 9 (6.62%) cannot determine either students were the main actors or not. Still, the rest 14 (10.29%) and 5 (3.68) have replied disagree and strongly disagree upon the issue of students themselves were the main actors of students' conflict in Arba Minch university. Hence, students

were the main actors of conflicts since it is supported by 108 (79.42%) of the respondents. The second issue in the above table is instructors as the main actors of students' conflict in Arba Minch University. Thus, 5 (3.68%) have answered strongly agree and 66 (48.53%) have replied agree whereas, 27 (19.85%) cannot decide whether instructors were the main actors or not. Yet, the rest 23 (16.91%) and 15 (11.03) have responded disagree and strongly disagree respectively. As a result, based on 71 (52.21%) or majority of the respondent's response, instructors were also the main actors of the conflicts in the institution. Thirdly, respondents were requested to reply their response on the issue of administrative/supportive staffs of the university. So, 10 (7.35%) have opted the alternative strongly agree and 64 (47.06%) have answered agree while 30 (22.06%) cannot decide upon the issue. Yet, the rest 21 (15.44%) and 11 (8.09) have replied disagree and strongly disagree respectively. This indicates that administrative staffs were the main actors of the conflict since majority of the respondents 74 (54.41%) have affirmed the idea. The last issue in the above table is government as an actor of the conflict. Regarding to this, from the total respondents of 136, 9 (6.62%) of the respondents agree that the government was the main actor while 49 (36.03%) cannot determine that government was an actor or not. The rest 29 (21.32%) and 49 (36.03%) have replied disagree and strongly disagree. Hence, on the basis of survey participants, government was not the main actor of students' conflict in Arba Minch University since this idea is supported by few or only 9 (6.62%) of the respondents.

In line with the issue of actors of students' conflicts in Arba Minch university, students themselves, instructors, administrative staffs, local elders, especially Gamo fathers and rarely nongovernmental organizations were the main actors or players of the conflict mentioned by the interviewees of the study. Yet, they have stated that government officials who work at zonal, woreda and kebele level have sometimes involved in managing students' conflicts. They also delineated that the above-mentioned actors were mostly participated in managing students' conflict and rarely in initiating them.

Correspondingly, participants of FGD in all of the three separate groups have similarly stated that students themselves, instructors, administrative staffs and the local community, particularly Gamo fathers were the main actors mostly involved in handling students' conflict in the university.

Therefore, on the basis of the above data, the study has realized that students themselves, instructors, administrative staffs and Gamo fathers on the behalf of local community were the main actors of students' conflict in the institution in which most of the time, they play an important role in managing rumors and latent conflicts existed within the university.

4.4 Students' Conflict Management processes in Arba Minch University

This section is aimed to find out the conflict management processes in Arba Minch university as well as the roles of federalism, and the local or Gamo community conflict management systems/traditional conflict management values in managing students' conflicts in the institution.

4.4.1 Processes of Students' Conflict Management in Arba Minch University

The data gathered through document analysis, questionnaire, interview and FGD in relation to the processes of students' conflict management in the institution including both formal and informal mechanisms, and various methods used to manage students' conflicts are briefly analyzed below by using both numerical and non-numerical data.

Table 4.4.1a: Document analysis of students' conflict management in Arba Minch University

No	Year	Type of petition	Main causes	Date/month of petition	Date/month that the petition is resolved	Methods used to settle it
1	2017	Affray b/n two students in DSTV.	Epithet name	16/12/17	19/12/17	Conciliation
2	2018	Quarrel b/n two students.	Insult	12/04/18	12/04/18	Negotiation
		Brawl b/n students.	Drinking	03/06/18	04/06/18	Conciliation
		Theft of a student's mobile.	Theft	23/06/18	29/06/18	Mediation
		Quarrel b/n two students	Religious difference	27/11/19	04/12/19	Conciliation by returning the property

3	2019	Theft of a student's mobile.	Theft	06/12/19	12/12/19	Mediation by covering the cost
		Disagreement b/n students who follow Islamic religion.	Religious dogma difference	30/10/19	06/11/19	Negotiation via discussion
4	2020	Guardian's insult by a student.	Linguistic difference	26/02/2020	30/02/2020	Via written warning

Source: Students' ethics and discipline regulatory document of students' union

As it is clearly stated by different tables above, various latent conflicts between or among students of Arba Minch university were raised at different times but not transformed in to violent ones, and did not affect the normal teaching learning process of the institution. In addition, as per the details of the document analysis in table 4.4.1a, one latent conflict was observed in 2017; three latent conflicts in 2018; three non-violent conflicts in 2019 and one latent conflict in 2020. So, totally, around eight latent or non-violent conflicts were emerged within the institution during the last four years ago, and those conflicts were managed by various concerned bodies. Moreover, except one non-violent conflicts managed via formal mechanism, the rest were managed by using informal/ADR mechanisms. This indicates that those latent conflicts were mostly managed by the stakeholders of the institution via using informal mechanisms without neglecting the formal ones although the duration of addressing the problem varies according to the type and complexity of petitions. Furthermore, most latent conflicts were managed in the lowest stage by students themselves, section heads, proctors or otherwise by the other nearest concerned bodies before reaching at the formal institutions of the university like students' union, students' parliament, students' peace forum, students' service center experts and so on. This indicates that how much federalism plays a vital role in managing students' conflicts by prompting decentralization of responsibilities.

Correspondingly, majority of the interviewees have elaborated that except few circumstances, most of the time, rumors and latent conflicts observed in the institution were managed immediately although the duration of time depends upon the type and complexity of a conflict.

Likewise, focus group discussants from the three FGD groups have unanimously explained that except few cases, most discontents were managed effectively by negotiation or discussion and conciliation alongside the formal ones.

Thus, on the basis of the data collected via questionnaire, interview, FGD and document analysis, the study has verified that students' latent conflicts emerged in Arba Minch university were mostly managed by the collaborative efforts of the university communities and Gamo fathers either by using formal or informal mechanisms in which informal ones have got precedence.

Table 4.4.1b: Students' conflict management in Arba Minch University

No	Description	Measurement scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Students' conflicts or disputes were managed effectively in AMU.	4	2.94	10	7.35	10	7.35	89	65.44	23	16.91
2	There is/are an effective conflict regulation mechanism in AMU.	3	2.21	14	10.29	15	11.03	78	57.35	26	19.12
3	Managing students' conflicts by ethics and disciplinary regulations.	-	-	12	8.82	12	8.82	87	63.97	25	18.38
4	The principles of federalism were used to manage conflicts.	4	2.94	12	8.82	15	11.03	84	61.76	21	15.44

Source: Survey, 2021

The above table clearly describes the details of various mechanisms of students' conflict management in Arba Minch University.

Accordingly, the first issue is about effective management of students' conflict in the university. Hence, from the total survey participants of 136, 23 (16.91%) and 89 (65.44%) have answered by selecting the options strongly agree and agree respectively whereas, the rest 10 (7.35%) respondents have opted the alternative undecided. Yet, other 10 (7.35%) and 4 (2.94%) have replied disagree and strongly disagree. So, according to majority (112/89.35%) of the respondent's response, there has been effective management of students' conflicts in the institution.

Secondly, survey participants were requested to respond their own point of view about the effectiveness of different conflict regulatory mechanisms. Persistent with this issue, 26 (19.12%) strongly agree and 78 (57.35%) agree with the idea that there are effective management mechanisms of students' conflicts in the university. Other 15 (11.03%) have reacted with the option of undecided while the rest 14 (10.29%) and 3 (2.21%) have not confirmed the idea by opting disagree and strongly disagree respectively. As a result, there have been various effective students' conflicts regulatory mechanisms within the institution since it is supported by 104 (76.47%) of the respondents.

The third issue is the role of ethics and disciplinary regulation of the university in managing students' conflict. Insistent with this idea, 25 (18.38%) and 87 (63.97%) have answered strongly agree and agree. Still, other 12 (8.82%) have responded the alternative undecided and 12 (8.82%) disagree. Thus, in accordance with majority (112/82.35%) of the respondent's response, ethics and disciplinary regulations were effective in managing students' conflicts in Arba Minch university.

The last issue is about federalism. In this regard, from the total survey participants of 136, 21 (15.44%) have answered strongly agree and 84 (61.76%) have responded agree with the idea that principles of federalism were used to manage students' conflict in the university while 15 (11.03%) cannot determine whether principles of federalism were used to manage students' conflicts or not. Yet, the rest 12 (8.82%) and 4 (2.94%) reacted with the options disagree and strongly disagree. Hence, different principles of federalism were used to manage students'

conflicts within the university since it is confirmed by many or 105 (77.2%) of survey participants.

Correspondingly, the interviewees of this study have clearly stated that legislations and ethics and disciplinary regulations of the university, section head instructors, discipline committees, students' union, students' parliament and students' peace forum are some of the formal mechanisms mandated to play an important role in managing students' conflicts starting from playing preventive role up to settling various rumors and latent conflicts in their lowest stage mostly, via conciliation, mediation and via giving advice.

Similarly, all participants of FGD in three separate groups unanimously have mentioned that university legislations and students' ethics and disciplinary regulations, students' union, students' parliament and students' peace forum are those formal institutions/mechanisms established to manage students' conflicts in the university.

