



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

**CONFLICT MANAGEMENT IN SECONDARY SCHOOLS OF**  
**SOUTH WEST SHOAZONE, OROMIA REGION**

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**JUNE 2023**

**ADDIS ABABA, ETHIOPIA**

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**CONFLICT MANAGEMENT IN SECONDARY SCHOOLS OF  
SOUTH WEST SHOA, OROMIA REGION**

**By**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## **DEDICATION**

This work is dedicated to my mother Buzu Duga for her warm care and lovely parenthood; to my wife Elfinesh Kenea for the unreserved support she gave me while I was undertaking this research; to my lovely brother Abebe Tamiru for his support while I was conducting this research and to my lovely children Ayentu Girmaye and Milkisa Girmaye for the inspiration they gave me while I was undertaking this work.

**I love you all surely!**



**APPROVAL SHEET-II**  
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**MANAGEMENT**

This is to certify that the thesis prepared by Girmaye Tamiru [GSK/0130/11], entitled: “*Conflict management in Secondary Schools of South West Shoa zone*” and submitted in Partial fulfillment of the requirements for the degree of Master of Arts In Educational Leadership compiles with regulation of the university and meets the accepted standards with to originality and quality.

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## **ACRONYMS AND ABBREVIATION**

EDPM	Educational Planning and Management
ESDP	Education Sector Development Program
MOE	Ministry of Education
NCES	National Centre for Education Statistics
NSDC	National Staff Development Council
REB	Regional Education Bureau
SRC	Students Representative Council
SPSS	Statistical Package for Social Scientists
UNESCO	United Nation Educational Scientific and Cultural Organization
SD	Standard Deviation

## TABLE OF CONTENTS

CONTENT	PAGE
DEDICATION.....	i
APPROVAL SHEET-I.....	ii
APPROVAL SHEET-II.....	iii
APPROVAL SHEET-III.....	iv
ACKNOWLEDGEMENTS.....	v
ACRONYMS AND ABBREVIATION.....	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
<i>ABSTRACT</i> .....	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	4
1.3. Research Question.....	6
1.4. Objectives of the study.....	6
1.5. Significance of the study.....	6
1.6. Delimitation of the study.....	7
1.7. Organization of the study.....	7
1.8. Definition of Key Terms.....	8
CHAPTER TWO.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1. Conflict and nature of conflict.....	9
2.2. Theoretical overviews of conflict.....	9
2.2.1. Bureaucratic theory.....	9
2.2.2. Human relations theory.....	9

2.2.3.Traditional administrative theory .....	9
2.3.Causes of Conflicts .....	11
2.3.1.Difference in Perception.....	12
2.3.2. Communication problems and Environment of organization .....	12
2.3.3. Inadequate Resources .....	13
2.3.4.Indiscipline on the Part of Students, Teachers and Administration .....	13
2.3.5.Poor Academic Performance.....	14
2.4. Types of Conflicts .....	14
2.4.1.Intrapersonal/individual Conflict .....	15
2.4.2.Interpersonal Conflict.....	15
2.4.3.Intergroup Conflict.....	15
2.4.4.Intra Group Conflict .....	15
2.5.Techniques for Conflict Resolutions .....	16
2.5.1.Conflicts Management Methods .....	18
2.5.2. In service and Opportunities to attend Courses in Conflict Management.....	19
2.5.3. Use of Students' Representative Council (SRC).....	20
2.5.4. Frequent Stakeholders Meeting and Consultation .....	21
2.6. Effect of conflict.....	23
2.7. Conceptual frame work.....	24
2.8.Chapter Summary .....	25
CHAPTER THREE .....	26
RESEARCH DESIGN AND METHODOLOGY .....	26
3.1.Design of the study .....	26
3.2.Source of Data .....	26
3.3.Population.....	26
3.4 Sampling technique .....	27
3.5Data gathering tools.....	28
3.6. Data Collection.....	29
3.7. Method of Data Analysis.....	30

3.8. Validity and Reliability Checks .....	31
3.9. Ethical and legal Consideration .....	32
CHAPTER FOUR.....	33
DATA ANALYSIS AND INTERPRETATION .....	33
4.1 Characteristics of the Respondents .....	34
4.2 View of conflict.....	37
4.3.Type of conflicts.....	40
4.4.Type of Conflict and its Sources in secondary school.....	42
4.4.1.Interpersonal Conflict Sources .....	42
4.4.2. Sources of Intrapersonal conflicts .....	44
4.4.3. Sources of Intergroup conflicts .....	46
4.4.4 Sources of Intragroup conflicts .....	47
4.4.5.Common Source of Conflict in Secondary Schools .....	50
4.4.6.Conflict Managements strategy .....	54
4.4.7.Role of School principals .....	58
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMENDATION .....	65
5.1 .Summary of Findings .....	65
5.2 Conclusion.....	68
5.3. Recommendation.....	69
5.4. Future research .....	71
APPENDIX - A.....	77
APPENDIX-B.....	86
APPENDIX-C.....	87
APPENDIX-D.....	88
APPENDIX-E.....	89

## LIST OF FIGURES

Figure 1 The Elements in a Conceptual Framework for this study .....	24
Figure 2 : Respondents by sex .....	34
Figure 3 : Respondents by Age .....	35
Figure 4: Respondents by Level of Education .....	35
Figure 5 : Respondents by field of specialized .....	36
Figure 6 : Respondents by service years .....	36

## LIST OF TABLES

Table 1: Summary of Selected Woreda, School, Total population and Sample of teachers ...	27
Table 2: Reliability Test Results with Cronbach Alpha .....	32
Table 3 : View of Conflict .....	38
Table 4 : Types of conflict in secondary school SWS .....	41
Table 5 : Sources of Interpersonal Conflict .....	42
Table 6 : Sources of Intrapersonal conflicts .....	44
Table 7 : Source of Intergroup Conflict .....	46
Table 8 : Source of Intragroup conflict.....	48
Table 9: Common Source of Conflict in Secondary Schools .....	51
Table 10 : Conflict Management strategies .....	54
Table 11 Managing of Conflict by the Schools .....	56
Table 12 : Role of School Principals .....	58
Table 13 : Magnitude of Involvement in the conflict resolution .....	63
Table 14 Ways of School Society Involvement in Resolving Conflict .....	63

## **LIST OF APPENDICIES**

APPENDIEX A	Questionnaires to filled by teachers.....	78
APPENDIEX B	Interview guides for principals.....	87
APPENDIEX C	Interview guides for supervisors.....	88
APPENDIEX D	Interview guides for woreda teachers association.....	89
APPENDIEX E	Interview guides for head of woreda education office.....	90

## **ABSTRACT**

*The main purpose of this study was to investigate causes of conflict and its management strategies in general secondary schools of southwest Shoa zone. It attempts to identify types of conflict, major sources of conflict, the effect of conflict on teaching learning process and the strategies used to manage conflict. In order to achieve the objectives of the study, a descriptive survey design was employed. The study was carried out on eight secondary schools that were selected using simple random sampling technique. The study involved 118 teachers that were selected using random sample method. Moreover, 8 principals 4 supervisors, 4 Head of Woreda Education office and 4 chairman of woreda teacher association were selected by using availability sampling method from the sample school and woreda under study. Tools of data gathered were questionnaires, interview and document analysis and the data gathered analyzed using statistical tools such as frequency distribution, percentages and mean using SPSS software for social science. The result of the study revealed that the major types of conflict that were occurred include intrapersonal conflict, interpersonal conflict, intragroup and intergroup conflict indiscipline part of staff and student, unfairness due to ideological and ethnic differences on the part of managers, failure in knowing accomplishing some specific job properly. Lack of adequate resources for staff and students, inappropriate application of rules and regulations in school by principal, lack of participation in decision in school and lack of skill of principal in conflict management were among the major causes of conflict in the sampled general secondary schools of the zone. It was also found that conflict has both negative and positive, outcomes on general secondary schools. The findings of the study further revealed that forcing, avoiding, compromising and preventing management strategies were adopted by school principals for handling conflict. Based on the finding it is possible to conclude that principals' lack of management qualification, training condition, incompetence and lack of knowledge and skills in conflict management aggravate the above-mentioned factors as the cause of conflict between teachers and principals. Therefore, for the success of managing conflict in general secondary schools, principals should be qualified in the area of leadership, and training in conflict management knowledge and skills for all teachers, principals and administrative staff are recommended.*

**Key words:** Conflict, Resolution, Strategies, Conflict resolution, Conflict management and Conflict management strategies

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter presents background of the study, statement of the problems, purpose of the Study, objective, delimitation, and significance of the study.

#### **1.1. Background of the study**

Conflict is a human phenomenon, which is considered as both essential and unavoidable. According to (Gahaffar (2009). where there is human interaction, there is a likelihood of personal likes and dislikes, [and] these disagreements among individuals and groups lead then to conflict (p.212). It may involve individual or group disagreements, struggles, even physical fighting and war. It occurs at all levels as human life in intrapersonal, interpersonal, intra group and intergroup as well as global relation of humankind. It can happen whether people want it or not. Although, many people view conflict as negative, it is not negative or positive but the ways these are managed make them either negative or positive (Ghaffar. 2009).

As in many other different organizations, conflict in educational organization often appears within or between individuals. When we see it in the school system, it has also its own unique features. As schools are complex & social serves systems, it has a number of sub unites in which wide range of activities takes place to seek specific goals. The main stakeholders in the school system are parents, students, teachers, principals and other supportive staff with different background and interests. However, the interaction of these groups and individuals in the dynamic school situation may not be in a state of peaceful condition, and conflict may be some of the outcomes. Wherever, there is interaction, there may be conflict as Mather & Sayeed noted in (Gonie. 1998). In line with this, Gebretensay, T. (2002:2) states that, as it is well known that schools are mission centers for teaching and learning processes. In such activities, there is always interaction in order to realize educational objectives and that in natural for conflict to occur.

According to Kellerman. (1996) conflict may be a clash between two or more individuals who are unwilling or unable to fulfill expectation of each other. Many conflicts are stem from the fact that teachers and principals have different perception on the situations.

For example, a principal may feel that teacher is underperforming in teaching whereas the teacher may feel the best job is being done. In addition to this, teachers seem reluctant to obey their principals, they may not be willing to follow the rules of the school, they do not

accept extra work and they do not get easily along with their principals, on the other hand, principals also adopt an authoritative approach to pressurized teachers for restless working of the school activities. It there for, becomes common that conflict between teachers and principals to occur frequently at any time (Ghaffar A. 2009:213).

Teacher –principal conflict also can result when teacher’s role has not been clearly defined and each part has a different understanding of that role. Poor communication also can create misunderstanding between teachers and principals, and allows barriers to be erected and then it can lead to conflict (Adulpaqdee, Apitree, Salleh, Mohamad and Gondi 2012:17).

The causes of conflict in schools can be classified to three main categories: such as, structural factors, individually or personal factors, and situational factors. Structural factors, which relate to the nature of organization and the way in which work organized, and personal factors which related to individual differences between school members. Many researchers also identified structural aspects of which are likely to generate conflicts in school are: specialization, common resources, goal differences, interdependent, authority relationship, status difference, responsibility, ambiguity, and roles and expectations. The personal aspects associated with conflicts in school are also skills and abilities, personality conflicts, perception diversity and personal problems as Auer Bach,& Dolan noted in (Adulpakdee,& et al.2012:16).

Most people who are associated with educational systems are feel discomforts with conflict & strive to avoid it. However, conflict is clearly the fact of life in schools. This means that it is difficult to avoid conflict from school, because of the existence of difference in beliefs, idea, values and attitudes between individuals and groups (Campbell, 1993:183).

Since conflict is seemingly unavoidable, particularly in a school setting, it is obviously necessary for principals and teachers to be able to recognize it, to view its constructive potential to learn how to manage it, and to apply good management strategies in practical way. It is not desirable to attempt to eliminate conflict, as it can be creative force for change and progress in personal, communal, societal and political situations. Recognized the fact that conflict is useful or harmful to schools by itself is not enough. If it is useful for school improvement, the principals and teachers should allow it to continue or perhaps even help to intensify it while monitoring its progress, they should.

Bodin and Crowford (1999:155) state that since a school is an entity, which is composed of different people with different generational ages, and that negotiation and mediation must be identified as the best strategies to manage conflicts between teachers and principals. Therefore, educational leaders must control and handle conflict wisely, so that the result will be positive and beneficial to the school and its stakeholders. This is because they accept the problems as challenges and as an opportunity to prove their worthiness for advancement. It is therefore generally accepted that the school principals' positions in the secondary school require exceptional qualities for the advancement of conflict management. According to Jennifer, (2002:480) conflict management is philosophy and set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives.

Due to the dynamic features of conflict, when one source of it is eliminated the other will be replaced (Hanson 1991:274). Even though a number of studies are conducted in the area, the local researches done on Regional and Zonal areas, on the causes of conflict between teachers and principals in secondary schools are limited. Berkeley (1985) and Elisa (1993) have analyzed conflict-generating factors between teachers and principals, student and teacher in Addis Ababa secondary schools. Fikru (1993) also investigated strategies for managing conflict in the primary teachers training institutes of Ethiopia.

Gonia (1998) investigated a study on teacher –principal conflicts in the secondary school of Oromia regional state. Gerbatensay (2002) investigated a study of factors that generate conflict between government secondary school teachers and educational managers in Addis Ababa. Actually, these problems are occurring regularly at every level of schools specially, in secondary schools of south West shoa zone. There is also a gap of awareness about conflict itself and lack of commitment to handle conflict among teachers and principals. In a number of secondary schools of South West shoa Zone, there is no intimate relationship between teacher and principals. Most of the school principals are becoming dictatorship on their subordinates. On the other hand, many teachers becoming reluctant to do good things in the school in order to destroy their principals' performance, do to this, there is no good communication between teacher and principals. A number of experienced teachers are run out schools and by deciding only not to be with that principal.

Therefore, this researcher will be intended to conduct the study on the Cause of conflict and its management strategies between teachers and principals in Oromia Region secondary

schools of South West Shoa Zone where the agreement of teacher and principal are more series.

## **1.2. Statement of the problem**

Schools as other organizations are prone to one or other type of conflict generating situation. Now a days, it is common to hear wherever the occurrence of conflict in the school systems in different levels educational stakeholders especially, between teachers and school principals due to the dynamic change of schoolwork situations. Even though a number of studies revealing the benefits of conflict for individual and organizational progress and improvement, lack of understanding and inability to handle it were the serious problems that hampering a good communication between school stakeholders. At the result, personal and organizational goals are affected at large due to the gap of knowledge within school stakeholders.

Bekele (1985), Ayelew (1995), Lellissa (1993), Gonie (1998), and Gebretensy(2002) have indicated that conflicts are realities in Ethiopian schools. In line with these studies, we can see the following major causes of conflict in schools such as dissatisfaction of teachers, unnecessarily dominating principals, dissatisfaction in performance evaluation system. Lack of fulfilling transfer requests of staff, interference of educational authorities, improper distribution of class load among the teaching staff and over loading with co-curricular and academic subjects on the teaching staff another causes of conflict.

Moreover, Ayelew (1997)states that the source of conflict as: struggle for limited resources, role ambiguity, interdependent activities, poor communication on realities, methods and beliefs, personal difference on perceptions, environmental factors, irrelevant performance appraisal and limited professional development are also the main cause of conflict in Ethiopian schools. (Ayelew, 1997:10-12)

Some of the schools principals are request for conflict, because of disagreement and lack of negotiation with principals. Some of the school principals are request or ask to be resigns from their position to be free from the negative interaction with teachers in the School (Okoni, (2003)

There are also many students suffered from teacher's behavior, due to their aggressive feelings and hostile relationship with their principals. When a teacher is in conflict with the school principals unknowingly, he/she intended to hurt students in order to dismiss school's performance. Therefore he/she may drive out of students from their class room deliberately

to disturb the school compound or he/she simply sits in the class room without doing any activity until his/her class time is over. Some were also they fight each other in front of their students due to inability of handling conflicts in the school settings. If there is no smooth relationship between teachers and principals, how is it possible to carry out intended plans to achieve common goals, How students can learn effectively and efficiently to be successful their learning?

These are the questions, which needed immediate solution and the problems are seen as destructive. It can be harm full to employees ' satisfaction and job satisfaction and job performance if it is becomes excessive and unmanageable. These reasons indicated that the study was an important and critical issue in the schools. The researcher believes that if the schools principals and teachers are being really ware about conflict and intimately communicate and committed to handle it properly, the intended general goals of education can be achieve. Researchers have rarely investigated on the cause of conflicts in school and management strategies used in schools.

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

Education and Training Policy of Ethiopia (1994) has established the program of school management starting at school as a form of decentralization, which have benefit for all teachers at different career level. According to it the quality and effectiveness in managing the school in the country aimed in distinguishing educational problems with particular attention on teachers and coming up with certain solution so as managing conflict in the correct manner. Conflict between school principal and teachers is one of the major causes for the lowering quality education in our country. Therefore, due to this research gap I prefer to study the issue of conflict between the school principals and teachers with their root causes. In addition, it is common to hear the existence of conflict between teachers and educational leaders in the country (Oromia Educational Festival and training manual, 2002,). Based on the reports, the following causes of conflict were identified. These are lack of professionally committed educational leaders in preparing participatory planning follow up and evaluations system for the package of quality education. The perception of teachers regarding to adapt the

new technology, and unnecessary relationship between teachers and students that makes disciplinary problems with school leaders.

