

**TYPES OF CONFLICTS AND THEIR
MANAGEMENT STRATEGIES IN MINISTRY
OF EDUCATION AND GENERAL
EDUCATION QUALITY ASSURANCE AND
EXAMINATIONS AGENCY IN ADDIS ABABA**

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TABLE OF CONTENTS

Topic	Page
ACKNOWLEDGMENTS.....	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES.....	VII
LIST OF FIGURES.....	VIII
LIST OF ABBREVIATIONS AND ACRONYMS.....	IX
ABSTRACT.....	X

CHAPTER ONE INTRODUCTION

1.1 Background and Statement of the Problem -----	1
1.2 Objectives of the Study -----	4
1.3 Significance of the Study -----	5
1.4 Delimitation of the Study -----	5
1.5 Limitations of the Study -----	6
1.6 Definition of Terms -----	6

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE--- -----8

2.1 The Nature and Concept of Conflict -----	8
2.2 Outcome of Conflicts -----	11
2.3 Theories of Conflict Management -----	13
2.4 Types of Conflict and Their Management Strategies -----	15
2.4.1 Intrapersonal Conflicts -----	15
2.4.1.1 Nature and Concept of Intra Personal Conflict -----	15
2.4.1.2 Causes of Intra personal Conflict -----	18
2.4.1.3 Managing Intrapersonal Conflict -----	20
2.4.2. Inter personal Conflict -----	23
2.4.2.1 The Nature and Concept of Interpersonal Conflict-----	23
2.4.2.2 The Causes of Interpersonal Conflict-----	26
2.4.2.3 The Managing Interpersonal Conflict -----	27
2.4.3 Intra group Conflict -----	32
2.4.3.1 The Nature and Concept of Intra group Conflict -----	32
2.4.3.2.1 The Causes of Intra group Conflict -----	34
2.4.3.3. Managing Intra group Conflict -----	35

	CHAPTER THREE: METHODOLOGY -----	41
3.1.	Frame of Analysis -----	41
3.2.	The Research Design -----	43
3.3.	The Subjects and Sampling Techniques-----	43
3.4.	The Sources of Data -----	45
3.5.	Instruments & Procedures -----	45
3.6.	Statistical Analysis Tools -----	48
	 CHAPTER FOUR: RESULTS AND DISCUSSIONS OF DATA --	49
4.1.	Description of the Sample Population -----	49
4.2.	Awareness of Functions of Conflict -----	52
4.3	Types and Causes of Conflict Incidents-----	54
4.3.1	Types of Intra Personal Conflicts-----	54
4.3.2	Types of Interpersonal Conflicts-----	60
4.3.3	Intra group Conflicts-----	64
4.3.4.	Types Inter group Conflicts -----	70
4.4.	Relationships between Major Causes and Types of Conflicts –	76
4.5.	Conflict Resolution Methods -----	78
	 CHAPTERFIVE: SUMMARY,CONCLUSIONS AND RECOMMENDATIONS	
5.1.	Summary -----	83
5.2.	Conclusions -----	86
5.3.	Recommendations -----	87
	References-----	89
	Appendix-A: English Language Version Questionnaire.....	
	Appendix-B: Interview guide questions.....	
	Appendix-C: Amharic Language Version Questionnaire.....	
	Appendix-D: Amharic Version Interview Guide Questionnaire...	
	Appendix-E: Variables Treated in the Questionnaire.....	

LIST OF TABLES

No	Title	Page
Table 1	Description of Variables.....	42
Table 2	Reliability Checklist.....	47
Table 3	Description of Sample Population.....	44
Table 4	Personal background Information.....	50
Table 5	Awareness of Functions of Conflict.....	52
Table 6	Types of Intra personal Conflicts.....	56
Table 7	Types of Intra personal Conflicts	58
Table 8	Types of Inter personal Conflicts.....	61
Table 9	Intra group Conflict Incidents.....	65
Table 10	Inter group Conflict Incidents.....	71
Table 11	A summary of Correlations for the Relationships Between Major Causes and Types of Conflicts.....	75
Table 12	Paired t- test for Mean Differences Between Types of Conflicts...	77
Table 13	A summary of Descriptive Statistics on Application of Conflict Management Styles.....	78
Table 14	A Summary of Correlations for the Relationships Between Ways of Handling Conflict and Types of Conflicts.....	79
Table 15	One Way ANOVA of the Respondent's differences on the Choice and Application of Conflict Resolution Styles	80
Table 16	T-test for Mean Differences of Respondent's Opinions Concerning the Ways of Handling Conflicts by Sex	81

LIST OF FIGURES

No	Title	Page
1	The Job Characteristic Model.....	23
2	Conflict Intensity Continuum.....	31
3	The Three Sources of Intra group Conflict.....	34
4	Causal Model of the Types, Causes and Handling Styles of Conflicts...	43

ABBREVIATIONS AND ACRONYMS

MOE =	Ministry of Education
GEQAEA=	General Education Quality Assurance Examinations Agency
Adm=	Administrator
Exp=	Expert
S. Staff=	Supportive staffs
P=	Probability
r	Coefficient of Correlation
n=	Number
G=	Group
L=	leader

ABSTRACT

The primary concern of this study was to examine workplace conflicts between administrators, experts and supportive staffs in MOE and GEQAEA in Addis Ababa. It was aimed at investigating the major types of conflict incidents, causes, conflict management styles and awareness of employees to functions of conflicts.

To this end, descriptive survey method was employed. The subjects of the study were 216 respondents. These are: 17 administrators, 95 experts, 99 supportive staffs and 5 interviewees. Information was solicited from the subjects through both quantitative (a survey questionnaire) and qualitative (key informant interviews, the researcher's personal observations and open ended questions in the questionnaire) research approaches. Various statistical analysis tools such as percentage, mean, chi-square, weighted mean, t-test and coefficient correlation were used to analyze the data.

The findings of the study revealed that there were some significant opinion or perception differences on the occurrence of conflict incidents and application of conflict management styles. This study depicted that respondents' awareness to functions and outcomes of conflict was low. They tend to perceive conflict generally as negative or destructive to organizations.

The study identified the various types of conflicts, their major causes and handling styles. Individual characteristic, situational and structural factors were the major causes to intra-personal inter personal, intra-group and inter group workplace conflicts. Besides, employees used collaborating, accommodating, compromising, avoiding and forcing resolution styles to regulate or control conflicts in educational organizations.

Finally, the study recommends designing short term trainings to administrators, experts and supportive staffs to have appropriate awareness to outcomes and functions of conflict and try to identify the major types of existing conflict incidents and their causes to regulate them properly using effective conflict management styles.

CHAPTER ONE: INTRODUCTION

1.1. Background and statement of the problem

Education is believed to be one of the determinant forces that play a great role for the economic, social, political, cultural and technological developments of today's world. Therefore, educational offices and institutions have been considered as one of the most important settings of the society (Fikru, 1993). Due to this fact, people's demand for education becomes increasingly large. They need to have increased number of schools, employees, materials, finance and other resources. These make the education system so much complex (Semela, 2000)

Supporting this idea, Drummond (2000: 239) states that educational organizations and institutions are employing increasingly diverse labour forces. This diversity can mean employees may have different beliefs, values, ideas and so on which implies that such employees may have different attitudes towards a variety of organizational factors including time, authority, desire for orderliness and the need for wider social well-being. Besides, educational offices and institutions involve diversified stakeholders with different background and interest. All these factors make educational offices and institutions hard to manage.

Because of dynamic and unique nature of human beings, organizational interactions may not always be harmonious; sometimes conflict may arise when people interact in the process of setting, implementing, monitoring and evaluating the policies, programs, projects, long and short term plans in order to attain the desired educational goals or objectives. Regarding this, Campbell (1983:183) states, "A contemporary organizational leader is confronted with conflict of various kinds and multiple origins." Therefore, studying the nature of conflict and ways of dealing with it in educational settings is an important issue.

In addition, Campbell (1983:183) notes, "Most people associated with educational offices and institutions such as board members, administrators, experts, supportive staffs and other stakeholders profess discomfort with conflict and strive to avoid it. However, conflict is clearly fact of life in organizations." This means that it is difficult to avoid conflict in educational offices and institutions because of the existence of difference in beliefs, ideas, values and attitudes between or among individuals, groups and stakeholders in educational settings. With regard to this issue, Rahim (1986:8) states "Conflict is a common part of life in modern organizations."

- Accordingly, Fekru (1993) indicates that conflict, be it overt or latent, it is endemic to educational institutions because of their sensitive roles as regulative social agencies, social consciousness, human capital formation and intergenerational mobility.
- Furthermore, Rahim (1992) notes that a moderate amount of conflict handled in constructive manner has significant contribution for attaining and maintaining an optimum level of organizational effectiveness. On the other hand too little conflict may encourage stagnation where as too much conflict leads to disintegration and uncooperativeness.

Supporting this idea, Robbins (1995) identifies that conflict can be either constructive or destructive to the functioning of a group or unit depending on its level. Too low and too high conflicts hinder performance. An optimal level is where there is enough conflict to prevent stagnation, stimulate creativity, allow tensions to be realized and initiate the seeds for change, yet not so much as to be disruptive or reduce coordination of activities.

Therefore, managers must control and handle conflict wisely so that the result will be positive and beneficial to the organization and its members. The difference between successful and unsuccessful outcomes from conflict is partially a result of the leadership skills of the supervisors involved and partially a product of proper identification and treatment of problem areas (Harris and Hartman, 2003). Similarly, Fekru (1993) notes that effective principals are problem solvers rather than problem avoiders because of the fact that they accept problems as challenges and use them as an opportunity to prove their worthiness for advancement.

- With regard to dealing with conflict, Canary and Cody (1994) state that there are several reasons for studying conflict. Among them the first three are discussed below: First, to avoid the type of escalation to violence, second, to help individuals or groups to achieve their individual, group or organizational goals in the desired manner. In this respect, conflict can lead to the generation of new ideas and creative alternatives. Encouraging disagreement can promote effective decision- making but disallowing conflict can lead to poor decisions. Third, conflict is a natural and inevitable event in the lives of individuals, groups and organizations.

Generally, organizational conflict can be categorized as intra- personal, interpersonal, intra – group and inter- group and their respective management involves two main techniques. First, do diagnoses of the conflict situation to check whether the amount of conflict is moderate or not. Second, intervention is needed to realize the various styles of handling conflict if the amount is too low or too high (Rahim 1992).

This study attempts to answer the following basic questions:

1. What are the major types of conflicts existing in GEQAEA and MOE?

2. What are the main conflict generating factors in GEQAEA and MOE?
3. What kind of techniques do administrators, experts and supportive staffs employ in resolving and managing conflict in GEQAEA and MOE?
4. How do supportive staffs, experts and administrators view conflict in their organizations?
5. Is there significant difference between or among experts, supportive staffs and administrators in perceiving or viewing conflicts, applying resolution techniques and identifying conflict-generating factors?

1.2. Objectives of the Study

This research has the following general and specific objectives

- i. General objectives: the general objective of the research was to investigate a strategy for managing conflicts arising in educational organizations and to recommend resolution techniques.
- ii. Specific Objectives: the study focused on achieving such specific objectives:
 - To identify the major types of conflicts existing in the sample educational organizations.
 - To identify the causes of identified conflicts in the two educational organizations
 - To find out the techniques or mechanisms employed to resolve conflicts
 - To explore the views and awareness of employees towards conflict.

1.3. Significance of the Study

Maintaining good conflicts management saturate which keeps conflict to a moderate or constructive level is an important factor in order to carry out sound educational activates, create new methods and techniques and equip learners with necessary skill and knowledge so as to meet stated objectives of education.

On the other hand, the lacks of rational and scientific conflict handling strategy in educational offices and institutions largely affect the quality of education. Thus, the significance of this study would be the following.

1. The recommendations might have contributions to ease conflict management problems.
2. It may serve as an information source to those who are concerned about conflict management techniques in sample educational institutions.
3. It would also provide ideas for employees about conflict management strategies in sample educational settings.

1.4. Delimitation of the study

The scope of this study was delimited to General Education Quality Assurance and Examinations Agency (GEQAEA) and Ministry of Education (MOE). The reason why the researcher delimited the research to these educational organizations was that, it would be difficult to conduct the research on all eduaatii0nl institutions that were found with in the study area due to financial, material and time constraints.

Still, to make the study more manageable, it was decided to delimit the content of the study in four types or levels of conflicts: intra- personal, interpersonal, intra- group and inter-group. For each conflict, its management techniques are also included.

1.5 Limitations of the Study:

In the course of the study, the researcher encountered several problems. For instance, shortage of time due to being a fulltime worker and scarcity of related review literature were the most pressing problems in addition to financial and material scarcities.

1.6 Definition of Terms

Conflict- Refers to hesitation in challenging the idea of others: avoidance of exploring honest difference of opinion, reluctance to confront others ideas constructively; Unwillingness to coordinate across functions; cross functional conflict; reluctance to take initiative; hesitance in making discretions' fear of making mistakes (Quinn, O'Neill and Claire 2000)

Conflict management practice: A strategy or practice in which managers or others take an active role and intervene in the conflict episode, It is the use of resolution and stimulation techniques to achieve the desired level of conflict (Robbins, 1955)

Conflict resolution: Refers to the reduction or elimination of conflict using different handling mechanisms

Conflict stimulation: Is the process of generating and encouraging functional conflict through applying different techniques such as communication. Bringing in out sides, restructuring the organization and so on (Robbins, 1995).

Organizational conflict: Refers to conflict, which occurs within between social entities in the organization.

Disciplinary action: It refers to any measure, which is undertaken to resolve conflict.

Communication: The transfer of a mental concept from the brain of one person to the brain of another. It is the flow of idea, thought,

information, fact, opinion or emotion between two or more persons with the objective of bringing about mutual understanding, Confidence or good human relations.

Mediator: A neutral third party who facilitates a negotiated solution by using reasoning, persuasion and suggestions for alternatives provided (Robbins, 1995).

Functional Conflict: Conflict that supports the goals of the group and improves its performance. It is constructive forms of conflict (Robins, 1995)

Dysfunctional Conflict: Conflict that hinders group performance. It is destructive form of conflict.

Intra-personal Conflict: A conflict with in an individual. It is a situation in which a person is simultaneously be engaged in two or more mutually exclusive activities.

Interpersonal Conflict: Disputes between two or more individuals.

Intra-group Conflict: Refers to disagreements or differences among the members of a group or its subgroups regarding the goals, functions or activities of the group.

Inter-group Conflict: refers to the disagreements or differences between two or more groups or units in an organization.

1.7 Organization of the Study

The research report consists of five main chapters. Chapter one deals with introduction. The second chapter discusses the review of related literature focusing on issues related to the problems under the study. The third chapter deals with the research design and methodology. The fourth chapter presents data analysis and interpretation. The Fifth chapter ends up by presenting the summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. The Nature and Concept of Conflict

Schools of different disciplines have defined and interpreted organizational conflict in a number of ways at different periods of time. Philosophers and sociologists have made most of early time contributions to the study of conflict while management scholars have become interested in studying conflict in recent years (Rahim, 1992).

For instance, Chandan (1997); and Deutch (1990) defined conflict as a disagreement between or among two or more nations individuals, groups, organizations and or with in each individual, group, organizations and nations trying to gain acceptance of ones views or objectives over the other. Conflict among people is inevitable or unavoidable due to individual's and group's differences in attitudes, goals, values and so on. In line with this, Rahim, (1992:16) has defined conflict as "A process of social interaction involving a struggle over claims to resources, power and status, beliefs and other preferences and desires". According to this definition, the aims of the parties in conflict may extend from simply attempting to gain acceptance of preference or securing a resource advantage to the extremes of injuring or eliminating opponents.

Similarly, Quinn, O`Neill and Claire, (2000) state that conflict refers to: hesitation in challenging the ideas of others; avoidance of exploring honest differences of opinion; reluctance to confront other's ideas constructively; unwillingness to coordinate across functions; reluctance to take initiative; hesitance in making discretions; fear of making mistakes and the like. This definition emphasizes the contemporary views towards conflict, that is conflict is inevitable and if it is properly managed, its result will be positive to the organization.

Furthermore, the terms conflict and competition seem to be synonymous; that is, both involve at least some degree of opposing behavior and the belief that one party is attempting to deprive others of some thing which they value. But conflict differs from competition in that conflict situation denotes both incompatible goals and opposing behavior while competition may arise when there is a greater commonality of goals and only limited opposing behavior or even some cooperative behavior. Thus, in competitions individuals or groups do not obstruct or interfere with each other in attempting to satisfy their goals (Mullins, 1996; 723).

In conflict situation, the resulting disagreement may be expressed either formally or informally. In a formal conflict, the parties involved can describe their disagreement clearly while none of the parties in informal conflict communicates the source of disagreement explicitly (Chandan, 1997).

2.2. Views of Conflict in Educational Organizations

Attitudes of individuals, groups and organizations to wards conflict have changed considerably from time to time. Various schools of thought viewed it differently. The traditional view and the contemporary view are discussed below in detail.

2.2.1. Traditional View

In this view, conflict has been considered as something that cannot take place, but it frequently does. It is a consequence of greed, self-centeredness and disruptive force that inhabits organizations from being optimally success full (Harris and Hartman 2003). Likewise, the classical organization theorists like Fayol, Taylor and Weber cited in Rahim, (1992) did not take into account the different positive impacts that conflict can have on organizations. They thought that, conflict was detrimental to organizational efficiency and should be minimized in organizations. These organizational theorists prescribed organizational structures such as, rules and procedures, hierarchy, channel of communication and so on so that employees would be unlikely to engage

in conflict. Besides, they believe that harmony, cooperation and absence of conflict were very appropriate for achieving organizational effectiveness. Generally, in this view, organizational managers are supposed to eliminate conflict from the organization because it is mostly seen to be harmful in its consequence, (Robbins 1995).

2.2.2. Contemporary View

According to this view, conflict is considered to be inevitable whenever people work together. Conflict occurs as a consequence of many factors including struggle to excel and achieve.