Therefore, as per the above data gained from opinion survey questions, interview, FGD and document analysis, there have been effective students' conflicts management processes; and students' ethics and disciplinary regulations of the university, section head instructors, students' union, students' parliament and students' peace forum are some institutions or groups of people organized by the university for the purpose of managing students' conflicts effectively via formal mechanisms.

In addition, different informal mechanisms of students' conflict management were also used by the university. In relation to this, from 136 total samples invited for open ended survey opinion questions, majority of the respondents have responded that students themselves, the local community, especially Gamo fathers and religious leaders of various religions are those groups of people who play an active role in managing students' conflicts informally either by giving advice or by using traditional/ ADR mechanisms, mostly negotiation, mediation and conciliation.

Similarly, the interviewees of this study have described that students, Gamo fathers/elders on the behalf of the local community, and religious fathers are those groups of peoples that play a pivotal role in managing students' conflicts in Arba Minch university via negotiation, conciliation and mediation as well as by providing advice. By doing so, they play a proactive

role and even more effective than the formal ones since they are implemented on the basis of win-win solutions.

By the same token, focus group discussants from the three separate groups unanimously strengthened the above idea by stating that students themselves, Gamo fathers and religious fathers in each religion have played a significant role in preventing students' conflicts before occurrence, and managing them in the meanwhile of the conflict either via advising students in discussion panels or by using negotiation, mediation, conciliation and other ADR mechanisms.

Furthermore, Bowe (2014) has stated that negotiation, mediation, and conciliation are important ADR mechanisms which play a vital role in building harmonious or positive relationship between the previously disputant parties via bringing win-win nonzero-sum game solutions.

Hence, on the basis of the above data and related literatures, the study has revealed that students themselves, Gamo fathers/elders and religious leaders are those groups of people which play a fundamental role in managing students' conflicts in Arba Minch university informally starting from playing an advisory role up to using different ADR mechanisms.

In general, both formal and informal mechanisms together with the principles of federalism were used in the process of managing students' conflicts in Arba Minch university effectively and efficiently in which informal mechanisms were more effective than that of the formal ones since informal mechanisms can promote a win-win solution which in turn enhances positive mentality in the post conflict rehabilitation process by avoiding defeater-defeated or winner-loser feelings, and they employ familiar societal traditional values to manage different latent conflicts emerged within the institution.

The other issue is methods used to manage students' conflicts in the university. In this regard, majority of survey participants have responded that as the formal legislations and ethics and disciplinary regulations of the university remain constant, compromising altogether with negotiation, mediation and conciliation were used in managing students' conflicts in the university.

Likewise, majority of the interviewees have stated that though the methods of conflict management used within the institution differs based on the type of conflict, compromising and conciliation were largely employed as methods of managing students' conflict in the university

since rumors and conflicts of the students were managed in the lowest stage before reaching at the formal ones. In addition, they added that accommodation was also applicable to manage students' conflicts in which the conflict is between a student/s who come from Gamo zone and a student/s who come from other parts of the country. In this case, the conciliator or mediator raised an idea to the student or students come from Gamo zone to leave some of his/her or their interests for the sake of others since the culture of Gamo community strongly affirms such kind of good traditional value. So, those students mostly leave up some of their interests willingly as far as this kind of interesting activity is usual for them since it is one part of Gamo community's peace-making values.

Correspondingly, almost all participants of FGD from three streams similarly stated that although the formal legislations and students' ethics and disciplinary regulations of the institution were and are yet practiced, compromising together with mediation and conciliation have got priority and commonly practiced to manage students' conflicts in the university.

Similarly, Isabu (2017) and Rahim (2000), have stated that even though the methods used to manage conflicts varies according to the type and severity of a conflict, compromising, accommodation, contending, avoiding and problem solving are the major methods used to manage conflicts in higher educational institutions.

Moreover, Bowe (2014), stated that negotiation, mediation, arbitration and conciliation are the common traditional/ADR mechanisms in Ethiopia used to settle disputes by the help of win-win nonzero sum-game solutions.

Therefore, in accordance with the above data gathered through questionnaire, interview, FGD, and related literatures, the study has proved that although different methods of conflict management were rarely used depending upon the type of conflict, compromising and accommodation were used as methods of managing students' conflicts in the institution side by side with the formal legislations, and other regulations of the university. In addition, traditional/ADR mechanisms such as negotiation, mediation and conciliation were also used, mostly by students to manage various latent conflicts of their friends.

4.4.2 The Role of Federalism in Managing students' Conflicts in Arba Minch University

Table 4.4.2: The role of federalism in managing students' conflicts

No	Roles of federalism	Measurement Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Develop the culture of tolerance among students	-	-	8	5.88	3	2.21	72	52.94	53	38.98
2	Promote mutual respect among students	-	-	11	8.09	5	3.68	74	54.41	46	33.82
3	Develop compromising skill	3	2.21	11	8.09	11	8.09	87	63.97	24	17.65

Source: Survey, 2021

The above table deals with the importance of federalism to manage students' conflict in Arba Minch University. Thus, the first issue is about the culture of tolerance as one element of federalism. In relation to this, from the total of 136 samples participated in the survey questions, 53 (38.98%) and 72 (52.94%) have responded strongly agree and agree respectively. Other 3 (2.21%) cannot determine the relevance of federalism in promoting the culture of tolerance, yet the rest 8 (5.88%) have answered by saying disagree. As a result, federalism plays a pivotal role in managing students' conflicts in Arba Minch university by developing the culture of tolerance among students of the institution as far as it is confirmed by majority or 125 (91.92%) of the respondents. The other issue is the culture of mutual respect. In line with this idea, 46 (33.82%) and 74 (54.41%) have replied strongly agree and agree that federalism manages students' conflicts by promoting mutual respect among students of Arba Minch university while other 5 (3.68%) cannot decide whether federalism promotes mutual respect or not. Yet, the rest 11 (8.09%) have negated the idea by opting the alternative disagree. So, in accordance with majority (120/88.23%) of the respondent's response, federalism plays a positive role in managing students' conflicts in Arba Minch university by promoting the culture of mutual respect among students of the university. The last idea is the issue of compromising skill. Persistent with this idea, 24 (17.65%) and 87 (63.97%) have responded strongly agree and agree upon the idea that

federalism helps to develop compromising skill in the mind of students whereas, 11 (8.09%) have reacted with the option undecided. Still, the rest 11 (8.09%) and 3 (2.21%) have answered by opting disagree and strongly disagree respectively. This indicates that federalism plays an important role in managing students' conflicts in the university by opening a door for compromising skill in the mind of students since idea is supported by more than half or 111 (81.62%) of the respondents.

By the same token, the interviewees invited in the study have stated that first of all, federalism is a matter of necessity for all Ethiopia higher educational institutions to promote a peaceful teaching learning process by accommodating differences since those institutions are full of multifaced diversities as they are attributed by the nick name "mini-Ethiopia". Then, they elaborated that federalism plays a lion's share role in promoting a conducive teaching learning process in Arba Minch university by promoting division of responsibilities and students' grassroot level participation in decision making processes; enabling students to solve their problems by themselves via promoting bottom-up approach of decision making; promoting equality and mutual respect among students; ensuring multiculturalism, and by promoting consociationalism in students' union via ensuring free and fair election of its members.

Beyond to this, an interview has stated that federalism also opens a door for Arba Minch university to manage students' conflicts by working together with federal institutions such as federal ethics and anticorruption commission and human rights litigant experts like Obang Neto that play a proactive or preventive role (IR 010, Arba Minch university, March 08, 2013).

Likewise, all focus group discussants from the three streams have consolidated the above idea by describing that federalism plays a prominent role in managing students' conflicts in Arba Minch university by promoting the cultures of mutual respect among students, tolerance and accommodation of diversities; promoting multiculturalism via giving recognition for multiple cultures, ensuring decentralization of responsibilities, and by empowering students' participation in resolving their problems by themselves.

On the other hand, a focus group discussant has elaborated that although there is division/decentralization of responsibilities in the university as one principle of federalism, it lacks practical implementation since there exist intervention and imposition of the top administrators upon the decisions of the lower academic and administrative staffs. Thus, federalism in the context of Arba Minch University, needs civilized university communities, culture of democracy, good governance and

constitutionalism to be more effective than its current status quo in line with managing students' conflicts within the institution (FGP 007, Arba Minch university, March 13, 2013)

Moreover, some studies (Assefa, 2007; Alem, 2003; Kymlica, 2006; Kinkino, 2013) have stated that although federalism in Ethiopia is not absolutely effective and needs some political elements such as democracy, rule of law and good governance since Ethiopian federation is an emerging federation, it plays a positive role in curtailing various conflicts by promoting the culture of tolerance/accommodation of diversities, enhancing local governance or decentralization of power and giving cultural recognition, especially in the educational sector as far as Ethiopian federalism is designed on the basis of multiethnic/multicultural federalism.

Furthermore, the study of Ashebir (2015) has assured that students' conflicts in many Ethiopian universities are minimal since most university students are matured in their thinking, and have used federalism as a good opportunity of promoting multiculturalism which in turn helps to promote a conducive teaching learning process.