The main purpose of this research was to study on factors that generate conflict between teachers and school principal and its management in some selected school of South West Shoa zone, Oromia region. Previous studies were not conducted in selected secondary schools of the zone. The researcher was motivated to conduct on the factors that generate conflict between teachers and principal in some selected secondary school to identify the factors and to crosscheck factors that identified through previous research with the current study as well as find out the other factors.

### **1.3. Research Question**

In order to carry out this study, attempts were made to get relevant answers to the following basic questions:

1. How teachers and principals view conflicts in secondary schools?
2. What are the major causes of conflict between teachers and principals in South West Shoa Zone of Secondary school?
3. What are the major types of conflict, which appear frequently in secondary schools of South West Shoa Zone?
4. What are the conflict management strategies being employed and be employed in secondary schools of South West Shoa zone?
5. What are the roles of schools principals in stemming down the rate of conflict in schools?

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

The objective of this study is to examine the causes of conflict between teachers and school principals and conflict management strategies employed in the secondary schools of South West Shoa.

### **1.5.Significance of the study**

The major concept of this study is mainly focused on the exploration of the causes of conflict between teachers and principals in secondary schools of South West Shoa Zone. Schools are the major social institutions are by the teaching and learning process takes place. Therefore, problems that affect the smooth operation of the school need to be carefully examined. Appropriate strategies also need to be assessed in order to overcome disruptive problems. The findings of such study may provide the following benefits.

Most conflicts are being associated with negative outcomes for many people, this study may bring the positive values of the conflict in light, it may help educational leaders in different managerial levels to design and introduce relevant training, and it may also support the school principals and teachers on how to handle work related conflicts early and properly.

- It may provide insight to educational policy makers; practitioners, school principals, teachers and other concerned educational stakeholders about causes of conflict between teachers and principals magnitude of the problem, and appropriate strategies to manage conflict effectively in the schools.
- Generally, if the cause of conflict can be identified early and managed properly, the school systems would be conducive environment for teaching learning process; teachers and principals work hand in hand collaboratively with healthy relationship; thus general goals of education can be accomplished.

#### **1.6. Delimitation of the study**

The study was delimited to eight governmental secondary schools of South West Shoa Zone. Because, it would be difficult to conduct the effective research in all secondary schools, which were found in the study area, due to financial, stationary material, internet access and time constraints.

Even though conflicts can occur among/between students, teachers, principals and administrative staff at personnel and group levels in school, in order to make the research manageable, it was delimited to the cause of conflict between teachers and principals. To this end, the type of conflicts, and its management strategies also are incorporated. Because it is better to identify the major causes of conflict and managing it before it affects the employees' healthy relationship, stability and performance of the schools.

#### **1.7. Organization of the study**

The study was organized in five main chapters. The first chapter deals with background of the study, statement of the problem, research questions, and objectives, delimitation of the study and organization of the study. The second chapter treats review of related literature. The third chapter deals with the research design and methodology. The fourth chapter contains analysis and interpretations of the data. Finally, the fifth chapter consists of the summary, conclusions and recommendations of the study.

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

**Conflict:** -is an interactive state manifested incompatibility, disagreement, or Difference within or between social entities (Hanson 1996:260).

**Conflict Management:** - is the process of removing cognitive barriers to Agreement (Hanson 1996:269).

**Principals:** - is an instructional leader who influences, & groups of people toward the goal of organizations having authorized power which helps him/ her to punish and reward his/ her followers (M.O.E 1994:14)

**Secondary School:** - is four-year duration of general and streamed education that ranges from grade 9<sup>th</sup> up to 12<sup>th</sup> the teachers in this case are those who teach at this level and the schools are government schools. (M.O E 1994:14-15)

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1. Conflict and nature of conflict**

Conflict is normal and natural phenomenon in all type of human relation. It considered as the events of disagreement, debates, disputes, preventing someone from reaching valued goals. It also associated with situation that involves contradictory interests between two opposing parties (Chandan Jet. ( 1994:271). Conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one, as Sisk and Williams cited in (Okotoni 2003:28).

### **2.2. Theoretical overviews of conflict**

The term conflict is viewed in variety of ways because of its confusion with those conditions that leads to situations of different conflict.

#### **2.2.1. Bureaucratic theory**

The entrance of conflict is viewed as evidence of break down in the organization: failure on the part of the management to plan adequately and to exercise sufficient control.

#### **2.2.2. human relations theory**

Conflicts is seen in an especially negative light as evidence of failure to develop appropriate norms in the group.

#### **2.2.3. Traditional administrative theory**

Has been strongly biased in favor of the ideal of smooth –running organization characterized by harmony, unity, co-ordination, efficiency, and order. Human relations adherent might seek to achieve this through happy, congenial work groups, whereas classical adherents would seek to achieve it through control and strong organizational stricter. Both however, tend to agree that conflict is destructive something to be avoided (Owens 1998:230).

Gebratensay (2002:15) said that the term conflict was used synonymously with the term violent and destruction. This writer farther suggested that many of the important institutions like schools used to entertain this view of conflict. In the school system, conflict has been discouraged and recognized as bad for the teaching learning process. In effect, school principals often were evaluated for the absence or presence of conflict. Here, a principal may view conflict as unnecessary and harm full to school system. If this were the philosophical foundation, the principal's reaction would be to fear its occurrence, and to eliminate all evidence of conflict. Unfortunately, the term "Conflict" as only the connotation of " Bad" for

many people so much, so that they think principal in term of suppression giving little or no attention to its more positive side (Abdul, Ajemuni, Asoker and Hotepo 2010:1).

According to Holt (1993:491) also conflict described in to four distinct views:

**A/ Traditional view**, argues that every conflict leads to mistrust poor communication, and like of cooperation the view believes that conflict must always stop as soon as possible.

**B/ Behavioral view**, argues that conflict is un inevitable consequence of group and organizational behavior because it cannot be eliminated proponents argues it must be accepted and should be encouraged as a way of broaching carefully protected Issues that need airing and resolution.

**C/ Instruction view**, suggests that unusually harmonious environment is not conducive to growth because it makes individuals overly tranquil. Creating anxiety will be necessary to instigate changes.

**d/ Finally, an emerging view** recognize that individual in perfections make conflict in evitable, but feels that it is in inexcusable note to control it. As stated above behaviorists instructions and emerging views of conflict accept the inevitability of conflict; they defer in the ways of treating it.

In addition, Billisbery (1999:28) states that the way in which people manages conflict depend on how they view it. Some people consider conflict as problematic, uncivilized, or destructive. Others View it as a natural and inevitable result of differences within the organization. Other people also argue that it can have many benefits, which will be lost if it is avoided or suppressed. Ivan evict Matteson (1990:303) describe the contemporary view point of conflict in the following manner: Too much conflict can have negative consequences be causes it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere. Too little conflict, on the other hand also can be negative, in that such state can lead to apathy and lethargy, and provide little or no impetus for change and innovation.

That is to say, if everything is going smoothly there is no conflict, the desire of people to make changes in the organization will become very less. According to them, the critical issue is not conflict itself but how conflict be managed. Hanson (1996:260) also describes that conflict is subject to the interpretation of the minds of those who are part to it he comes to it. He comes to realize that conflict itself is not evil, rather phenomena that can have constructive or destructive effects depending up on its management.

Now days, combination of the traditional and modern viewpoints has brought us to determine that the constructive as well as destructive potentials of conflict exist in school organizations. Farther more in the in the real world of educative organizations, a significant significance of life is the presence of conflict in many forms and at various levels of strength. According to Akinnubi,(2012:173)conflict is part and parcel of the school and school cannot shy away from it, because it is experienced daily in the teaching-learning process. Finally, conflicts among teachers, principals, and between teachers and principals are inevitable in school context. The best approach is to accept and manage it appropriately depending on the situations.

### **2.3.Causes of Conflicts**

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

(Gray)-(1991)suggested that there are six sources of conflicts: these are; limited resources interdependent work activities, differentiate of activities, communication problems, different in perception and the environment of the organization. According to the researcher, conflict can arises from a number of others sources such as individual difference, unclear authority structures, difference in attitudes, task symmetric, and difference horizon time. Another author Deutch in Campbsell et al (1983) identified a list of sources of conflict. These are; control over resources, preferences, and nuisances value, belief, and nature of relationship between the parties.

Sergiovanni et-al (1980) emphasized that conflicts were natural and expected in a dynamic organization. Conflicts are not abnormal, nor are they necessarily a symptom of a breakdown in the organization. Conflicts are considered a natural outgrowth process and indeed seen as a sign of organizational health rather than pathology. In the present times, conflict resolution make up the major part of the administrative job. The event cause surrounding education sector today; as such the role of conflict mediator is an essential part for secondary school administration.

(Musivosvi, 1998) asserts that conflicts arise when people are barred from realizing their expectations, desires and ideals that may not be in line with other people's values within the organization. Some values, desires, and ideas may also be in conflict with those of the organization. He further asserts that common conflicts in place of work are those between subordinates and the administration. The workers on the same level can also have conflicts especially if they are competing over the attention of those in the administration. He also indicates that many conflicts in an organization are a product of human interaction. It is therefore important to put in place peace making process.

### **2.3.1. Difference in Perception**

Thomas (1974) define conflict as 'the process which begin when one part perceive that the other has frustrated, or is about to frustrated. (Jehn,1997b). Characterized substantive conflicts are disagreements among group ideas and opinions about the task being performed such as disagreement regarding an organization current strategic passion or determining the correct data to include in report. School principals sometimes find themselves in problems with the perception of stakeholders that sometimes the school principals favoritism was reported by(Omboke, 2010) where a school principals was accused by the parent that he favor some education board member to an extent of allowing their children to remain in school without paying fee. Some case, in some education board members are allowed to express authority to supply goods to schools at inflated price. This create discontentment among the stakeholders.

### **2.3.2. Communication problems and Environment of organization**

The result of misunderstand and communication problems cause conflict between groups, teams, or committees in school. This vertical or horizontal hierarchy in the school.(Thomas and Schmidt, 1976). Teachers According to Gordon (1974) cited in (Ngcongo, 1993) teachers prevent many unacceptable behavior of students with relative ease, simply by modifying the classroom. They need to confront the physical and psychological characteristics of classroom and not necessarily the student. The technique is that a drab, barren and uninspiring learning environment helps create situation where behavior problems are more likely to occur such problems may lead to conflict. The school surround

environment and inside school compound can lead to conflict if the available some that not security for teaching and learning.

### **2.3.3. Inadequate Resources**

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to (Some.D, 2010) shortage of finances makes it hard for the head teacher to forge ahead in educational programmes. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Occasionally, parents blame the head teacher for not trying to provide the required learning facilities.

(Lunneberg F and Ornstein, 1991)Emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programmes. The situation is made complicated when the board is left to decide on fees to be paid by parents and draw budget. Estimates are made and forwarded to the central office. Sometimes the central office rejects the proposals from the board and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programmes like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money. The cases become more complex when the central government insists there must be education for all, as students fail to perform well due to lack of learning facilities.

(Nafuko, 2001) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

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

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

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

### **2.3.5. Poor Academic Performance**

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to A Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by (Okoni, O and Okoton, 2003) that poorly performing schools many at times are characterized by many conflicts by the stakeholders. (Okoni, O and Okoton, 2003)

Some scholars describe the school associated with conflict in their school with pair working condition and lack of clear work remuneration policy by government. (Okoni, O and Okoton, 2003)Indicate that teachers work in highly de motivating condition due to poor pay by the government coupled with lack clear increasing salaries. The other researcher shows (Rono.D, 2000) that in experienced head teachers so sometimes ran into serious problem when they fail to use their scarce resources properly.

Again, (Rono.D, 2000) reveals some head teacher has lock out of their school due to poor financial accountability. These again cause conflict in some school.

## **2.4. Types of Conflicts**

The classification of conflict is often made based on the antecedent conditions that lead to conflict. Conflict may originate from a number of sources such as value, goal and needs. Scholars classified conflicts experienced in educational institutions in different ways. For instance, (Ghaffar, 2010), stated that conflicts can be categorized as interpersonal, intra-group, inter-personal and inter-group. Others also classifies in other perception, for example, G, Stewart J and Dangelo, (1980) stated there are three types of conflicts. First is conflict

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

#### **2.4.1. Intrapersonal/individual Conflict**

Intrapersonal conflict is internal to the person and most difficult type of conflict to analyse. Due to the need of personal from the bases for our behavior at work, at home, at play and in every activity on satisfaction need of frustrate people and leads to behavior that negatively affect performance. Intrapersonal conflict can be related two things: conflict arising due to divergent goals or conflict arising from out of multiple roles to be played. (Ghaffar, 2010).

#### **2.4.2. Interpersonal Conflict**

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

#### **2.4.3. Intergroup Conflict**

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

#### **2.4.4. Intra Group Conflict**

It refers to conflict among members of a group or between two or subgroup within an organization in connection with its goals, task, and procedures and so on. Such a conflict may also occur because of incompatibility or disagreements between some or all the members of a

group and its leaders. There are three kinds of intra group can be identified. These are horizontal conflict, vertical conflict and line and staff conflict (Rahim, 2002). In view of the literature above, this study will set to establish the types of conflicts in public secondary school in Southwest show Zone.

## **2.5. Techniques for Conflict Resolutions**

(Ghaffar, 2010) Define conflict resolution in a most general and concise way, “the process used by parties in conflict to reach a settlement. “Thomas (1971) examines conflict management strategies by focusing on generally strategies used by administration in an educational setting.

Thoma’s eight strategies for conflict management are:

1. Citizens and involvement
- 2) confrontation session
- 3) sensitivity training
- 4) process involvement
- 5) educational pluralism
- 6) volunteerism
- 7) cooperative studies
- 8) failure

According to Robbins (2003), conflict in an organization has two possible outcomes. This outcome may be functional in that the conflicts results in an improvement in the group’s performance or dysfunctional in that it hinders group performance.

According to him, if a conflict is dysfunctional, then the parties needs to de-escalate it and if a conflict is too low then the parties need to increase it and make it more functional? These are done using conflict management techniques, which use resolution and stimulation techniques to achieve the desired level of conflict. He identified nine conflict resolution techniques to achieve the desired level of conflict. He identified the nine conflict resolutions techniques. These are super-ordinate goal,, altering the human variable, altering the structure variable, authoritative command, avoidance compromise, problem solving and smoothing.

A Super-ordinate goal is involves creating a shared goal that cannot be attained without the cooperation of each of the conflicting persons. Whereas altering the human variable involves using the behavioral change techniques such as human relation training to alter attitudes and behaviors that influence conflict and also altering the structural variable entails changing the formal organization structure and the interaction patterns of the conflicting parties through job redesign, transfers, creation of coordinating position and the like help to minimize conflict. Using authoritative command, where the management uses its formal authority to

resolve the conflict then communicates its desires to the parties involved. Sometime avoidances are good strategies for conflict resolution.

Some conflict needs Compromise where each party to the conflict gives up something of value. Expansion of resources is when a conflict is caused by the scarcity of a resource. For example, money, promotion opportunities and office space then expansion of the resource can create a win-win solution.

In the same condition problem, solving method that is involves face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving conflict through open discussion. In other when two parties eager, smoothing method is useful. This entails playing down differences while emphasizing common interests between the conflicting parties.

Robbins (2003) also identified four conflict stimulation techniques which some are share above techniques. These are communication involving, bringing outsiders, restructuring the organization and appointing.

Communication involving is use of ambiguous or threatening messages to increase conflict levels where as bringing in outsiders is involves adding employees to group whose background values, attributes or managerial styles differ from those of present members. Adding new group in present group is not only bring solution, but also restructuring the organization. These are realigning workgroups, altering rules and regulations, increasing interdependence and making similar structural changes to disrupt the status. Appointing a devil advocate, which involves designating a critic purposely to argue against the majority positions held by the group.

Thomas (1976) shares the above techniques and generalizes five approaches to managing conflict in school. These are:

Competition reflects a desire to achieve one's own ends at the expenses of someone else. This is domination also known a win-lose orientation. Accommodation reflect a mirror image of competition entirely giving in someone else concerned without making any effort to achieve one's own ends. This is a tactic of appeasement. Sharing is an approach that represents a compromise between domination and appeasement. Both parties group give up something yet. Both parties get something both parties moderately, but incompletely satisfied.

Collaboration reflects an effort fully to satisfy both parties. This problems solving approach require the integration of each party's concern. Avoidance involves in different to the concern of both parties. If reflect with draw from or neglect of any part's interest.

Mediation and negotiation is positive problems solving process. Present time conflict and misunderstanding from become protracted and destructive design resolve different. Peer mediation developed whole school management plan will often include peer mediation as one part of the big picture of school based dispute resolution (McMahon, 1998)In recent year the teaching every students how to negotiate and mediate will ensure that future generation are prepared to manage conflict constructively in career, family, community, national and international setting. (Johnson D.W and Johason R.T, 1996)

### **2.5.1. Conflicts Management Methods**

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by school principal When students fail in national examinations head teachers face conflicts from parents, students and the community. The head teacher therefore needed to manage the curriculum to avoid failure of students in examinations. The principal should device ways to supervise teaching and to make sure what is going on in all classes and in all subjects. He further indicated that there was need for effective evaluation through examinations such as end term and end year examination, and continuous assessment tests, which should be valid and useful to students. (Okumb, 2008), agrees with the above view and indicated that personnel management was very important if learning activities have to succeed in schools. In managing personnel, there is need for head teachers to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resource.

There is need to ensure that the organizational climate enhances employees' mutual relationship and co-operate effort. He asserts that the success of the organization depended entirely on how effectively its human resource is managed.