The proponents of this view like Harris and Hartman (2003) state that certain amount of conflict and tension may even be essential for optimal performance to occur. This indicates that organizational managers should control conflict so that the result is positive and beneficial to the organization and its members. Furthermore, Robbins cited in Rahim, (1992) states that conflicts in modern views are categorized by the following:

- i. Recognition of the absolute necessity of conflict
- ii. Explicit encouragement of opposition
- iii. Defining conflict management to include stimulation as well as resolution methods.

In this regard, Townsend in Mullins (1996:725) sees conflict as a sign of a healthy organization. He sums up the conflict situation as follows:

A good manager doesn't try to eliminate conflict; he tries to keep it from wasting the energies of his people ---- if you are boss and your people fight you openly when they think you are wrong; that is healthy. If your people fight each other openly in your presence for what they believe in – that is healthy. But keep all the conflict eyeball to eyeball.

This implies that managers should usually encourage maintaining functional amount of conflict in their organization

2.3. Outcomes of Conflict

Conflict may have both positive and negative out comes up on educational institutions (Chandan, 1997).

2.3.1. Positive Outcomes

If conflict is properly managed, it can have potentially positive outcome. Some of the positive or functional outcomes of conflict according to Chandan (1997); Robbins (1995) are the following:

(a) It helps in analytical thinking

Conflict may create challenge to view opinions, rules, policies goals and plans which would require a critical analysis in order to justify them as they are or make changes that may be required. Regarding this, Carlisle in Chandan (1997:385) said “No situation is more detrimental to an organization than letting poor decisions go unchallenged”.

b) Conflict promotes competition and energizes people

Some individuals are highly motivated by conflict and sever competition Thus, conflict and competition leads to high level of effort and out put (Chandan, 1997).

c) Conflict helps to increase cohesiveness

Conflict between organizations develops loyalty with in a given organization and loyalty results in cohesiveness efforts in order to compete with out sides (Robbins, 1995).

d) It serves as a foundation for organizational development

Conflict with the already existing situations is a prerequisite to change. Creative and innovative people are always looking for grounds to challenge the statuesque. This challenge leads to search for alternatives to existing patterns, which lead to organizational change and development.

Moreover, conflict is a means by which, radical change can be brought about. It is an effective device by which management can drastically change the existing power structure, current interaction patterns, and entrenched attitudes (Robbins, 1995).

Walton and Dutton cited in Rahim, (1992) specifically state the consequences of inter-group conflict situations as follow:

- Competition in general motivates or debilitates the quality and quantity of out puts as well as provides checks and balances of the system
- Concealment and distortion lowers the quality of decision
- Channeled inter unit contacts enhance stability in the system
- Rigidity or formality in decision procedures enhances stability and lowers adaptability to change
- Appeals to superiors for decision provides more contact for superiors and may increase or decrease quality of decisions
- Decreased rate of inter unit interaction hinders coordination and implementation of tasks in the system
- Low trust, suspensions and hostility leads to psychological strain and turn over of personnel or decrease in individual performance.

2.3.2. Negative Outcomes of Conflicts

Conflict is unpleasant and disruptive. It leads to the disintegration of relationships and interferes with achievement of goals. Most organizational conflicts involve various disagreements especially on such matters as allocation of resources, setting organizational policies and procedures, work assignments, distribution of rewards and so on which can lead to unnecessary stress, blockage in communication, lack of cooperation, increased sense of distrust and suspicion (Chandan, 1997).

Furthermore, conflict is destructive when it affects the organization in the following manner:

It takes attention away from other important activities

It undermines morale or self-concept

It sharpens differences

It leads to irresponsible and harmful behavior such as fighting, verbal insulting, name-calling and so on.

(<http://www.nsb2.org/sbot/toolkit/conflict.html>).retrieved from internet on 5 January 2008.

In addition, according to Robbins (1995), the most obvious negative consequences of conflict are increased turnover, decreased employees satisfaction, inefficiencies between work unit, sabotage, labor grievance and strikes, and physical aggression.

2.4 Theories and Theoretical Perspectives of Conflict Management

All these marked theories posit that conflict is necessary and positive aspect of human development and relationships. The major theories are the following:

2.4.1 Psychoanalytic theory posits that conflicts with and detachment from parents are a healthy necessary for encouraging individuation, realigning relationships and reducing anxieties (Blos, 1979; Freud, 1958 cited in Johnson and Johnson, 1996)

2.4.2 Cognitive developmental theory posits that conflicts resulting from intellectual maturation spur revisions in understanding of the self and relationships (Piaget, 1965 cited in Johnson and Johnson, 1996) conflicting the mechanism by which children and adolescents acquire new cognitive structures, developing new perspectives and stage like shifts in patterns of reasoning which result in changes in behavior toward parents and peers. The new behavior or patterns create new conflicts, as roles and normative expectations are negotiated. Negotiation is thus viewed as

requiring advanced stages of reasoning and being the most cognitively sophisticated conflict resolution strategy (Swlman, 1981; Smetana, 1989; Youniss, 1980 as cited in Johnson and Johnson, 1996).

2.4.3 Social interdependence theory posits that conflicts are inherent in all social relationships, and the way in which they are managed depends on the nature of the social interdependence existing in the situation (Johnson and Johnson, 1996). Structuring a situation cooperatively results in promoting interaction which creates constructive and healthy resolution of conflicts. On the other hand structuring a situation competitively results in constraint or oppositional interaction which creates destructive and unhealthy resolutions of conflicts.

2.4.4 Structure- process attitude/ behavior theory based on Kurt Lewin's field theory posits that the structure of a situation determines the process of interaction which determine the attitude and behaviors of the individual involved. The structure of the situation contains the role definitions and normative expectations that define what are appropriate and inappropriate ways for individuals to interact with each other in the situation as well as other situational influences such as the number of people involved, spatial arrangements, and hierarchy of prestige, social sanctions, power, and nature of activities to be conducted. Changes in any or all of these factors lead to changes in the process of the system and the interactions of the members which subsequently change the attitudes and behavior of the individuals involved. Patterns of behavior that lead to constructive or destructive resolutions of conflicts, therefore, result from the way the situation is structured (Watson, 1966; Watson and Johnson, 1972 as cited in Johnson and Johnson 1996).

2.4.5 Dual concern theories such as conflict strategy theory posit that there are two major concerns in conflict resolution: concern about reaching one's goals and concern about maintaining an appropriate relationship with the other person (Johnson and Johnson 1996).

Both goals and relationships can range from unimportant to very important. The degree of importance determines which of the existing strategies a person uses to resolve a conflict.

2.5. Types or Levels of Conflict and Their Management Strategy

According to Rahim (1992), conflict can be classified on the basis of levels: (individual, group, organizational etc) from which it may originate. Similarly, organizational conflict may be categorized as intra organizational (i.e. Conflict with in an organization) and inter organizational (i.e. conflict between two or more organizations).

Furthermore, intra-organizational conflict may be classified as Intra-personal, inter –personal, Intra–group, and Inter-group (Rahim, 1992). These four types of conflicts may be common in educational organizations because they are organizations, which consist of complex structure and interaction.

2.5.1 Intra- Personal Conflict

This type of conflict is also known as intra individual or intra psychic conflict. It occurs when an employee is required to perform certain tasks and roles which do not match with his or her expertise, interest, goals and values (Rahim 1992).

2.5.1.1. Types of Intra –Personal Conflict

According to Lewin (in Rahim 1992), there are three types of intra-personal conflicts.

a. Approach - Approach Conflict

This occurs when a person has to choose between two or more equally positive alternatives. A manager or team leader is confronted with an approach – approach conflict in situations when he/she has to recommend one of two or more subordinates for promotion who are equally competent for a higher position or when he/she has to offer a

reward for one of equally strong and competent departments, team groups, experts and the like. Similarly, an expert who has a chance of scholarship to two equally well-known and important universities has to cope with this conflict.

b. Approach –Avoidance Conflict

This occurs when a person has to deal with a situation that possesses both positive and negative aspects. That is an employee feels similar degree of attraction and repulsion to wards a goal or competing goals.

c. Avoidance - Avoidance Conflict

This Conflict occurs when each of the competing alternatives possesses negative consequence; that is they are equally repulsive. An employee will be in this conflict if he/she has to decide between losing salary increment and accepting remote or rural work place.

Moreover, intra personal conflict occurs when there is miss match between the role that the employees expect to perform and the role that is demanded from the employ by the organization. This role incompatibility is called role conflict (Rahim 1992).

2.5.1.2. The Nature of Role and Role conflict in educational organizations

Role refers to a set of behaviors or attitudes associated with a particular position in the organization. It is a broad range of dynamic assignments that represent the current work of the organization. Role includes job description, overtime activities and others (Arlington and baker 200).

Role expectations are those behaviors of one school member (Role incumbent) expected or prescribed by other school members while role conception refers to the focal school employee's own idea about appropriate role behavior. When there is incongruence of a discrepancy between the role of expectation and the role of conception, role conflict

occurs. Incongruence between formal job description and actual role demands is another source of role conflict (Brown and Harvey, 1996).

Role ambiguity refers to the role incumbents being unaware of or lacking sufficient knowledge of the expectation of others (i.e. he/she doesn't fully know what others expect.) But, role analysis is used to clarify role discrepancies that lead to improved cohesiveness and functioning (Harvey and Brown 1996). In this respect, Kahn, et.al in Rahim, (1992) further identified four distinct types of role conflict.

1. Intra -sender conflict

This type of conflict occurs when a role sender requires a role receiver (i.e the focal person) to perform contradictory or inconsistent roles. For example, a school principal or supervisor may request a teacher to perform an activity, which cannot be done without violating a rule. Though, yet the role sender attempts to enforce the rule, for instance, a teacher may be requested to increase the result of failed students so that they can pass to the next grade. As a result this teacher has to confront intra sender conflict.

2. Inter role Conflict

This type of conflict occurs when an individual occupies two or more roles whose expectations are inconsistent. For instance a school principal is expected in the role, of taking part in social engagements to promote the image of the school. This may be in conflict with his/ her roles as a parent in which he/ she is expected to spend more time with the children to be an ideal parent.

3. Intra -role (Person -role) Conflict

It occurs when the role requirements are incongruent with the focal person's attitudes, which were valued as professional behaviors. For example, intra role conflict occur when a teacher is required to enter into a political issue, which is not congruent with his /her ethical standards

4. Inter sender Conflict

A role receiver will experience intra sender conflict if the role behavior demanded by one role sender is in congruent with the role behavior demanded by another role sender. For instance, a unit leader or department head who receives instructions from the principal may experience role conflict if the instructed task has been in congruent with the needs and expectations of the teacher under the unit leader or the department head.

Role over Load: This is a more complex kind of role conflict. It occurs when an organizational member is required to perform a number of appropriate roles sent by different role senders which are taken as a set is too much to be accomplished by him/her (Kahn. et. al in Rahim 1992:60)

Further more, role over load can be classified as quantitative and qualitative. Quantitative role over load refers to situation in which role occupants are required to perform more work than they can with in specific time period where as qualitative role over load refers to situation in which role occupants believed that they do not possess the skills or competences necessary to perform the task associated (Rahim, 1992).

2.5.1.3 Antecedent Conditions of Intra Personal Conflict

The conditions that trigger the episode of conflict are referred to as the source of conflict. According to Rahim, (1992), the sources of intra personal conflict are mainly structural which are situational imposed. Such potential sources are miss assignment and goal incongruence, inappropriate demeaned on capacity, organizational structure, supervisory style, position and personality. Such sources may be altered to reduce or generate conflict. Each of them is discussed below.

A. Inappropriate-assignment and Goal Incongruence

If a person assigned to do a task for which he/ she does not have the appropriate expertise, aptitude and commitment and so on, the person

may experience qualitative role over load. At the higher organizational level, the employees have greater freedom to do the things they want to do to satisfy their individual needs as well as those of the organization. Argyris cited in Rahim, (1992) investigated that only top management felt any absence of conflict between their own needs and the goals of the organization. That means there is an inverse relationship between organizational level and perception of interpersonal conflict.

B. Inappropriate Demand on Capacity

If a person cannot properly satisfy all the demands of his /her position even by working at the maximum capacity, this leads to quantitative role over load. But if a person's capacity (skill, commitment, role expectation) significantly exceeds the demands of the position, the person will not find his/her work challenging. An employ may find the job challenging and motivating when the role demand slightly exceeds the individual's roles expectation. In appropriate role demand or qualitative role under load is a common problem for young graduates when often they found their job not as challenging and as the employers appointed them, (Newman and Keanon in Rahim, 1992).

C. Organizational Structure

Organizational structure such as work group size, formal reporting relationships, number of bosses, number of subordinates, functional dependency, participation in decision making, and formalization have a significant causal relationship with role ambiguity and role conflict; (Morris, Steers and Chauchy in Arlington and Baker, 2000).

Further more some writers approved that role conflict and ambiguity are partly the result of complex interaction of job content, leader behavior and organizational structure (Arlington and Baker 2000).

D. Supervisory style

Role conflict has been lowered when supervisors are described as more frequently engaging in emphasizing production under conditions of

uncertainty, providing structure and standards, facilitating team work, tolerating freedom, and exerting upward influence (Rahim, 1992).

E. Position

Role conflict is associated with positions that carry greater supervisory responsibility. For instance, department heads and team leaders are the middle between the inconsistent demands of their bosses or supervisors and subordinates may face role conflict (Rahim 1992:68).

F. Personality

Rotter in Rahim, (1992) has emphasized that consistent individual deference exist between the personality dispositions of internal and external locus of control. Individuals who have high internal locus of control believe that events in their lives are primarily influenced by their own behaviors and actions, where as, individuals who have high external locus of control believe that events in their lives are mainly influenced by other people or events out side their control. Internals generally perceive less role conflict than externals.

As hanson in Gonie (1998) described, there are some additional sources of role conflict: the in ability to say no to requests, a lack of self-confidence and limited requisite authority (powerlessness) to handle organizational responsibilities. All of these issues are complicated by doubts about how others evaluate us.

In general, intra-personal conflicts can cause a person to frustration, tension and anxiety (Reshid and Archer in Gonie, 1998).

2.5.1.4 Managing Intra personal Conflict

According to Rahim (1992), the management of intra personal conflict requires matching the goals of individuals and role expectations with the needs of the task and role demand in order to maximize the attainment of individual and organizational goals. Diagnosis and intervention are the two main means involved in the management of intra personal conflict. The more detailed explanations of them are provided below.

1. Diagnosis

The diagnosis of intra-personal conflict should eventually measure and indicate the amount and sources of intra- personal conflict as well as the effects of such conflict upon individual's effectiveness (Rahim, 1992).

The analysis of data as obtained during the diagnosis includes the amount of intra- personal conflict in various school levels such as departments, unit leaders, principals, teachers and so on; and checks weather they deviated the school norm significantly or not. Similarly, relation ship between intra personal conflict and its source, and relation ship between intra personal conflicts and individual effectiveness should be involved in the analysis. The result of diagnosis of intra personal conflict can help to identify where there is any need for intervention and the type of intervention required. If the effect of intra personal conflict is significantly negative, then an intervention may be needed to reduce it (Rahim, 1992).

2. Intervention

Intervention can be undertaken based on two main approaches such as process and structure interventions (Rahim, 1992).

Process Intervention

Role analysis technique is one of the process intervention methods for managing intra personal conflict. The application of this technique involves five distinct steps (Rahim 1992).

1. Purpose of role: The focal role occupant indicate his/her role
2. Role perception: The focal role occupant lists the activities he/she feels occupying the role and tries to analyze the prescribed and discretionary Components of the role. This enables the individual to clarify the responsibility he must take on him self for decision; the choices open to him for alternative courses of action and new competencies he must develop in his assigned role.
3. Expectation of role occupant: The focal role occupant lists his/ her expectations from group members and members of the group discussed these expectation's to make clear role interdependences

so mutually acceptable solution is reached describing expectations and obligations.

4. Expectations from role occupant: Each participant presents a list of expectations from the focal role which represents the group views of the participant's obligation to the group member in promoting his /her role.
5. Role profile: The focal role occupant is responsible for writing down the main parts of the discussion called role profile. This consists of:
 - a) Prescribed and discretionary activates
 - b) Obligations of this role to others in the group
 - c) Expectations of some one in his/ her role to other roles in the group

Job Design: Job design is a structural intervention for changing several dimensions of a job for increasing motivation and job performance and reducing dysfunctional intra- personal conflict.

Job design involves the planning of the job including its contents the methods of performing the job and how it relates to other jobs in the school. It follows two basic approaches the classical (i.e. Structuring the task activities to make the full use of decision of labor & specialization) and the job enrichment (i.e. changing the job to make it satisfying) (Rahim 1992). Supporting these ideas, Chandan (1997) offer job characteristic and job enrichment models, which make jobs more meaningful by increasing or adding certain job elements such as skill variety, task identity, task significance and autonomy and feed-back. All are discussed here in detail.

Skill variety: Refers to the degree to which a job requires a verity of activities that involve the use of different skills and talents of employed.