Therefore, based of the above data collected through questionnaire, interview, FGD and different related literatures, the study has verified that federalism plays an important role in managing students' conflicts in Arba Minch university by promoting/developing the cultures of tolerance or accommodation of diversities and multiculturalism; ensuring decentralization of responsibilities which enhance students' participation at the grassroot level; enabling students to solve their problems by themselves via a bottom-up approach of decision making process, and by promoting consociationalism in which members of students' union and students' peace forum are represented from each department in case of the former and from each nation in case of the later but to be more effective than ever before, it yet needs open minded, rational thinker, active, responsible and patriot university communities as well as the practical implementation of democratic culture and good governance, especially in line with the provision of various services in which the university cannot yet go far.

4.4.3 The Role of local or Gamo community conflict management systems in Managing students' Conflicts in Arba Minch University

This subsection deals with the roles of local community in managing students' conflicts since the community, especially Gamo fathers plays a decisive role in relation to conflict management by

the help of their traditional peace-making values both within the university and its surroundings. Hence, three important ideas in relation to the overall conflict management systems of the local/Gamo community are assessed in detail.

Accordingly, the first issue is the linkage between federalism and the Gamo community conflict management systems. In this regard, Gamo fathers were invited for interview and requested to explain whether their participation in managing students' conflict in particular and the culture of Gamo community including conflict management systems are related with federalism or not. Thus, all of them unanimously stated that their participation in managing students' conflict in Arba Minch University is highly related with federalism. In a sense, if federalism cannot open a door/give a recognition for the cultural development of each nation, nationality and people of Ethiopia as it is clearly stated under article 39 of 1995 FDRE constitution, the above mentioned admirable peace-making values of the Gamo community could not get an awareness and acceptance both at the institutional and national level. So, their participation in managing students' conflicts is related with federalism in relation to giving recognition to the development and practice of the Gamo community's cultural values on the behalf of multiculturalism. The other issue is the linkage between federalism and Gamo community administrative and conflict management systems. Persistent with this idea, they assured that there is a strong linkage between the two. Meaning, Gamo community is the sum total of around 42 deres in which each dere has its own administrative system that some deres are administered by "aleka" who is elected by the people of the dere based on merit while some others are administered by "Kawo" and "maga" that are appointed hereditarily. Yet, others are administered by "Huduga" elected by the people of a dere/s on the basis of economic and leadership capacities. Nevertheless, one important idea here is that all deres have worked for the interests of one Gamo community, and all of them share similar cultural values. In addition, the Gamo community strongly admits being Gamo and being Ethiopian (unity and diversity) at the same time with equivalent rate. Moreover, the Gamo community is attributed by having the culture of hospitality/receiving guests with giving priority for their interests, mutual respect, tolerance/accommodation of diversity and multiculturalism. Furthermore, as it is mentioned above, one of the peace-making values of Gamo community is consensus in which every decision is made on the basis of the general agreement of the stakeholders. As a result, the structure or culture of Gamo community is strongly related with federalism since both of them share similar principles like tolerance or

accommodation of diversity, respecting each other, promotion of multiculturalism, division of power to local administrative units and making decisions based on the will of the people.

The second one is about the details of local/Gamo community conflict management systems. In general speaking, as per the response of Gamo fathers invited in the interview of the study, the local or Gamo community system of conflict management is attributed by the following peace-making values. First, the community plays a proactive/preventive role via the help of good traditional values such as the cultures of mutual respect, prudent/clement to non-Gamo people and prioritizing their interests, cooperation and peaceful coexistence with people who have different ethnic backgrounds and the like. In addition, they also play a reactive role in managing conflicts if occurred via using various peace-making values. In line with this, the first peace-making value is truth in which the Gamo people strongly admits on investigating the truth or reality instead of getting in to conflicts based on different chit chats. In other words, telling lies is a “gomie” and strongly prohibited by the Gamo community. For instance, they have checked the case of “Burayu” by delegating elders called “Keres”, literally speaking ambassadors to the place that the conflict was emerged, and those elders/Keres have realized/assured that the illegal actions performed in Burayu were coordinated and facilitated by some political entrepreneurs than the dwellers/residents of the town. By doing so, they prevent the emergence of unnecessary conflicts. The second peace-making value of Gamo community is forgiveness. Persistent with this value, the Gamo people whether those of elders or the youth really admits their mistakes when they are found guilty and immediately ask forgiveness and even compensate those of the vulnerable ones if necessary. Thus, they can manage conflicts by using the value of forgiveness since asking forgiveness is a big punishment in the context of Gamo community. The third value of peace-making in the community is consensus. Here, every decision in Gamo, particularly in relation to conflict management is made by open/transparent and inclusive discussion and finally by reaching at the general agreement by the concerned bodies/persons in the assembly place called “dubusha”. Finally, the conciliation process is held by oath to avoid revenge from the mind of the victim/s at all. So, this process is effective in managing conflicts one and for all since it brings a win-win solution and encourages the disputant parties to understand each other’s interests which is equated with the problem-solving approach of managing conflicts. The fourth peace-making value is respecting elders in which the youth, adolescents and children are obliged to respect those of the elders, and be obedience to their decisions. Accordingly, the Gamo fathers

play an admirable role in resolving the unpleasant attempt of Arba Minch town youths to damage the Oromia union bank found in Arba Minch town via begging them with holding wet grass to leave such kind of activity, and finally protect it from destruction on the basis of this value. The last peace-making value in Gamo community is “caaqa” or “oath”. Regarding to this issue, each dere has an oath to resolve interdere conflicts, and conflicts between a certain dere and other neighboring community by themselves via using the aforementioned values at the grass root level/before further escalation.

Similarly, participants of the FGD from all of the three separate groups have also consolidated the above idea by stating that the Gamo community contributes a lot in managing students’ conflicts via inculcating the above-mentioned peace-making values (truth, forgiveness, consensus, respecting elders and non-Gamo people) as well as settling disputes via revenge free form of conciliation by the help of Gamo fathers invited in welcome and graduation programs.

The third issue is about the role of local community, especially Gamo community conflict management systems in managing students’ conflicts in Arba Minch University. In relation to this, majority of the survey participants requested to express their own point of view via open ended question have stated that the local/Gamo community played a prominent role by inculcating important values such as the cultures of tolerance, mutual respect, hospitality, peaceful coexistence with people who have different cultures in the minds of students, and advising them to refrain from raising any kind of conflict. In addition, they create awareness about the essences of Gamo community traditional peace-making values like truth and forgiveness for students. Moreover, the community is peace lover and strongly hate conflicts but resolve them if occurred by discussion and reaching at an agreement in the assembly place, dubusha. They also added that they are good examples for peace, accommodation of diversity and patriotism or unity of Ethiopia as they expressed in the unexpected action of the youths in Arba Minch town as a counter response to the case of Burayu in which the Gamo elders kneel down by holding damp grass and beg them to refrain from that action, and effectively manage it without any damage. Beyond to this, they respect students from the sense of their children by establishing familyhood interaction with them.

Correspondingly, all interviewees have elaborated that first of all, the local or Gamo community is not only a model for the university and its surroundings but also for the country at large. Thus,

for the purpose of this study, the local/Gamo community considers the university as their own asset and students as their own children, and plays a fundamental/irreplaceable role by being an exemplary for various traditional values such as mutual respect, particularly respecting and giving priority for the interests of new comers, peaceful coexistence/inclusiveness and cooperation, equality, promoting the feeling of being Gamo and Ethiopian or diversity and unity at the same time, the culture of believing on truth, and inculcating them in the mind of students and the surrounding community by using different programs on the behalf of Gamo fathers in the form of advice. In addition, they also play reactive role by settling disagreements or disputes quickly and traditionally based on truth and free from any kind of revenge by facilitating heartfelt conciliation with oaths, and by the help of open discussion and reaching at a mutual agreement as it was practice by rectifying the illegal action upon Oromia union bank in which Gamo father beg the youth to refrain from such kind of illegal action by holding wet grass and diminish their dignity. By doing so, the conflict management system of the community is an exemplary for sustainable peace, the art of telling and believing by truth, hospitality, and the felling of patriotism which combines unity and diversity simultaneously for students of Arba Minch University and surroundings.

Similarly, participants of FGD from three separate groups have explained that the local community plays a crucial role in managing students' conflicts in Arba Minch university by being a model of tolerance, mutual respect and giving priority for new comers/non-Gamo people, diversity and unity (giving equal attention for being Gamo and Ethiopian), protecting the university and its students from any damage since the community considers the university as their own asset and students as their own children (establishing familyhood relationship), and resolving disagreements by the help of their traditional values like believing on truth, forgiveness, respecting elders and obedience to them as it was manifested by the unpleasant activities of the youth upon Oromia union bank found in the town due to the spillover effect of Burayu's unlawful atrocities by holding the damp grass.

Therefore, on the basis of the above data, the study has proved that the local or Gamo community conflict management systems are strongly related with federalism since the culture of Gamo community and administrative systems including conflict management or peace-making values are closely related with the principles of federalism. Thus, the Gamo community,

especially Gamo fathers plays a fundamental role in managing students' conflicts by being a model for peace, unity and accommodation of diversity as well as by inculcating various traditional peace-making values in the mind of students.