(L.Hughes, 1994), advocates that performing management functions is a continued activity for a principal who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The

principal must lead a head of time and know how to administer and when to manage. In administration, less friction was realized when “craft” of administration is applied in ensuring that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

### **2.5.2. In service and Opportunities to attend Courses in Conflict Management**

(Janttz, 1996) Found out that principal who are gifted in leadership experienced minimal brush conflicts in their institutions. Schools that experience fewer conflicts have a link between motivation, commitment, and capacity building. Research done by reported by (Janttz, 1996) on motivation indicated that teachers who have control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome.

(Okumb, 2008) Concur with the above author and points out that some teachers have taught for many years without being recognized or given promotion. Such teachers lack motivation because there is nothing to look forward to in their work. The head teacher needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary skills, knowledge, and attitudes for effective job performance through in service and undertaking of courses related to conflict resolutions. Teachers should also be helped in career growth where they will use their talents and have aspirations. He further showed that those teachers who temporarily or permanently stops in their career promotional grades. He asserts that a teacher in this state suffers from stress and psychological withdrawal.

A teacher of this nature can be a problem to the head teacher. The head teachers need to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career.

(Kampiles, 1997), Indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with working

environment conducive to efficient +and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

(L.Hughes, 1994), reported general theory on human relations that indicates human relation was an important asset in school administration. It also indicates that understanding workers behavior was important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work.

(Foster, 1982), concurred with the above view and indicates that head teachers need to relate in a way that teachers are ready to work with them. He indicates that the head teacher should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them they will conform when the head teacher uses pressure and independent decision-making. (Musivosvi, 1998), Shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the organization in view. He has also shown that teachers have needs which if not met will affect their output and morality in their place of work (H, Fraser L and Robert, 1990). Positive working relations enhance productivity.

(A, Gordon, 1991), affirm the above view when they emphasize that the principal encounter students, teachers and parents on daily basis and require the value of caring. Head teachers therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest they may become more willing to try new practices, share information and are ready to co-operate with the principal.

### **2.5.3. Use of Students' Representative Council (SRC)**

(Okumb, 2008), indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of students is therefore required. The school management needs to ensure that the students' activities and operation in an organization are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (head teacher) to be an effective students' manager, he or she must not only be conversant

with concepts and newer perspectives in secondary school management, but also be a constant operator of the management techniques.

Management of students requires that the head teacher should show concern and drive towards student's achievement through teaching and learning, constantly communicating appropriately and effectively to and with students. Lack of proper communication may lead to conflicts with students; make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision-making, solve problems by applying the appropriate problem solving techniques speedily, equitably, and cautiously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect, and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students' Representative Council (SRC). Through this, the head teacher will ensure that the students' issues were addressed promptly through the right procedure (Okoni, O and Okoton, 2003)

#### **2.5.4. Frequent Stakeholders Meeting and Consultation**

It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge, he was in a position to put in place educational programmers that meet the needs of the community (R, Gordon B and Ernest, 1996). Community norms need to be taken into consideration. The principal needs to change the education programmers that are in conflict with the norms of the community. When the school interferes with the norms of the community, then the community will tend negatively to act, causing difficulty to the school and the principal, they further assert. Parents and other members of the community no longer accept the word of educators that the school is doing well. (G, Stewart J and Dangelo, 1980), also indicate that principal can avoid conflicts in their schools if the community is in full support of the educational programmers. The parents on the other hand should be made to feel that their children are safe. Partnership, participation, and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community on not only what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the

principal can interpret the educational programmers to the community. The citizens need to be aware of what is happening in the school.

The principal needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become important means for spreading reliable information and enhancing aspiration of the community about the school. The school administrators need to work closely with those interested in the school and particularly the youths. By linking together various agencies, the school principal plays a key role in dealing with problems in secondary schools created by family, economic and social conditions. The head teachers need to develop lines of communication and transmit information to the community. The principal also needs to seek information from the community (Paul, 1996).

(H, Fraser L and Robert, 1990), Concur with the above authors and indicated that parents need to be involved in the schools mission; making them develop an ownership in the school's mission. The principal needs to interact with parents and other community members. Through interaction with the community, the principal will get an opportunity to prevent fighting or if a rumor is loose the principal should share the truth so that people are equipped to deal with it in a healthy way. The principal should arm the community with facts so that they can act as rumor exterminators. The principal should keep in contact with the community and let them know the school and its mission.

(J, Hollow, 2000), Carried out research study in Missouri and North Carolina and found out that head teachers may minimize conflicts if they understood the people they work with. There is need to collaborate with the families and the community. There is also need to understand the political, social, legal, economic, and cultural climate of the community. This will help the head teacher work well with those around him or her. (k., Kampiles, 1997), shares this view and indicate that the head teacher needs to study his or her environment and develop leadership style that suit the school community.

(Gordon.R, 1976), concurred with the above view and indicated that the school principal needed to understand the total community and develop good relationship with the local community that the school serves. The author indicated that it was necessary for the principal to know the people who reside around the school. It is also necessary for the school administrator to know the groups and organizations available in the community where the

school is found. It is important for the principal to meet the leaders of these groups and organizations because they are useful in time of crisis. By trying to understand the community, the administrator will know the expectations and the attitudes of the people in the community. The above author further indicates that expectations constitute standards by which the people evaluate the performance of the school. Because of such knowledge, the principal was in a position to recognize the direction to take to satisfy the community's feeling of a successful school.

He further indicates that the community involvement is necessary but care should be taken to make sure that the ultimate goal of this involvement is to improve educational programmers. In the literature reviewed, the authors have rightly indicated that it is important for the principal to work with the community if he has to avoid conflicts in his administrative work. The above authors seem to agree that knowledge of the community is important for the principal. Nevertheless, the parents and the community have sometimes rejected principals long before they report to their new stations.

(Wie, 1995), in her lecture given at the State University Utah in USA cited that the head teachers' alertness is a valuable asset. When the alertness is compromised, the head teacher should do what is possible to restore it. Small events may not be necessarily simple events because they may take a complete turn. (Musivosvi, 1998), Shares the same view and has shown that the head teachers should be on the lookout on possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of diffusing situations, which are likely to be explosive. However, some head teachers may get so involved watching for symptoms of conflicts in the school at the expense of other activities. There is need to balance between watching for fires and doing duty as an administrator, he further asserts.

(Hart, 2000), in her papers presented at a conference in Ohio for University Council for Educational Administration shares the above view with the above authors and demonstrates that teachers need to assess the "news" and "no news". The head teacher should then act appropriately on "rumors" especially those touching management. If the head teachers are keen on these rumors they can easily stop the conflicts from materializing.

## **2.6. Effect of conflict**

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

is viewed as counterproductive. Conflict is often needed. It helps to raise and address problems, energize work to be the most appropriate issues, helps people 'be heal', for example it motivates them to participate, helps people learn to recognize and benefit from their differences. Conflict is a problems when it; hampers productive, lower morale, cause more continued conflict and cause inappropriate behaviors. (Teshannen Moran, 2001)

### 2.7. Conceptual frame work

The conceptual model suggests that the independent variables is conceptualized as consisting of school conflict (administrative incompetence, poor communication, difference perception, inadequate resource, poor academic performance and lack of participating in decision making), While the dependent variable (outcome variables) is conflict managements.

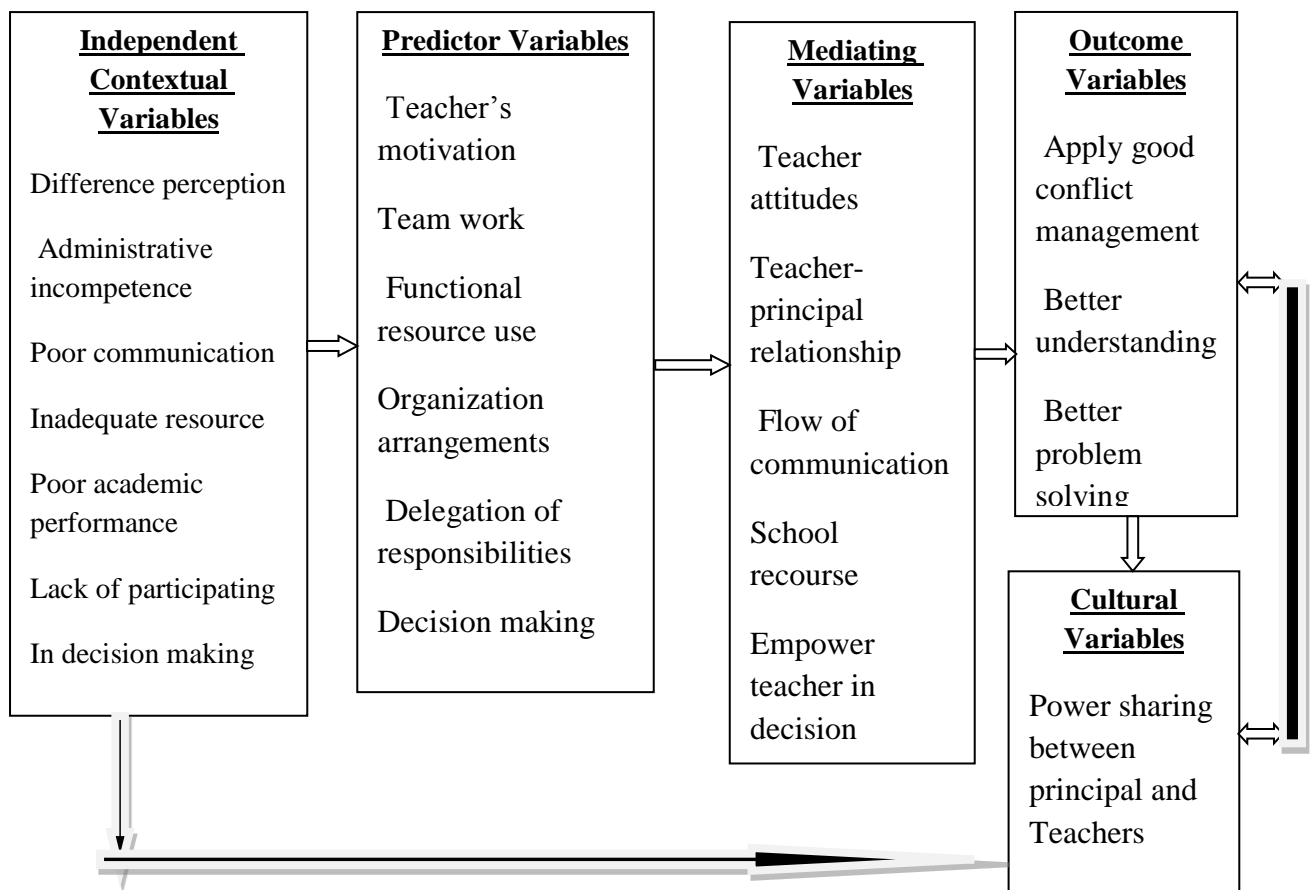


Figure 1 The Elements in a Conceptual Framework for this study

## **2.8. Chapter Summary**

The literature review has revised the cause of conflict and its management strategies between teachers and school principals in school organization. Different researchers looked at different sources of conflicts and manage it appropriately depending on the situation. The conflict management strategies literature has not significantly explored the relationship between compromising, accommodating, avoiding, problem solving, preventing and forcing (authoritative command) strategies with employee conflict resolution level. Thus, strategies for conflict management techniques is one of the most critical factors in creating a work environment that encourages productivity and dedication to a company and its mission (Mayhew, 2013).

In this study the conflict management strategies such as compromising, accommodating, avoiding, problem solving, preventing and forcing (authoritative command) strategies are reviewed. And also the different sources of conflict and types of conflicts experienced in educational institutions in different theory are described. There are variables that determine the cause of conflict between teachers and principals influence the teaching and learning process in secondary schools. Different scholars show that different conflict management strategies have positive and negative influence on teachers and school principals in teaching and learning. The framework shows that the different conflict management strategies that influence teachers and school principals job satisfaction. This study seeks to bridge the gap in the literature and identify the cause of conflict that influence and low conflict management strategies in Governmental secondary schools of South west shoa zone.

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## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter presents detail information regarding to research design, Source of data, population, and sampling techniques, tools of data collection, procedure of data collection and method of data analysis.

#### **3.1.Design of the study**

The study conducted descriptive using survey design that contains both quantitative and qualitative data, which is appropriate to examine and measure the attitude, belief, opinion, or practices of the subject of the study and to make detail analysis of existing situation.

Koul (2006:433), emphasis that as the researcher can gather information in terms of individuals opinion about some issues, through descriptive survey design & it is one of the research design through, which opinions, attitude, suggestions, for improvement of practices, and other data can be obtained.

#### **3.2.Source of Data**

To achieve the purpose of the study the main data and information were collected from both primary and secondary sources of data. The primary sources were teachers, principals, Supervisor, head of Education offices, chairperson of teachers' association and PTA from each sample Woreda. The secondary sources of information were different records, minutes, and relevant document with respect to conflict situations between teachers and principals in secondary schools.

#### **3.3.Population**

From the survey documents, the populations of the study will specifically 1061 teachers from the zone, and out of these 395 teachers from selected secondary schools in four woredas, eight principals out of 30 in the zone, four supervisors out of 11 total supervisors of the secondary schools in the zone. In addition, four head office of woreda education out of 11 head of woreda education office as a zone, and four-woreda teachers association out of 11 teachers association of the South West Shoa. This population statistics gained from 2014 E.C annual report of zone education office.

### 3.4 Sampling technique

The sampling frame for schools and respondents is on the bases of 2014 annual statics from South West Shoa Zone educational department. Currently there are 32 secondary schools in the Zone including newly opened schools. For this research, the researcher used 8 secondary schools from four selected woredas by random sampling. The sample size for the teachers is 118 out of 395 populations by using simple random sampling, while eight principals were selected using purposive sampling technique. In other way supervisors, woreda education head, and woreda teachers association head were selected by using available sampling technique. A percentage of at least 30% of the total population of less than 100 is acceptable sample in descriptive research (Healey, 2012). For the purpose of the study, the following sample schools, target population, sample participants are presented bellow on the table.

As indicate in the above table simple random sampling technique was used in selecting, sample schools, and teachers and this is mainly to avoid bias &to apply equal chance of being selected for each school and teachers; a lottery method was used to draw Woreda. (Koul 2006:115).

On the other hand, the school principals, heads of Woreda Education offices, and chairperson of Woreda teachers' associations were taken through purposive sampling; because, the researcher intentionally take them to understand the central phenomena

**Table 1: Summary of Selected Woreda, School, Total population and Sample of teachers**

Study area	Selected Woreda	Selected Secondary schools	Total teacher in the selected School	Sample teachers 30%	Percentage (%)
South West Shoa	Woliso	Dej.Balcha Ab.	24	7	6
		Nabso			
		Dilalla	58	17	14
	Tole	Bantu	69	21	18
		Kusaye	22	7	6
	Ilu	Taji	62	19	16
		Asgori	44	13	11
	Ameya	Gindo	78	23	20
		Darge Kota	38	11	9
		Total		395	118

Source: 2014 annual statics of south West zone education office.

As indicate in the above table simple random sampling technique will be used in selecting, sample schools, and teachers and this is mainly to avoid bias &to apply equal chance of being selected for each school and teachers; a lottery method will be used to draw Woreda. (Koul 2006:115).

On the other hand, the school principals, heads of Woreda Education offices, and chairperson of Woreda teachers' associations will be taken through purposive sampling; because, the researcher intentionally take them to understand the central phenomenon about the study, since these participants are rich in information. According to Kothari (2003:69, purposive sampling will be applied where the researcher intends to pick subjects that satisfy need information.

### **3.5 Data gathering tools**

#### **3.5.1. Questionnaire**

Louis and Keith (2005:250) explained that questionnaire as a widely used and useful instrument for collecting survey information providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.” Since the purpose of the study is to explore the causes of conflict between teachers and school principals in secondary schools: the questioner is administered to teachers and principals, as they are the target subjects of the study. Therefore, to develop the questionnaire, relevant related literature is thoroughly reviewed. Based on the information obtained from related literature, the questions are categorized with respect to the basic research questions. The questionnaire included open ended and close-ended items. The open ended questions help the researcher to get more responses in- depth and it provide freedom for respondents to express their opinion and to clarify their responses, also enable respondents to write a free response in their own terms, to explain and qualify their response and avoid the limitation of pre-set categories of response (Lovis, 2005;204). The close-ended questions such as Likert or rating scale type are used. The value of the scale is in between one and five (Healey, 2012), because, it is suitable for large-scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques, and enable comparison to be made a cross group.

### **3.5.2. Interview**

In addition to the questionnaire, the study employs a semi-structured interview as an instrument for data collection to complement and obtain relevant data that may not be handled by the questionnaire. A semi-structured interview is conducted with the principals and supervisors of the sample school, woreda teacher association, and head of woreda education offices. Interviews are useful for collecting in-depth information that allows explanation of questions to any type of population (Kumar, 2005:131).

Thus, the purpose of interview is to collect supplementary opinion to substantiate the questionnaire response. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions could be for waded during the interview based on the response for interview. Interview also helps to obtain relevant data that cannot be collected by questionnaire. The researcher used semi –structured interview because it combines both structured and unstructured approaches to collect data from the principal of some selected secondary schools.

This method is also selected because it provides uniform information, which ensures the capability of the data (Kumar, 1999). Thus, an interview guide (a written list of questions, open or close ended) is prepare by the researcher and conducted with all sample school principals in a face-to-face interaction.