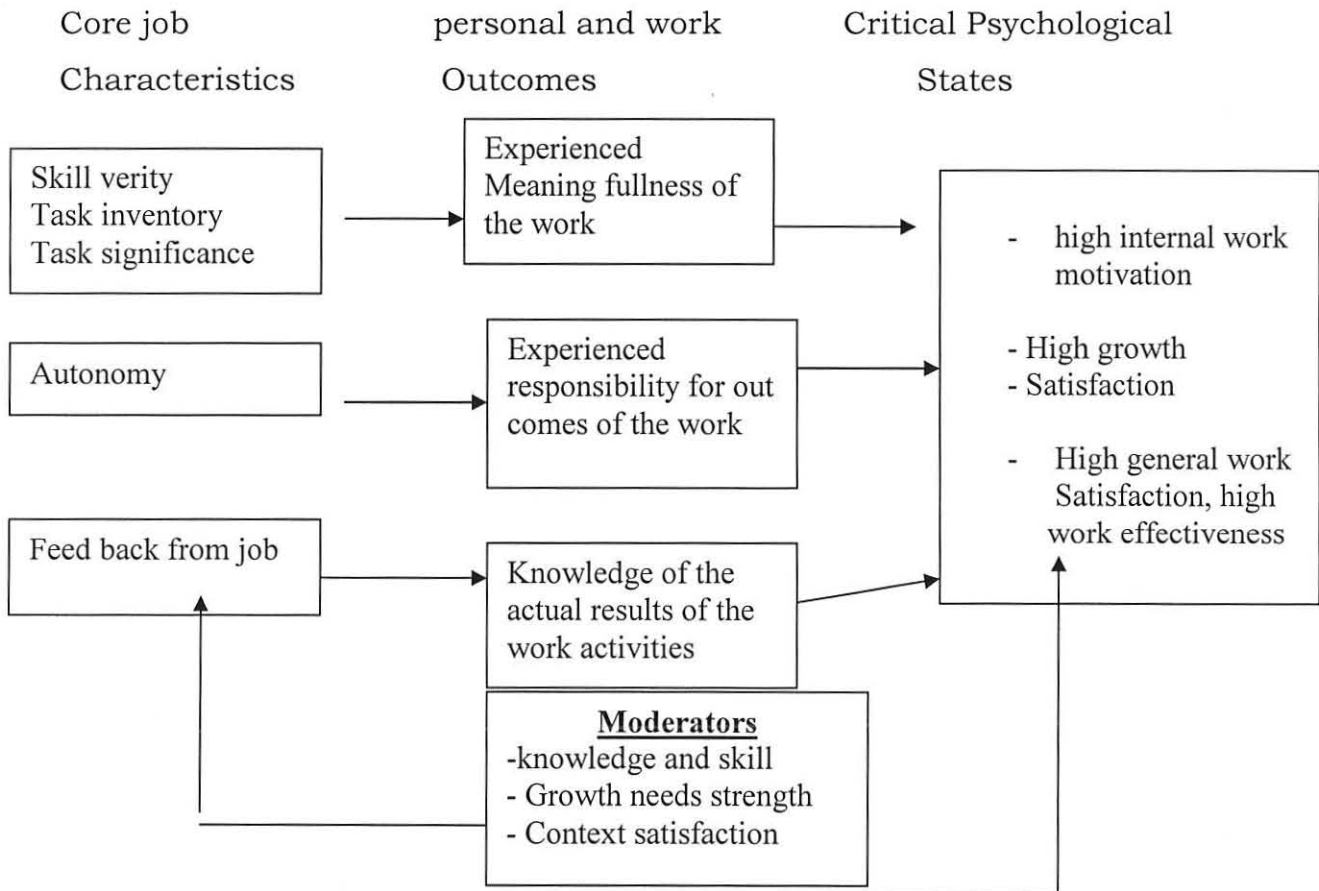
Task identity: The degree to which the job requires an employee to perform a complete piece of work (i.e. doing a job from beginning to end with a visible out come)

Task significance: The degree to which the job has an impact on the lives or work of other people with in or outside the organization

Autonomy: This refers to the degree to which the job provides freedom) independency and discretion to the employee in scheduling his or her work and in determining the procedures to be used in carrying out it.

Feed back: The amount of information that results from the performance of a job by an employee about how well he /she is performing.

Fig: 1: The Job Characteristics Model.



Source: Hackman and Oldnam in (Chandan 1997:345)

2.5.2 Interpersonal Conflict in Educational Organizations

2.5.2.1. The Nature and Concept of Interpersonal Conflict

The bases of interpersonal conflict are inter-personal relationships and communications, which refer to the ability to form and maintain caring connection with others depending on effective, inter personal communication skills. Effective communication is critical in achieving

the objective of the organization, decreasing tension and conflict and gaining the cooperation of all staff members (Pritories and Lemmer, 1998).

Interpersonal conflict refers to the manifestation of incompatibility disagreement or difference between two or more interacting individuals (Rahim, 1992). It is the most common and visible type of conflict in educational organizations (Campbell 1983).

This conflict may be occurred at various areas with in educational offices and schools For instance, on one to-one relation-ships, meetings, conflict between boards and super intend ant and conflict between supervisors and subordinates ([http. Hwww. Nsba. Org/sbot .toolk it /conflict. htm](http://www.Nsba.Org/sbot_toolkit/conflict.htm). Leadership and dealing with conflicts).retrieved from internet on January 5, 2008.

1. **Conflict in Interpersonal on one to one relation ships:** If some one who is friendly toward you suddenly begins avoiding you or being rude, there is usually a reason. In these instances you will want to address the problem by proceeding through the following steps.
 1. Try to determine if there is a problem between you and the other person
 2. If you think there is a problem, set up a private face to face meeting to discuss the problem with the other party
 3. Try to listen to each other with open minds
 4. Be sure to respect each other opinions
 5. Try to determine why the other person felt the way he/she/ did
 6. Try to work out a compromise that pleases both of you([http: W.W.W. on line Wbc. Gov /dos/manage/ conflict htm](http://www.Wbc.Gov/dos/manage/conflict.htm))
retrieved frome Internet on 5 January 2008

2. Conflict in Meetings

Conflict in meetings are either very disruptive if it is out of control or very helpful if a person raises valid questions which can serve as valuable in sight on the issue under discussion. These steps could be taken if the school member continues his disagreement to the point of disruptiveness in the discussion.

1. Find some grain of truth
2. Identify areas of agreement in the two positions
3. Differ and document the subject to discuss in the next meeting
4. Present your view but do not force agreement
5. Create a compromise.

([http ll. www. On line wbc. Gov/ docs/ manage /conflicts html](http://www.online.wbc.gov/docs/manage/conflicts.html))
retrieved from Internet on 5 January 2008.

3. Conflict on negotiations

Conflict may arise when individuals try to negotiate with their supervisors, subordinates and peers or sometimes when they mediate conflict between their subordinates. ([http:// www on line wbc. Gov/docs./manage/ conflicts html](http://www.online.wbc.gov/docs./manage/ conflicts.html)) retrieved from internet on 5 January 2008.

4. Board- superintendent conflict

A school board may cause conflict with the superintendent in various ways. Some are listed below:

- Trying to be administrators, over stepping authority
- Making promise as board members individually
- Not doing their home work and falling to prepare for meetings
- Not following procedures for handling complaints
- Failing to act on sensitive issues
- Failing to be open and honest with the superintendent
- Making decision on the basis of preconceived notions
- Having hidden agenda ([http: / www. Ncba. Org/ job/ look it/ conflict.htm1.](http://www.Ncba.Org/job/lookit/conflict.htm1)) retrieved from internet on 15 January 2008.

Moreover, superintendent may cause conflict with school board in different ways. Some of them are listed below:

- ❖ Not treating board members alike
- ❖ Not informing the board members of the public concern
- ❖ Not providing adequate financial data /information
- ❖ Falling to open and honest with the board
- ❖ Not provide alternatives in an objective manner
- ❖ Making public statements before informing the board
- ❖ Using poor public management practices.
- ❖ Having hidden agenda.

(<http://www.Nsba.Org/sbot/toolkit/conflict/html>.) retrieved from internet on January 5, 2008.

2. 5.2.2 Sources of Inter personal Conflict

There are many potential sources of organizational conflict including the following major ones as personality, difference in perception, limited resources, departmentalization and specialization, the inter dependant nature of work activities, inequitable treatment, external disruption, and environmental changes (Mullins, 1996 and Rahim, 1992). Each of them has been discussed in detail below:

a) Personality: Is the sum total of ways in which an individual reads and interprets with others, Robbins (1996:90). Certain personality Factors such as authoritarianism and dogmatism are positively related to conflict. Moreover self-esteem is also inversely related to conflict behavior (Rahim, 1998).

b) Difference in perception: We all see things indifferent ways we all have our own unique picture or image of how we see the real world. People perceive other people and events from different viewpoints and come to different conclusions. This is particularly true in multicultural society (Thomson and farmer, 1998).

c) Limited resources: Most organizational resources are limited, and individuals and group have to fight for their share, fore example at the time of allocation of the next years budget or when cut backs has to be

made. The greater the scarcity of resources, the usually the greater the potential for conflict is likely to be intensified (Mullins, 1996).

d) Departmentalization and specialization: Most work organizations like educational offices and schools are divided into separate departments with specialized functions. For instance, academic subject departments, like Chemistry, languages, Geography etc, non academic administrators like personnel officers, Record officer, Librarian etc; unit leaders, and so on are the major ones. These departments concentrate on their specialized concerns and cooperation between such departments became increasingly problematic (Thomson and Farmer, 1998).

e) The inter-dependent nature of work activities: where the task of one person depends upon the work of others there is a potential for conflict; for instance, if a worker is expected to complete the assembly of a given number of components in a week but the person forwarded the part assembled components doesn't supply a sufficient number on time if reward and punishment systems are perceived to be based on keeping up with performance levels, then the potential conflict is even greater (Mullins, 1996).

F) Inequitable treatment: A person's perception of unjust treatment or unfairness such as in the operation of personal policies and practices, or in reward or punishment systems in relation to employ rights can lead to tensions and conflict (Thomson and Farmer, 1998).

External disruption: Conflicts at work may be an extension of differences, rivalries and tensions in other aspects of people's lives. Some of the conflicts that we encounter from time to time in our family and social life can spill over into our work. Likewise, employees may import their personal dislikes, conflicts and grudges, which have their origins outside the work place (Thomson and Lemmer 1998).

Environmental change: Changes in an organization's external environments such as shifts in demand, increased competition, government intervention, new technology or changing social values can cause major areas of conflict; for instance, a fall in demand for or

government financial restrictions on enrollment for a certain discipline in higher education result in conflict for the allocation of resources (Mullins, 1996).

In addition, Hellriegel and Slocum (1982) state the following as the main sources of interpersonal conflict:

- Disagreement over policies, practices, on plans and
- Emotional issues involving negative feelings such as Unger, distrust, fear, rejection and resentment.

2.5.5.3 Managing Interpersonal Conflict

Although a certain amount of organizational conflict may be seen as inevitable, there are a number of ways in which management can attempt to avert the destructive effects of interpersonal conflict (Mullins, 1996). According to this author the strategies adopted to avoid the harmful consequences of conflict will vary based on the nature and sources of the conflict outlined above. The following lists are adopted from the same author.

Clarifications of goals and objectives

Misunderstandings are more likely to occur when goals are vague and contradictory. Shared and negotiated understandings brought about through clear communication between individuals and teams can create greater commitment and reduce the likelihood of conflict.

1. Resource distribution

Although it may not always be possible for managers to increase their allocated share resources they may be able to use creative thinking and initiative to alleviate the conflict situations. For instance, making a special case to higher management, flexibility in varmint headings of the budget, delaying staff appointment in one area to provide more money for another area could alleviate conflict situations to some extent.

2. Personnel policies and procedures

Perceived fairness in the policies and procedures themselves and their application will minimize conflict. Examples are, job analysis recruitment

and selection, job evaluation, system of reward and punishment, appeals grievance and disciplinary procedures, arbitration and mediation

3. Non –monitory rewards:

Not every one value financial reward above all else but if there is no reward system, people are likely to become frustrated and de-motivated. Non-financial rewards may be with in your discretion such as flexible working hour, times off and so on. Most studies approved that job satisfaction is more affected by personal freedom increased responsibility, praise from supervisor, and respect from others at work (Thomson and Farmer 1998).

In addition, the management of interpersonal conflict involves enabling the organizational member to learn the different style of handling conflicts such that the various conflict situations can be effectively dealt with (Rahim 1992).

Each of these managerial styles of handling conflict can be discussed in detail below. Interpersonal styles of handling conflict may be used when the directors, department heads, individuals or groups enter conflict or when they are coming in conflicts situation. Therefore, in order to give a solution for the conflicts; the following handling styles are implemented in various conflict situations: integrating, obliging, avoiding and compromising. Each of these styles portrays the following characteristics (Fikeru, 1993; Rahim, 1992; Pretorius and Lemmer 1998; Thomson and Farmer 1998 Szilagyi and Wallace, 1983).

(a) Collaborative/Integrating/Problem Solving Negotiations:

It involves openness exchange of information and investigation of differences to reach a solution acceptable to both parties (Fikru, 1993) Regarding this style, Thomson and Farmer, (1998) note that the primary goal of win-win strategy is to find high quality and highly acceptable solutions to organizational problems. So to realize these goals several values and interests need to be integrated in to the administrative pattern of the organization. It is characterized by high concern for the goal, the relationship, assertiveness and cooperativeness of the parties.

- b) Obliging/Smoothing:** This refers to a tendency to minimize or suppress the perceived differences in conflict situation while emphasizing common interests (Fikru, 1993).
- c) Avoiding/withdrawal:** Any strategy that avoids a major confrontation or conflict is called avoidance. Sometimes this delaying tactic can be an appropriate strategy- particularly if the conflict is not impacting on the organization and it is thought that the conflict might resolve itself. Here neither the goal nor the relationship is important. However, in some cases the dispute may increase and make it more difficult to resolve in the future. So care should be done, (Pretorius and Lemmer 1998:29; Szilagyi and Wallace, 1983).
- d. Compromising:** Compromise is used where there is a relatively equal balance of power between parties and both the goal and the relationship are moderately important. It involves solving the problem by mutual concession, exchange and sacrifice. While neither party may be completely satisfied with the compromise, in many cases, it may be the only way of solving the conflict (Pretorius and Lemmer 1998).
- e. Dominating/ Forcing/Win-lose Negotiation:** This strategy involves the exertion of pressure to reach a solution. For example, the manager may force a solution on the conflicting parties. The danger of using this style of conflict management is the failure to address the cause of the conflict.
- f. Mediation:** is the process of a neutral third party assists the conflicting parties to discuss issues, repair past injuries and develop ground rules needed to resolve disagreements effectively. Mediators facilitate the resolution process by following these tips:
- Understanding each participant's perspective through pre-caucus (separate discussion)
 - Increasing and evaluating participant's interest in resolving the challenge
 - Setting ground rules for improved communication

- Coaching the participants through the joint session
- Equalization of power (between persons on different organizational levels)
- Helping the participants plan for future interaction (Encina, 2007)

g. Arbitration: An arbitrator may do every thing a mediator does but at the end, will make a judgment that the parties in conflict are expected to follow.


h. Negotiation: Direct talk between or among the parties in conflict. It is conducted with the goal of achieving a resolution. The talk involves the parties themselves with out the direct assistance of a third party. Negotiation may occur through representatives such as attorneys (Slaikeu, 1998).

i. Accommodation: Doing whatever they can help the other person get what they want often to their own detriment. It refers to allowing the other party to satisfy his or her concerns at your expense. For example, your employee may chose to do someone else's job rather than suggest that the responsible person complete it (Plgrim, 2004; Szilagyι and Wallace, 1983).

According to Robbins (1995) conflict has to be stimulated if its amount is too little in order to prevent stagnation. He identifies different conflict stimulating techniques such as communication, bringing in outsiders and restructuring the organization. Each of them is discussed a little bit in detail.

Communication refers to using ambiguous or threatening messages to increase conflict levels. Likewise, bringing outsiders refers to adding employees to a group whose backgrounds, values, attitudes or managerial styles differ from those of present members. Restructuring the organization deals with realigning work groups, altering rules and regulations, increasing interdependence and making similar structural changes to disrupt the statuesque

Fig 2: Conflict intensity continuum in the conflict process

- 
- Overt efforts to destroy the other party/wars
 - Aggressive physical attacks/ violent conflicts
 - Threats and ultimatums/serious warning
 - Assertive verbal attacks /protracted conflict
 - Overt questioning or challenging of others
 - Minor/mild disagreements or misunderstanding
 - No conflict /homogenous/harmonious

Source: Based on S.P. Robbins, *Managing Organizational Conflicts* (inRobbins, 1995: 512).

2.5.3 Intra -group Conflict

2.5.3.1. The Nature of Intra group Conflict

Intra group conflict refers to the incompatibility, incongruence or disagreement among the members of a group or its sub group of regarding goals, functions or activities of the group. Today, the study of groups in organizations has received significant attention for the following reasons (Rahim, 1992).

- a) Groups are the building blocks of an organization,
- b) Groups provide the primary mechanism for the attainment of organizational goals and
- c) Groups provide psychological and other supports to the individual members.

There are numerous definitions of groups in which majority of them mainly focus on such criterions: objectives, interaction and interdependence. Moreover, to make the discussion of conflict in groups clear and complete, the definition of a group should involve the following seven criterions of autonomy of a group as noted by (Gulowsen in Fikrue 1993 ; Chandan, 1997).

- ❖ The group can influence the formulation of its goals
- ❖ The group can govern its own performance by deciding where to work, when to work, and which other activities it wishes to be engaged in

- ❖ The group makes its own internal distribution of tasks
- ❖ The group makes the necessary decisions in connection with the choice of the working method
- ❖ The group decides its own membership
- ❖ The members should be interdependent
- ❖ The members should work toward the attainment of a common goal

2.5.3.2 Type of Groups

Groups can be broadly classified as formal and informal (Rahim, 1992; Szilagyi and Wallace, 1983).

Formal groups are formed by the organization to attain certain goals. They can be categorized as task or project groups. Task groups are formed around certain tasks or functions and remained in existence for a long period of time where as project groups are formed for the purpose of completing specific projects or tasks and remain in existence for a limited period of time, Fiedler in (Rahim 1992). For instance we may find several types of groups in educational organizations such as departments, task groups, and so on.

Informal Groups

Organizational members, with out any difference from management to satisfy certain needs which are not satisfied by the formal groups, form informal groups. Some times the goals of formal and informal groups are inconsistent, that is, they are in conflict. Two types of informal groups are interest and friendship group (Rahim, 1992). Staff members to satisfy their common interest form interest groups. Likewise, friend ship groups are also formed to satisfy social needs, such as friendships, support, esteem and belongingness (Rahim, 1992).

The power of groups to influence the behavior of members should not be undermined i.e when deviation from the expected behavior occurs, as Hunt cited in Fikru, (1993: 49) states “The initial tolerance, attempt to

correct, verbal aggression, physical aggression, and rejection physically or psychologically) the group members will rebalance power and roles, eliminate the deviants contribution". Reasons for Why People Join Groups.