4.5 The Roles of Arba Minch University Communities in Managing Students' Conflicts

This section intends to examine the roles of university communities in managing students' conflicts because to more effective in managing students' conflicts, the institution needs the collaborative efforts of various communities of the university and its surroundings as it is stated above.

4.5.1 The Roles of Students in Managing Students' Conflicts in Arba Minch University

Table 4.5.1: The roles of students in managing students' conflicts

No	The roles of students	Measuring Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	By developing the culture of tolerance among them.	-	-	7	5.15	6	4.41	91	66.91	32	23.53
2	By developing negotiation and compromising skills.	-	-	8	5.88	11	8.09	91	66.91	26	19.12
3	By giving priority for the teaching learning process.	-	-	8	5.88	19	13.97	83	61.03	26	19.12

Source: Survey, 2021

As it is stated above, students were the key actors of the students' conflicts in Arba Minch University in creating conflicts and in managing them too. In line with this, most interviewees and focus group discussants have explained that most of the time, students play an irreplaceable role in managing conflicts since they are familiar with students' day to day activities or their behaviors and works a lot in managing conflicts. Thus, the above table shows the details about the roles of students themselves in managing students' conflicts in Arba Minch university. Accordingly, the first issue is developing the culture of tolerance. Regarding to this idea, 32 (23.53%) and 91 (66.91%) have responded strongly agreed and agree with the idea that students

play a leading role in developing the culture of tolerance among them while other 6 (4.41%) cannot decide whether students develop the culture of tolerance or not. Yet, the rest 7 (5.15%) have answered the alternative disagree. This indicates that, students have played a pivotal role in managing students' conflicts by developing the culture of tolerance of diversities among them since it is confirmed by many or 123 (90.44%) respondents. The other issue is negotiation and compromising skills. Insistent with this issue, 26 (19.12%) and 91 (66.91%) have responded strongly agree and agree respectively. While other 11 (8.09) and 8 (5.88%) have retorted undecided and disagree. So, on the basis of majority of the respondent's or 117/86.03% response, students of the institution play an irreplaceable role in managing students' conflicts via developing negotiation and compromising skills. The third idea is giving priority for the teaching learning process. In relation to this, 26 (19.12%) have responded strongly agree and 83 (61.03%) have replied agree to the idea that students can manage conflicts by focusing upon the teaching learning process whereas, the rest 19 (13.97%) and 8 (5.88%) have reacted with the potions undecided and disagree respectively. As a result, students' have played a prominent role in managing students' conflicts by focusing on the teaching learning process regardless of differences insofar as the idea is affirmed by majority or 109 (80.15%) of the survey participants.

Likewise, almost all interviewees have described that students themselves by the help of students' union, parliament, peace forum and other institutions play an important role in managing students' conflicts within the university by developing the cultures of mutual respect, tolerance or accommodation of diversity and multiculturalism; working on preventing conflicts via following up the day to day activities of students, specially dorm and floor representatives; eliminating the sources of conflicts by conducting open discussions; giving quick solutions for various problems of students; advising them; settling disagreements through conciliation, and by informing to the concerned bodies when disagreements are beyond to their capacity.

Correspondingly, participants of FGD in the three separate groups have unanimously expounded that students of Arba Minch University have played a lion's share role in managing students' conflicts before occurrence via developing the cultures of mutual respect, tolerance or accommodation of multifaced diversities, cooperative work in the teaching learning process and follow up students' daily activities. In addition, they also play a pivotal role in managing conflicts by settling different rumors and latent conflicts in their lowest stage through

negotiation, peer mediation and by giving information when they saw a conflict which is beyond to their capacity.

Hence, in accordance with the above data gained from survey questions, interview and FGD, students of Arba Minch University played significant roles in managing students' conflicts via developing the cultures of mutual respect and tolerance of diversities, settling disputes in the lowest stage through negotiation and conciliation as well as via informing cases which are beyond to their capacity.

4.5.2 The Roles of Proctors in Managing Students' Conflicts in Arba Minch University

Table 4.5.2: The roles of proctors in managing students' conflicts

No	The roles of proctors	Measuring Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Follow up student's daily interaction in dormitory.	9	6.62	24	17.65	12	8.82	78	57.35	13	9.56
2	Fulfilling the necessary materials in dormitories.	15	11.03	43	31.62	35	25.74	32	23.53	11	8.09

Source: Survey, 2021

The second category of actors that play an important role as one group of the university communities in managing students' conflicts were proctors. Hence, participants of survey questions were invited to give a response about the ways in which proctors can manage students' conflicts. Accordingly, the first mechanism of managing students' conflicts raised for survey participants was the issue of following up student's interaction in dormitory. Insistent with this idea, from 136 total respondents, 13 (9.56%) and 78 (57.35%) have replied strongly agree and agree while other 12 (8.82%) cannot determine the idea. Still, the rest 24 (17.65%) and 9 (6.72%) have refuted the idea by opting alternatives disagree and strongly disagree respectively. As a result, proctors have played a significant role in managing students' conflicts by following up students' daily interaction in dormitory as far as it is supported by majority or 91 (66.91%) of the survey participants. The other idea is the issue of fulfilling necessary materials in each

dormitory. In this regard, from the total 136 survey participants, 11 (8.09%) and 32 (23.53%) have replied strongly agree and agree whereas, other 35 (25.74%) have reacted with the alternative undecided. Yet, the rest 43 (31.62%) and 15 (11,03%) have opposed the idea by favoring the options of disagree and strongly disagree respectively. So, proctors cannot play an active role in line with fulfilling necessary materials in each dormitory since the idea is supported by less than half or only 43 (31.62%) of the respondents.

By the same token, majority of the interviewees have stated that proctors play an important role in managing students’ conflicts in Arba Minch university by following up the daily activities of students, creating fatherhood/motherhood interaction with students or by showing intimacy, advising them to focus only on the teaching learning process regardless of differences, ensuring transparency, and by being and becoming a model of benevolence or sincerity.

Correspondingly, participants of FGD in the three separate groups have similarly stated that proctors were the key actors in managing students’ conflicts by establishing familyhood relationship with students, following up the day-to-day activities of students and their interaction in dormitory as well as by advising them to develop the culture of peaceful coexistence.

Therefore, in accordance with the above data, this study has realized that proctors also play a crucial role in managing students’ conflicts by following up the day-to-day activities of students, consulting them to give priority for the teaching learning process, and by establishing familyhood interaction with students.

4.5.3 The Roles of Instructors in Managing Students’ Conflicts in Arba Minch University

Table 4.5.3: The roles of instructors in managing students’ conflicts

No	The roles of instructors	Measuring Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Delivering the courses continuously.	-	-	11	8.09	12	8.82	92	67.65	21	15.44
2	Be impartial in their	-	-	15	11.03	38	27.94	67	48.26	16	11.76

	overall activities.										
3	Consulting students.	2	1.47	9	6.62	14	10.29	97	71.32	14	10.29
4	Conducting researches.	3	2.21	19	13.97	56	41.18	49	36.03	9	6.62

Source: Survey, 2021

As it is clearly showed by table 4.5.3, the third group of university communities which play an essential role in managing students' conflicts is the academic staffs (instructors). Thus, the first issue is course deliberation. In line with this idea, from the total of 136 survey participants, 21 (15.44%) have responded strongly agree and 92 (67.65%) have answered agree about the idea that instructors play a vital role in managing students' conflicts by inducing them to focus on the teaching learning process via delivering the courses they are assigned continuously while other 12 (8.82%) have reacted with the alternative undecided. The rest 11 (8.09%) have disavow the idea by replying disagree. Hence, instructors play an essential role in managing students' conflicts by making students busy via delivering the courses effectively and continuously since it is affirmed by most or 113 (83.09%) of the survey participants. Secondly, respondents were requested to respond upon the issue of impartiality. Persistent with this idea, 16 (11.76%) and 67 (48.26%) have answered strongly agree and agree respectively while other 38 (27.94%) cannot decided whether instructors are impartial or not. Yet, the rest 15 (11.03%) have responded disagree. So, instructors of the university play irreplaceable role by being and becoming a model of impartiality in different activities insofar as it is confirmed by majority or 83 (60.02%) of the respondents. The third issue is consultation role. Regarding to this, from the total samples of 136 invited for survey question, 14 (10.29%) and 97 (71.32%) support the idea that instructors play a crucial role in managing students' conflicts via following up the interaction of students in class rooms and providing consultation service for students by replying strongly agree and agree respectively while other 14 (10.29%) have opted the alternative undecided. Still, the rest 9 (6.62%) and 2 (1.47%) have refuted the idea via opting the alternatives disagree and strongly disagree. As a result, as per most or 111 (81.61%) of the respondent's response, instructors also play a consultative role to manage students' conflicts in the university. Fourthly, survey participants were invited to give their response upon the role of instructors in managing students' conflicts via conducting researches. Hence, from 136 respondents, 9 (6.62%) have replied strongly agree and 49 (36.03%) have answered agree while other 56 (41.18%) have reacted with the option undecided. The rest 19 (13.97%) and 3 (2.21%) have refused the idea via opting the

alternatives disagree and strongly disagree respectively. So, the role of instructors in managing students' conflicts by conducting researches is not as such feasible within the institution as far as it is supported by less than half or only 58 (42.65%) of the respondents.