### **3.5.3 Document Analysis**

Moreover, some relevant document observation (e.g. minutes) were also conducted in all sample school to complement the quantitative data obtained through questionnaire concerning the extent of teachers' and principals participation on conflict management in the schools. To record the information from document observation, the checklist question is prepared by the researcher. An excellent data interpreting system can be found in document analysis (Hodder, 1994).

### **3.6. Data Collection**

After having letter of authorization from Addis Ababa University for ethical clearance, and once permission were granted the researcher take appointments with the selected schools through the zonal education office, the researcher went to Gindo Secondary school to pre-test the data-gathering instrument. The researcher visited the schools and administered the questionnaires and a relevant instruction was given verbally to participants and assure of

confidentiality after which they were filled the questions. These procedures help the researcher to get authentic and relevant data from the sample units. Like this, the remaining sample school was collected data after analysis the pilot test.

### **3.7. Method of Data Analysis**

Depending on the nature of the basic question to be addressed and variable treat, the following statistical tools was used. These were percentage, table, and frequency distribution to determine the personal response of participant and analyze their feedback.

Tabulation helps to summarize all items and responses of the data which is classified as school principals and teachers in sex, age, marriage status, education back ground and experience of service) within a table. It facilitates the process of comparison, and it provides bases for various statistics computation that was done as follows.

The interview results and official documents were analyzed first to check on their content and put in related themes and integrate with results obtained from questionnaires.

The table contains Percentage and frequency distribution to make interpretation easy and simple. Percentages are easier to read and comprehend than raw frequencies. This advantage is particularly obvious when comparing groups of different sizes. To describe the central tendency of conflict in school and management's strategy characteristics with mean, median and mode from the data .This helps for further descriptive analysis.

In this case, of research to deal with the independents variables the conflict in school and dependent variables of management strategy different techniques of analysis was used. Thus descriptive method use both quantitative and qualitative data for analysis. Hence, to describe the data the following forms of describing the processed data were used. Mean was analysis how the value of an item or a variable around the true value of average. Thus, this was used by standard deviation helps to indicate the cause of conflict and conflict management's strategy.

The analyzed data was generalized from sample to the population by testing how the two variables related, (Healey, 2012). This was calculated by:

1. for significance difference researchers use SPSS
2. for indication of how much the dependent and independent variable is related researcher was used linear correlation

### 3. Time Frame and Work Schedule

This study was takes place in secondary school in southwest Shoa in 2014E.C.The information required to conduct this research are explained as follow.

#### **Time**

To get relevant and sufficient information the researcher was arranged appropriate time to contact participant Self.

#### **A. for Teachers**

I was Arranged time after regular class that is opposite shift to their schools scheduled regular class for both morning and afternoon shift turn by turn the time of data collection was arranged .In order to avoid an overlap of this study to school programs like Tutorial class, make up class and different school program. This requires an arrangement of time schedule with the schoolwork checklists.

#### **B. for school Principal**

Arrange the scheduling enough time for selected sample of school principal, to respond for the research questionnaires.

### **3.8. Validity and Reliability Checks**

To ensure validity of the instrument was under closed guidance of the advisors, instrument was developed related to review of literature and a pilot study will carried out of 20 teachers' Gindo Secondary school to pretest the instrument. The pre-test was provided an advance opportunity for investigate to check questionnaires and to minimize errors due to improper design elements such as question, wording or sequence. (John W.Best, 2006).

Additionally the reliability of the instrument was be measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales.

**Table 2: Reliability Test Results with Cronbach Alpha**

No	Variables	Item	Cronbach alpha
1	View of conflict	7	0.92
2	Source of interpersonal conflict	6	0.89
3	Source of intrapersonal conflict	6	0.9
4	Source of intergroup conflict	6	0.84
5	Source of intragroup conflict	6	0.78
6	Common source of conflict	12	0.76
7	Conflict management strategies	6	0.88
8	Role of school principals	15	0.74
	Average reliability coefficient	64	0.84

The Cronbach's alpha was used to analysis the data based on the pilot test, the reliability coefficient (Cronbach's alpha) of the instrument was found to be 0.84, which was taken to be reliable, since as (Field, 2009) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent and reliable.

### **3.9. Ethical and legal Consideration**

There are a number of ethical consideration was make during the study. Voluntary participant will encourage, respondent of interview and questionnaires was have significance energy and time. To avoid any physiological harm, question was formed in the manners that were not offense to disturb their personality.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data. The results of the finding were directly applied in resolving conflict between teachers and school principals in secondary schools of southwest shoa zone Oromia regional state.

The chapter comprises of two major parts. The first part presents the characteristics of the respondents in terms of sex, age, service years and academic qualifications. The second part deals with the results of findings from the data, which were gathered through the questionnaire and interview. Hence, the results and discussion of the second part is provided based on four major sections and some other supportive subsections. These sections are view of conflict, type of conflicts, sources of conflict, strategy of conflict management and role of school principals to minimize the conflict in the schools. In this study, 118 copies of questionnaires were distributed to teachers of sample secondary schools of southwest shoa zone. The return rate of questionnaires from teachers was 109 (92%). The rest 2(2%) were not filled properly; hence they are omitted from analysis and the other 7 (6%) questionnaire paper were not returned. Moreover, 8 secondary school principals, 4 supervisors, 4 woreda education offices, 4 woreda teachers association were interviewed. Therefore, the analysis of this study were done based on the questionnaire data obtained from 118 of teachers and interview results from secondary school principals, supervisors, woreda head education office, chairperson of woreda teachers association, and document analysis.

The respondents' characteristics were analyzed using percentages. Whereas the main quantitative data of the study presented in table 4 up to table 14 were analyzed by using frequency, percentages, mean scores and standard deviation. Because, the response in rating scales was more appropriate to such analysis. For the purpose of easy analysis and interpretation, the mean values of each item were interpreted by using Likert scale as follows:

1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50 - 3.49= undecided, 3.50 - 4.49= Agree, 4.5-5.00= strongly Agree and for other rating scales: 1.00 -1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = medium/modern, 3.50-4.49 = high and 4.50-5.00 = very high.

The summary of the data were presented using graphs and tables that incorporate various statistical tools. The qualitative data from open-ended questionnaires and interview were organized according to their themes, presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

#### 4.1 Characteristics of the Respondents

The characteristics (sex, age, service year, qualification and field of study) of the respondents are classified, analyzed and interpreted as follows.

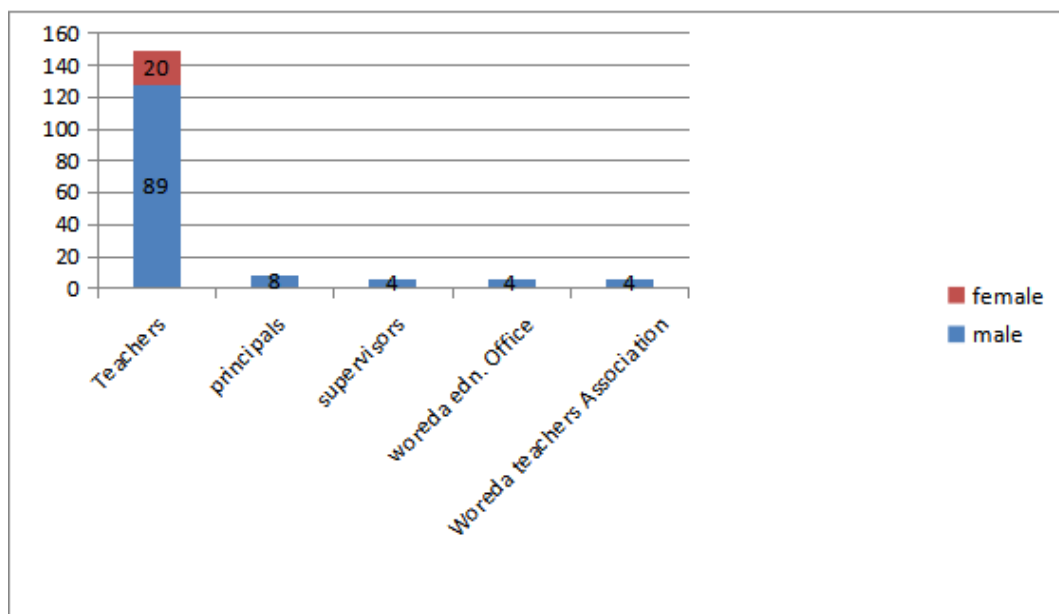


Figure 2 : Respondents by sex

As it can be seen from the figure 1, the characteristics of the respondents revealed that 89 (81.6%) and 29(18.35%) teachers were males and females respectively. Here, the number of female teachers was very much lower compared to male teachers in the sample schools. Among principals supervisors, woreda education office and woreda teachers association were (100%) males. From this, female teachers were not on the leadership position. Generally, in this study in all sample schools male teachers dominate female teachers.

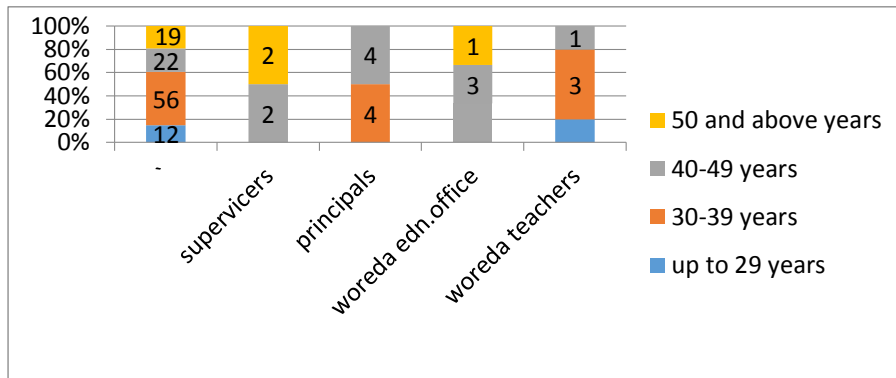


Figure 3 : Respondents by Age

As it can be seen from the figure 2 above, the majority of the teachers age were found on four ranges, that is 56 (51.4%) of the teachers were found in the range of 30-39 years and 22 (20.2%) of the teacher were found to be in the range of 40-49 years. Whereas, 12 (11%) of teachers were found to be at range of up to 29 years and 19 (17%) of teachers were found in the range of 50 and above. Hence, they are likely in a good position to provide adequate and rational responses to the questions. Among the leaders of sectors 4(50%) school principals, 1(25%) woreda head education office and 1(25%) of woreda head teachers association & 2(50%) supervisor were found to be at range of 30-39 years. In other way, 4(50%) principals, 2 (50%) supervisors and 3(75%) of woreda head education office and 3(75%) woreda head teachers association were found to be at the age range of 40-49 years respectively.

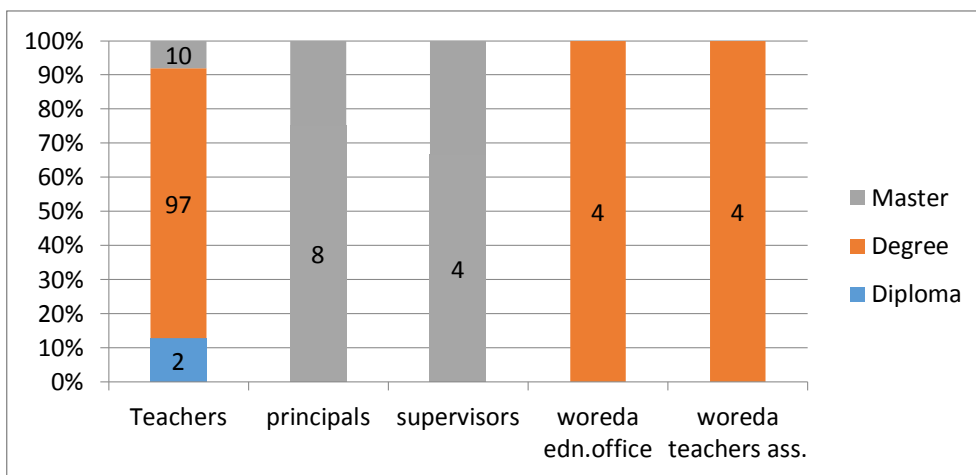


Figure 4: Respondents by Level of Education

With regard to level of education figure 3 indicates that, 2(1.8%), 97(89%) and 10 (9.2%)

Teachers were diploma, 1<sup>st</sup> degree and 2<sup>nd</sup> degree holders respectively. Among principals 8(100%) have 2<sup>nd</sup> degree and 4(100%) supervisor have 2<sup>nd</sup> degree respectively and also 6(100%) woreda head education offices and woreda head teachers association have 1<sup>st</sup> degree. As (MOE, 2010) the minimum required educational qualification for secondary school teachers were 1<sup>st</sup> degree. Nevertheless, from above graph 2(1.8%) teachers educational qualification were diplomas.

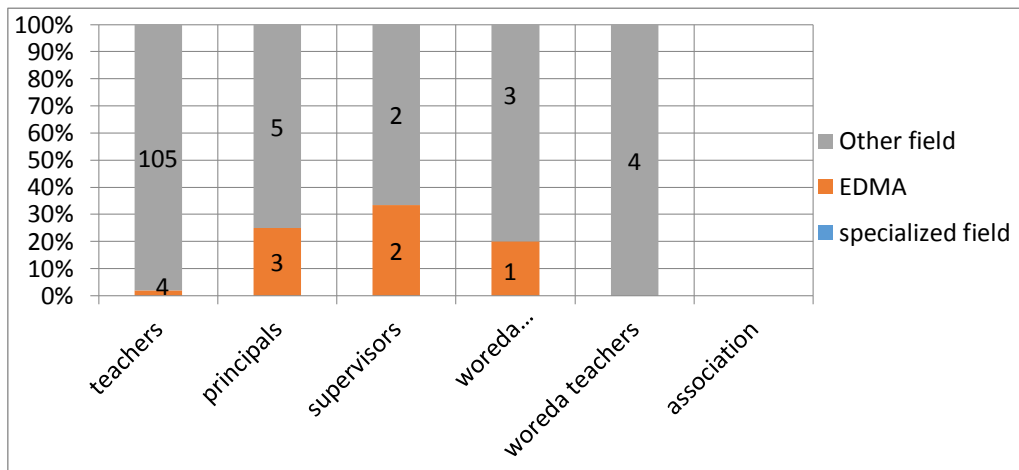


Figure 5 : Respondents by field of specialized

It is important to note 6(30%) of the interviewer of the administrative and 4(3.7%) of the teachers were graduate of educational administration. The rest 14(70%) of the interviewer and 105 (96.3%) of teachers are graduates of different subjects other than management in education. This situation does not enable higher educational leaders to devise mechanisms for managing conflicts as it is stated by Kinard (1988:9) in the literature.

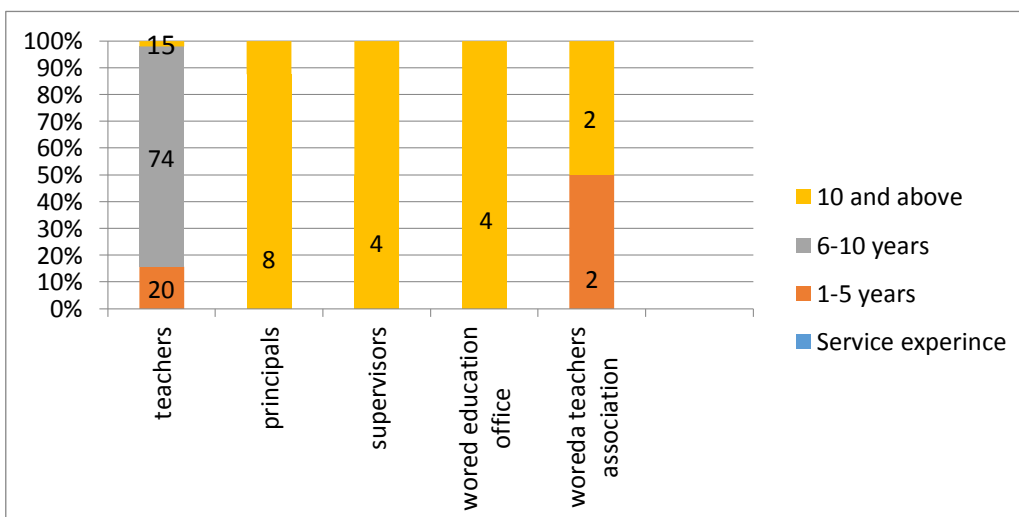


Figure 6 : Respondents by service years

From the Figure 5, the majority of the teachers respondents 74(68%), 20(18.3%), 15 (13.7%) have served for (6-10, 1-5, 10 and above years) respectively. Among the principals, supervisors woreda education office and woreda teachers association, 8 (100%) principals have served for 10 and above years. The 4 (100%) of supervisors have service years for 10 and above years. The 4 (100%) of woreda head education offices have served year 10 and above years. The 2 (50% and 2(50%) of chairman of woreda teachers association have year 10 and above years and 1-5years respectively. These shows the respondents have better understanding of various causes of conflict and type in the schools. This in turn might enable them to provide adequate responses to the questions presented to them concerning conflict between teachers and school principals in their school. In addition, the respondents have better experience to identify those major causes conflicts occur in the schools.

#### **4.2 View of conflict**

The data was gathered from teachers of different status and educational managers at different levels with the aim of getting a clearer picture of the situation. Corresponding to the research questions that the study set out to answer, the data have been categorized under the following headings. These are views of conflicts, types of conflict (personal & group) and their sources, common sources of conflicts and conflict Management.

Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from education administration and literatures. In the analysis the natural is not include in it since no help for determination on the finding. Accordingly, the respondents' view of conflict was presents and analyzed in table 3 below.

**Table 3 : View of Conflict**

No	View or perception of conflict in the school	Strong disagreed		Disagree		Neutral		Agree		Strong agree		mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Conflict be avoided and discouraged	19	17.4	62	56.6	11	10	12	11	5	3.3	2.28	0.93
2	Conflict refers to anger, frustration, harmful or stress brings bad feeling in the school environment	5	4.58	7	5	9	8.25	15	13.76	73	67	4.32	1.12
3	Conflict can be described as opportunity, energizing or resolution	9	8.26	16	14.68	10	9	33	32	41	37.6	3.7	0.91
4	Conflict brings change in the work place and result in a better school climate and culture	30	27.5	60	55	5	4.5	10	9.17	4	3.7	2	1.00
5	School principal tend toward eliminating conflict	14	12.8	70	64.2	3	2.75	12	11	10	9.17	2.4	0.9
6	Conflict is inevitable in the school so that it affect staff morale	7	6.4	9	8.25	3	2.75	40	36.7	50	45.9	4.07	1.00
7	Conflict can be constructive/create new ideas/ if managed properly	10	9.17	8	7.33	8	7.34	61	56	22	20	3.7	0.92

As table, 3 revealed that, questions 1-7, which asked about view of conflict discussed as below. Data respective to item 1 indicates that, the majority of the teachers 62(57%) and 19(17.4%) responds disagree and strongly disagree to the idea of conflict can be avoided and discouraged. The remaining 12 (11%) and 5 (4.6%) of teachers respondents replied as they agree and strongly agree respectively. In addition, the scored mean and Standard deviation for this item were (Mean =2.28, SD = 0.93) which indicates disagreement of teachers conflict can be avoided and discouraged in their school. Thus, collectively the data shows teachers disagree that their conflict can be avoided and discouraged.

For item 2, that asked about conflict refers to anger; frustration or stress brings bad feeling in the school environment. The majority of the teachers i.e., 73 (67%) strongly agree, whereas the rest teachers argued that conflict refers to anger; frustration or stress brings bad feeling in

the school environment. In addition the scored mean and Standard deviation for this item were revealed (Mean =4.3, SD = 1.12)

For item 3 that asked whether conflict can be described as opportunity, energizing or resolution, 33 (32%) and 41 (37.6%) of the teachers respondents agree and strongly agree respectively; whereas the remaining 9 (8.2%) and 16(14.6%) of the respondents were strongly disagree and disagree respectively. Furthermore, the score mean of the item were (mean 3.7, SD 0.91) which shows the agreement of teachers on the issue.

For item 4 that asked that the conflict in the school brings change in the work place and result in a better school climate and culture, the majority 60(55%) and 30(27.5%) of the respondents were disagree and strongly disagree respectively; while the rest 10(9.7%) and 4(3.7%) of the respondents were agree and strongly disagree respectively. This implies that teachers disagree on conflict brings change in the work place and result in a better school climate and culture. In addition the score mean= 2.00, STD= 0.74 which shows the disagreement of teachers.

For item 5 that asked whether the school principals tend towards eliminating conflict, the majority 84(77%) of the respondents were disagree, while the rest 12 (11%) and 10 (9.17%) of the respondents were agree and strongly agree respectively. In addition the score mean and standard deviation were (Mean = 2.4 SD = 0.66 shows the disagreement of the respondents.

For item 6 that asked whether conflict is inevitable in the school so that it affect the staff morale, the majority 50(46%) of the respondents were strongly agree and 40(36.7%) of them agreed. The rest 7(6.4%) and 9(8.25%) of the respondents were strongly disagree and disagree respectively. In addition the score mean and standard deviation were (Mean = 4.07, SD = 1.00) shows the agreement of teachers on Conflict is inevitable in the school so that it affect staff morale.

For item 7 that asked is conflict can be constructive/create new ideas/ if managed properly, 61(56%) and 22(20%) of the respondents were agree and strongly agree respectively. The rest 10(9.17) and 8(7.3%) of the respondents were disagree and strongly disagree respectively. The data shows approximately most proportion of teachers responded as they agree. This shows that as teachers believe conflict can be constructive if managed properly.

In other way, the data obtained from the education administrative interview shows that today conflict is a challenge in the schools. They also believe that it is necessary for conflicts to exist in organizations where people of different views, interests, values, beliefs etc. work together. The teachers' attitude towards the existence of conflict was seen as destructive in consistent to the observed facts raised at the beginning.

Specifically one of the school principal said:

*“... honestly speaking conflicts is destructive and challenge comes from teachers and other community. This is brings resistance toward the attitude of teachers take the new policy and things in any job in the school”.*

In addition to this, the woreda head office said that, *conflict in the school is resistance and challenge occurs between teachers and principals especially on implementation of policy of education.*

#### **4.3.Type of conflicts**

In the secondary schools of southwest Shoa zone there is conflict between teachers and school principals. The data revealed on open-ended question that is 101 (92.6% teachers replied yes whereas 8(7.5%) of the respondents replied no. This is indicating that almost in the secondary schools of southwest shoa conflict has been exist between teachers and schools principals. Again, the respondents indicate the interval occurrence of conflict in their school. These are 62(56.9%) of teachers, 38(34.9%) and 9(8.2%) of teachers were indicate 1-2 times, 3-5times and 6-10 times occurrence of conflicts in their schools respectively. Barometer (2008), is also share above idea, and classified conflict intensities into low, medium and high. Peretomode (2008), postulated that when the level of conflict is too high, dissatisfaction, lack of teamwork, turnover, chaos and disruption might follow. This in turn leads to low-level organizational performance. Again, the document analysis was indicating that there was conflict between teachers and school principals

Respondents were asked through on question 3.2.1 to give additional information on the types (levels) of conflict observed in secondary schools.

Table 4 : Types of conflict in secondary school SWS

Type of Conflict	Respondents Group	
	Teacher	%
Intrapersonal	15	13.76
Interpersonal	80	73.4
Intragroup	2	1.8
Intergroup	12	11
Other		

As shown on the table 4 above about the types of conflict in the secondary schools, almost 80(73.4%) of the teachers respondents indicated that interpersonal conflicts 22(20.2%) of them replied as it was intragroup while 15(13.7 of them replied as it was intrapersonal. Moreover, 1(1.8%) of the respondents replied as the conflict is intragroup conflict. The respondents were indicate that the type of conflict mostly experienced in South West Shoa secondary schools include interpersonal, interpersonal, intergroup and intergroup conflict in different degree.

The data from open- ended question also shows that interpersonal conflicts are mostly found in secondary schools while intragroup conflict is ranked as second. These were again substantiated by the interviewee's responses.

One of the principals said that:

*“According to context of our schools I observed that interpersonal conflicts are always occurring. I know that conflict between teachers and principals, between members of department, conflict between management groups and teachers group, groups of woreda native and other groups in schools (Code 09, 08/061/10).*

Therefore, the finding showed that the interpersonal conflicts are mostly found in secondary schools while intragroup conflict is seen to almost none in rare cases.

#### 4.4.Type of Conflict and its Sources in secondary school

##### 4.4.1. Interpersonal Conflict Sources

**Table 5 : Sources of Interpersonal Conflict**

No	Item	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Absence of cooperation staff	6	5.5	7	6.4	4	3.67	47	43	45	41.3	4.08	1.03
2	Poor Communication	5	4.6	5	4.6	10	9.1	48	44	41	37.6	4.05	1.01
3	Inadequate resource for staff and students	14	12.8	11	10	4	3.67	39	36	41	37.6	3.75	1.08
4	Struggle for power	27	24.7	67	61.5	5	4.6	6	5.5	4	3.67	2.02	1.00
5	Authoritative approach in solving problems and personality difference by principal	8	7.34	6	5.5	4	3.67	27	24.8	64	58.7	4.22	1.07
6	Age, sex, and ethnic difference	38	35	42	38	8	7.3	12	11	9	8.3	2.2	0.94

As can be seen on table 5, for item 1 respondents were asked information about absence of cooperation staff is source of interpersonal conflict, 47(43%) and 45(41.3%) of the teachers respondents were, indicated agree and strongly agree respectively. Where the rest 6(5.5%) and 7(6.4%) of the respondents were as strongly disagree and disagree respectively. This is indicating that absence of cooperation cause of interpersonal conflicts in the secondary schools. Similarly, the Gebretensay (2002) is show absence of cooperation of teachers and principals is cause interpersonal conflict.

For item 2 that asked whether poor communication cause of interpersonal conflict, 48(44%) and 41(37.6%) of the teachers respondents were agree and strongly agree respectively. whereas the rest 5(4.6%) and 5(4.6%) of them disagree and strongly disagree respectively. Martins (2014), indicate that communication is a central issue in conflict generation, escalation and de-escalation. Moreover, communication is

determining the nature of social relationship that exists among teachers to enhance their productivity in their work places.

Item 3, that asked inadequate of resource for staff and students, 39(36 %,) and 41(37.6%) of the respondents agree and strongly agree respectively. The mean score (3.75) is no variability on the point. This indicates that absence of resource for students and staff can cause interpersonal conflict in secondary schools. In line with this Abdul, (2013) is indicate computation for resource is cause of interpersonal conflict.

For item 4 request to struggle for power is cause of interpersonal conflict, 27 (25%) and 67 (61.5%) of the respondents were, disagree and strongly disagree respectively. Thus, the struggling for power is not cause of conflicts in the secondary schools of southwest shoa.

In item 5 on the same table, almost 91(83.48%) of the respondents were showing their agreement on the issue. In addition the scored mean for this item were 4.2 which indicates that the agreement of respondents to teachers perceives authoritative approach in solving problems and personality difference by principal cause of interpersonal conflict in the schools. Thus, it indicates that authoritative approach in solving problems and personality difference by principals is source of interpersonal conflicts.

As depicted in item 6, that asked whether the source of interpersonal conflict can be age, sex, and ethnic difference, 38 (35%) and 42(38.5%) of the respondents were strongly disagree and disagree respectively. Whereas the rest 12(11%) and 9(8.26%) of the respondents were agree and strongly agree respectively. This indicates that understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work (Hughes, 1994)

From the table all point reflected by respondent the absence of cooperation, poor communication, absence of resources, and authoritative act principals are the cause of interpersonal conflict in secondary schools of South West Shao Zone. Abdul et al. (2013) also pointed that, interpersonal conflict often happen in the work place in the organization between two individual due to scarcity of resources, goal obstruction and expectation in the schools life.

#### 4.4.2. Sources of Intrapersonal conflicts

Respondents were asked to give comments on intrapersonal conflict. Information was gathered on whether or not conflict within an individual person could produce conflict in the organization.

**Table 6 : Sources of Intrapersonal conflicts**

No	Item	Strong disagree		Disagree		Neutral		Agree		Strong agree		Mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Inappropriate and overload period allotment	8	7.34	6	5.5	4	3.67	48	44	43	39.4	4.02	1.00
2	Low standard living/salary	4	3.7	6	5.5	3	2.7	53	49	43	39	4.15	1.05
3	Lack required ability for a particular job	4	3.7	6	5.5	---	---	50	48	51	47	4.3	1.11
4	Lack of required school facilities	14	13	9	8.3	6	5.5	46	42	34	31	3.7	0.9
5	Inappropriate implementation of rules and regulation	5	4.6	6	5.5	2	1.8	26	24	70	64	4.4	1.15
6	Poor performance evaluation in school	11	10	9	8.3	7	6.4	36	33	46	42	3.9	1.00

As shown in item 1 of table 6, the majority 91(83.48%) of the respondents agreed on the question that asked is in appropriate and overload period allotment is the cause of interpersonal conflict. This indicates that there is no fair distribution of period in schools, this cause of intrapersonal conflict.

With respect to item 2, that asked whether the low standard living/salary is cause of interpersonal conflict, majority 53(48.6%) and 43(39.45%) of the respondents were agree and strongly agree respectively. This is indicating that the low standard of living of teachers sometimes affects intrapersonal conflict.

For item 3 that asked whether lack required ability for a particular job can cause intrapersonal conflict, 50(45.87%) and 51(46.8%) of the respondents were indicate as they agree and strongly agree respectively. The rest 4(3.7%) and 4(3.7%) of the respondents were disagree and strongly disagree respectively. These are usually the members of a department or work teams have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical (Dolan, 1997).

In item 4, that asked lack required school facilities is cause of intrapersonal, 46(42.2%) and 34(31.2%) of the respondents were agree and strongly agree respectively. The mean value and standard deviation (Mean =3.7, SD=0.9) also indicate that lack of school facilities for group members is cause of interpersonal conflict.

For item 5, that asked inappropriate implementation of rules and regulation can cause intrapersonal conflict, 70(64.22%) and 26(23.8%) of the respondents were agree and strongly agree respectively. The mean value (4.4) is also indicated that there is inappropriate implementation of rules and regulation in schools that can be source of intrapersonal conflicts. Thus, it indicates that all the respondents were agreed on inappropriate implementation of rules and regulation in schools bring intrapersonal conflict.

In response to item 6, that asked poor performance evaluation in school can be a cause for intrapersonal conflict, 36(33%) and 46(42.2%) of the respondents were agree and strongly agree respectively. The mean value (Mean=3.9, SD=1.00) is indicated that respondents have the same opinion to poor performance evaluation in school is source of intrapersonal conflict. Thus, it implies that, there is poor evaluation system in schools. The teachers always claim on poor evaluation system, which is irrelevant to the things they do. They also tend to feel that they are evaluated by people who do not them well.

Therefore, the above finding justify that absence of facilities, the dissatisfaction of getting poor performance evaluation results, low standard of living, inappropriate allotment of work load, and absence fair implementation rule and regulation in the schools are the causes of intrapersonal conflict in secondary schools. The intrapersonal conflict arises from conflicting goals and interests, lack of require ability for a particular job, improperly evaluation performance of individual, lack of facilities, inappropriate implementation of rules and regulations can cause a person frustrations, tension and anxiety.

#### 4.4.3. Sources of Intergroup conflicts

These refer to differences and clashes between groups. Intergroup conflict may occur between the management groups, between staff members in schools.

**Table 7 : Source of Intergroup Conflict**

No	Item	Strong disagree		Disagree		Neutral		Agree		Strong agree		mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Lack of required school facilities	7	6.4	20	18.3	6	5.5	36	33	40	36.7	3.75	0.92
2	Lack of commitments in both group	40	36.7	38	34.8	11	10	8	7.34	12	11	2.21	0.93
3	Failure of in knowing and accomplishing their jobs properly					5	4.6	54	49.5	50	45.8	4.6	1.36
4	Lack of participator decision making process by principal	4	3.67	8	7.34	3	2.75	45	45.8	49	49.5	4.16	1.06
5	The problem in assignments of the educational manager	4	3.67	8	7.34	3	2.75	50	45.8	54	49.5	4.16	1.06
6	Solving the problems through table is not practiced	6	5.5	4	3.67			51	46.8	48	44	4.2	1.07

Item 1 in the table 7 above, asked about lack of school facilities can causes intergroup conflict, 76(69.7%) of the respondents were showing their agreement. The mean-value (3.75) is also indicating that teachers have idea of lack school and facilities are causes of intergroup. Thus, lack of required school facilities in the schools is common cause of intergroup conflict. For item 2 that said intergroup conflict come from lack of commitment, great majority 78(71.56%) of the respondents were disagree. The mean-value (2.21) is indicating that teachers have different opinion. Thus, in some group members' incompetence in the schools is cause of the intergroup conflict whether other is not.

For item 3, that asked whether fail to know and accomplish their job properly, almost all 104(94.3%) of the respondents were showed their agreement. This implies that lack in knowing and accomplishing their job by schools community causes intergroup conflict in schools.

For item, 4 that asked whether managers practice participator decisions making, majority 104 (95.4%) of the respondents were agree. According to the data a large number of teachers agree that this factor reasonably affects intergroup conflict in the schools especially school principals. Therefore, it is possible to say that lack of participator decision making in the schools, is the cause of intergroup conflict.

Regarding item 5 that asked whether the assignment of educational managers at all levels can be the cause of intergroup conflict, 104(95.4%) of the teachers respondent, suggested that the problems of assigning educational managers to be a cause of intergroup conflict. Similarly, the mean score for this item were 4.6, which indicate the agreement of teachers that the problem in assignments of the educational manager cause intergroup conflict.

For item 6, that asked whether solving the problems through table are not practiced can be cause of intergroup conflict, 99(90.8) of the respondents were agree. While the remains 10 (9.2) Of the respondents were disagree on it. The scored mean for the item were (Mean= 4.2, SD= 1.07) which indicates that the agreement of teachers solving the problems through table are not practiced, it can be cause of intergroup conflict.

In line with what is discussed above, Kinard,(1988:309) and Oktoni,(2003) indicate that limited resources, communication problems, conflicting interests, lack participator decision making, problem assignments of the educational manager ,and inconsistent performance criteria, over lapping tasks were primary sources of intergroup conflict.

#### **4.4.4 Sources of Intragroup conflicts**

This occurs when there exists disagreement of different among members of a group or its subgroup as it is indicated in the literature section. An effort was made to gather data on certain factors that are thought to cause intra-group conflict.