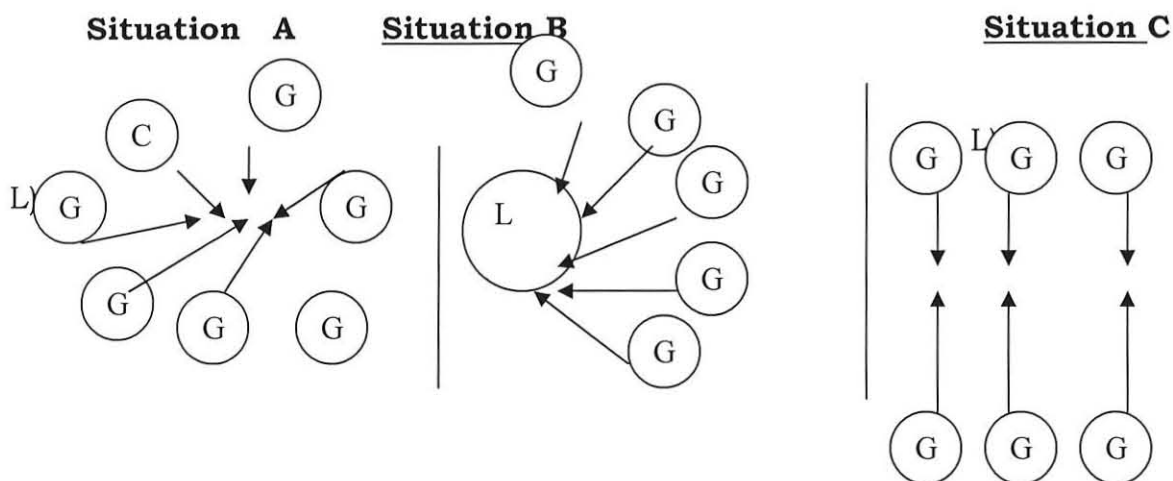
According to Pretoria and Lemmer (1998), there are various reasons why people join groups and why a person might find it beneficial to be part of the groups existing in the organization. The following can be mentioned;

1. Security: groups are primary sources of security because group members have strong sense of loyalty and share common values
2. Social needs: Groups are able to provide a structured environment in which individuals can seek friendships.
3. Self esteem: people are often proved to belong to certain groups
4. Inter-personal attraction: Generally people who work in close proximity to one another are more likely to develop closer relation ships. Teachers teaching specific subject are more likely to form a group
5. Task accomplishing: A primary reason why groups are created is to facilitate task accomplishment. A group can usually accomplish more than an equal number of individuals working separately.

2.5.3.3 Sources of Intra Group Conflict

There are various factors, which can affect the groups. From the main factors known, leadership style: is to be the primary source of group conflicts. A school principal for example, can virtually influence all variables affecting conflict with in a group. Maier and Veiser in Rahim, (1986) have provided three examples of group conflict and their relation ship to the leader called situations A, B and C, and this is shown in figure 3 below.

Figure 3 : The Three Sources of Intra- Group Conflict.



The three sources of intra group conflict situational analysis by Maier and Verse in Rahim (1986:87) is summarized in the following points:

Situation A: This occurs when the leader treats group members differently. Group members will be in conflict with one another if the leader provides favor or inequitable treatment to one or two members of the group.

Situation B: Intra group conflict will increase if the group members unite against the leader. This may happen if the leader changes the task structure, schedules, procedures or remove some privileges, which are perceived by the members as unfair and /on unfavorable.

Situation C: This represents a split in the group due to differences in status, work interest, office space, and so forth, which can encourage the formation of sub groups and conflict among them selves and the leader.

Most studies hypothesized that a more directive style of leader ship generates conflict where as a relations oriented style provides for conflict reduction.

Likert, cited in Rahim (1992) has classified leadership styles as exploitative, authoritative, benevolent authoritative, consultative and participative systems. The IV style is more functional management of conflict than others. This approach is consistent with Blake's and Mouton's in Rahim (1992) conflict management universality approach, which says that there is one best style, which is characterized by the

leader's high concern for both production and concern for people. However, the contingency approach in opposition to the universalities approach suggests that how we effectively deal with a conflict depends on the nature of the situation.

Leadership can influence other variables such as task structure, group composition, and size and so on, which affect the amount of intra group conflict and the style of handling conflict by the group members.

2.5.3.4 Managing Intra group Conflict

The management of intra group conflict involves effectively channeling the energies, expertise and resources of the group in conflict to ward the formulation and attainment of group goals (Rahim, 1992).

Rahim, (1992) identifies that diagnosis and intervention mechanisms can be used for managing intra group conflict.

i. Diagnosis of Intra group Conflict: A comprehensive diagnosis of intra group conflict should involve the following measurements.

1. The amount of intra group conflict and the style of handling such conflict.
2. The effectiveness of groups
3. Factors that affect intra group conflict and the styles of handling such conflict

ii. Intervention mechanism

It involves behavioral and structural interventions, which are discussed a little bit in detail below (Rahim, 1986).

Behavioral intervention: Team building and role negotiation have been presented to manage intra group conflict.

Structural Intervention: The amount of conflict may be reduced by redirecting and restructuring the interrelationships among tasks performed by different members. Therefore, the degree of intra group conflict may be affected by the group leader who arranges and alters tasks, rules and procedures to the group (Rahim, 1992).

2.5.4 Inter group Conflict

2.5.4.1. The Nature and Concept of Inter group Conflict

Inter group conflict refers to the collective incomparability or disagreement between two or more divisions, departments or sub systems in connection with tasks, resources, information and so on (Rahim, 1992).

In complex organizations like educational offices and schools having differentiated subsystems with different goals, norms and orientations, it appeared that inter group conflict would be an inevitable part of organizational life (Laurence and Lorsch cited in Rahim 1992).

Besides, Robbins (1995) notes that the efficiency and quality of inter group relationships can have a significant bearing on one or both of the groups' performance and their members' satisfaction. Supporting this idea, Julian and Perry in Rahim, (1992) suggests that groups in competitive condition increased quality and quantity of their out put more than the groups under cooperative condition.

There are some fundamental differences among various departments and units of the school both in the structure, operation and process. These departments and units according to Lawrance and Lorswch in Chandan, (1997) differ in terms of:

- a. Goal orientation, which may be highly specific or fluid
- b. Time orientation, which is short run and long run
- c. Formality of structure, which is highly formal or informal
- d. Supervisory style, which may be more democratic in one department as Compared to another department.

2.5.4.2 Sources of Inter Group Conflict

Hellriegel and Slocum (1982); Robbins, (1995) state that the main causes of inter group conflict are: task interdependence, inconsistent performance criteria and reward, inter group differences, problem in

sharing common resources, jurisdictional ambiguity, jurisdictions over property, authority and responsibility, conflict between line and staff, socio- cultural differences (personality, behavior, age, sex of the group leaders etc).

In addition, Rahim (1992) notes that interdependence of the sub systems on tasks, resources and information as well as the heterogeneity among them often are the major generators of conflict between two or more sub systems. Therefore, some of the examples of educational organizations inter group conflicts may be the following: between line and staff, between departments, between work teams, between experts and administrators, between supportive staffs and administrators and so on.

2.5.4.3 Managing Inter group Conflict

The management of inter group conflict involves channeling the energies, expertise's and resource of the members of conflicting groups for synergistic solution to their common problems or attainment of over all organizational goals (Rahim, 1992). the diagnosis and intervention for managing inter group conflict are as follows.

i). **Diagnosis:** The diagnosis of inters person conflict includes interviews, self-report, questionnaires, school records, and the perception of the school members. The diagnosis of inter group conflict requires the measurement of the following factors: the amount of conflict between two specific groups, the style of handling conflict of the in group members with out group members, the source of inter group conflict, and the effectiveness of inter group relations.

(ii) **Intervention mechanisms**

(i) The process (behavioral) intervention strategies such as problem solving and organizational mirroring have been presented for managing inter-group conflict (Rahim, 1992). The problem solving strategy is designed to help the members of two groups to learn the integrating style to handle their differences. Where as organizational mirroring intervention is appropriate when more than two groups are having problems in working together.

d. Structural Intervention

Inter group conflict often results from interdependence between groups. Therefore, the analysis of task interdependence is a structural intervention designed to reduce or to manage the interdependent tasks more effectively. Other structural changes to reduce or generate inter group conflict are hiring, transferring or exchange group members, clarifying and formulating rules and procedures, developing an appeal system and providing valid information when the perceptions of in group or out of group are distorted. Conflict can also be reduced by a change in school reward system, better personal selection and more effective training program (Rahim, 1992). Generally researchers, state that the effectiveness of inter group relation can be evaluated in terms of efficiency and quality. Efficiency considers the cost to the organization of transforms an inter group conflict in to action agreed to by the groups. Quality refers to the degree to which the outcome results are in a well defined and enduring exchange agreements i.e how well the coordination device Robbins, (1995) works in facilitating interaction and reducing dysfunctional conflict.

2.6. The Leadership Styles of Administrators in the Management of Conflicts.

According to some leadership theories like Fielder's (1967) contingency theory, House's (1971) Path goal theory and Vroom and Yetton's (1973) Normative theory of leadership, there is no one best style for dealing with

different situations effectively. Whether a particular leadership style is appropriate or in appropriate depends on situations (Rahim, 1992). Accordingly, the quality of the decision (i.e. the extent to which it will affect important group processes) and acceptance of the decision (i.e. the degree of commitment of employees needed for its implementation are the two situations considered to determine the style of leadership).

2.6.1. Leadership Behavior of Administrators in Educational Settings.

Pretorius and Lammer, (1998) suggest 3 ways in which managers can react constructively when faced with conflict.

i. Confirmation: This involves confirming the other person as a valued person. When disagreeing with some one, you are careful to communicate that although, you disagree, and you respect him or her as a person. Confirmation is an attitude of mind that is communicated to some one else with out necessarily being stated explicitly.

ii. Acknowledgment: Acknowledging that there are always different view points and that the expression of oppositions position is an opportunity to clarify one's own, while list, disagreeing with some one, always recognize that there are several ways of looking at an issue and take a real interest in some one- else's view point. It involves of course, being open to the possibility that your own position can be modified or even abandoned.

iii. Problem solving: This involves perspective taking of a stage further and actively seeks to combine differing viewpoints in order to create new and better solutions to issue of conflict.

CHAPTER THREE: METHODOLOGY

3.1 Frame of Analysis

The main purpose of this study was to investigate the types, causes and resolution styles of conflict incidents as well as to assess the awareness of employees to the functions or benefits of conflicts. The dependent variables such as behavioral responses to conflict resolution styles and conflict incidents were measured using questionnaire and interview. The independent variables which refer to factors that affect employees' behavioral response to resolution styles and conflict type incidents for this study include individual characteristic, situational, structural, awareness, and intensity of conflict incident factors (Rahim, 1992 and Collister and Wall, 2001). The detailed description is presented in the following table.

Table 1: Description of Variables

S. No	Dependent Variables	Description
1	Conflict resolution styles	Collaborating, accommodating, compromising, avoiding and forcing
2	Conflict type incidents: Intrapersonal Interpersonal Intra group Inter group	-Routines task type, goal incongruence role over load, miss-assignment, inappropriate demand on capacity and role ambiguity - Personality, status difference, referent role, power, supervisor style - Unfair decisions, task structure, lack of cohesiveness, interest difference leadership style - Work competition, interference, incompatible policy, rule, and scarcity of resource, task interdependence.
S. No	Independent Variables	Description
1	Individual characteristic factors	- Values, attitudes, beliefs, personality traits, perceptual difference, ability and intelligence differences.
2	Situational factors	- Opportunity to interact, communication barriers, ambiguity, responsibility, out of work role
3	Structural factors	- Size of the group, referent role participation, role ambiguity multiple authority reward system
4	Awareness Factors	- Awareness of respondents to functions of conflict

Independent or
Predictor variables

Dependent
Variables

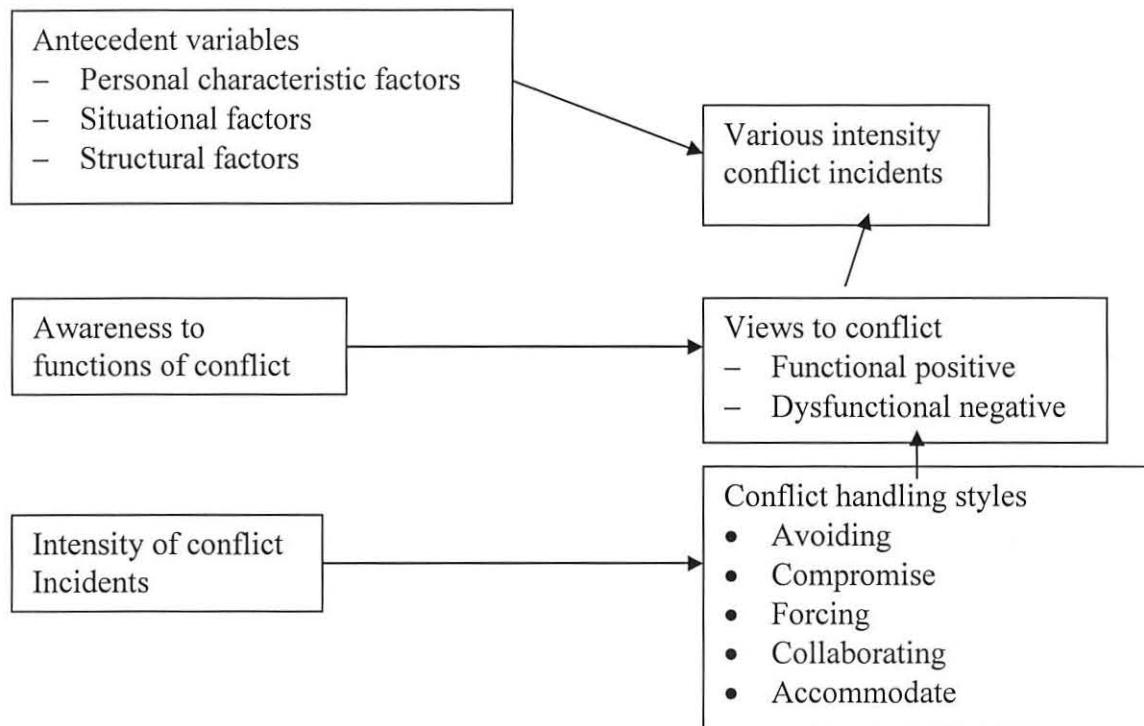


Fig.4: Causal Model of Conflict Incidents, Handling Styles and Causes to Conflict

3.2. The Research Design

This study employed descriptive survey research design. This was because of the assumption that it gave a chance to broadly touch on or explore the actual situations of conflicts prevailing generally in educational organizations and particularly in MOE and GEQAEA with a focus on structure, attitude and behavior in the organization (Adler and Clark, 1999). Moreover, this research design was convenient to search for accurate and precise answers for the research questions raised in the study (Kerlinger, 1986; Miller and Brewer, 2003).

3.3 The Subjects and Sampling Procedures

The subjects or research participants in this study were randomly selected employees in MOE and GEQAEA, which were categorized in to three groups namely experts, supportive staffs and administrators. Simple random sampling was used believing that every employee in the study area would get equal chance to be represented in the sample.

The sample population was taken as follows: Due to large number of employees with in sample organizations a sample population of all the 22 administrators, 102 out of 166 experts and 106 out of 363 supportive staffs were assigned as subjects using simple random sampling technique for experts and supportive staffs and availability sampling technique for administrators (Miller and Brewer, 2003) to fill in their responses in the questionnaires. In accordance with the views expressed by many authors (e.g. Kerlinger 1973; Bertlet, Kotrlik and Higgin 2001), the larger the sample size is likely the smaller the sampling bias and the larger the sample size is the smaller the sample error. Hence to minimize the sampling bias and error, a sample size of 230 respondents were taken.

To keep proportional representation of respondents in both sample organizations the researcher employed quota-sampling technique to limit the number of respondents in the sample organization. A detail sampling description is presented in the following table.

Table 2: Sample Area Statistical Data

S. No		MOE			GEQAEA			Total			G.T
		Ad m	Exp	S.Staf	Ad m	Exp	S.St a	Ad m	Exp	S.Sta	
1	Total population	16	143	290	6	23	73	22	166	363	551
2	Planned sample size	16	85	72	6	17	34	22	102	106	230
3	Sample percentage	100	59.4	24.82	100	73.9	46.5	100	61.4	29.2	41.5
4	Actual sample Size	13	80	67	4	15	32	17	95	99	211

The actual sample population was 38.29% of the target population. This is assumed to be a large representation. Two-hundred-eleven respondents filled in the questionnaire properly and returned to the researcher. Nineteen respondents failed to fill in the questionnaire accurately and they were excluded from the final sample size. In addition, to substantiate the data, the researcher interviewed 5 interviewees from both educational organizations and collected invaluable information for the research

3.4 Sources of Data for the Study

In order to obtain the desired data for the study, the researcher used the following major sources:

- i. Review of related literature such as books, periodicals, journals, and the like.
- ii. Opinion of respondents through a questionnaire and interview.
- iii. The researcher's ethnographic observations

3.5 Developing Data Collection Instruments and Administration Procedures

The researcher used both questionnaire and interview as the main instruments for collecting desired data for the study. One type of questionnaire was devised and two forms of questions were set: open ended and closed ended questions. Open-ended questions were un restricted and they helped the researcher to get more responses in depth and provide freedom for respondents to express their opinion and to clarify their responses though these kinds of responses are difficult to organize and interpret. Such questions were developed for each basic questions of the research. The closed ended questions on the other hand involved a list of alternatives that the respondents should be able to select among the given possible alternatives.

The questions in the questionnaire were categorized with respect to the basic research questions in to five parts. Part one involved the general background of respondents. Part two included the views of respondents towards differences, disagreements and conflicts. Part three consisted of the different types of conflicts existing in educational organizations. Part four stated the various conflict generating factors or causes existing in educational organizations. Finally, part five comprised the various conflict handling styles which employees frequently used at the work place.

All the questions in the questionnaire were prepared both in Amharic and English languages, so that the respondents can fill in them effectively.

The items in the questionnaire were developed using a three and five point Likert scale system: always agree, sometimes agree, and never agree to measure awareness and views of respondents on conflict and most times, often, sometimes, seldom and very rare times to measure the extent of the occurrence of various types of conflicts, and the resolution techniques employed to manage conflicts. The relevance of this scale to measure the variables was noted by Callister and Wall, (2001).