Likewise, majority of the interviewees have illustrated that instructors play a fundamental role in managing students' conflicts via providing consultation service alongside with facilitating the teaching learning process, be impartial in students' assessment, preparing transparent and democratic discussion forums on the behalf of section head instructors, being an exemplary for the culture of accommodation of diversity/multiculturalism, and by bringing appropriate solutions for problems via conducting researches.

Similarly, participants of FGD from the three separate groups have consolidated the above idea by describing that instructors play a significant role in managing students' conflicts via controlling the overall conditions in the class rooms and providing consultation services even by sharing their life experiences, through delivering continuous assessments which makes students busy and no room for conflicts side by side with facilitating the teaching learning process, and by bringing various solutions for problems via conducting researches and community services.

Hence, on the basis of the above information gathered through questionnaire, interview and FGD, the study has revealed that instructors as one part of university communities played a fundamental role in managing students' conflicts via controlling students interaction in the class rooms and providing consultation services if necessary, being a model of impartiality and culture of accommodation, by delivering the courses they are assigned continuously which in turn makes them busy and no place for conflicts as well as by overcoming different problems via conducting scientific researches and community services.

4.5.4 The Roles of Universality administrators in Managing Students' Conflicts in AMU

Table 4.5.4: The roles of universality administrators in managing students' conflicts

No	The roles of university administrators	Measuring Scales									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Protecting students'	9	6.62	15	11.03	14	10.29	86	63.24	12	8.82

	rights.										
2	Promoting the needs and interests of students.	8	5.88	35	25.74	18	13.24	61	44.85	14	10.29
3	Enabling the students to promote multiculturalism.	3	2.21	18	13.24	14	10.29	81	59.56	20	14.71

Source: Survey, 2021

The above table 4.5.4 largely deals with the detail of the roles of university administrators in managing students' conflicts in Arba Minch university. Accordingly, the first idea raised for the survey participants is protecting the rights of students. In relation to this, from 136 total participants, 12 (8.82%) and 86 (63.24%) have answered strongly agree and agree upon the idea that university administrators have played an active role in managing students' conflicts within the institution by protecting the rights of students while other 14 (10.29%) cannot determine whether they play a protective role or not. Yet, the rest 15 (11.03%) and 9 (6.62%) have refuted the idea by retorting disagree and strongly disagree respectively. Hence, as per majority or 98 (72.06%) of the respondent's response, those of university administrators play a vital role in managing students' conflicts via protecting their rights. The second issue is about promoting the needs and interests of students. Insistent with this idea, 14 (10.29%) have answered strongly agree and 61 (44.85%) have responded agree whereas, other 18 (13.24%) have replied undecided. The rest 35 (25.74%) and 8 (5.88%) have reacted with the alternatives disagree and strongly disagree. So, administrators also manage students' conflicts by promoting the needs and interests of students as much as possible since the idea is supported by more than half or 75 (55.14%) of the respondents. The last issue is about enabling students to promote multiculturalism. Regarding to this idea, from 136 total survey participants, 20 (14.71%) and 81 (59.56%) have responded strongly agree and agree respectively while other 14 (10.29%) have opted undecided. Still, other 18 (13.24%) and 3 (2.21%) have retorted disagree and strongly disagree. Hence, on the basis of majority or 101 (74.27%) of the respondent's response, those of the administrators play their own role by enabling students to be optimistic towards the realization of multiculturalism within the institution.

By the same token, majority of the interviewees have explained that although they were not absolutely effective and there are different things to be improved, university administrators play

a leading role in line with managing students' conflicts through anticipating students' interests and problems and giving quick solutions via conducting frequent discussion forums and reaching at a mutual agreement with students; consulting and directing them to be open minded, rational thinker and patriot; creating awareness for students about the real conditions of the local community and facilitate the good interaction between students and the community, organizing different institutions like students' union whose role is conducting a close supervision about the daily activities of students and play proactive and reactive roles; working to improve the service provision process; conducting continuous supervision regarding to the conducive teaching learning process; receptive in listening students complaints and giving a quick responses as much as possible, and facilitating harmonious interaction between students and other university communities.

Likewise, participants of FGD in three separate groups have similarly stated that as some defects remain constants, university administrators have played a lion's share role in managing students' conflicts via conducting a close supervision about the overall conditions of the institution, preparing different discussion panels and listen students' ideas or questions and giving quick responses as much as possible, and by rectifying different malpractices performed by various employees of the institution, especially in line with provision of qualified food, water, health and other services.

Therefore, based on the above data gathered from survey questions, interview and FGD, this research has revealed that although there are some imperfections which need further improvements, university administrators play an important role in managing students' conflicts by promoting their needs and interests of students as well as protecting their rights, rectifying different malpractices or by improving good governance in relation to the provisions of various services, preparing different discussion forums to listen various ideas and questions of students and to give quick responses, and by facilitating the familyhood relationship or strong linkage between students and university communities as well as between students and the local community.

4.6 The Good Practices of Arba Minch University in Relation to Students' Conflict Management

In this section the good deeds of Arba Minch university are largely assessed in accordance with the respondent's response in opinion survey questions, interviews and FGD.

Accordingly, majority of the survey participants have stated that the institution's capacity and commitment to work with religious leaders and the local community cooperatively as well as its willingness to invite Gamo fathers in different meetings, discussion panels/forums to consult and aware students about the good peace-making values of the Gamo community and realize them in their day to day activities and finally to bless them; the clement/soft hearted nature of the local community and their consideration of the university as their own asset and students as their own children/creating familyhood relationship; the readiness of the institution to control the spillover effects of students' conflicts in other universities via conducting frequent discussion and strong supervision about the overall activities in the institution on the behalf of its concerned bodies; believing on discussions, the prevalence of decentralization of responsibilities even for students too (students' union, parliament and peace forum) and bottom-up approach of decision making process as well as willingness of the institution to give priority for informal/ADR mechanisms than the formal ones are some of the admirable deeds of Arba Minch university.

By the same token, the university's ability to ensure peaceful teaching learning process by working collaboratively with the local community, particularly with Gamo fathers, the mayor and security office of the town and with religious leaders of various religions as well as by inviting famous persons who preach about pan-Ethiopianism and human rights litigants; the institution's commitment to ensure peace within the institution via giving equal attention with the three basic needs; the inclusive, passionate and peace loving culture of the local community and the prevalence of familyhood relationship between the community and students since the community considers the institution as their own asset and its students as their children; alertness of the university communities to listen students problems through discussion and enabling them to be responsible in settling their problems by themselves; the institution's ability of deploying students' who have good academic performance and ethics to play a proactive role via controlling the daily activities of students by giving orientations; its interest to give precedence to informal/ADR mechanisms, especially peace-making values of the local community by the

help of Gamo fathers and awarding those Gamo fathers who actively participated in solving various problems are some of the interesting practices of Arba Minch university in relation to managing students' conflicts in a peaceful manner mentioned by majority of the interviewees.

Similarly, participants of the FGD from the three groups have stated that the institution's strong interaction with the local community, especially Gamo fathers, and the local community's consideration of the university as their own property and the students as their children are the fascinating deeds of Arba Minch university in line with promoting a conducive teaching learning process by managing students' conflicts peacefully.

Thus, on the basis of the above data collected via questionnaire, interview and FGD, the study has verified that the university's cooperative work culture with the university communities, local community, especially with Gamo fathers, mayor and security office of Arba Minch town and religious leaders; its alertness to solve various problems and students' questions through discussion; the passionate and peace loving cultures of the local community in which they contemplate the university as their own asset and students as their children by creating familyhood interaction with students; its commitment for the realization of peace within the university by considering as like as the three basic needs; deploying model students in terms of academic performance and ethics to play proactive role in managing conflicts, and its position to give priority to informal mechanisms of conflict management are some admirable practices of Arba Minch university that other Ethiopian higher educational institutions are needed to learn from it, and realize them in accordance with the general conditions of each institution.

4.7 Possible Solutions for Effective Management of Students' Conflicts in Arba Minch University

This section extensively deals with what should be done in the future in order to manage students' conflicts effectively and efficiently in Arba Minch university without neglecting the good deeds of institution.

Thus, from 136 participants invited for open-ended survey question, majority of the respondents have suggested that the first and foremost thing is that the institution shall work upon preventing conflicts before occurrence or simply play a proactive role instead of reactive role. In addition, the university on the behalf of its stakeholders shall go far in relation to improving the attitude of

students towards federalism which gives proportional attention to the demands of unity and diversity simultaneously, and shall enhance their national feeling/patriotic sentiment via creating awareness and inculcating the idea that diversity is beauty and a source of civilization if it is properly handled in the mind of students. Moreover, the institution shall improve equality, justice, constitutionalism and good governance in relation to service provisions; shall promote the interests of students by facilitating monthly open discussion forums, and enabling students to have sense of responsibility and to solve their problems by themselves through discussion or negotiation by ensuring democratic, inclusive and participatory decision-making process. Furthermore, the institution shall work on resolving various complaints in a prudent manner via ensuring cooperative work and familyhood relationship among university communities, and by creating strong linkage with other universities including sharing of experiences. Finally, they have delineated that a strong and all-inclusive committee whose primary role is preventing conflict by conducting a close supervision about the daily activities of students and settle disagreements in their lowest stage shall be established for the better achievement of the institution in managing students' conflicts and sustain smooth social interaction between or among its students.