**Table 8 : Source of Intragroup conflict**

No	Item	Strong disagree		Disagree		Neutral		Agree		Strong agree		Mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Unfair treatment of different group members by Government	4	3.7	6	5.5	7	6.4	42	38.5	50	45.8	3.85	0.94
2	Un acceptance of group members different in goal	2	1.83	4	3.7	9	8.25	60	55	34	32.2	4.09	1.03
3	Unfair share resources and facilities for school	9	8.25	4	3.7	8	7.3	38	34.8	50	45.8	4.04	1.01
4	Necessities of change motivation by government	16	14.7	4	3.7	6	5.5	53	48.6	30	27.5	3.7	0.9
5	Unfair treatment of Emotional opposition within a group	41	37.6	12	11	4	3.7	38	34.8	14	12.8	2.74	0.9
6	Unfair distribution of work load for stakeholder by Government	39	36	45	41.3			15	13.8	10	9.2	2.19	0.9

For item 1 that asked whether unfair treatment of different group members by government can the cause of conflict, 92(84.4%) of the respondents were agree and strongly agree at different level; while 6 (5.5%) of the respondents were disagree. The mean-value (3.85) is indicated that there to unfair treatment of different group members by the principals. The teachers were claim that schools principals' unfair ways of treatments in different groups in schools; these bring conflict between principals and other school community.

For item 2 in the above table, that said, acceptance of group members different in goal, 104(95.4%) of the respondents were agree & strongly agree at different level; while the remains 6(5.5%) of the respondents were disagree at different level. The scored mean (4.09) for the item were indicates that majority of the respondents were agree. Thus, the data shows the agreement of teachers on un acceptance group members different in goal is cause in the secondary schools of south west shoa.

In line to the above Champoux, (2003) also agree normally groups or departments in the organization have different and incompatible goals, increasing the chances of employees

experiencing conflict. For example, a principal and a head of academic department have different goals for improving the way of teaching in schools. The principal needs to recruit newcomer teachers who have more advance teaching techniques than long-teaching teachers do in school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teacher.

For item, 3 that raised unfair distribution of resources and facilities can be the cause for conflict, 88(80.7%) of the teachers respondents were agree at different level; while the remains 13(11.9%) of the respondents were disagree at different level. Thus, this indicate that the schools principals made unfair way of giving recognition for groups of departments in schools which results in cause of intergroup conflicts.

For item 4, said that necessities of change motivation by government is bring intergroup conflict, 83(86.1%) of the respondents were agree at different level; while the remains 20 (18.4%) of the respondents were disagree at different degree. In addition the scored mean for the item were 3.7, that indicates the agreement of teachers to necessities of change motivation by government. Thus, the above data indicates teachers agree that the way necessities of change motivation by government are bring intergroup conflict in the schools.

For item 5 that said, the schools unfair treatment of emotional opposition within a group can cause conflict, 53(76.15%) of teachers respondents disagree at different degree; while the rest 52(47.8%) of teachers respondents were agree at different degree.

For item, 6 that asked whether unfair distribution of work load for teachers and other that cause intragroup, 84(77.06%) of the teachers respondents were disagree; while the rest 25(23%) of them were agree at different degree. Regarding this the teachers have a little difference, which means there were some schools unfair distributions of work load for teachers that cause intragroup conflict.

The above finding indicates that, group members different in goal and mismatch with schools goals and necessities of motive, unfair treatment of different group by principals, unfair share of source and unfair distribution of work are major cause of intragroup conflict.

Regarding to this data gathered from open-ended question revealed that interpersonal conflict is the common type of conflict because absence of sufficient facilities in schools, unfair motivation for teachers, authoritative approaching in solving problems, absence of honesty,

mistrust in school. Lack of team spirit, use of school resource unfairly, seeing every work in politics manner by management group, assign school principals without skill of leader, lack of transparency in school and different attitude on work also another cause of conflict.

Some respondents were indicated as interpersonal conflict is due to the ideological difference, act over rule and regulation, and no give enough time for decision by management, partiality and lack of good leaders in the school.

#### **4.4.5. Common Source of Conflict in Secondary Schools**

In an attempt to get additional information on the common sources of conflict exist in secondary schools, teachers were show their degree on major factors that generate conflict between teachers and educational managers on standard question.

**Table 9: Common Source of Conflict in Secondary Schools**

No	Item	Strong disagree		Disagree		Neutral		Agree		Strong agree		Mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Communication barrier	15	13.7	12	11	7	6.4	45	41.5	30	27.5	3.71	0.93
2	Lack of professional commitment	21	19.2	70	64.2	4	3.67	6	5.5	8	7.34	2.06	1.00
3	Unfairness due to ideological and ethnic differences on the part of managers	7	6.4	10	9.2	3	2.75	49	45	40	36.7	3.96	1.00
4	Outdated police and guidelines used by principal	11	12	12	11	4	3.7	30	27.5	52	47.7	4.00	1.00
5	Inappropriate application of rules and regulations in school by principal	12	11	12	11	2	1.8	53	48.6	30	27.5	3.7	0.92
6	Power struggle	8	7.3	70	64	9	8.3	10	9.2	12	11	2.5	0.9
7	Lack of participation decision in school	10	9.2	13	12			38	35	48	44	2.93	1.00
8	Failure in knowing and accomplishing some specific job properly	9	8.25	8	7.3	8	7.3	51	46.8	34	31.2	3.88	1.00
9	Lack adequate resources for staff and students	8	7.34	12	11	6	5.5	55	50.4	28	25.7	3.76	0.94
10	Teachers and other resistance to change	10	9.2	11	10			55	50.4	33	30.3	4.1	1.03
11	Lack Skill of principal in conflict management/no take train of conflict management system	16	14.7	10	9.2	2	1.83	30	27.5	51	46.8	3.36	0.85
12	Indiscipline part of staff and student	10	9.2	11	10			40	36.7	48	44	3.97	1.00

On the table above, that asked about common sources of conflict in secondary schools were discussed as below.

For item 1, that said communication barrier as a common sources of conflict, 75 (69%) of the respondents were agree at different degree; while 27 (24.8%) of the respondents were

disagree at different degree. This indicates that communication barrier is taken as common sources of conflict in the secondary schools.

For item 2, that asked lack of professional commitment as sources of conflict, 91(83.5%) of the respondents were replied as they disagree at different degree; while 14(12.8%) of them replied as they were agree at different degree. This implied that lack of professional commitment could not be sources of conflict in secondary schools.

For item 3, that said unfairness due to ideological and ethnic differences on the part of managers, 89 (81.6%) of the respondents were agree at different degree; while 17 (15.6%) of them replied as they were disagree. This indicates that unfairness due to ideological and ethnic difference can be the sources of conflict.

For item 4, that asked outdated police and guidelines used by principal is the source of conflict, 82 (75.2%) of the respondents were replied as they agree; while the other 23 (21.1%) of them replied as they disagree. This means outdated policy and guidelines used by principals can be the source of conflict.

For item 5, that asked whether inappropriate application of rules and regulations in school by principal can be a source of conflict, 83 (76.15%) of the respondents were replied as they were agree at different degree; while 24 (22%) of them replied as they were disagree.

For item 6, that asked whether the source of conflict is power struggle, 77(70.6%) of the respondents were disagree in different degree; while 22 (20.2%) of them replied as they were agree. This indicates that power struggle was not major source of conflict.

For item 7, that asked whether lack of participating in decision in the school could be the source of conflict, majority 86(78.9%) of the respondents were agree; while 23(21.1%) of them were disagree. This indicates that ignoring teachers from decisions made by school leads to conflict.

Regarding item 8, that asked whether failure in knowing and accomplishing some specific job properly can be a source of conflict, 85 (78%) of the respondents were agree on the issue; while 17 (16%) of them replied as they were disagree.

For item 9, that asked whether lack of adequate resources for staff and students may be the source of conflict, 83 (76%) of the respondents were agree; while 20(18.3%) of them replied as they were disagree at different degree.

For item 10, that asked whether teachers and other stakeholders resistance to change, the majority 88 (80.7%) of the respondents were agree; while the minority 21 (19.3%) of them

replied as they were disagree. This means teachers and other stakeholders could not be the source of conflict.

For item 11, that asked whether lack of skill of principal in conflict management/no take train of conflict management system can be the source of conflict, 81 (74.3%) of the respondents were agree; while 26 (24%) of them replied as they were disagree.

Regarding item 12, that asked whether indiscipline part of staff and student could be the source of conflict, 88 (80.7%) of the respondents were agree; while the minority 21 (19.3%) of them replied as they were disagree. This means staff and students indiscipline could not be the source of conflict.

The finding revealed that the above factors are common cause of conflict in secondary schools of South West Shoa Zone. In line to the above respondents were suggested on open ended question, lack planning on conflict and misunderstanding stakeholder by schools administrations, unable to cover the syllabus in a session, administrative incompetence of principals, misuse and stealing of school funds, indiscipline (on the part of both staff and students), focus only political by school leader, and discrimination between ethnic by group of management

The next quotation from interviewers further elaborates the common sources of conflict.

One of the sample school principals said that:

*“...I know that conflict occur sometimes in our school due to absence teachers from job, lack competent teachers in some coarse, lack facilities such laboratory, class room, problems of both teachers and students discipline, political ideology difference, personal needs and making decision without criteria/abuse.”(Code11, 03/06/09)*

Again one of woreda teachers head association said, *I know that conflict occur in the schools due to unfair use schools resource by principals and lack of skill of teachers doing things”.*

In addition, the document analysis was indicate that the common sources are not fairly evaluate the students by the teachers is some cause obtain.

#### 4.4.6. Conflict Managements strategy

Effective conflict management can lead to productive outcomes and enhances the health of the organization. Ineffective conflict management on the other hand, frequently creates frustration, deteriorating organizational climate and finally increase destructiveness.

Concerning the resolving strategies of conflict questionnaire item 6 was prepared to obtain information from teachers, and interview the education administrations. The possible conflict management strategies mention in the literature was given as example, out of which respondents can easily rating the ones that they think are frequently practiced in secondary schools.

**Table 10 : Conflict Management strategies**

No	Conflicts management strategies	Very low		Low		Medium		High		Very high		Mean	St. deviation
		F	%	F	%	F	%	F	%	F	%		
1	Compromising	4	3.66	6	5.5	9	6.4	36	33	54	50	4.14	1.07
2	Accommodating	10	9.17	49	29.4	3	4.6	50	55	7	6.4	3.34	0.84
3	Avoiding	2	1.83	6	5.5	2	1.83	70	64.2	29	26.6	4.1	1.3
4	Problems solving	60	55	35	32.1	6	5.5	5	4.6	3	2.75	1.68	1.12
5	Preventing	5	4.6	3	2.75	6	5.5	61	56	34	32.1	4.00	1.0
6	Forcing/authoritative command/	5	4.6	10	9.17	3	2.75	33	30.3	58	53.2	4.18	1.06

Table 10 summarized the response to question 1-5, which asked about conflict management strategies. In item 1 of table 10, the majority of teachers 90(83%) were show that their school use compromising strategies to resolve conflict is high The rest 10(9.1%) of teachers were show that their school is use compromising strategies to resolve conflict is low. this may be

school may not implement these strategies. In addition, the mean for this item was 4.14, which indicates that their schools' compromising strategies to resolve conflict are high.

In item number 2 of table 10, respondents were asked whether schools use accommodating strategies to resolve conflict. Accordingly, 50(45.87%) of teachers' respondents indicate that their school's use of this strategy is low. The rest 49(45%) of teachers' respondents show that their schools use this strategy is very low. The data shows approximately equal proportions of teachers respond to low and high on the item. That is, some schools may use accommodating strategies to resolve conflict and other schools may not. Hence, from this there is no uniformity between schools on use of this strategy in southwest shoa zone secondary schools.

As it can be seen in item number 3 of table 10, schools use avoiding strategies to resolve conflict, the majority of teachers' respondents i.e. 99(90.8%) were indicate that their school use this strategies to resolve the conflict in the schools is high. The rest 8(7.34%) of teachers' respondents their school use this strategies to resolve the conflict in the schools is low.

In item 4, the respondents, 95(87.15%) of teachers, were indicate use of this strategies is low in their schools. The data revealed the problem solving is not a means of managing conflicts in secondary schools at this moment. In addition, the mean score for the item was 1.68, which indicate the low use of avoiding strategies in their school to resolve the conflict. However, Rahim (2001), is show use creative problem solving involves three stages, problem recognition, planning for change, and implementation for effective managing conflicts.

As it can be observed in item number 5 tables 10, the majority of teachers 95(8.15%) were indicate that using the preventing strategies to resolve conflict in their schools is high. The rest 8(7.34%) of teachers were show use of the preventing strategies to resolve conflict in their schools is low. In addition the scored mean for the item is 4.00, which indicate the using, the preventing strategies to resolve conflict in their schools is high.

In item 6 of table 10, respondents were requested, forcing/authoritative command strategies uses to resolve conflict, hence 91(83.5%) of teachers were indicating using the preventing strategies to resolve conflict in their schools is high. The rest 15(13.8%) of teachers were responds the forcing/authoritative command strategies uses to resolve conflict is low. Further the scored mean for this item was 4.18 which indicates the high degree of using authoritative command strategies uses to resolve conflict.

**Table 11 Managing of Conflict by the Schools**

Response	Teachers	
	No.	%
Very high	4	3.67
High	15	13.76
Moderate	34	31.2
Low	56	54.37

As seen from above table 11, the conflict were disrupting teaching and learning in secondary schools, that mean is not full control or managing conflict without disrupting teaching and learning process. 56(54.37% of teachers, responded that most of the time the way of managing conflict in secondary schools is low. This indicates that the conflict in the secondary schools was managed after disrobing teaching and learning process.

Almost 34(31.2%) of teachers, were showing that managing conflict in the schools is moderate condition. While 15(13.76%) of teachers, reflect on high condition to control conflict before disrupting teaching and learning in secondary schools. Only 4(3.67%) of teachers were response in secondary schools rating very high to managing conflict before create problems.

As data indicating in the above control conflict before disrupting teaching and learning process in secondary schools of South West Shoa Zone is low. These were again substantiated by the interviewee's responses.

One of principals and supervisors said that:

*“...I know, conflict happens without clearly known cause and symptom in schools in last year. Due to this, our school closes for 3 weeks. When I remembered the effect academic calendar time wasted, resources and results in frustration morale of teachers and non-teaching workers. This again affects the students’ achievements and result on national examination (code 5, 19/09/11).*

Musivosvi, (1998), shares the same view on the head teachers should be on the lookout of possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of diffusing situations, which are likely to be explosive.

Again the respondents indicate responses on the open-ended question; that presence of effects of conflict resolution strategies in the schools working setting.

Depending on the nature of conflicts, various effected methods were used by schools that respondents suggested. These include use PTA committee to mediate and negotiate two parts, discussion on issues, use of disciplinary committees, intervention of the school/woreda/ authority and elders in the community, and colleagues.

In second open-ended question, negative effect of using the conflict resolution strategies in the schools, respondents' reflected 'yes'. The reasons explained are not fair and no rational decision making in schools, and most decisions made are full bias. Also, use inappropriate power in side of school management when resolution takes place this cause disagreement b/n decision maker and other part.

The schools principals also give opinion on use of the strategies managing conflict in the schools had some negative effect on learning –teaching process, for example when the punishments take place on the students, the student's parents and other make group ready for fight, and again when teachers were punished, they make groups protest on schools' management, then schools closed.

Nevertheless, Sagimo (2002) is stated the successful conflict resolution happens when those involved or in charge listen to and provide opportunities to meet the needs of all parties and adequately address interests so that each party is satisfied with the outcome. This was not happen in secondary school of southwest Shoa zone. The resolution was used by some schools have negative side. Information obtained through the interview from the principals ,supervisors, administration of woreda and teachers association school more use disciplinary measure to resolve conflict,

One of the principals of the sample school said that:

*“... I observe in our school, use of disciplinary committees, intervention of the school authority and elders in the community, interventions by colleagues, negotiation, disusing issue with two parties ,participation of PTA, disciplinary committee, calling parents' students, and rewarding system for model students and teachers, administration workers in discipline case to promote good discipline”(cod.04,15/06/08).*

In this finding the methods of resolving conflicts such as forcing, avoiding, compromising, preventing according to the degree of their magnitude are used to managing conflict in secondary schools of South West Shoa Zone.

#### 4.4.7. Role of School principals

This section is devoted to the presentation of major role of schools principals to stemming down of conflicts in the schools. Question items were prepared depend on different writers mentioned in the literature section for respondents give their opinion on what effective role of principals to manage conflicts and solve educational problems.