A pilot study was done to test and improve the instruments before collecting the final data. And then reliability index for each category of items was calculated in the table below.

Table 3: Item Reliability Checklist

S. No	Major categories	Name of Sub scales	No. of Item		Description	Reliability index
			Original	Final		
1	Measures of views & awareness	Awareness and views	4	4	_____	0.73
2	Types of conflict incidents	Intrapersonal	9	8	One item dropped due to repetitive nature	0.643
		Interpersonal	9	8	One item dropped due to ambiguity	
		Intra group	11	11	—	
		Inter group	10	9	One item dropped due to repetitive nature	
3	Causes of conflict incidents	Individual characteristic factors	7	6	Two item rejected due to repetitive nature	0.661
		Situational factors	10	9	One item dropped due to irrelevant content	0.729
		Structural factors	16	16	—	0.746
4	Conflict management styles	Avoiding	5	5	_____	0.74
		Accommodating	5	5	One item dropped due to repetitive nature	
		Forcing	6	5	_____	
		Compromising	5	5	_____	
		Collaborating	5	5	_____	

In addition the researcher developed semi structured interview questions for collecting important experiences from selected respondents. The top management bodies and personnel department heads in each sample organizations were selected as interviewees.

3.6 Statistical Analysis Tools

After the raw data was computed and structured, they were subjected to scrutiny for analysis by using various statistical methods. Both descriptive and inferential statistics were used for analyzing the data. The software statistical package for Social Sciences (SPSS) version 13.0 was employed for analysis. The total scores for each sub scale were obtained by computing each item by the help of the SPSS. Percentage and weighted mean scores were used to see the general pattern of the variable and determine whether the respondents are in favor of or against to the content of items in the questionnaire. Chi-square test was used to determine the existence of significant perception or opinion differences to occurrences of conflicts between sample groups.

t. test was employed in order to examine the state of respondent's perception towards conflict, to determine the existence of significant mean differences between the types of conflicts and the presence of significant mean difference between sample groups in using conflict handling mechanisms. Moreover, the researcher used correlation analysis to determine the existence of significant relationships between types of conflicts and causes of conflicts; between conflict handling mechanisms and type of conflicts and so on.

In addition, analysis of variance (ANOVA) was calculated to find out the existence of significant difference of means of dependent variables (conflict handling mechanisms...) in the identified independent variables (age and sex).

CHAPTER FOUR: RESULTS AND DISCUSSIONS OF DATA

This chapter deals with the analysis and interpretation of data collected from administrators, experts and supportive staffs of Ministry of Education and General Education Quality Assurance and Examinations Agency in Addis Ababa.

The analysis and interpretation of data were mainly based on 211 questionnaires, 5 semi structured interviews and the researcher's systematic observation. Further more, interpretations and discussions were carried out taking into consideration the principles and theories discussed in the review literature.

4.1 Description of the Sample Population

This section attempts to deal with the description of the personal background variables of the target population. Sex, age, educational status and work experience were the main background information of respondents for this study.

4.1.1 Sex structure

Regarding the sex difference of the sample population as shown in Table 4 item 1, 16 (94%) of administrators, 81(85.26%) experts and 37(34.74%) of supportive staffs were male respondents. This data reveals that the proportion of female to male population in administrators and experts' category was not balanced. On the other hand, the proportion of female to male population in supportive staff category is almost double to males.

Table 4: Respondents' Background Information

Item	Respondent Category						Total	
	Admr		Expert		S.staff			
	No.	%	No.	%	No.	%	No.	%
1.Sex								
1.1.Male	16	94.1	81	85.26	37	34.74	134	63.5
1.2. Female	1	5.9	14	14.74	62	65.26	77	36.5
Total	17	100%	95	100%	99	100%	211	100%
2. Age in Years								
2.1. 20-30	-	-	4	4.21	15	15.15	19	9.00
2.2. 31-40	2	11.76	31	32.63	31	31.31	64	30.33
2.3. 41-50	9	52.94	44	46.31	44	44.44	97	45.97
2.4. 51 and above	6	35.29	16	16.84	9	9.09	31	14.69
Total	17	100	95	100	99	100	211	100%
3.Educational status								
3.1. 12 complete	-	-	1	1.05	15	15.15	16	7.58
3.2.certificate	1	5.9	0	-	7	7.07	8	3.79
3.3. Diploma	2	11.76	17	17.89	69	69.69	88	41.70
3.4. Advance diploma	4	23.53	6	6.3	4	4.04	14	6
3.5. Degree	6	35.29	50	52.63	4	4.04	60	28.43
3.6. Second degree and above	4	23.5	21	22.1	-	-	25	11.84
Total	17	100	95	100	99	100	211	100
4.Work experience in years								
4.1. 0-10	-	-	6	6.3	19	19.19	25	11.84
4.2. 11-20	5	29.4	35	36.84	29	29.29	69	32.7
4.3. 21-30	6	35.29	41	43.15	39	39.39	86	40.76
4.4. 31 and above	6	35.30	13	13.68	12	12.12	29	13.74
Total	17	100	95	100	99	100	211	100

Note: Admr = Administrator

S. staff = Supportive staff

No. = number

This data reveal that the unbalanced proportion of the two sex groups may be difficult for applying comparative analysis with other variables in the study.

4.1.2 Age Structure

In Table 4, item 2 indicates that the age of most respondents range from 31 to 50 years of age. It covers 76.3% of all respondents. In this regard, various researchers (e.g. Pareck et. al in Fikru, 1993, Johnson and Johnson, 1996) agree on the idea that age difference of members in a group or in an organization develop difference in motives, needs temperament, etc which may be related to personality differences which in turn may affect their reactions and approaches of conflict management. Moreover, age is associated to conflict because as people grow older to the optimum age level they are able to provide more logic as for being involved in conflict, better in understanding the causes and resolution styles of the conflict incidents.

4.1.3 Educational Background

Concerning educational status of respondents as indicated in table 4 item 3, 90% of the whole respondents were diploma and degree graduates. Therefore, the researcher can more or less depend on the rational and objective responses that the respondents give because of the fact that most respondents could be in a good educational status to be able to see things from different angles specifically when it comes to conflict situations.

4.1.4 Work Experience

With regard to experience of respondents, as shown in Table 4 item 4, the majority of respondents i.e. 155 (73.5%) were included in (11-30) years service age. Therefore, most of the respondents seem to have an adequate experiences and knowledge about what the relationship among administrators, experts and supportive staffs look like and should look

like. As a result, the information they have supplied the researcher may be considered as rational and dependable.

Table 5: Awareness and Views of Employees to Functions of Conflict

S.No	Item	Respondent category						X ² value	p-value
		Options	Adms.	Exper	S.Staff	Total n(.)			
1	An organization with no conflict would have better performance result than organization with moderate conflict	1(n%)	4(23.52)	27(28.42)	12(12.12)	43(20.37)	16.1	0.003	
		2(n%)	6(35.29)	28(29.47)	19(19.19)	53(25.11)			
		3(n%)	7(41.17)	40(42.10)	68(68.68)	115(54.50)			
		Total	17	95	99	211(100)			
2	Although conflict is natural it should be avoided	1(n%)	4(23.53)	8(8.42)	10(10.1)	22(10.4)	4.47	0.346	
		2(n%)	4(23.5)	22(22.1)	27(27.27)	52(24.64)			
		3(n%)	9(52.95)	66(69.47)	62(62.62)	137(64.9)			
		Total (n%)	17(100)	95(100)	99(100)				
3	Controlled and moderate conflicts lower employees work moral.	1(n%)	6(35.29)	32(23.68)	21(21.21)	59(27.9)	6.228	0.183	
		2(n%)	4(23.52)	38(40)	45(45.45)	87(41.23)			
		3(n%)	7(41.17)	25(26.31)	33(33.33)	65(30.8)			
		Total n(%)	17	95	99	211			
4	Conflict is generally destructive to organizations	1(n%)	1(5.88)	16(16.84)	5(5.05)	22(10.42)	9.961	0.041	
		2(n%)	7(41.17)	31(32.63)	28(28.28)	66(31.27)			
		3(n%)	9(52.94)	48(50.52)	66(66.66)	123(58.29)			
		Total	17	95	99	211			

Note: Options: 1=Disagree 2=sometimes agree 3=Always Agree
Adm=Administrator Exo=Expert S.Staf= Supportive Staff

4.2 The Awareness and Views of Employees to Functions of Conflict.

This section deals with assessment of employees' awareness to functions of conflict relying on finding of respondent's responses to four items in Table 5.

Farr, (1987) asserted that in every day life, it is perfectly normal that we fail to understand one another which results in a conflict. But, some

people regard conflicts as pathological events, signs of wrongness in society, loss of status, lower job performance, social isolation and lower achievement (Johnson and Johnson, 1996).

This research finding is consistent with the aforementioned perspectives to conflict. As indicated in Table 5, most respondents have dysfunctional negative views and awareness to functions of conflict. Table 5 shows that more than 80% of respondents assumed that conflict should be avoided since it is generally destructive to the organization where as only less than 20% of respondents said that conflict should be regulated to make them an opportunity for increasing organizational and individual performance. Employees generally perceive conflict as unimportant and harmful event against the modern and contemporary views. For instance Roberts in Farr (1987), Rahim (1992), Robins (1995) and Chandan (1997) suggest that it is better to regard conflicts as normal and inevitable features of organizational and social life.

Accordingly, the X^2 test result indicates that all the administrators, experts and supportive staffs didn't show significant differences in their dysfunctional response to the third and second functions of conflict. i.e. "conflict is inevitable and avoidable event" and "moderate conflict reduces work moral". In these regards, scholars like Rahim, (1992) ;Johnson and Johnson (1996) believe that conflict is inevitable and unavoidable as well as if it is regulated as moderate, it increases employees work motivation and raise performance with out any limiting effect. On the other hand, respondents tend to show a significant difference in their response to first and fourth functions of conflict. For instance, less supportive staffs disagreed and more supportive staffs strongly agreed than the researcher's expectation for the first functions of conflict as indicated in Table 5. Similarly for the last function of conflict i.e. "Conflict is generally destructive", less supportive staffs and more experts disagreed out of the expectation of the researcher. This significant difference may be created due to awareness differences to the

functions of conflicts between experts and supportive staffs. The X^2 -test result affirmed that experts have relatively better awareness than supportive staffs for the aforementioned functions of conflict. This may be due to expert's advanced educational status.

Furthermore, for the awareness open-ended questions in the questionnaire, some respondents did not list down their responses due to lack of understanding or perceiving what healthy or functional conflicts and unhealthy or dysfunctional conflicts mean although definition was given by the researcher. To this end, employee's awareness to the benefits of conflict was insufficient. In similar manner, interview informants also affirmed that employee's awareness and views to the importance of conflict in work place is not yet clearly understood.

Generally, the data reveal that employee's awareness of the functions of conflict is not sufficient. Their beliefs, which stick on absence of conflict, may lead the organization to be incompetent and disadvantageous or striving stagnation against improvement. Thus, they lack to look at to day's highly advanced and unified world in the notion of diversity as an opportunity for development (Rahim, 1985).

4.3 Types and Causes of Conflict Incidents in Educational Organizations

Based on various conflicts related review literatures (eg. Rahim, 1992), conflicts can be classified into four types namely: intra-personal, inter-personal, intra-group, and inter-group conflicts. Thus, the researcher treats the types of conflict incidents accordingly.

4.3.1 Intra Personal Conflict Incidents: As indicated in Table 6 of item 1, respondents were asked to determine the occurrence of conflict due to "routine task type". The majority of administrators, experts and supportive staffs (78.6%) replied that routine task appears moderately or below at workplace. The actual mean value lies on 2.616, which is below the expected average mean value of 3.00.

This finding implies that most employees had encountered some routine activities, which were boring for the employee. In relation to routine task,

some scholars (e.g Iverson and Deery, 2001) suggest that the greater employees perceived routines in their work, the more likely they would be tardy, leave work early and absent from work.

In line with this, one open-ended item was provided to respondents and they replied that the most frequently exhibited destructive conflicts in the work place were tardiness and early work leaving which were resulted from simple and boring routine tasks.

The X^2 - test result affirmed that, there was a significant difference between administrators, experts and supportive staffs in perceiving routines tasks as a conflict incident. Few experts and more supportive staffs perceived the intensive occurrence of such conflict incidents. This may be due to the likelihood that supportive staffs are more exposed to routine tasks.

In Table 6 item 2, respondents were asked to identify the type of conflict created because of “incongruence of goals”. With respect to this item, 173 (81.5%) of respondents responded to seldom, some times and often times goal in-congruency occurrence rating scales. This contributes to lay the weighted mean value (2.986) almost equal to the expected mean value (3.00). The X^2 test result indicates that there was no significant difference among employee groups. All of them agree on the occurrence of goal incongruence conflict incidents commonly to all employee groups.

Table 6: Types of Intrapersonal Conflict Incidents

S.N	Item	Options	Respondent category				Weighted Mean	X ² and p value
			Adm	Exp	S.staf	Total		
1	Conflict due to routine task type.	1n(%)	4(23.5)	17(17.9)	18(18.2)	39(18.5)	2.616	16.367
		2n (%)	7(41.2)	36(37.9)	26(26.3)	69(32.7)		
		3n(%)	5(29.4)	30(31.6)	23(23.2)	58(27.5)		
		4n(%)	1(5.9)	8(8.4)	15(15.2)	24(11.4)		
		5n(%)	-	4(4.2)	17(17.2)	21.(10)		
		Total	17(100)	95 (100)	99(100)	211(100)		
2	Goal incongruence as conflict incident	1n(%)	-	2(2.1)	12(12.1)	14(6.6)	2.986	13.641
		2n(%)	7(41.2)	26(27.4)	29(29.3)	62(26.4)		
		3n(%)	5.(29.4)	40(42.1)	27(27.3)	72(34.1)		
		4n(%)	4(23.5)	16(16.8)	19(19.2)	39(18.5)		
		5n(%)	1(5.9)	11(11.6)	12(12.1)	24(11.4)		
		Total	17(8.1)	95(45)	99(46)	211(100)		
3	Conflict incident due to role-overload.	1n(%)	1(5.9)	12(12.6)	14(14.1)	27(12.8)	3.11	18.547
		2n(%)	2(11.8)	8(8.4)	16(16.2)	26(12.3)		
		3n(%)	3(17.6)	47(49.5)	31(31.3)	81(38.4)		
		4n(%)	9(52.9)	21(22.2)	22(22.2)	52(24.6)		
		5n(%)	2(11.8)	7(7.4)	16(16.1)	25(11.8)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
4	Inappropriate assignment	1n(%)	1(5.9)	5(5.3)	10(10.1)	16(7.6)	3.123	7.397
		2n(%)	5(29.4)	30(31.6)	38(38.4)	73(34.6)		
		3n(%)	4(23.5)	19(20)	10(10.1)	33(34.6)		
		4n(%)	5(29.4)	22(23.2)	20(20.2)	47(22.3)		
		5n(%)	2(11.8)	19(20)	21(21.2)	42(19.9)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		

Note: 1=very rare times, 2=seldom, 3=sometimes, 4=often, 5=always, n=number, Adm=administrator, Exp=expert and S. Staf=supportive staff

Basically employees developed goal incongruence conflict due to a discrepancy between personal need and organizational need satisfaction. The degree of freedom and resource that individuals have to satisfy their personal needs along with organizational goals or needs should be given attention in this matter (Mullins, 1996). Some researchers of goal incongruency (e.g Rahim 1992) asserted that it is more common for lower level than top-level employees to experience low degree of exercising freedom in the organization although this research finding showed insignificant difference. To conclude, goal incongruence is found to be intra personal conflict incident and causes of intrapersonal conflict.

In Table 6 item 3, Conflict due to role over load was replied by 158 (75.4%) respondents as it is often a conflict incident and source of intra personal conflict. The weighted mean value was 3.11, which exceeded expected mean value (3.00) by certain points.

This finding reveals that most employees were required to perform a number of legitimate set of roles sent by different superiors which were beyond his or her capacity to accomplish the roles. This type of conflict was a common feature of employees with in both educational organizations i.e. GEQAEA and MOE. This finding is consistent with findings of other researchers in this subject area (e.g Rahim 1992; Robins 1989). The X^2 - test result reveals that there was a significant difference among employee groups in perceiving role overload conflict in their work place. For instance, the opinions of administrators in seldom and often ratings as well as opinions of experts in sometimes and seldom ratings contributed more than others for the existence of significant opinion difference. Therefore, role overload was generally identified as the main type of intrapersonal conflict and a source of intrapersonal conflict.

Inappropriate assignment was replied by the majority of respondents uniformly in all ratings from seldom to always as indicated in table 6 number 4. The weighted mean rating value 3.123 is above the average

expected mean of 3.00 for the item. This finding reveals that several employees are assigned to accomplish a task for which they do not have the appropriate expertise, aptitude and commitment to the task without the consent, interest, and awareness of the individual. This kind of employee assignment may lead the employee to experience various complex problems like qualitative role over load, dissatisfaction in work and others. In support of this, interview informants also told the researcher that a considerable number of employees are assigned to positions which do not fit the individual in so many criteria as personal interests, goals, values, beliefs, health situations, ability and so on.

As mentioned earlier, the X^2 -test result indicated that employees generally agree on their opinion to the occurrence of conflict due to inappropriate assignment. Therefore, the researcher can suggest that inappropriate assignment is an intrapersonal conflict incident and can be also considered as causes for intrapersonal conflicts at the work place.