Correspondingly, almost all interviews have also suggested that the university shall give primary attention for proactively preventing conflicts than playing a reactive role and control illegal use of social medias in collaboration with Ethio telecom; improve the cultures of equality, good governance as well as participatory and democratic decision making process; shall improve the existing cooperative work culture of university communities and enable them to be responsible, active, committed, honest, benevolent and to admit their mistakes. They also added that from the very beginning, ethnic based political system of the country and the leadership skill of the government and its officials shall be improved since there is a spillover effect upon the students. Then, it is preferable to internalize problems rather than reproaching students only for every unpleasant activity since they are youngsters and can be easily corrected. Moreover, the concerned bodies shall work a lot more than the current deeds regarding to the process of listening the heartbeat of students, discuss with them and give appropriate response for their questions and improve the magnitude of providing qualified services. Beyond to this, the university shall work upon the students' attitudinal improvement in relation to realizing unity and diversity as well as patriotic feeling via organizing awareness creation forums and in

welcome programs. Yet, the institution should conduct a close and consistent supervision upon drive back students and their immediate expulsion from the campus. Lastly, they suggested that the institution shall establish a committee which includes all university communities and selected individuals from the local community which conduct different researches upon the sources and causes of students' conflicts, and manage them on the behalf of its members.

Similarly, focus group discussants in all of the three groups have also strengthened the above idea by suggesting that the university should consolidate its capacity to proactively prevent conflicts vis organizing awareness creation schemes, discussion forums, meetings and the like in relation to the essences of promoting peaceful teaching learning process which takes unity and diversity from the sense of beauty in to account. In addition, the institution shall improve the reluctant nature of administrative staffs, especially guardians in service provisions and in listening students' ideas prudently as like as other university communities, and constitutionalism/practical aspects. They also suggested that the university should establish an all-inclusive club/committee which follows up the day-to-day activities of students, and eager to search various dissatisfactions with appropriate solutions.

Therefore, on the basis of the data collected via survey questions, interview, FGD and document analysis, this study has revealed that although the institution works a lot in promoting peaceful teaching learning process by managing students' conflicts, yet, there are some issues which need further improvements. Hence, the institution shall prioritize playing a proactive/preventive role than managing conflicts after occurrence through facilitating various discussion forums, meetings and awareness creation mechanisms; and shall work upon the attitudinal change of students in line with the realization of federalism or unity and diversity from the sense of beauty simultaneously. In addition, it shall improve equal and impartial treatment of all university communities including students, good governance and good leadership skills, democratic and inclusive/participatory decision-making process which in turn helps those of the university communities to be active, responsible, committed, honest, responsive and exemplary for others as well as to promote cooperative work and amicable interaction among them. Moreover, the institution should establish a club/committee which comprises different sections of the university community and knowledgeable persons from the local community like Gamo fathers whose prime role is playing a proactive role in managing disagreements or petitions as well as solving

different problems by conducting researches, especially in relation to the estimated causes/sources of students' conflicts with possible alternative solutions in order to manage students' conflicts effectively, and to sustain smooth interaction between or among students than ever before.

Summary

This study has involved 136 survey respondents, 40 interviewees and 18 FGD participants, totally 194 samples to gather firsthand information upon the issue of federalism and students' conflict management in Ethiopian higher educational institutions with special emphasis to Arba Minch university. Accordingly, as per the above-mentioned research participants, the study has verified that in most cases, students have amicable social interaction between or among themselves, with instructors, administrative staffs and with the local/Gamo community. This indicates that different latent conflicts between or among Arba Minch university students were rarely raised. Some of the main causes for those latent conflicts were theft of students' properties, ethnic identity and religious differences, absence of close supervision upon drive back students from the institution and upon those who have political missions and addiction. In this regard, students themselves, instructors and the administrative staffs of the university as well as the local community were also the main actors of those conflicts.

The study has revealed that both formal and informal mechanisms were used to manage students' conflicts within the university. Regarding to the informal ones, using federalism as a good opportunity to manage students' conflicts is mentioned as prominent one. In addition, the local/Gamo community through their traditional peace-making values played various significant roles in the management process of students' conflict in the institution. Moreover, among different method of conflict management, compromising and accommodation together with ADR mechanisms like conciliation were also employed by the institution to manage students' conflicts in a peaceful manner.

As per the above findings of the study, all of the university communities have cooperatively played a lion's share role in the management processes of students' conflicts by taking part either in consultation or conciliation activities.

The study has also realized that collaborative work culture of the institution with the local community and religious fathers, prudent nature of the nearby community in relation to protecting the students from any damage via creating familyhood relationships and the institution's predisposition in using alternative dispute resolution mechanisms like negotiation, mediation and conciliation are some of the admirable practices of the university in line with students' conflicts management.

The study at the end has revealed that the institution should focus upon the prevention processes of students' conflicts, and should establish an all-inclusive committee whose prime role is managing students' conflicts by using different mechanisms in order to manage students' conflicts effectively and efficiently than ever before.

Chapter Five

5 Summary of the Major Findings, Conclusion and Recommendation

5.1 Summary of the major Findings

The study involves one general objective and five specific objectives for investigation. Hence, the general objective of the study deals with the nexus between federalism and students' conflicts management in Ethiopian higher educational institutions in the case of Arba Minch University. In order to address the aforementioned general objective, five specific objectives are formulated and investigated in detail.

The first specific objective of the study is aimed to assess the main causes of students' conflicts in Arba Minch University. Thus, the finding gained from survey questions, interview, FGD and other related literatures has verified that ethnic identity and religious differences, lack of providing quality food, water, health and other services, absence of strong supervision upon drive back students and some students who have political mission, political instability of the country due to manipulation of ethnic federalism by some political elites and the spillover effects of interregional state conflicts and students' conflicts in other universities were the main causes for the emergence of students' conflicts in Arba Minch university.

The second specific objective deals with the methods used to manage students' conflict within the institution. In line with this, the finding gathered through questionnaire, interview, FGD and related literatures has proved that both formal and informal mechanisms were used by the institution to manage students' conflicts. Beyond to this, federalism which largely practiced by the Gamo community was also used as a good opportunity to manage students' conflicts in the university. Furthermore, compromising and accommodation methods of conflict management together with alternative dispute resolution mechanisms like conciliation were also employed.

The third specific objective is about the roles of Arba Minch university communities. Regarding to this, the finding of the study gained from all survey questions, interview and FGD has revealed that students themselves, instructors, proctors, university administrators and the local community have played their own role, mostly in managing students' conflict in a peaceful manner starting from providing consultation services up to engaging in negotiation and conciliation activities.

Commented [KW1]: Please rearrange and rewrite the chapter into the three subsections. First summarize the major findings, then provide concluding remarks and finally forward plausible recommendations that can be derived from the key findings.
Note: please look at some other sample theses as to how to write these three section in a lucid manner.

The fourth specific objective is aimed to investigate the good practices of the university. Hence, the finding gathered from questionnaire, interview and FGD has revealed that the cooperative work culture of the institution with the local/Gamo community and religious leaders, passionate and peace-loving cultures of the local community, and the vigilance nature of the institution to solve students' problems are some of the good practices needed to be imitated by other universities to ensure peaceful teaching learning process in their respective campuses.

The fifth specific objective of the study is about the possible solutions for the effective management of students' conflicts within the institution. In relation to this issue, the finding gained from survey opinion questions, interview and FGD has realized that the institution should focus upon preventing conflicts and should establish an all-inclusive club/committee whose primary role is managing students' conflicts by investigating the sources or causes of students' conflicts with possible remedial solutions.

5.2 Conclusion

The study was extensively intended to investigate the capacity of federalism to manage students' conflicts in Ethiopian higher educational institutions in the case of Arba Minch University. More precisely, it tried to address, the specific objectives or research questions of the study by using case study research design, both primary and secondary sources of data, questionnaire, interview and FGD as the main instruments of data collection, cluster and purposive sampling techniques to select respondents, and mixed method of data analysis to analyze the collected information.

Therefore, on the basis of the data collected via using different instruments, document analysis and related literatures, the researcher has concluded the findings of the study as follows.

First of all, conflict is a matter of interaction. Meaning, if there is no social interaction between or among human beings, there will not be conflict at all. Accordingly, based on the findings of the study, the researcher concludes that as things needed to be improved remain constant, in most cases there exist amicable social interaction between or among students of Arba Minch University in various places; between students and instructors, students and administrative staffs as well as between students and the local/Gamo community. But it does not mean that the institution is free from any kind of hostility rather sporadic/intermittent latent conflicts which did not affect the normal teaching learning process were observed within the institution although

they are not yet transformed in to violent ones. Hence, interpersonal, interreligious and interethnic latent conflicts between or among students were some types of conflicts observed in the university. The main causes for the aforementioned conflicts were lack of providing quality food, water and health services, ethnic identity and religious differences, lack of strong supervision upon the drive back students and those who have political mission, the political instability of the country, interregional state conflicts and students' conflicts in other universities. In this regard, students themselves, instructors, administrative staffs and the local community were the main actors mostly, enrolled to manage students' conflicts.