**Table 12 : Role of School Principals**

No	Item	Strong disagree		Disagree		Neutral		Agree		Strong agree		Mean	St.
		F	%	F	%	F	%	F	%	F	%		
1	Allow free flow of communication	10	9.2	9	8.25	---	---	56	53.4	34	31.2	3.87	1.00
2	Allow other parties to mediate conflict in school	78	71.6	18	16.5	4	3.7	---	---	23	21	2.2	0.94
3	Avoid arguing and blaming staff	20	18	77	71	4	3.7	5	4.6	3	2.7	1.11	1.86
4	Develop collaborating skill	6	5.5	17	16	2	1.8	20	18	64	59	4.09	1.02
5	Focus on both instructional and facilitate leadership	82	75	6	5.5	4	3.7	8	7.3	9	8.3	1.68	1.12
6	Balance workload	10	9.2	11	10	2	1.8	41	38	49	45	3.02	1.00
7	Provide opportunity parent involvement	5	4.6	3	2.75	4	3.7	17	15.6	80	73.4	4.5	1.18
8	Communication with all stakeholder	36	33	3	2.7	---	---	22	20	48	44	3.4	0.9
9	Careful monitoring/evaluating implementation school improvement plan	38	34.8	56	51.4	7	6.4	2	1.8	6	5.5	1.85	1.05
10	Build climate of mutual trust and respect	66	60.5	10	9.2	7	6.4	12	11	14	12.8	2.06	1.00

11	Empower school society in decision making	20	18	40	37	5	4.6	14	13	30	27	2.94	.84
12	Properly use school resource	24	22	46	42	4	3.7	11	10	24	22	2.7	0.83
13	Develop effective coordination strategies	6	5.5	3	2.75	1	1	33	30.3	66	60.5	4.37	1.14
14	Frequent stakeholders meeting and consultation	47	43.1	30	27.5	2	1.8	1	16.5	12	11	2.25	0.92
15	Motivate other	36	33	39	35.8	8	7.3	16	14.7	10	9.2	2.31	0.94

In item number 1 of table 12, to the statement the school principals makes allow free flow of communication , the majority 90(82.56%) of teachers agree that school principals makes the allow free flow of communication and the rest 19(14.5%) of teachers disagree on the school principals allow free flow of communication. In addition the mean and standard deviation were (Mean= 3.87, SD = 0.96) shows the agreement of teachers on allow free flow of communication.

In item numbers of 2 table 12, respondents were requested to reflect whether the school principals allow other parties to mediate conflict in school. Hence, 93(85.3%) of the teachers respondents disagree that their school principals allow other parties to mediate conflict in school. The rest 14(12.8%) responded that they were agree on the school principals allow other parties to mediate conflict in school. Thus, the data indicate the schools principals of secondary schools of southwest shoa not allow other parties to mediate conflict in the schools.

As it can be seen in item number 3 of table 12, the schools principals avoid arguing and blaming staff, the majority of teachers' respondents 97(89%) were disagree to their school principals avoid arguing and blaming staff. The rest 8(7.33%) agree the school principals were avoid arguing and blaming staff. In addition the mean score for the item were 4.09 which indicate the disagreement of teachers on the school principals avoid arguing and blaming staff. This implies the schools principals not avoid arguing and blaming staff in their schools.

Item 4 in table 12, respondents were requested to rate the degree to which principals to develop collaborating skill to minimize conflict in secondary school, accordingly, 84(77%) of teachers were agree to point, whereas the 23(21.1%) of teachers indicate their disagreement

on points. The mean value (4.09) indicate the agreement of teachers the schools principals develop collaborating skill the secondary schools. Hollow (2000), is agree that principals may minimize conflicts if they understood the people they work with. There is need to collaborate with the teachers, families and the community to understand the political, social, legal, economic and cultural climate of the community.

As it can be expressed in item number 5, respondents were asked to indicate as their school principals focus on both instructional and facilitate leadership. Accordingly, the majority of respondents (teachers) 88(80.7%) were disagree on the schools principals role focus on both instructional and facilitate leadership and the rest 17(15.59%) of teachers were agree to the item. From this it is evident the schools principals is not focus both instructional and facilitate the leadership in their schools. Hence, the data shows in secondary school of southwest shoa zone, the schools principals were not give attention both for instructional and facilitate leadership. However, Gordon and Ernest, (1996) were show that, to minimize conflict in schools, principals focus and know both educational program and attitude of community in schools (chapter 2).

In table 12, item 6 respondents were requested to rate the degree to balance workload by principals minimize conflicts in schools. The mean-value (3.92) indicates that majority of teacher were show their agreement on point. This means that, they agreed on balance workload by principals in the schools are role of principals to minimizes conflict.

Item 7 in same table, respondents were requested to rate degree to parent involvement is means of conflict minimize in the schools. Accordingly, the mean-value of item is 4.5, which indicates teachers agree the parent involvement is minimize conflict occur in the schools. This implies that the schools principals play role the involvement of parents in the schools to minimize conflict. Robert (1990)are also describe that principals involves parent in the school mission, making them develop an ownership in the school's mission. Through interaction with the community the principal were get an opportunity to prevent fighting.

Item 8 request to ask communicate with all stakeholder careful is the role principals, 70(64.2%) of teachers, were show their agreement on point. Whereas the rest 39(38.5%) of teacher were show disagreement on points. The data shows approximately equal proportion of teachers respond to disagree and agree on the item. That is, some school principals' role and other schools may not. Hence, from this there is no uniformity between the role of

schools principals and all stakeholders careful in southwest shoa zone secondary schools. But (Paul S. C., 1996) and (Hollow, 2000) were show that the principal also needs to seek information from the community and communicate with stakeholder about schools and receive the different opinion in order to minimize conflict in the schools. The school administrators need to work closely with those interested in the school and particularly the youths. By linking together various agencies, the school principal plays a key role in dealing with problems in secondary schools created by family, economic and social conditions.

Item 9, respondents were requested to rate the degree to principals' role of careful monitoring/evaluating implementation of school improvement plans to reduce conflicts in schools. Accordingly, the 94(86.24%) of teachers and 8(7.33%) of teachers were disagreed and agree respectively on point. This indicates that the schools principals not careful monitoring or evaluating implementation of schools improvement plan which help to reduce conflicts in schools. However, MOE (2012:11), on standard of principals, indicate the main role of principals were monitor and evaluate workplace learning in the schools.

As can be seen from item 10, respondents were requested to rate degree of principals are build climate of mutual trust and respect in schools community to reduce conflict in schools. Accordingly, 76(69.7%) of teachers were show their disagreement on the point. While 26(23.85%) of school principals were show their agreement on the point. This implies that the teachers had opinion of principals are not build climate of mutual trust and respect in schools, which help to reduce conflict in the schools. Thus, principals are not play a role of build of mutual trust and respecting in their school in order to bring good atmosphere of teaching and learning process.

Item 11 respondents were requested to rate degree of principals play role of empower school society in decision-making, accordingly 60(55%) of teachers were showing their disagreement on points while 44(40.3%) of teachers were showing agreement on points. The data shows approximately relatively equal proportion of teachers respond to disagree and agree on the item. That is, some school principals' role and other schools may not. Hence, from this there is no uniformity between schools principals play role of empower school society in decision making, in south west shoa zone secondary schools. But *in chapter two literatures*, the principals of this day low empowerment school society in decision making minimize conflict occur in the schools. Therefore, work has to be done to change the mind of educational managers that they have to exercise democratic decisions

In item 12, 70(64.2%) of teachers were showing their disagreement on point whereas 25(22.9%) of teachers were agree on points. This there is no uniformity between schools principals play role of use schools resource properly, in southwest shoa zone secondary schools. In order to stemming down conflict in the schools, the school principals use school resource fairly.

In item 13 99(90.8%) of teachers were showing agreement on the points develop effective coordination strategies, while 9(8.2%) of teachers were show in their disagreement on points. The mean value (4.3) is also indicating that teachers' respondents agree on points. This implies that teachers had an opinion of principals were develop effective coordination strategies help to resolve conflict in the schools. The key to defusing conflict is to form bond or rebound with other parts (Kohlrieser, 2006).

In item 14 and 15, teachers were showing their disagreements on point that school principals play a role such as frequent stakeholders meeting and consultation, and motive other. The mean value of items 2.25 and, 2.31 respectively, which indicate the teachers were, disagree on points.

The finding shows that from table 12, respondents were agreed on point balance workload, communication with all stakeholders, carefully monitoring implementation of schools improvement program and proper use of school facilities are role of schools principals play help to reduce conflict in secondary schools.

Research done reported by (Janttz L. a., 1996) on motivation indicated that teachers who have motivation control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome, the schools also success in their goals.

As ways of managing conflict, the school heads built consensus, avoided arguing and blaming staff and students when problems arise. They met with relevant parties when they noticed the emergence of conflict (Ndofirepi, 2012).The School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict promoting effective horizontal and vertical communications across the education system (MOE 2008).

**Table 13 : Magnitude of Involvement in the conflict resolution**

Response	Teachers	
	F	%
Always	10	9.17
Sometimes	33	30.27
Little	66	60.55

As we can see from the table 13, the respondents were showing no full involvement of society to resolving of conflict. As per the data 66(60.55%) of teachers, indicated that there is little involvement to conflict resolution in secondary schools. While 33(30.27%) of teachers, were indicating that sometimes school society involve resolving conflict. In other hand 10(9.17%) of teachers were response; there is always involvement of society to resolving conflict. These were again substantiated by the interviewee's responses.

One of supervisors and principals said:

*“As to me, people are not involved directly resolving conflict, but teachers and administration workers discussing about issues that help for further decision making. The information obtained take as evidence for PTA to negotiation and mediate the parts on problems”. The supervisor is sometimes help to council teachers and informs woreda office about problems (code 8, 02/07/09).*

**Table 14 Ways of School Society Involvement in Resolving Conflict**

Response	Teachers	
	F	%
Exchange occurrence information	14	12.84
Embracing negotiation	51	46.8
Instilling fairness in pursuing own side of issue	31	28.4
Regular meeting	13	11.9
Understanding in age, sex, ethnics and other		

As it can be seen from the data respective of table 14, ways of the school society involvement in resolving conflict in schools, 14(12.84%) of teachers, were indicated that exchange information occurrence conflict. While 51(46.8%) of teachers, were indicated that school society involve resolving conflict in their school through embracing negotiation. On other hand 31(28.4%) of teachers, were indicating that involves through instilling fairness in

pursuing own side of issue to resolve conflicts in the secondary schools. Out of total 13(12.84%) of teachers were indicate regular meeting is a means of society resolve conflict in secondary schools.

The respondents suggested on the open-ended question that other ways of the school society involve resolving conflicts. Accordingly, majority of teachers were suggesting that

no involvement of society to resolve conflict in schools directly. They were also suggesting, bringing good environment for teaching and learning in schools, management of schools create social life and culture of community in school. Sergiovanni (1980) also agree that principal can avoid conflicts in their schools if the communities are in full support of the educational programmers. The parents on the other hand should be made to feel that their children are safe. Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also on raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the principal can interpret the educational programs to the community. The citizens need to be aware of what is happening in the school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMENDATION**

This part of the study deals with the summary of the major findings, conclusion drawn based on the findings and recommendation which are assumed useful in make to discussing problems related the conflict between the school principals and teachers in particular reference to secondary schools of south west shoa zone.

#### **5.1 .Summary of Findings**

The main purpose of this study was to assess the conflict between teachers and schools principals in the secondary schools of southwest shoa zone.

To this end, the following five basic questions were set.

1. How teachers and principals view conflicts in secondary schools?
2. What are the major causes of conflict between teachers and principals in South West Shoa Zone of Secondary school?
3. What are the major types of conflict, which appear frequently in secondary schools of South West Shoa Zone?
4. What are the conflict management strategies being employed and be employed in secondary schools of South West Shoa zone?
5. What is the role of schools principals in stemming down the rate of conflict in schools?

To answer these questions, descriptive survey research design and quantitative and qualitative research methods more focus on quantitative method were employed. To this effect, the study was carried out in 8 sample secondary schools of south west shoa zone.

The participants of the study were 118 of teacher ,8 principal ,4 supervisor,4 head of woreda education office and 4 chairperson of woreda teachers association were selected by simple random sampling technique especially lottery method. Teachers were selected proportional from sample to equalize the representativeness of the larger as well as smaller number of secondary schools teachers. After the proportional sizes of teachers are identified from each sample schools, were selected randomly by lottery method techniques. Principals, supervisors, woreda head education's office and woreda head teachers association were selected by using purposing sampling techniques.

The primary data for this study were obtained from teachers, principals, supervisors, woreda head education's office and woreda head teachers association through questionnaire and interview. 118 copies of questionnaire were distributed teachers to gather necessary information on the conflict between teachers and principals. In addition, the information obtained through the interview from principals helps to gather relatively in depth information on the conflict between teachers and principals due to their day-to-day activities in the schools. Further secondary data related to conflict between teachers and principals.

The data collected from teachers through close-ended questionnaire is analyzed and interpreted by using statistical tools like frequency, percentage, mean, and standard deviation. The analysis of the quantitative data is performed in the help of SPSS. The data gathered through open-ended questionnaire, semi structured interview and documents analysis were analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

### **1. Teachers and Principals views on conflict**

The first objective of study was finding out how teachers and schools principals view conflicts in secondary schools of South West Shoa zone. The study revealed that conflicts refers to frustration, anger or stress, harmful and bring bad feeling in school environment, and discourage morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. On other hand, the respondents' response indicated that conflict brings change, construct or create new ides in the schools if managed properly. From the data 88(80.76%) of teachers, agree that conflict is perceived as harmful, create bad feeling in schools and hence should be avoided if possible. This was again substantiated by the interviewee's response (school principals).

2. The study showed that major causes of conflict in secondary school in South West Shoa zone were problems of staff and students discipline, unfairness due to ethnic and ideological difference on part of management, use outdated police and rule, teacher's resistance to change accomplishing jobs in improper ways by some individual. Inadequate resource for staff and students, lack of participatory decision-making, and lack conflict management skill of principals were another sources of conflict. In addition, the communications barriers, inappropriate implementation of rule and regulation, also considered as source of conflicts in this study. Further, fewer commitments to understand the concept of newly introduced

change and are causes of conflict in schools. In addition, the interview result shows the absence of teachers from job, lack of competent teachers in some courses, political ideological difference and lack of satisfaction on performance evaluation are common sources of conflicts in the schools.

3. Concerning the major type of conflict in secondary schools of South West Shoa zone, the study revealed that the following common types of conflicts were existed in the zone. These are 80(73.4%), 15(13.7%) 12(11%) and 2(1.8%) of teachers were show interpersonal, intrapersonal, Intergroup and intragroup conflicts respectively. The interview of principal, supervisor, woreda head education office result also show interpersonal conflicts are common conflict type.

4. The research identifies that forcing, avoiding, compromising and preventing strategies are the conflict management strategies used in secondary School of southwest Shoa zone. Accordingly, 91(83.5%) of teachers were show that forcing strategies dominant in secondary schools of southwest shoa zone. Furthermore PTA committee were striving to mediate and negotiate two parts by discussing on the issues, using disciplinary committees, intervention of the school/woreda/ authority and elders in the community, and colleague are some effective ways used to resolve conflict in schools. Even these conflict resolution strategies are effective, they have negative effect one side, this due to lack of fair and rational decision-making in schools, and most decisions made are full of biases. Inappropriate power was also used by school management when resolution takes place.

5. With regard to role of principals, in resolving conflicts, the majority respondents indicated that majority of schools principals were not playing the role expected from them according to what is expected from principals. Further, the finding revealed that in order to reduce the conflict in the schools, the schools principals were not played their role in avoiding communication barrier, conducting regular meeting with stakeholders, participating school society in decision making. In addition to these, building climate of mutual trust and respect, careful monitoring and evaluation of school improvement plan, developing effective coordination strategic plan, and motive others were not implemented properly. The respondents agreed that focusing on both instructional and facilitated leadership, balance work load, avoiding arguing and blaming staff, providing opportunity of parent involve are some role of play used by principal to solve conflicts in the schools.

Lastly, the study showed that there were no involvement of society to resolve conflict in schools directly rather having information of occurrence of conflict. The involvement of society to resolve conflict varies from schools to schools in South West Shoa zone. Some schools use regular meeting with their stakeholders, other use taking up negotiation and discussing on issue. While a few numbers of teachers were suggested society, involve through school PTA and disciplinary committee.

## **5.2 Conclusion**

What were done and practiced to minimize conflicts in schools and bring good atmospheres for teaching and learning looks like in the Secondary schools of southwest shoa zone? To this end, the findings presented in previous section regarding to this investigated are enforced the researchers to draw following general conclusion.

1. Based on summary given the above conclusion can be made with respect to way teachers and principals view conflict in secondary school of show zone. Accordingly, response of all respondents indicated that their view towards conflict can be concluded that, conflict is viewed and perceived as harmful, something that frustrate, discourage, stress, bad feeling in schools which affect morale of staff so that needed to be avoided if possible. In other direction, conflict is a means of resolution; construct energizes or brings change in work place if properly managed.

2. According to this study, major sources of conflict were problems of staff and students discipline, lack of participation in decision-making, unfairness to do ethnic and ideological difference on part of management. Inappropriate implementation of rule and regulation, poor evaluation system of performance, absence of resource for staff and students, absence of skill of schools principals in managing conflicts, and lack of commitments of both group and lack planning on conflict managing are listed as another factor.

3. Concerning the type of conflict that was occurred in the secondary schools conclusion can be made that interpersonal, intrapersonal, intergroup and intragroup conflict were major type of conflicts.

4. Again, from the obtained data we conclude that conflict management's strategies were forcing, avoiding, and compromising preventing strategies are the conflict management strategies used in secondary schools of south west Shoa zone. Are a means of conflict

management strategies? Different schools used different conflict management strategies; for instance, PTA and discipline committee used as mediation and negotiation in discussing on conflict in the school. Generally, there were no common effective conflict management's strategies used in the secondary schools of southwest show zone.

5. As the results of this study indicated the schools principals' role to stemming down the conflict in the secondary schools of south west shoa zone is low. These shows may be the schools principals not plan on conflicts managements. The role of principals not consider are free follow information, collaborating working with other, participation of the school society in decision making and careful monitoring and evaluation of school improvement plan.

Finally, we concluded that school communities were involved to resolve conflict low. The ways school society involve in resolve conflict are varies from one schools to other.