Table 7: Intra personal Conflict Types (Continued)

S.N	Item	Options	Respondent category				Weighted Mean	X^2 and p. value
			Adm	Exp	S. Staf	Total		
5	Inappropriate demand on capacity	1n(%)	-	1(1)	2(2.)	3(1.4)	4.365	6.278
		2n(%)	1(5.9)	3(3.2)	7(7.1)	11(5.2)		
		3n(%)	1(5.9)	10(10.5)	6(6.1)	17(8.1)		
		4n(%)	4(23.5)	30(31.6)	21(21.2)	55(26.1)		
		5n(%)	11(64.7)	51(53.7)	63(63.6)	125(59.2)		
		Total	17(8.7)	95(45)	99(46.9)	211(100)		
6	Role ambiguity	1n(%)	3(17.6)	28(29.5)	16(16.2)	47(22.3)	2.402	19.687
		2n(%)	10(58.8)	49(51.6)	38(38.4)	97(46)		
		3n(%)	2(11.8)	6(6.3)	12(12.2)	20(9.5)		
		4n(%)	2(11.8)	8(8.4)	19(19.2)	29(13.7)		
		5n(%)	-	4(4.2)	14(14.1)	18(8.5)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		

Respondents were asked to identify the type of conflict created due to “in appropriate demand on capacity” in table 7 item 5. Over 180 (84.5%) respondents replied that inappropriate demand beyond or below capacity are most times occurring intra-personal conflict type in their organization. In relation to this, Rahim (1992) suggest that if the employee’s capacity (skill commitment, role expectation) significantly exceeds the demands of the positions, the employee will not find his or her work challenging. On the other hand, employees will find their job challenging when the role demand slightly secedes the employee’s role expectation. But if the demand of position significantly exceeds the employee’s capacity and create difficulty of accomplishing through applying the maximum effort, this employee may experience qualitative role over load. Thus, my finding is consistent with the above notion that most employees are experiencing often either of the aforementioned inappropriate demand on capacity. This may be the reason for most employees to have less motivation and effort for the accomplishment of organizational goals efficiently and effectively in particular and a reason for backwardness, poverty and poor development of the country in general.

The interview informants also explained this matter, as top manager do not properly utilize employee’s capacity due to inappropriate assignments of employees regardless of their ability, capacity and other useful requirements which threats individual’s moral, and rights.

The X^2 test result indicates that all employees without any difference agree the occurrence of inappropriate demand on capacity conflict in their organization. Therefore, the researcher can conclude that inappropriate demand on capacity can be identified as one of the main intra-personal conflicts and can be assumed as cause or source of intra personal conflict in the organization.

Respondents were asked to determine the occurrence of role conflict in their organization in table 7 item 6. The majority i.e. 147 (69.3%) of respondents said that role ambiguity occurred rarely or seldom in their work place. The weighted mean rating value is small that is 2.41 which falls on to some extent below the average expected mean value (i.e. 3.00). This finding reveals that some employees encountered lack of clarity regarding their job duties, responsibilities, authorities and goals, which lead the employee to role ambiguity.

In line with this finding, Syzylagy (1983) asserted that employees developed a “swim or Sink” culture in finding their own ways of doing tasks when they encountered such type of role conflict which in turn may result in increased tension, stress and anxiety up on employees unless properly managed in both educational organizations. Therefore, role ambiguity is one type of intra personal conflict in the work place.

4.3.2 Interpersonal Conflict Incidents

It has been indicated in the literature that inter personal conflict exists between two or more interacting individual due to difference or incompatibilities in ideas, interests, values etc in the organization. Thus this section deals with identifying the various types and causes of interpersonal conflicts in the workplace.

As indicated in Table 8 item 1, respondents were asked to determine the extent of conflict occurrence due to personality clashes between two or more individuals. For this item 180 (85.3%) of respondents responded that conflict due to personal clashes between individuals occurred sometimes or seldom in the workplace. The weighted mean rating (2.45) also indicates the extent of occurrence was below average expected mean.

Table 8: Types of Interpersonal Conflict Incidents

S. N	Items	Options	Respondent category				Weighted mean	X ² and p. value
			N (%)	Adm	Exp	S.staf		
1	Incompatible personality	1 n (%)	4(23.5)	17(17.9)	27(27.3)	48(22.7)	2.469	13.234
		2 n (%)	4(23.5)	24(25.3)	27(27.3)	55(26.1)		
		3 n (%)	8(47.1)	43(45.3)	26(26.3)	77(36.5)		
		4 n (%)	1(5.9)	10(10.5)	12(12.1)	23(10.9)		
		5 n (%) ¹	-	1(1.1)	7(7.1)	8(3.8)	0.075	
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
2	Position status difference conflicts	1 n (%)	1(1.5)	1(1.1)	7(7.1)	9(4.3)	3.194	11.623
		2 n (%)	1(5.9)	22(23.2)	11(11.1)	34(16.1)		
		3 n (%)	8(47.1)	45(47.4)	45(45.5)	98(46.4)		
		4 n (%)	4(23.5)	19(20)	24(24.2)	47(22.3)		
		5 n (%)	3(17.6)	8(8.4)	12(12.1)	23(10.9)	0.323	
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
3	Poor interpersonal facilitation or poor referent role	1 n (%)	1(5.9)	7(7.4)	9(9.1)	17(8.1)	2.929	11.767
		2 n (%)	3(17.6)	21(22.1)	23(23.2)	47(22.3)		
		3 n (%)	12(70.6)	40(42.1)	43(43.4)	95(45)		
		4 n (%)	-	21(22.1)	12(12.4)	33(15.5)		
		5 n (%)	1(5.9)	6(6.3)	11(11.1)	18 (8.5)	0.301	
		Total	17(8.1)	95(45)	99(45.9)	211(100)		
4	Unfair exercise of power	1 n (%)	1(5.9)	2(2.1)	3(3.0)	6(2.8)	4.104	6.473
		2 n (%)	1(5.9)	6(6.3)	4(4)	11(5.2)		
		3 n (%)	1(5.9)	13(13.7)	15(15.2)	29(13.7)		
		4 n (%)	9(52.9)	36(37.9)	29(29.3)	74(35.1)		
		5 n (%) ¹	5(29.4)	38(40)	48(48.5)	91(43.1)	0.594	
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
5	Supervisory style	1 n (%)	1(5.9)	21(22.2)	20(20.2)	42(19.9)		
		2 n (%)	10(58.8)	43(45.3)	21(21.2)	74(34.1)		
		3 n (%)	5(29.4)	23(24.2)	44(44.4)	72(34.1)		
		4 n (%)	1(5.9)	4(4.2)	8(8.1)	13(6.2)		
		5 n (%) ¹	-	4(4.2)	6(6.1)	10(4.7)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		

Note: 1=very rare times, 2=seldom, 3=sometimes, 4=often, 5=always, n=number, Adm=administrator, Exp=expert and S.Staf=supportive staff

In line with this finding, Terhune in Rahim, (1992:87) in his study on personality and conflict conclude that "Personality effects do seem influential and highly important in cooperation-conflict behavior many personality-conflict literatures also suggest that employees personality factors such as sensation seeking, thinking-feeling, introvert-extrovert, need for dominance, need for affiliation, self monitoring, acceptance to others, neuroticism etc differences between individuals may be causes for interpersonal conflicts and also may have contribution on the choice of conflict management styles (Baron 1989; Chanin and Schneer in Rahim, 1992). Likewise, Kilman and Thomas (1977:54) report, "there exist positive and meaningful relationships between personality characteristics or motives and the manner in which people deal with conflict."

The X²-test result (P=0.07) $p > 0.05$, alpha significance level indicates that employees agree on their perception to the occurrence of conflict due to personality difference with out any significant opinion difference. Therefore, personality differences may be interpersonal conflict type and can be a cause for generating interpersonal conflict incidents in the workplace.

In Table 8 item 2, respondents were asked to determine the occurrence of conflict due to status or position difference. For this item, 168(79.6%) 97 respondents responded to *sometimes*, *often* and *always* ratings the weighted mean rate is 3.194 which are above the average expected mean.

This finding reveals that status differences (i.e. social position or rank relative to others) existed between or among employees who are assigned at different hierarchical positions when interacting for order lines. For instance the likelihood of high status individual to influence lower status individuals would be high but lower status individual less likely effect influence on higher position individuals because of hierarchy difference.

In line with this, many recent researches in literature support this finding. For example, Callister and wall (2001:760) in their study suggest that “no one suggest superiors to treat subordinates like an equal if you don’t have an equal educational, position and social status”. Hence, conflict due to status difference becomes commonly occurring interpersonal conflict incident for employees in both educational organizations.

The X^2 test result indicates that all respondent groups agree on their opinion to the occurrence of status difference conflict in the workplace. Therefore, we can confidently say that status difference is one of the major interpersonal conflict incidents and it is a cause for inter personal conflict incidents in educational organizations.

In Table 8 item 3, respondents were asked to give their opinion on the occurrence of conflict due to poor referent role. For this item, 175(82.8%) of respondents replied that the occurrence of conflict due to absence of interpersonal facilitation or poor referent role was often, sometimes and seldom ratings, the weighted mean rating (2.929) was almost proportional to expected means (3.00) for the item. In addition, the X^2 test result did not show significant difference between respondent groups on their opinion to the occurrence of conflict due to poor interpersonal referent role.

From this finding one can infer that employ’s experience regarding the culture of providing approval, advice and comment if an individual requested them was not strong enough. The X^2 test result indicated that most respondents agree on their opinion to the occurrence of conflict due to lack of referent role among employee in both educational organizations. Therefore, we can conclude that lack of referent role among employees may be a type of interpersonal conflict incident and it

can be a cause for generating inters personal conflict in both educational organizations.

In Table 8 item 4, respondents were asked to respond their opinion of the occurrence of conflict due to unfair exercise of power in the work place. For this item, 164(78.2%) of all respondents said that conflict due to unfair exercise of power occurred often and always in the work place. The weighted mean for this item (4.104) exceeds the average expected mean (3.00). The X² test result show that there was no significant difference among employee groups in perceiving conflict incidents of unfair exercise of power in organizations.

This finding is consistent with the findings of previous researchers in this subject area. For instance, Sturn and Gorman in Rahim, (1992:89) suggest, "The exercise of power is a major conflict response as well as a cause of conflict". The finding implies that employees with in these two educational organizations were striving for fair treatment, democratic leadership and supervisory style in their work place since their superiors didn't exercise power accordingly. The finding also indicates that the degree of intensity of power conflict incident was above the average or moderate level, which might be destructive to the organization unless, resolved using appropriate conflict management styles.

The X² test result indicates that all the respondent groups agree in their perception of the occurrence of conflict due to unfair exercise of power in the work place. Thus, the writer confidently conclude that unfair exercise of power may be a major interpersonal conflict incident and can be a cause for generating inter personal conflicts in the work place.

4.3.3 Intra-Group Conflict Incidents

In Table 9 item 1, respondents were asked to indicate their opinion on the occurrence of conflict due to unfair decisions and treatments in their work place.

Table 9: Intra-group Conflict Types

S.N	Items	Options	Respondent category				Weighted Mean	X ² and p. value
		N (%)	Adm	Exp	S.staf	Total		
1	Unfair decisions and treatment	1n(%)	-	7(7.4)	11(11.1)	18(8.5)	3.203	10.694
		2n(%)	6(35.3)	15(15.8)	11(11.1)	32(15.5)		
		3n(%)	5(29.4)	35(36.8)	37(37.4)	77(36.5)		
		4n(%)	5(29.4)	28(29.5)	24(24.2)	57(27)		
		5n(%)	1(5.9)	10(10.5)	16(16.2)	27(12.8)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
2	Task type and structure	1n(%)	-	2(2.1)	20(20.2)	22(10.4)	3.08	44.857
		2n(%)	6(35.3)	33(34.4)	18(18.2)	57(27)		
		3n(%)	10(58.8)	21(22.1)	24(24.2)	55(26.1)		
		4n(%)	1(5.9)	29(30.5)	15(15.1)	45(21.3)		
		5n(%)	-	10(10.5)	22(22.2)	32(15.2)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
3	Lack of cohesiveness	1n(%)	-	4(4.2)	11(11.1)	15(7.1)	3.388	24.352
		2n(%)	2(11.8)	20(21.1)	13(13.1)	35(16.6)		
		3n(%)	9.(52.9)	20(21.1)	15(15.2)	44(20.9)		
		4n(%)	6(35.3)	42(44.2)	39(39.4)	87(41.2)		
		5n(%)	-	9(9.5)	21(21.2)	30(14.2)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
4	Value or interest difference	1n(%)	2(11.8)	13(13.7)	20(20.1)	35(16.6)	2.929	9.214
		2n(%)	2(11.8)	20(21.1)	16(16.2)	38(18)		
		3n(%)	8(47.1)	29(30.5)	31(31.3)	68(32.2)		
		4n(%)	4(23.5)	26(27.4)	17(17.2)	47(22.3)		
		5n(%)	1(5.9)	7(7.4)	15(15.2)	23(10.9)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
5	Leadership style	1n(%)	4(23.5)	22(23.2)	41(41.4)	67(31.8)	2.459	16.29
		2n(%)	4(23.5)	29(30.5)	20(20.2)	53(25.1)		
		3n(%)	5(29.4)	20(21.1)	20(20.2)	45(21.3)		
		4n(%)	3(17.6)	20(21.1)	8(8.1)	31(14.7)		
		5n(%)	1(5.9)	4(4.2)	10(10.1)	15(7.1)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		

Note: 1=very rare times, 2=seldom, 3=sometimes, 4=often 5=always, n=number, Adm=administrator, Exp=expert and S.Staf=supportive staff

161 (76.3%) of respondents replied that conflict of unfair decision and treatment occurred sometimes, often and always in the work place. The weighted mean value (3.203) exceeded the expected average mean value

(3.00). The χ^2 – test result (10.694, $p=0.197$) indicates that there was no significant difference among employees in perceiving the occurrence of unfair decision and treatment conflict incidents in the work place.

This finding implies that various departments and work groups within both educational organizations didn't decide and treat their subordinates accordingly through integrating the needs, interests and values of employees with values, interests and objectives of the organization. Most subordinates within each department and work group didn't get recognition with appropriate feedback for their good work. Thus, most employees suffer from job dissatisfaction and in turn produced psychosocial behavioral maladjustment in addition to experiencing low motivation for work.

The χ^2 -test result ($p=0.197$) indicates that all employees agree on their opinion to the occurrence of conflict due to unfair decisions and treatment in their work place with out any significant difference.

Therefore, we can conclude that unfair decision and treatments may be an intra group type conflict incident and can be a cause for generating intra group conflicts in the work place.

In Table 9 item 2, respondents were asked to indicate their opinion on the occurrence of conflict due to task type and structures difference in their work.

For this item, respondents rate similarly to all the five ratings. The weighted mean (3.08) is almost equal to the average expected mean (3.00). The χ^2 test (0.000) $p<0.05$ alpha significance level shows that there is significant difference among groups on perceiving the occurrence of conflict due to task type difference on work.

The Existence or prevalence of such differences implies that the nature of task type that is simple, routines, complex with in a group can be considered as a potential contributor for the occurrence of conflict between or among group members with in the organization. In line with this, Kats as cited in Rahim, (1992) in his field and experimental studies showed that “initiating-structure was directly related to performance more significantly when high affective conflict was present” especially for complex and nondirective tasks. Such types of tasks do not have clearly defined goals, procedures & method for implementing them.

According to the researcher’s personal observation, most task types were simple and directional except the availability of few complex tasks with in both educational organizations.

The χ^2 test indicates that there is significant difference among respondents groups in perceiving the occurrence of conflict due to type of task type and structure. The low response of experts to “very rarely” rating and the high number response of administrations in “sometimes” rating contribute more for the difference to be significant. Therefore, task type & structure can be identified as intra group conflict type and can be a cause in it.

In Table 9 item 3, respondents were asked to determine the occurrence of conflict due to lack of cohesiveness among group members. For this item the majority of respondents 161 (76.4%) responded to *sometimes*, *often* and *always* ratings. The weighted mean values (3.388) exceeded the average expected mean value (3.00). The χ^2 text result (0.001) is significant. This finding implies that the level of interpersonal attraction, task commitment and the pride in belonging to in a particular group or the organizations as a whole was from moderate to low in which it would be given attention to increase or improve cohesiveness of a group or its members so as to increase goal performance.

In line with this, Beal, Cohn, Burke and McLendon, (2003) suggest that Cohesion is social and motivational force that exists between group members. When it is strong, the group is motivated to perform well and better able to coordinate activities for successful performance. In addition, Cohesion bears stronger relations to performance as the level of teamwork flow become more intensive (Tesluk, et. al as cited in Beal, Cohen, Burke and McLendon, 2003).

The χ^2 test result ($P=0.001$) at $df= 8$ $\alpha= 0.05$ significance level indicates that there were significant differences among respondent groups in their perception to the occurrence of conflict due to lack of cohesiveness. The administrator's low response for sometimes and more response for always ratings contributed more for significance of the difference. Thus the researcher can say that lack of cohesiveness in a group is a type of intra group conflict and can be a cause for generating intra-group conflict.

In Table 9 items 5, respondents were asked to determine the occurrence of conflict due to differences in interest or value ... in work place.

For this item, respondents responded proportionally to all the 5 ratings. Thus the weighted actual mean (2.93) is almost the same as the expected mean value (3.00). The χ^2 test result ($p=0.328$) when $df=8$ and $d=0.05$ indicates that there was no significant difference in respondents opinion on the occurrence of conflict due to difference in personal values, interests or group values or interests.

This finding implies that each department and work group showed inconsistencies in their preferences of solving organizational problems, sharing scarce resources and other work situations.

In line with this, Druckman & Zechmeister as cited in Rahim (1992:10) assert, "interest conflict occurs when each party sharing the same understandings of the situation prefers a different and some what incompatible solution to problem solving." To this end as informants told to the researcher, more than 15 departments in both sample educational organizations involved in conflict of interest either in their distribution of scarce resources between them or in making a decision to share the work of solving organizational problematic issues.

The χ^2 test result ($p=0.328$, at $\alpha =0.05$ significance level) also tells us that each department and work group agree in their opinion to the occurrence of conflict due to employees difference of interest. Thus, the researcher can conclude that interest conflict may be considered as intra group conflict incident and can be a cause for generating intra personal conflict within groups or organizations.

In Table 9 item 6, respondents were asked to express their opinion on the occurrence of conflict due to inconsistency of leadership style. For this item, 165 (78.2%) of respondents replied that due to lack of good leadership, conflict occurred sometimes and seldom in their organizations. The weighted mean value (2.459) is less than the average expected mean values of 3.00. The χ^2 test result ($p=0.03$) at $df = 8$ and $\alpha=0.05$ or 95% confidence interval is significant.