Thus, both formal and informal mechanisms together with the principles of federalism were applicable in the management process of students' conflicts in Arba Minch University in which informal ones were more of effective and have got precedence by the institution. In addition, federalism plays a significant role in managing students' conflicts' by promoting the culture of tolerance and accommodation of diversities, enabling students to solve their problems by themselves via promoting decentralization of responsibilities, and by promoting consociationalism within the institution although it yet, needs active, patriot and responsible university communities as well as the realization of democratic culture and good governance to be more effective than ever before. Moreover, the active role of the local/Gamo community in managing students' conflicts on the behalf of informal mechanisms by the help of their own traditional peace-making values is also admired. Furthermore, compromising and accommodation methods of conflict management as well as traditional/ADR mechanisms were used to manage students' rumors and latent conflicts in the university within the institution.

The collaborative efforts of all university communities (students, proctors, instructors and administrative staffs) to play their own role in managing students' conflicts further strengthens the promotion of peaceful teaching learning process in the university.

The university's cooperative work culture with the university communities, the local/Gamo community and religious leaders; passionate and peace loving culture of the local community which in turn helps to protect the institution and students from any kind of assault by creating familyhood relationship with students; its alertness to solve various problems of students, and its predisposition to use informal/ADR mechanisms in managing students' conflicts are some of the

admirable practices of Arba Minch university that other universities are expected to learn from it, and implement them in accordance with the general realities of each university.

Yet, to be more effective in managing students' conflicts or to diminish them towards zero percent more than the current status, the institution shall further work upon the proactive/preventive roles via enabling students to have optimistic outlook about federalism or unity and diversity from the sense of beauty by organizing frequent awareness creation forums, and should establish all-inclusive club/committee whose primary role is preventing students' conflicts via undertaking researches about the sources/causes of students' conflicts with possible solutions.

5.3 Recommendation

Based on the findings of the study, the following recommendations are forwarded:

Each Ethiopian higher educational institution may improve the process of providing quality food, water, health and other services as well as the attitude of university communities in line with treating students prudently.

Every Ethiopian higher educational institution might improve the attitudinal change of students towards the realization of federalism and its element accommodation of diversity.

Every Ethiopian higher educational institution might consolidate its strong supervision and immediate expulsion of drive back students and those who have political missions.

Every Ethiopian higher educational institution may deploy students who are model in their academic performance and in their ethics to follow up the day-to-day activities of the students.

Each Ethiopia higher educational institution might develop the culture of cooperative work with the local elders, famous persons/experts and the local community at large.

Every Ethiopian higher educational institution may establish an all-inclusive and effective committee whose prime role is ensuring a conducive teaching learning environment by managing students' conflicts persistently.

The government of Ethiopia may also rectify the political system of the country, and eliminate interregional conflicts as much as possible since such phenomena have a spillover effect upon the attitude and interaction of university students.

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Appendixes

Appendix 1: Survey opinion questions, and guiding questions for interview and FGD

The intent behind formulating questionnaire, interview and focus group discussion questions is to gather first-hand information about the capacity of federalism to manage students' conflicts in Ethiopian educational institutions with special emphasis to Arba Minch university, and many of the interview questions formulated for various groups of people were similar. Moreover, those survey opinion questions and interview questions were somehow broad and deep however the researcher here involved the main ones for the sake of suitability or not to make it tedious for the readers.

I. Survey Opinion Questions

Addis Ababa University

College of Law and Governance Studies

Center for Federalism and Governance Studies

Dear Respondents,

These survey opinion questions are designed to collect primary data for the MA Thesis entitled: *"Federalism and Students' Conflict Management in Ethiopian Higher Educational Institutions: The case of Arba Minch University."* The main objective of the study is to examine whether federalism mitigates or exacerbates students' conflicts in Ethiopian higher educational institutions with special emphasis to Arba Minch University. In addition, the study intends to explore the causes of conflicts, methods of conflict management employed by the institution, possible solutions to sustain smooth social interaction among students of the institution and important lessons that other universities learn from Arba Minch University in relation to students' conflict management. Thus, I kindly request you to provide accurate information with respect to the following questions. The answers you give are highly valuable and the information gathered will be confidential and will only be utilized for the purpose of this research.

I am therefore, grateful for your attention and for the time you devote.

Thank you in advance for your cooperation!

Part I: Personal Information of Respondents

Sex: Male Female

Age: 18 to 30 31 to 42 43 to 55 Above 55

Academic status: Second year Third year Fourth year Fifth year

Mother tongue Language: _____

Ethnic Identity: _____

Region (place of Birth) _____

Religion: _____

Part II: Assessing the Students' interaction

Instruction: The following statements are designed to assess the nature of interaction between or among the Students of Arba Minch University; and between the students and the university Communities. For each of the following statement, put ✓ mark on the five-point Likert scale.

Key: Very Hostile =1; Hostile=2; Undecided=3; Smooth =4; Very Smooth =5

N0	Description	1	2	3	4	5
1.	How do you rate the interaction between or among students of Arba Minch University?					
2.	How do you rate the interaction between students of different ethnic backgrounds in the University?					
3.	How do you generally express the nature of relationship between students and instructors of Arba Minch University?					
4.	How do you describe the interaction between the students and supportive/administrative staffs of Arba Minch University?					
5.	How do you generally describe the relationship between the students of Arba Minch University and the Gamo Community?					

Part III: Investigating Sources, Causes and Actors of Students' Conflict in AMU

6. Have you observed students' conflict in Arba Minch University? Yes No

7. If your answer to question 6 above is yes, when those conflicts were mostly raised?

a) _____

b) _____

c) _____

8. If your answer to question 6 above is yes, what was the conflict about?

Interpersonal Interethnic Interreligious interregional

Others, please specify _____

9. If your answer to question 6 is yes, who were the main players/actors in the conflict?

- a) _____
- b) _____
- c) _____
- d) _____

Instruction: The following statements are designed to assess the sources, causes and players of Students’ conflict in Arba Minch University. For each of the following statement, put ✓ mark on the five-point scale.

Key: Strongly Disagree =1; Disagree=2; Undecided=3; Agree=4; Strongly Agree=5

N0	Description	1	2	3	4	5
10.	Ethnic identity difference was the main cause of conflict between or among the students in Arba Minch University.					
11.	Language barrier was the main cause of conflict between or among students in Arba Minch University.					
12.	Religious difference was the main cause of conflict between or among the students in Arba Minch University					
13.	Federalism has never been a cause of conflict between or among the students in Arba Minch University.					
14.	Students themselves were the key players/actors of the conflict between or among students in Arba Minch University.					
15.	Instructors were the key actors of the conflict between or among students in Arba Minch University.					
16.	Administrative staffs were the key players/actors of the conflict between or among students in Arba Minch University.					
17.	Government was the key player/actor of the conflict between or among students of Arba Minch university.					

Part IV: Management of students’ conflict in Arba Minch University

Instruction: The following statements are designed to examine the management of Students’ Conflict in Arba Minch University. For each of the following statement, put ✓ mark on the five-point scale.

Key: Strongly Disagree =1; Disagree=2 ; Undecided=3; Agree=4; Strongly Agree=5

N0	Description	1	2	3	4	5
19	There has been effective management of students’ dispute/conflict in Arba Minch University.					
20	There is/are an effective conflict regulation mechanism in Arba Minch University.					

21	The ethics and disciplinary regulations have been effectively managing students' conflict in Arba Minch University.					
22	The principle of federalism has been used for managing students' conflict in the Arba Minch University					
Federalism						
23	There is good culture of tolerance among students of the University					
24	There is mutual respect among students of the University.					
25	The principle of compromise has been effectively employed for managing conflict between or among students of the University.					

26. What are the informal mechanisms of managing students' conflict in AMU?

27. How do you see the role of Local community (Gamo People) conflict management systems in and around the University?

Part V: The Roles of Arba Minch University Communities in Managing Students' Conflicts

Instruction: The following statements are designed to assess the roles of Arba Minch University communities in managing Students' Conflicts. For each of the following statement, put ✓ mark on the five-point scale.

Key: Strongly Disagree =1; Disagree=2 ; Undecided=3; Agree=4; Strongly Agree=5

N0	Description	1	2	3	4	5
The Roles of Students						
28	Students manage conflicts by developing the culture of tolerance and mutual understanding.					
29	Students handle conflicts by developing negotiation and compromising skills.					
30	Students manage conflicts by focusing on the teaching learning process regardless of differences.					
The Roles of Proctors						
31	Proctors follow up the day-to-day interaction of students in dormitory.					

32	They fulfill necessary materials in dormitories.						
The Roles of Instructors							
33	Instructors deliver the course/s effectively and efficiently.						
34	They are impartial in their overall activities.						
35	They follow up students' interaction in the classroom and consult them.						
36	They are eager to resolve various problems of the institution by conducting various researches.						
The Roles of Administrative staffs							
37	They effectively protect students' rights.						
38	They work a lot to satisfy the needs and interests of students.						
39	They enable students to promote multiculturalism and smooth interaction among themselves.						

40. What are the good practices of AMU in managing students' conflicts in a peaceful manner?

41. What alternative options would you suggest for effective management of conflicts between or among students of the University?