Generally, the conflict managing between teachers and principals in the secondary schools of southwest show is low and many factors generate it. Most conflict in the schools managing in different ways, because of there was no specific procedures and methods of managing conflicts. In the secondary schools of South West Shoa teachers and other members of school did not participate in decision making. These also affect the management's resolution of conflict. Finally, the issue conflict management has reached the point where effective use of relevant strategies should be explored and employed.

### **5.3. Recommendation**

In the above findings and conclusion, the researcher draws the following recommendations:

1. As study revealed that conflict were harmful. School principals, therefore, can avoid being by increase their awareness of what is taking place in the community surrounding the school, in the society, and in the school, so that potential conflict can be identified in advance. And find out the root causes of conflict in public secondary schools and involve the education stakeholder in the schools in order to effective conflict management strategies to be put in place.

2. The school principals and department head in schools, there is need to limit problems of staff and students discipline, lack transparency in schools, lack participatory decision making in the schools, lack resource for staff and students, absence of skill of schools principals in managing conflicts, lack of commitments of both group and communication barrier these stimulate conflict in schools. Schools principals have to recognize that, whatever the

consequences of conflict, their role will always be to guide or control conflict to the lower end of the range and to upgrade its presence into a positive force within the schools.

The school administration will involve the students and teachers /society more in conflict management methods in government secondary schools to allow for the creation of positive student to student, students to teachers, students to administration and students to non-teaching staff relationships.

In this study one of the causes of conflict in schools was problems of staff and students discipline, unfairness due to ethnic and ideological difference on part of management, inappropriate implementation of rule and regulation. Absence of resource for staff and students, lack of participation decision making absence of skill of schools principals in managing conflicts poor performance evaluation in the schools for promotion and award person in leading work.

The ways evaluation can be done bring conflicts, this is due to misunderstanding of teachers on performance evaluation or principals improper implementation issue under it and relate characteristics of teachers with performance. In this the administration of the schools work on performance of workers with relate standard of evaluation in the schools.

Communication is a means of people linked together in organization for common purpose. So the school principals consider communication is a fundamental issue in conflict initiation, progression and settlement. Lack of participatory decision-making can influence others and control the situation to get better or worse. Due to this, the school principals aware these bring transparency in schools. The communication barrier, lack participatory decision making and absence of cooperation were also the source of interpersonal conflict. Therefore, the school principals in order to limit interpersonal conflict work on these problems and others.

3. In the schools there is problems of staff and students discipline were identified as the common source of conflict, in order to minimize conflicts in secondary schools the **south west shoa zone education office, woreda office and Oromia regional government** introduced counseling facilities and programs in schools.

4. The finding identified that there is lack knowledge of conflicts managing in the schools. In order to develop skill in any individuals, **the zone education office and woreda office**

should be give refresh trainings on conflict resolution techniques in schools to assist in management of conflicts for schools principals, administration worker and teachers.

5. As study revealed that, there is no common way of conflict resolution strategies can use in every situation. Therefore, **school principals** have to be developing skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in schools that can satisfy a particular conflict situation.

**The woreda education office** should be including course such as conflict management and human relation in training as a way of preparing them for conflict management in school administration.

#### **5.4. Future research**

There may be future researchers who will be study these particular causes of conflict and its management strategies in several ways. Thus future researchers can study on the cause and effect to identify secondary school teachers and principals in a wide range. This can be done by adopting questions which are more reliable to the study in to heave consideration.

In addition, future researches should include other cause of conflict and its management strategies other than those cause of conflict and its management strategies which are included in my study to strengthen the finding, by analyzing more cause of conflict and its management strategies use alternative models a better understanding can be achieved. Besides that a wider study area can be covered such as using the secondary school as a whole; as well as the state level to perform the analysis.

This research provides an in-depth study on the cause of conflict and its management strategies in influencing secondary schools of south west shoa zone teachers and principals. Thus, it will help the secondary schools to improve the conflict between teachers and school principals; in terms of that by using this research study as a source of reference in secondary schools. Generally, this study can help teachers and management as a whole and other researcher's will use for reference purpose.

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**APPENDIX - A**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**  
**QUESTIONNAIRE TO BE FILLED BY TEACHERS**

**Dear Respondents**

I am a postgraduate student in Addis Ababa University, pursuing Master of Arts Degree in Educational Leadership. I am currently conducting a study on Conflict Management in Government secondary schools in South West Shoa, Oromia Region. I am respectfully requesting you to create time out of your busy schedule to respond to the questionnaire give and set aside time to fill. Hence, you are kindly requested to share your experience and suggestion since your information will play a crucial role in the conclusion that will be made.

**General direction**

- No need to write your name
- Read all the instructions before attempting to answer the questionnaire
- Give your answer for all questions
- Provide your response “√” marks in space provided for objective items
- Provide your answer elaborations for subjective/open ended items
- More than one response is possible where necessary

**Thank you in advance for your cooperation**

**Part I: Background information of Respondents**

Please, tick (√) or fill in the required information where appropriate

- 1. Name of School \_\_\_\_\_
- 2. Sex:            Male  Female
- 3. Age (inyear) 20-29  30-39  40-49  Over 50
- 4. Marital status: Single  Married  divorced  Widowed
- 5. Qualification: Diploma  Degree  Masters  others specify
- 6. Specialized field: Major \_\_\_\_\_ Minor \_\_\_\_\_
- 7. Years of experience \_\_\_\_\_ 1-5  6-10  above 10

**Part II. Questions of the study**

**Instruction:** Please, read the following items carefully and mark tick (√) in the column where the statement probably reflects your actual opinion applying the following likert method of the statement of summated rating scale. Strongly agree=5, Agree=4 neutral=3, disagree =2 strongly disagree =1

**Section I: View or perception of conflict in the school**

No	Items	Rating scales				
		5	4	3	2	1
	<b>View or perception of conflict in the school</b>					
2.1	Conflict be avoided and discouraged					
2.2	Conflict refers to anger, frustration or stress brings bad feeling in the school environment					
2.3	Conflict can be described as opportunity, energizing or resolution					
2.4	Conflict brings change in the work place and result in a better school climate and culture					
2.5	School principal tend toward eliminating conflict					
2.6	Conflict is inevitable in the school so that it affect staff morale					
2.7	Conflict can be constructive/create new ideas/ if managed properly					

2.1. If you have additional View or perception of conflict in your school pleas mention it.

## Section II. Type of conflict

The following questions are attempted to gather information on **magnitude** and **type of conflict** that are commonly found in secondary schools. **Please, read the following items carefully and indicate your responses** (√) in the given box.

3.1 Do you expect the occurrence of conflict in your schools?

Yes

No

3.2 If your answer is "yes" for question no.1 how often does its magnitude of occurrence in last 3 years?

1-2 times

3-5 times

6-10 times

10 and above

3.2.1. Please tick the types of conflicts which you have experienced in your school. (inter means among, b/n)

I Interpersonal conflict

II. Inter-group

III. Intra-personal

IV. Intra-group

V. Others

3.2.2. From the above which type of conflict(s) is most common in your school?

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3.2.3 What are predominant source of these type of conflict?

I) limited resources

II) interdependent work activities

III) Differentiate of activities

IV) communication problems

V) Different in perception and the environment of the organization

### Section: III. Source of Conflict

**Instruction:** The following questions are designed to gather information about the **sources of each type of conflict** that can be found in the schools. Please read and comprehend the following items very carefully and mark tick (√) in the column where the statement probably reflects your actual opinion applying the following likert method of the statement of summated rating scale. Strongly agree=5, Agree=4 neutral=3, disagree =2 strongly disagree =1

#### 4.1. Sources of inter-personal conflict (b/n teachers and principal)

No	Item	5	4	3	2	1
4.1.1	Absence of cooperation staff					
4.1.2	Poor Communication					
4.1.3	Inadequate resource for staff and students					
4.1.4	Struggle for power					
4.1.5	Authoritative approach in solving problems and personality difference by principal					
4.1.6	Age, sex, and ethnic difference					

#### 4.2. Sources of intrapersonal conflict

No	Item	5	4	3	2	1
4.2.1	Inappropriate and overload period allotment					
4.2.2	Low standard living/salary					
4.2.3	Lack required ability for a particular job					
4.2.4	Lack of required school facilities					
4.2.5	Inappropriate implementation of rules and regulation					
4.2.6	Poor performance evaluation in school					

### 4.3. Source of inter-group conflict (b/n department)

No	Item	5	4	3	2	1
4.3.1	Lack of required school facilities					
4.3.2	Lack commitments in both group					
4.3.3	Failure of in knowing and accomplishing their jobs properly					
4.3.4	Lack of participator decision making process by principal					
4.3.5	The problem in assignments of the educational manager					
4.3.6	Solving the problems through table is not practiced					

### 4.4. Source of intragroup conflict

No	Item	5	4	3	2	1
4.4.1	Unfair treatment of different group members by Government					
4.4.2	Un acceptance Group members different in goal					
4.4.3	Unfair share resources and facilities for school					
4.4.4	Necessities of change motivation by government					
4.4.5	Unfair treatment of Emotional opposition within a group					
4.4.6	Unfair distribution of work load for stakeholder by Government					

**Instruction:** The following question are attempted to gather information on the **major sources of conflict in** government secondary schools. Therefore, please read the items carefully and give your responses items related to conflict management strategies be the school principal

No.	Major sources of conflict in school	5	4	3	2	1
5.1	Communication barrier					
5.2	Lack of professional commitment					
5.3	Unfairness due to ideological and ethnic differences on the part managers					
5.4	Outdated police and guidelines used by principal					
5.5	Inappropriate application of rules and regulations in school by principal					
5.6	Power struggle					
5.7	Lack of participation decision in school					
5.8	Failure in knowing and accomplishing some specific job properly					
5.9	Lack adequate resources for staff and students					
5.10	Teachers and other resistance to change					
5.11	Lack Skill of principal in conflict management/no take train of conflict management system					
5.12	Indiscipline part of staff and student					

**Instruction:** The following questions are decision designed to collect information about the major cause of conflict additional.

5.13. Mention other major sources of conflict in addition to ones you responded above

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5.14. Which most dominant? Why?

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**Section IV. Conflict Management strategies**

**Instruction:** The following questions are decision designed to collect information about the **conflict management strategies employed bet** the school principal are listed below. Please put your response by selecting the option that represented your feeling by using the following rating scale: Very low=1, low=2, moderate=3 , high=4 , very high=5

No	Items	5	4	3	2	1
	Conflicts strategies					
6.1	Compromising					
6.2	Accommodating					
6.3	Avoiding					
6.4	Problems solving					
6.5	Preventing					
6.6	Forcing/authoritative command/					

**Instruction:** Owing questions are decision designed to collect information about the conflict resolution strategies on the working in the school government secondary schools.

6.7. To What extent of conflicts are managed without disrupting teaching and learning in secondary schools?

Very high  high  Moderate  low

6.8. What are the effects of conflict resolution strategies in your school on the worse ting? If you successful in your conflict resolution strategies what change do you see on the overall working setting in the school?

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6.9 Do you expect a negative effect from the conflict resolution strategies? Why?

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## Section V. Role of school Principle

The following questions are decision designed to collect information about the **role** of school principal to stemming down rate of **conflict** in government secondary schools. Hence, read the items very carefully and indicate your responses

No	Items	5	4	3	2	1
	Conflict management in government secondary schools					
7.1	Allow free flow of communication					
7.2	Allow other parties to mediate conflict in school					
7.3	Avoid arguing and blaming staff					
7.4	Develop collaborating skill					
7.5	Focus on both instructional and facilitate leadership					
7.6	Balance workload					
7.7	Provide opportunity parent involvement					
7.8	Communication with all stakeholder					
7.9	Careful monitoring/evaluating implementation school improvement plan					
7.10	Build climate of mutual trust and respect					
7.11	Empower school society in decision making					
7.12	Properly use school resource					
7.13	Develop effective coordination strategies					
7.14	Frequent stakeholders meeting and consultation					
7.15	Motivate other					

**Section VI.** Involvements of school society to resolve conflict

Question to collect information school society involve in resolving conflict

8.1. To what extents school society are involving in resolving conflict in school?

Always  Sometimes  little

8.2. What is the way of school society involvements in resolving conflict in school?

Exchange occurrences information

Embracing negotiation

Instilling fairness in pursuing own side of issue

Regular meeting

Understand difference in age, sex. Ethnics and others

8.3. What your other suggestion way of school society involvements in resolving conflict in school?

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**APPENDIX-B**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTEMENT OF EDUCATIONAL PLANINNIG AND**  
**MANAGEMENT**

**Interview guides for Principals**

1. School name \_\_\_\_\_
2. Date \_\_\_\_\_ startingtime \_\_\_\_\_ Endingtime \_\_\_\_ andduration \_\_\_\_\_
3. Sex:            Male             Female
4. Your age (in years) up to 29        30-39        40-49     over 50
5. Marital status:    Single     Married  divorced        Widowed
6. Your Qualification: Diploma  Degree     Masters
7. Specialized field: Major             Mino             others specify
8. Years of experience 1-5     6-10             0 and above

**Thanks for your Cooperation!**

1. How do you view conflict? It is good or bad to you? Explain the reason what you say for either of two
2. Would you think there are conflict between teachers and principal in your secondary school?
3. Would you mention major types of conflicts that are commonly occur in your school?
4. If so, which one is more popular?
5. Does conflict occur between individuals do to unfair selection of members for a variety of benefits in your school?
6. Could you indicate frequently used resolution systems for management/ Principal?
7. What techniques are used for conflict resolution in your school system?
8. Could you have additional suggestion about cause of conflict, roles of teachers and principals in minimizing conflict and management strategies in the school?

**APPENDIX-C**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTEMENT OF EDUCATIONAL PLANINNIG AND**  
**MANAGEMENT**

**Interview guides for Supervisors**

1. School name \_\_\_\_\_
2. Date \_\_\_\_\_ startingtime \_\_\_\_\_ Endingtime \_\_\_\_ andduration \_\_\_\_\_
3. Sex:            Male             Female
4. Your age (in years) up to 29        30-39        40-49             over 50
5. Marital status:    Single        Married        divorced                Widowed
6. Your Qualification: Diploma        Degree                Masters
7. Specialized field: Major                Mino                others specify
8. Years of experience 1-5        6-10        10 and above

**Thanks for your Cooperation!**

1. How do you view conflict? It is good or bad to you? Explain the reason what you say for either of two
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3. Would you mention major types of conflicts that are commonly occur in your school?
4. If so, which one is more popular?
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6. Could you indicate frequently used resolution systems for management/ Principal?
7. What techniques are used for conflict resolution in your school system?
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**APPENDIX-D**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTEMENT OF EDUCATIONAL PLANINNIG AND**  
**MANAGEMENT**

**Interview guides for Woreda Teacher association**

- 1.School name \_\_\_\_\_
- 2.Date \_\_\_\_\_ startingtime \_\_\_\_\_ Endingtime \_\_\_\_\_ andduration \_\_\_\_\_
3. Sex:            Male             Female
4. Your age (in years) up to 29    40-5               30-39               Over 50
5. Marital status:    Single    Married    divorced    Widowed
6. Your Qualification: Diploma    Degree               Masters
7. Specialized field: Major    Mino               others specify
8. Years of experience    1-5               6-10               10 and above

**Thanks for your Cooperation!**

1. How do you view conflict? It is good or bad to you? Explain the reason what you say for either of two
2. Would you think there are conflict between teachers and principal in your secondary school?
3. Would you mention major types of conflicts that are commonly occur in your school?
4. If so, which one is more popular?
5. Does conflict occur between individuals do to unfair selection of members for a variety of benefits in your school?
6. Could you indicate frequently used resolution systems for management/ Principal?
7. What techniques are used for conflict resolution in your school system?
8. Could you have additional suggestion about cause of conflict, roles of teachers and principals in minimizing conflict and management strategies in the school?

**APPENDIX-E**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTEMENT OF EDUCATIONAL PLANINNG AND**  
**MANAGEMENT**

**Interview guides for Head of Woreda Education Office**

- 1.School name\_\_\_\_\_
- 2.Date\_\_\_\_\_startingtime\_\_\_\_\_Endingtime\_\_\_\_\_andduration\_\_\_\_\_
3. Sex:           Male        Female
4. Your age (in years) up to 29    30-39    40-49    Over 50
5. Marital status:   Single    Married divorced    Widowed
6. Your Qualification: Diploma    Degree    Masters
7. Specialized field: Major    Mino    others specify
8. Years of experience 1-5    6-10    10 and above

**Thanks for your Cooperation!**

1. How do you view conflict? It is good or bad to you? Explain the reason what you say for either of two
2. Would you think there are conflict between teachers and principal in your secondary school?
3. Would you mention major types of conflicts that are commonly occur in your school?
4. If so, which one is more popular?
5. Does conflict occur between individuals do to unfair selection of members for a variety of benefits in your school?
6. Could you indicate frequently used resolution systems for management/ Principal?
7. What techniques are used for conflict resolution in your school system?
8. Could you have additional suggestion about cause of conflict, roles of teachers and principals in minimizing conflict and management strategies in the school?

## **Check list For Document analysis**

1. Do you expect the occurrence of conflict that registered in your school?
2. Does registered Document for any type of conflict that occurs between teachers and principals?
3. If so, which one is more popular?
4. Does written document for the reason of occurrence of conflict between teachers and principal in your schools?
5. Does written document used to resolve conflict between teachers and principal in your schools?
6. What techniques are used for conflict resolution in your school system?