This finding implies that the leadership style of most departments and work groups seems to be more relation oriented and somewhat directive styles. Many subordinates assume the existence of less free work environment.

Since leadership can influence other variables such as task structure, group composition, size, etc which affect the amount of intra group conflict and the styles of handling conflict by the group members, the

likelihood of occurrence of conflict due to lack of good leadership is obvious and unquestionable.

The χ^2 test result indicates that significant difference was observed among administrators, experts and supportive staffs in their opinion or perception of the occurrence of conflict due to lack of good leadership for each department or work group in both educational organizations. Several managers and experts perceived as minor conflicts occur due to leadership inconsistency while supportive staffs perceived relatively higher occurrence of such conflict.

4.3.4 Inter-group Conflict Incidents

In Table 10 item 1, respondents were asked to determine the occurrence of conflict due to work competition among departments, task groups and others. For this item, 137(65%) of the entire respondents indicated “seldom” and “sometimes” ratings. The weighted mean rating (2.66) is a little bit lower than expected mean rating (3.00).The χ^2 -test result ($p=0.675$) indicates that there were no significant differences among employees in their opinion or perception on the occurrence of conflict due to work competition.

Table 10: Inter-group Conflict Types

S.N	Items	Options	Respondent category				Weighted Mean	X ² and p. value
		N (%)	Adm	Exp	S.staf	Total		
1	Work competition	1n(%)	2(11.8)	12(12.6)	21(21.2)	35(16.6)	2.66	5.751
		2n(%)	5(25.4)	29(30.5)	19(19.2)	53(25.1)		
		3n(%)	7(41.2)	37(38.9)	40(40.4)	84(39.8)		
		4n(%)	2(11.8)	12(12.6)	11(11.1)	25(11.8)		
		5n(%)	1(5.9)	5(5.3)	8(8.1)	14(6.6)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
2	Interference of top managers and department heads on tasks of subordinates	1n(%)	-	7(7.4)	15(15.2)	22(10.4)	3.104	12.525
		2n(%)	3(17.6)	12(12.6)	16(16.2)	31(14.7)		
		3n(%)	10(58.8)	42(44.2)	33(33.3)	85(40.39)		
		4n(%)	4(23.5)	25(26.3)	20(20.2)	49(23.2)		
		5n(%)	-	9(9.5)	15(15.2)	24(11.4)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
3	Incompatible Policy Rule and norm	1n(%)	6(35.3)	29(30.9)	29(29.3)	64(30.5)	2.388	11.965
		2n(%)	2(11.8)	29(30.9)	24(24.2)	55(26.29)		
		3n(%)	6(35.3)	15(16)	27(27.3)	48(22.9)		
		4n(%)	2(11.8)	18(19.1)	10(10.1)	30(14.3)		
		5n(%)	1(5.9)	3(3.2)	9(9.1)	13(6.2)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
4	Scarcity of resources	1n(%)	1(5.9)	5(5.3)	13(13.1)	19(19.9)	3.137	7.034
		2n(%)	3(17.6)	15(15.8)	15(15.1)	33(15.6)		
		3n(%)	7(41.2)	34(35.8)	36(36.4)	77(36.5)		
		4n(%)	6(35.3)	33(34.7)	25(25.3)	64(30.3)		
		5n(%)	-	8(8.4)	10(10.1)	18(8.5)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		
5	Task Interdependence	1n(%)	-	4(4.2)	16(16.2)	20(9.5)	2.848	19.816
		2n(%)	7(41.2)	32(33.7)	35(35.4)	74(35.1)		
		3n(%)	8(47.1)	28(29.5)	18(18.2)	54(25.6)		
		4n(%)	2(11.8)	24(25.3)	18(18.2)	44(20.9)		
		5n(%)	-	7(7.4)	12(12.1)	19(9)		
		Total	17(8.1)	95(45)	99(46.9)	211(100)		

Note: n=Number, Adm=Administrator, Exp=Expert, S. Staff=Supportive staff, X²= Chi-Squire, p. value=probability value, 1=very rare times
2=seldom 3=sometimes 4=often 5=always

This result implies that departments and work groups in both educational organizations involved in work competition although the frequency of occurrence was below expected average. In support of this finding, Blake & Mouton as cited in Rahim (1992) asserted that differentiated subsystems developed distinct functions, objectives and norms and compete with each other for resources, power and status. This finding is also consistent with Julian & Perry's experimental study conclusion that is "groups in competitive condition increased quality and quantity of their out put more than the groups under cooperative condition (Jullian and Perry in Rahim 1992).

Therefore, we can conclude that work competition can be identified as inter-group conflict incident and can be a cause for generating inter group conflicts in organizations.

In Table 10 item 4, respondents were asked to determine the occurrence of conflict due to scarcity of resource availability for implementing their desired tasks. For this item the majority of respondents, 141(66.8%) replied that conflict due to scarcity of resource availability occurred sometimes or often in their work place. The weighted mean rating (3.137) exceeded the expected mean (3.00). The χ^2 -test result ($p=0.533$) indicates that differences on perception of this conflict between respondents are not significant.

This evidence implies that the various departments and work groups in both educational organizations depend on several common resources such as material financial, human and other resources to attain their respective goals. Inconsistencies among department's preferences to such common resources may be a source of on going tension and periodic conflict among groups. In line with this, Rahim, (1992) asserted that the greater the perceived dependence on common resources the greater is the possibility of inter group conflict.

The χ^2 -test result ($p=0.533$) when $df=8$ and $\alpha=0.05$ indicates that all the administrators, experts and supportive staffs agree on their opinion to the occurrence of conflict due to scarcity of resource availability. In conclusion, scarcity of resource may be identified as inter group conflict incident and can be source of inter group conflict in educational organizations.

In Table 10 item 6, respondents were asked to give their opinion or perception on the occurrence of conflict due to the influence of task interdependence among departments, work groups etc in the organization. For this item, the majority of respondents 172(81.6%) replied that conflict due to interdependence of task occurred proportionally in “seldom”, “sometimes” and “often” ratings. The weighted mean value (2.848) is almost proportional to the expected mean (3.00). The χ^2 -test result ($p=0.011$) indicates, the existence of significant opinion or perception differences among administrators, experts and supportive staffs on the occurrence of such conflict.

This finding implies that several departments and work groups for example, personnel, finance, exam development and administration, research and inspection, curriculum development and research, information communication technology, vocational and technical education and training, higher education quality control and provision etc departments have a distinct task, goal and process under one over all goal. Through this long lasting goal achievement processes, there is a condition that the input or output of one department or unit to be an output or input of other department which can affect it in many aspects. For instance, if registration of candidates is inappropriately performed, exam administrators could not administer the exam well which may be a source of inter-group conflict. The X^2 test result ($p=0.01$) reveals that administrators, experts and supportive staffs show significant difference on their opinion to the occurrence of conflict due to task

interdependence. Therefore, task interdependence may be identified, as inter-group conflict incident can be a cause for generating inter-group conflict in the organization.

In Table 10 item 2, respondents were asked to determine the occurrence of conflict due to interference of top managers and department heads on responsibility of subordinates. For this item, the majority of respondents, 129(62,5%) replied that conflict due to top managers interference occurred often and sometimes in both educational organizations.

The weighted mean rating (3.104) a little bit exceeded the average expected mean rating (3.00). The χ^2 -test result ($p=0.129$) indicates that no significant difference exhibited among administrators, experts and supportive staffs in their opinion to the occurrence of conflict due to top managers interferences on subordinates responsibility and authority.

This finding reveals that in the process of implementing and achieving the planned organizational goals, the interferences of top managers on the responsibilities and authorities of the subordinates became a major cause for the occurrences of inter group conflict among employees. Experts and supportive staffs need freedom of implementing their responsibilities and exercising their authority for regulating employee-task behavior on their position. To this end, interview informants told to the researcher that sometimes top authorities interference on certain decisions of departments, may affect the quality and quantity of service or out put the department engage in .For instance, top managers in MOE may interfere with decisions of GEQAEA, ICT and ICDR with respect to some departmental affairs, service provision to the public, and on other work processes. In support of this matter, the χ^2 -test result ($p=0.129$) when $df =8$ and $\alpha=0,05$,reveals that all the administrators, experts and supportive staffs agree on their opinion or perception to the occurrence of conflict due to interference of superiors with subordinates. Therefore, the researcher can conclude that interferences may be

identified as inter-group conflict incident and it can be a cause for generating inter-group conflict.

Table 11: Summary of Correlations for the Relationships between Major Causes and Types of Conflicts

No	Major Causes	Types of conflicts							
		Intra personal		Interpersonal		Intra Group		Inter group	
		r	p	r	p	r	p	r	p
1	Individual characteristic factors	0.237**	0.001	0.103	0.138	0.446**	0.000	1.000**	0.000
2	Situational factors	0.307**	0.000	0.051	0.468	0.192**	0.006	0.222**	0.001
3	Structural factors	0.217**	0.002	0.146	0.034	0.188**	0.006	0.362**	0.000

Note: r* = Correlation is significant at the 0.05 level

r** = Correlation is significant at the 0.01 level

r = Correlation

N=211,

The probability (P) has significant relationship between independent (major causes) and dependent (types of conflicts) when its p. value is less than 0.05 alpha level.

As indicated in the table above, all the major causes have a positive relationship with all types of conflict. In other words, an increase of the causal factor can increase conflict type intensity or a decrease of causal factor can decrease conflict type incident intensity.

Personal characteristic factors have significant relationship with all conflict types except interpersonal conflict types. It was perfectly correlated with inter group conflicts and strongly correlated with intra-group conflicts. Therefore, individual characteristic factors such as personal values, attitudes, beliefs personality, traits, perceptions, ability, intelligence etc were determined as causes to effect inter group and intrapersonal conflict types.

Situational factors have significant relationship with intrapersonal ($r=0.307^{**}$, $p=000$) intra group ($r=0.192^{**}$, $P=006$) and inter group ($r=0.22^{**}$, $P=0.001$) conflict types. From this finding, one can confidentially say that situational factors such as opportunity to interact, competition, self reliance, task interdependence, communication barriers, ambiguous responsibilities, and jurisdiction, out of work roles, etc can be causes which effect interpersonal, intra group and inter group conflict types.

Structural factors were also significantly correlated with all types of conflicts. They include lack of interpersonal facilitation lack of participation, role ambiguity, scarcity of resources, multiple authority and influence, difference in rules procedures policies, reward system etc. Hence, all the aforementioned variables can be considered as causes, which affect all the four types of conflicts.

Table 12: paired t-test for Mean Differences between Types of Conflicts.

No	Pairs of types of conflicts	Mean	SD	t. test		
				t	P	df
1	Intrapersonal & interpersonal	28.7062	4.25149	12.472	0.000	210
		21.5735	7.55			
2	Intrapersonal & inter-group	28.7062	4.25149	12.047	0.000	210
		33.2796	5.27912			
3	Intrapersonal & intra-group	287081	4.2693	2.547	0.012	208
		29.7368	5.1218			
4	Interpersonal & inter-group	21.5735	7.5598	19.548	0.000	10
		33.2796	5.27912			
5	Interpersonal & intra-group	21.5933	7.59315	13.516	0.000	208
		29.7368	5.12185			
6	Inter-group & intra-group	33.3110	5.29458	9.422	0.000	208
		29.7368	5.12185			

Note

- N= 211
- Level of significance: alpha= 0.05
- If probability is less than 0.05 ($P < 0.05$) it indicates a significant difference between the two types of conflicts.

Table 12 shows that the paired, test results, are significant which affirms that there is no similarity between the four types of conflicts. There is no overlap between conflict types. This finding also reveals that the degree of occurrence of conflicts is higher for inter-group and intra-group conflict types where as lower for interpersonal conflicts. The extent of intrapersonal

conflict frequency of occurrence lies in between inter-group and intra-group conflict frequencies.

4.4 Conflict Resolution Styles

This section deals with the five conflicts resolution methods such as collaborating, accommodating, compromising, avoiding and forcing. Twenty-five items were developed for measuring the 5 resolution methods. Each method consists of 5 items, which were transformed into a score by computing using computer.

4.4.1 Predominantly Used Conflict Resolution Styles

Table13: A Summary of Descriptive Statistics on Application of Conflict Resolution Styles

	Minimum	Maximum	Mean	Standard Deviation
Collaborating	5	25	18.5545	3.1397
Accommodating	8	25	17.4976	3.0928
Compromising	5	24	17.0948	3.1563
Avoiding	6	18	11.7156	2.7228
Forcing	5	24	12.6303	3.7194

Note: N=211

As shown in table 13, collaborating (m=18.5545) is the most dominantly used resolution method followed by accommodating (mean = 17.497). Compromising (mean = 17.09) is the moderately used resolution style. Forcing (m=12.63) and avoiding (m=11.71) are the least used resolution methods.

Information collected from open-ended questions and interviews support this finding that most employees in both educational organizations have developed a strong informal and familial way of

resolving disputes using one of the five conflict management styles before reaching to top disciplinary measures.

4.4.2 Sex and Conflict resolution Methods

Table 14: t-test for Mean Differences of Respondents' Opinions Concerning the Ways of Handling Conflicts by Sex

N O.	Ways of handling conflicts	Respondent groups					
		Females =77		Males =134		t-test	
		Mean	SD	Mean	SD	t	p
1	Collaborating	18.8831	3.4142	18.3657	2.9673	-1.153	0.250
2	Accommodating	17.6623	3.4012	17.403	2.9098	-.585	0.559
3	Compromising	16.974	3.4219	17.164	3.004	.420	0.675
4	Avoiding	12.103	2.9271	11.492	2.5831	-10576	0.117
5	Forcing	12.3636	3.9997	12.7836	3.5548	0.789	0.431

As indicated from the above table, the descriptive mean comparison reveals that females mean score for collaborating, Accommodating and avoiding exceeded the mean score of their counterparts although the differences were not observed statistically significant at alpha =0.05 significance level. This might be due to unbalanced sex proportion in the sample or a relatively small sample size or on the other hand sex may not have a significant impact on the choice and application of conflict handling styles. Supporting this idea, some literature reviews (e.g Wall and Blum; Renwick; Shockly-Zalabak, in Rahim1992) state that the relationships of sex to the styles of handling conflicts are weak and inconsistent.

On the contrary, some other previous conflict resolution literature reviews (e.g. Howat and London, 1980, Baron, 1984 Rahim 1992) asserted that sex has a significant impact on the choice and application

of conflict handling mechanisms to resolve conflicts they encountered at the workplace.

Table 15: A Summary Table of One Way ANOVA on the Differences of Respondent's Opinion Concerning Ways of Handling Conflicts by Their Age

Variable	Sources of variation	Collaborating					Accommodating				
		SS	df	MS	Fr	Sign	SS	df	MS	Fr	Sign
Age	b/n groups	9.284	3	3.095	0.311	0.818	22.092	3	7.364	.767	.514
	w/n groups	2060.839	207	9.956			1986.657	207	9.597		

Table 15: Continued

Compromise					Avoiding					Forcing				
SS	df	MS	Fr	Sign	SS	df	MS	Fr	Sign	SS	df	MS	Fr	Sig
65.544	3	21.848	2.232	0.086	23.720	3	7.907	1.067	0.364	18.716	3	6.239	.447	0.7
2026.560	207	9.790			1533.219	207	7.407			2886.450	207	13.944		

As indicated from the above table, respondents in each age group did not show statistically significant difference in their choice and application of conflict resolution styles for settling conflicts arising in their workplace. This result is inconsistent with studies conducted by Solman and his associates in Johnson and Johnson, 1996 which said that the types of conflict resolution styles that we engaged in are significantly correlated with age i.e. older children use higher level of conflict resolution styles more frequently than do younger children.

Table 16: A Summary of Correlations for the Relationships between Ways of Handling and Types of Conflicts

No	Ways of handling conflict	Types of Conflicts							
		Intra personal		Inter personal		Intra group		Inter group	
		r	P	r	P	r	P	r	p
1	Collaborating	0.165*	0.016	0.102	0.14	0.192**	0.005	0.169*	0.014
2	Accommodating	0.186**	0.007	0.124	0.072	0.236**	0.001	0.150*	0.031
3	Compromising	0.134	0.052	0.143*	0.038	0.188**	0.006	0.267**	0.000
4	Avoiding	0.108	0.119	0.177*	0.010	0.134	0.134	0.394	0.000
5	Forcing	0.103	0.143	0.252*	0.000	0.248**	0.000	0.336	0.000

Note** Correlation is significant at 0.01 level (2 tailed)

* Correlation is significant at 0.05 levels (2 tailed)

Table 15 reveals that there were positive relationships between ways to handling and types of conflicts. Most relationships between handling styles and types of conflicts were significant. For instance, intrapersonal conflict significantly correlated with accommodating and collaborating resolution styles but no significant relationship was observed for compromise, avoiding and forcing. Thus, accommodation and collaboration styles were the most frequently used styles of individuals to resolve their intra psychic or intra personal conflicts when they face approach-approach, approach-avoidance and avoidance-avoidance conflict situations.

In the same manner, inter personal conflicts showed significant relationship with compromising, forcing and avoiding. This implies that most employees apply forcing compromising and avoiding more frequently than collaborating and accommodating to resolve their interpersonal task or relationship conflicts. The strength of correlation was more intensive for forcing ($r=0.252^{**}$, $p = 0.000$) than compromising

($r= 0.143^*$, $p=0.038$) and avoiding ($r=0.177^*$, $P<0.010$). With regard to intra group conflicts, it showed significant relationships with all the four styles except avoiding which implies that employees frequently used forcing, collaborating, accommodating and compromising styles to resolve their conflicts with in a group.

Accordingly, inter group conflicts significantly correlated with compromising ($r=. 267^*$, $p=0.000$), collaborating ($r=0.169^*$, $p=0.014$) and accommodating ($r=0.150^*$, $p=0.031$) which implies that employees most frequently used such resolution styles to resolve their conflicts between various departments, task groups, etc.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final part of the thesis deals with the summary of the major findings of the study, the conclusions reached at and the recommendations forwarded.

5.1. Summary

Educational organizations like MOE and GEQAEA would not be effective unless conflicts and their styles of resolution were well managed and wisely practiced in them.