II. Guiding Interview Questions

Addis Ababa University

College of Law and Governance Studies

Center for Federalism and Governance Studies

Guiding Questions for Interview

Part I: Assessing the Students' interaction

1. How do you describe the interaction between/among students in Arba Minch university?
2. How do you see the relationship between students and academic staffs of the university?
3. How do you explain students' interaction with administrative staffs of the university?
4. What looks like the relationship between students and the Gamo community?

Part II: Assessing Sources Causes and Actors of Students' Conflict in Arba Minch University

5. Have you observed students' conflicts in Arba Minch university?
6. If your answer for question no. 5 is yes, when those conflicts were mostly raised?
7. If your answer for question no. 5 is yes, what type of conflict/s was/were raised?
8. What were the major causes for those conflicts?
9. Who were the main actors of such conflicts?

Part III: Management of students' conflict in Arba Minch University

10. Do you believe that students' conflicts were managed immediately and effectively?
11. What types of formal and informal mechanisms were used to manage students' conflicts?
12. Which methods of conflict management were used to manage students' conflict?
13. Do you agree that principles of federalism have been used to manage students' conflicts?
14. How do you see the role of Gamo community conflict management systems in the university and its surroundings?

Part IV: The Roles of Arba Minch University Communities in Managing Students' Conflicts

15. What are the roles of students, proctors, instructors and university administrators in managing students' conflicts in Arba Minch University?

Part V: Possible solutions for effective management of students' conflict in AMU

16. What are the good practices of Arba Minch University in relation to students' conflict management?

Part VI: good practices of AMU in line with students' conflict management

17. What alternative options would you suggest for effective management of conflicts between or among students of the University?

III. Guiding Questions for FGD

Addis Ababa University

College of Law and Governance Studies

Center for Federalism and Governance Studies

Dear Respondents,

These focus group discussion questions are designed to collect primary data for the MA Thesis entitled: “*Federalism and Students’ Conflict Management in Ethiopian Higher Educational Institutions: The case of Arba Minch University.*” The main objective of the study is to examine whether federalism mitigates or exacerbates students’ conflicts in Ethiopian higher educational institutions with special emphasis to Arba Minch University. In addition, the study intends to explore the causes of conflicts, methods of conflict management employed by the institution, possible solutions to sustain smooth social interaction among students of the institution and important lessons that other universities learn from Arba Minch University in relation to students’ conflict management. Thus, I kindly request you to provide accurate information with respect to the following questions. The answers you give are highly valuable and the information gathered will be confidential and will solely be utilized for the purpose of this research.

I am therefore, grateful for your attention and for the time you devote.

Thank you in advance for your cooperation!

Discussion Points

Part I: Assessing the Students' interaction

1. How do you describe the interaction between or among students in Arba Minch University?
2. What looks like the relationship between students and instructors of the university?
3. How do you see students' interaction with administrative staffs?
4. How do you explain the relationship between students and Gamo community?

Part II: Investigating Sources, Causes and Actors of Students' Conflict in Arba Minch University

5. Have you observed students' conflicts in your university?
6. If your answer for question no. 5 is yes,
 - ❖ When those conflicts were mostly raised?
 - ❖ What types of conflicts were raised?
 - ❖ What were the major causes of those conflicts?
 - ❖ Who were the main actors of conflicts?

Part III: Management of students' conflict in Arba Minch University

7. Do you believe that students' conflicts were managed immediately and effectively?
8. What types of formal and informal mechanisms were used to manage those conflicts?
9. Which methods were used to manage students' conflicts?
10. Do you agree that principles of federalism were used to manage those conflicts?
11. What are the roles of Gamo community conflict management systems in the university and its surroundings?

Part IV: The Roles of Arba Minch University Communities in Managing Students' Conflicts

12. Discuss about the roles of Students, Proctors, Instructors and University administrators in managing students' conflict.

Part V: Possible solutions for effective management of students' conflict in AMU

13. What are the good practices of AMU in relation to managing students' conflict peacefully?

Part VI: Good practices of AMU in line with students' conflict management

14. What alternative options would you suggest for effective management of conflicts between or among students of the University?
- 15.

Appendix 2: General information about the respondents

A. General information of interviewees

No	Code of the interviewee	Sex	Place of interview	Date of interview	Position	Remark
1.	IR 001	Male	AMU, Main campus	March 16, 2013	President of AMU	
2.	IR 002	Male	AMU, Main campus	March 06, 2013	Academic vice president of AMU	
3.	IR 003	Male	AMU, Chamo Campus	March 08, 2013	CSSH dean	
4.	IR 004	Male	AMU, Chamo Campus	March 09, 2013	Scholl of Law dean	
5.	IR 005	Male	AMU, Chamo Campus	March 11, 2013	FBE dean	
6.	IR 006	Male	AMU, Chamo Campus	March 07, 2013	Management Department head	
7.	IR 007	Male	AMU, Chamo Campus	March 08, 2013	Accounting and Finance Department head	
8.	IR 008	Male	AMU, Chamo Campus	March 13, 2013	Truism and Hotel Management Department head	
9.	IR 009	Female	AMU, Chamo Campus	March 10, 2013	Economics Department head	
10.	IR 010	Male	AMU, Chamo Campus	March 08, 2013	Pedagogy Department head	
11.	IR 011	Male	AMU, Chamo Campus	March 09, 2013	Sociology and Social Anthropology Department head	
12.	IR 012	Male	AMU, Chamo Campus	March 09, 2013	English Language Department head	
13.	IR 013	Male	AMU, Chamo Campus	March 09, 2013	Psychology Department head	
14.	IR 014	Male	AMU, Chamo Campus	March 13, 2013	Geography Department head	
15.	IR 015	Male	AMU, Chamo Campus	March 14, 2013	Amharic Language Department head	
16.	IR 016	Male	AMU, Chamo Campus	March 14, 2013	Civics and Ethical Studies Department head	
17.	IR 017	Male	AMU, Chamo	March 16,	History Department head	

			Campus	2013		
18.	IR 018	Male	AMU, Chamo Campus	March 13, 2013	Section head	
19.	IR 019	Male	AMU, Chamo Campus	March 15, 2013	Section head	
20.	IR 020	Male	AMU, Chamo Campus	March 17, 2013	Section head	
21.	IR 021	Male	AMU, Chamo Campus	March 17, 2013	Section head	
22.	IR 022	Male	AMU, Chamo Campus	March 16, 2013	Section head	
23.	IR 023	Male	AMU, Chamo Campus	March 15, 2013	Section head	
24.	IR 024	Male	AMU, Chamo Campus	March 08, 2013	SSC office Manager	
25.	IR 025	Male	AMU, Chamo Campus	March 07, 2013	Students' ethics and discipline expert	
26.	IR 026	Male	AMU, Chamo Campus	March 10, 2013	Chamo Campus security vice coordinator	
27.	IR 027	Male	AMU, Chamo Campus	March 08, 2013	Students' guidance and counseling expert	
28.	IR 028	Male	AMU, Chamo Campus	March 07, 2013	Former Students' ethics and discipline expert	
29.	IR 029	Male	AMU, Chamo Campus	March 07, 2013	AMU anti-corruption directorate member	
30.	IR 030	Male	AMU, Chamo Campus	March 11, 2013	Chamo campus gender affairs expert	
31.	IR 031	Male	AMU, Chamo Campus	March 10, 2013	Students' dormitory service office manager	
31.	IR 032	Female	AMU, Chamo Campus	March 10, 2013	Students' dormitory service shift coordinator	
33.	IR 033	Male	AMU, Chamo Campus	March 11, 2013	Proctor	
34.	IR 034	Male	AMU, Chamo Campus	March 11, 2013	Proctor	
35.	IR 035	Male	AMU, Chamo Campus	March 11, 2013	Proctor	
36.	IR 036	Male	Arba Minch	March 06, 2013	Gamo Father	
37.	IR 037	Male	Arba Minch	March 07,	Gamo Father	

				2013		
38.	IR 038	Male	Arba Minch	March 07, 2013	Gamo Father	
39.	IR 039	Male	Arba Minch	March 13, 2013	Gamo Father	
40.	IR 040	Male	Arba Minch	March 16, 2013	Gamo Father	

Source: Self-developed, 2021

Key: IR = Interview Respondent

B. General information of FGD Participants

No	Group of FGD	No of participants	Code of participants	Sex	Place of discussion	Date of discussion	Duration in local time	Remark
1.	FGD I Or Members of students' union group	6	FGP 001	Female	AMU, Chamo campus	March 11, 2013	11:20-12:30	
			FGP 002	Male				
			FGP 003	Male				
			FGP 004	Male				
			FGP 005	Female				
			FGP 006	Female				
2.	FGD II Or Instructor's group	6	FGP 007	Male	AMU, Chamo campus	March 13, 2013	9:30-10:50	
			FGP 008	Male				
			FGP 009	Male				
			FGP 010	Male				
			FGP 011	Female				
			FGP 012	Male				
3.	FGD III Or Students' group	6	FGP 013	Male	AMU, Chamo campus	March 16, 2013	4:30-5:00	
			FGP 014	Male				
			FGP 015	Female				
			FGP 016	Female				
			FGP 017	Female				
			FGP 018	Male				

Source: Self-developed, 2021

Key: FGP = Focus Group Participant