Thus the major purpose of this study was to examine workplace conflicts among administrators, experts and supportive staffs in MOE and GEQAEA in Addis Ababa. In Addition, it was aimed at investigating the types, causes and resolution styles of conflicts at intrapersonal, interpersonal, intra-group and inter-group level as well as to asses the awareness of employees to ward the functions and benefits of conflicts.

As a result, efforts have been made to seek possible solutions for the following guiding research questions.

1. What are the major types of conflicts existing in GEQAEA, and MOE?
2. What are the main conflict generating factors in GEQAEA, and MOE?
3. What kind of techniques do administrators, experts and supportive staffs employ in resolving and managing conflict in GEQAEA and MOE?
4. How do supportive staffs, experts and administrators view conflict in their organization?
5. Is there significant difference between or among experts: supportive staffs; and administrators in perceiving or viewing conflicts, applying resolution techniques and identifying conflict generating factors?

The study was conducted in MOE and GEQAEA. The subjects of the study were 17 administrators (managers, department head,

team leaders), 95 experts, 99 Supportive staffs and 5 interviewees. Information was thus obtained from these sample respondents using questionnaires, interviews and researchers observation. The data obtained were analyzed using various statistical tools such as percentage, mean, standard deviation, chi-square, weighted mean, coefficient correlation, t-test and others. Therefore, according to the results of the data analysis, the major findings of the study were the following.

1. It was observed in the study that there were no significant mean differences between or among sample groups in sex age educational status and experience with the dependent variables such as the respondents' opinion or response to conflict types and application of resolution styles.
2. The study revealed that respondents' awareness to functions and outcomes of conflict was low. They tend to assume the outcomes of conflict mostly negative however conflict has both negative and positive functions or outcomes.
3. Various types of conflicts were identified based on the respondents' opinion or perception to the occurrence of intrapersonal, inter personal, intra-group and inter group conflict incidents in the work place.
4. The findings of the study showed that work place conflict has three major causes' individual characteristic, situational and structural related factors. They affect all the identified conflict types. For instance, the factors, which triggered and contributed to intrapersonal conflicts were inappropriate assignment, goal incongruence, task type, role over load, inappropriate demand on capacity and role ambiguity. The factors that contributed to interpersonal conflicts were incompatible personality, position or status difference, poor

interpersonal facilitation or poor referent role, unfair exercise of power and supervisory style. Intra-group conflict generating factors such as unfair decisions and treatments, task structure, lack of cohesiveness, value or interest differences and leadership style were identified. Similarly, the major inter-group conflict triggering factors were work competition, interference, scarcity of resources and task interdependence.

5. The study revealed that there were significant differences among the types of conflicts in their degree of occurrence and distinct type of conflict in their nature.
6. It was observed that there were positive relationships between the major causes of conflicts and all types of conflicts except interpersonal conflicts did not show significant relationship with individual characteristic and situational factors.
7. The study result indicated that the mechanisms used to regulate or control conflicts in educational organizations were collaborating, accommodating, compromising, avoiding and forcing. Administrators, experts and supportive staffs did not show significant difference in the choice of resolution styles. Likewise, sex difference did not show significant difference in the choice and application of conflict resolution styles, in addition, there were positive relationship between conflict resolution styles and conflict types which imply that conflict resolution styles were used to regulate or control the conflicts that arose in the work place.

5.2. Conclusions

Based on the findings and views that have been expressed by various authorities and the study findings, the following concluding remarks are made.

Sex and age did not significantly affect the occurrence of types of conflicts and the choice or application of conflict resolution styles among employees.

Conflicts have positive and negative functions. However, most employees tend to view conflicts as dysfunctional and should be avoided instead of resolving it using appropriate handling styles.

Each type of conflict has its own causes. Moreover conflicts in general have three major causes: individual factors, situational factors and structure related factors.

In addition, among the types of conflicts, inter-group, intra-group and intrapersonal conflicts have higher and almost proportional degree of occurrence in the work place. But interpersonal conflict has lower degree of occurrence as compared to others.

Employees used the following resolution mechanisms: collaborating, accommodating, compromising, avoiding, and forcing to regulate or minimize their workplace conflicts. There were no significant differences between or among administrators, experts and supportive staffs in the choice and application of resolution styles.

5.3. Recommendations

On the basis of the findings obtained and the conclusions reached at, the following suggestions are forwarded.

1. As observed in the study most employees tend to show dysfunctional view to functions and out-comes of conflict because of the fact that administrators, experts and supportive staffs lack appropriate awareness, knowledge and skill to deal with the various functions, causes and resolution styles of conflicts. Therefore, it is suggested that conflict management short-term training should be given to all administrators, experts and supportive staffs. In addition, the assignment of managers and department heads should consider training in management or other related courses and experiences as the main criteria with in educational organizations.

2. For proper management of conflict, administrators, experts and supportive staffs should recognize the major causes and specific factors for each type of conflict and when conflict is most likely to occurs and consider the effectiveness of the past conflict handling style and examine the best alternatives.

3. Generally, to make the management of conflict in sample educational organizations more effective, the following are suggested: proper orientation be given on the rights and duties of individual employees; suitable disciplinary measures be used to control and correct the victims of conflict; continuous assessment of the major causes and factors from each type of conflict; appropriate ways of handling conflicts; establishment of information dissemination systems; organization of social services; suggestion boxes etc.

4. Finally, the researcher recommends further research in this area since this study is small survey and a mere attempt to explore rather than to generalize the findings to all aspects of conflict.

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Appendix- A:

Addis Ababa University, School of Graduate Studies, Department of psychology

Specialization: Social Psychology

Addis Ababa

The purpose of this questionnaire is to solicit information regarding organizational conflicts in order to investigate the types, sources, resolution methods of existing conflicts and awareness and attitude of respondents to wards functions of conflict in general education Quality Assurance and Examinations Agency (GEEAEA) and Ministry of Education (MOE). Selected administrators, experts and supportive staffs in the sample organizations will fill in this questionnaire. Your opinions, ideas and experiences are valuable inputs for the completion of the research paper. Therefore, you are kindly requested to share your experiences and suggestions.

Thank you for your cooperation in advance.

Part One: Background Information

Instruction 1: please indicate your answer by marking an 'x' in the box or blank spaces provided.

1.1 Name of your organization _____

1.2 Sex : Male Female

1.3 Age: a. 20-30 b. 31-40 c. 41-50 d. 51 and above-40

1.4 Educational status: a. 12th complete and below b. TTI or other certificates

c. Diploma d. Advanced diploma e. BA /BSC/ BE

f. MA /MSC/ MED or above

1.5 Total Years of Service: a. 0-10 years b. 11-20 years c. 21-30 years

d. 31 and above year

1.6 Your Current Position and status

a. As an administrator (managers, department heads, team leaders...)

b. As an expert (employees on professional science positions)

c. As a supportive staff (employees on non professional science positions)

Part Two: Respondents Opinions and views on Conflict

Instruction 2: Please mark ‘x’ in the column that nearly reflects your actual opinion or view using the following three point agreement rating scales such as most times agree= 3 sometimes agree=2 and never agree = 1.

No	Items	Rate of Agreement		
		3	2	1
2.1	I believe that conflict is generally distractive to the organization			
2.2	I assume that better results would be seen in the organization where there is no conflict at times.			
2.3	I believe that controlled conflicts lower employees’ morale in the organization			
2.4	I think that conflict is inevitable and avoidable phenomena in organizations.			

Part Three: Identifying Types of Conflicts

Please mark an “X” in the column that nearly reflects your answer using the following five point conflict occurrence rating scales such as most times=5, often=4, sometimes=3, seldom=2 and very rare times=1.

3.1 Intrapersonal Conflicts

No	Items	Rate of Occurrences				
		5	4	3	2	1
3.1.1	I like the tasks I performed relative to other tasks that are being done in my organization.					
3.1.2	If I were assigned to do the exercise again and again, I am happy to work on the same tasks					
3.1.3	My personal out of work roles affect my organizational work					
3.1.4	There is a good match between my goals and my department’s or organization’s goals.					
3.1.5	I am dissatisfied due to the unnecessary role over load and task assignments in the organization					
3.1.6	There is a good match between the tasks I actually did and my initial preference for working on tasks					
3.1.7	There is a good match between my actual responsibilities or performances and rating of my performance evaluation					
3.1.8	I am clear to new education and training policy					
3.1.9	I do challenging tasks in my poison					

3.2 Interpersonal conflicts

No	Variables	Rate of occurrence				
		5	4	3	2	1
3.2.1	I annoyed with others in the organization					
3.2.2	I bound to have inconsistent views and aims with others in the organization					
3.2.3	Conflict arises following different status of individuals in the organization.					
3.2.4	I support others ideas in my organization					
3.2.5	I engaged in or observed competition and power struggle among individuals in my organization					
3.2.6	Managers use the powers of punishment and reward in my organization					
3.2.7	Age, sex, ethnic etc differences cause interpersonal conflict in the organization					
3.2.8	I observed or participated in the taking of legal disciplinary measures due to the existence of inter individual conflicts in the organizations.					
3.2.9	I observed that individuals confront each other their disagreements and disputes in constructive way in my organization					

3.3 Intra group conflicts

No	Items	Rate of occurrence				
		5	4	3	2	1
3.3.1	I looked at department heads or group leaders treat the department members (task group members) indifferently in the workplace					
3.3.2	I observed that department heads or managers apply divide and rule tactic in managing the members of the deterrents or the organization					
3.3.3	I am satisfied with my department (working group's) manner of working					
3.3.4	I looked that the tasks of my department (working group) are routine or simple)					
3.3.5	I look at members of the group or the department have different values, interests and attitudes towards the department's goal					
3.3.6	The size of my department encourages the formation of sub groups with its informal leader					
3.3.7	I am happy to give advice or approval for other members who seek it in my department					
3.3.8	I annoyed with other members of my department or task groups					
3.3.9	The members of my department are well cohesive in doing their tasks					
3.3.10	There is consensus among members in my department					
3.3.11	I feel bad about the decisions of my department					

3.4. Inter-group Conflicts

No	Items	Rate of occurrence				
		5	4	3	2	1
3.4.1	Conflict is created due to competing between my department and others					
3.4.2	I clearly understood my authority, responsibility and property in my department and organization					
3.4.3	To what degree are authority responsibility and property of each department and task group clearly defined					
3.4.4	To what extent do directors, managers department heads and workgroup leaders make interference in the affairs of member's tasks and responsibilities					
3.4.5	There is sharing of ideas (experiences) between my department and others.					
3.4.6	I think that the following differences provoke inter group conflict in the organization.					
	A. Educational Status					
	B. Experience					
	C. Ethnic					
	D. Age					
	E. Sex					
3.4.7	I assume that directors and higher officials make interference in the affaires of department heads and task group leaders					
3.4.8	There is conflicting interests, norms, rules etc between my department and other departments					
3.4.9	I look at Some departments withhold information or inputs necessary for the attainment of other department's task					
3.4.10	There is task interdependence between departments in the organization					

Part Four: Major Causes of Conflict

Instruction 4: Please mark an “X” in the columns which indicate how often conflict is generated by the factors or items listed in the questionnaire using a five point rate of generating conflict scales such as most times=5, often=4, sometimes=3, seldom=2, very rare times=1.

No	Items	Rate of Occurrences				
		5	4	3	2	1
4.1	Individual characteristics variables					
4.1.1	my values, attitudes and beliefs are different from the values objectives and motives of the organization					
4.1.2	I appropriately or correctly perceive and interact with others in the organization					
4.1.3	My needs, motives and interests are congruent with the needs of the organization in many aspects					
4.1.4	I get the demands of my position or my work challenging enough					
4.1.5	I encountered irrelevant task assignments and role overload					
4.1.6	I participate in decisions that affect me					
4.1.7	I believe that managers, department heads and task group leaders give low consideration for employees personal problems					
4.2	Situational variables					
4.2.1	I have appropriate interaction with others regarding various tasks in the organization					
4.2.2	Conflict arises between departments, work groups and various committees due to competition in the organization					
4.2.3	Each department or task group independently decide how to achieve their goals					
4.2.4	Superiors (managers, department heads task group leaders etc) depend on subordinates to do quality tasks and meet their deadlines in the organization					
4.2.5	I look at our promotion systems create conflict among employees those who have engaged in the different levels					
4.2.6	I look at departments and task groups are dependent to one another or interdependent in my organization.					
4.2.7	I believe that departments are knowledgeable about each others’ task in the organization					
4.2.8	I know my responsibilities and roles clearly in the organization					
4.2.9	My poison, department, and task groups have clearly cut roles & responsibilities in the organization					
4.2.10	I believe that the sizes of my department are: <ul style="list-style-type: none"> ➤ so large and flat which affect the clarity of its goals and impersonal formality ➤ so small which affect role and task assignments 					

4.3. Structural factors

No	Variables	Rate of occurrence				
		5	4	3	2	1
4.3.1	I look at information diluted or distorted as it passed along the large number of individuals in the organization					
4.3.2	I look at some employees deny in or give up each others' help in the organization					
4.3.3	I look at departments or task groups get difficulty in coordination of organizational tasks					
4.3.4	I believe that employees agree on the compliant management systems of the organization					
4.3.5	I believe that the habit of involving employees in decisions is adequate in the organization					
4.3.6	I think administrators carry out their activities as experts and supportive staffs expect them and vice versa					
4.3.7	I look at activities of administrators, experts and supportive staffs are adequately defined in the organization in their position					
4.3.8	I obtain my input resource needs (stationary furniture, books, budget, cupboard shelf etc in the organization as I requested on time, required quantity and quality.					
4.3.9	There is fair share of limited organizational resources between individuals or departs peacefully in the organization					
4.3.10	I am accountable to multiple superiors (managers, department heads, task group leaders, etc) for a single issue at the same time in the organization					
4.3.11	I believe that experts and supportive staffs subject to many influences that may create hard to maintain unity of command in the organization					
4.3.112	There are over controls which can restrict experts' and supportive staffs' freedom and autonomy which they value more in the workplace					
4.3.13	Administrators fairly and seriously exercise organizational policies, rules and procedures on their subordinates in the organization					
4.3.14	I believe that reward systems of promotion, bonus, fringe benefit like house allowance, medical service, transport service etc are fairly provided to employees in the organization					
4.3.15	I am clear to most organizational policies, rules, regulations and work plans in the organization					
4.3.16	I encountered unnecessary interference made by the higher authorities in the affairs of my responsibility and task					

Instruction 5: please mark an "X" in columns, which indicate how often, conflicts are handled in your organization.

Part 5: Resolution Techniques or Methods

Rate of Application: Most times =5 Often=4 Sometimes=3 Seldom=2 Very rare times=1

No	Variables	Rate of Application				
		5	4	3	2	1
5.1.	Styles of Handling Conflicts					
5.1.1	I argue my cases with other parties to show the merits of my position in the organization					
5.1.2	I negotiate with others so that a compromise can be reached in my organization					
5.1.3	I try to satisfy the expectation of others in my organization					
5.1.4	I try to investigate an issue with other parties to find a solution acceptable to me and others in the organization					
5.1.5	I firm in pursuing my side of the issue in the organization					
5.1.6	I hold on my solution to a problem in my organization					
5.1.7	I use "give and take" so that compromise can be made between me and others in the organization					
5.1.8	There is an exchange of accurate information among experts. Supportive staffs and administrators individually or in group to solve a problem in the organization					
5.1.9	I am happy by open discussion of differences among individuals, task groups and departments in the organization					
5.1.10	I accommodate my wishes for others in the organization					
5.1.11	I try to bring all my concerns out to be open so that the issue can be resolved in the best possible way in the organization					
5.1.12	I try to solve the differences, disagreements and conflicts using the comments and suggestions given to others					
5.1.13	I solve differences or conflicts by suggestions or judgments which come from superiors i.e. Directors, department heads, task group leaders and supervisors.					
5.1.14	I try to keep my disagreements with others to myself in order to avoid hard feelings					
5.1.15	I try to overpower and intimidate the person with whom I am quarrelling.					
5.1.16	When there are clashes at work, I try to stay away and not get involved.					
5.1.17	When there is an argument or disagreement, I want to win it.					
5.1.18	The best way to deal with conflict is when each party gives up something.					
5.1.19	I am able to meet my needs in conflict situations and also satisfy the other person's needs too.					
5.1.20	I might try to smooth the other's feelings and preserve our relationships					
5.1.21	I try to split the difference					
5.1.22	I avoid taking positions that would create controversy					
5.1.23	I give emphasis for the common behaviors than the differences in conflict situations					
5.1.24	I let others take responsibility for solving the conflict					

Open Ended Questions

1. What were the constructive or healthy differences, disagreements and conflicts which you encountered in your stay at the work place?

- a.
- b.
- c.
- d.
- e.

2. What were the destructive or un healthy differences, disagreements and conflicts which you encountered in your stay in the organization?

- a.
- b.
- c.
- d.
- e.

3. What were the various difference, disagreement and conflict generating factors encountered during your stay in your position?

- a.
- b.
- c.
- d.
- e.

4. What conflict resolution methods have you employed to manage differences, disagreements and conflicts, which you encountered in your stay in the organization?

- a.
- b.
- c.
- d.
- e.

Thank you again

Appendix B:

Addis Ababa University, School of Post Graduate Studies, Psychology Department

Interview Guiding Questions

1. Background Information

- 1.1. Sex: Male _____ Female _____
- 1.2. Age: _____
- 1.3. Educational Status _____
- 1.4. Experience in years _____
- 1.5. Position _____
- 1.6. Status _____

2. Questions

- 2.1 How do you see, feel and think the existence of conflict at the workplace?
- 2.2 What were the constructive or healthy and deconstructive or un healthy differences, disagreements or conflicts that you had in your stay in the organization?
- 2.3 What were the main conflict generating factors or causes of those differences, disagreements and conflicts, which you encountered during your stay in the organization?
- 2.4 What were your handling mechanisms or reactions to those disagreements or conflicts?
- 2.5 Do you think employees' sex, experience, educational status, Job status; ethnicity etc differences have contribution for the creation, reaction and settlement of disagreements or conflicts at the workplace?
- 2.6 Do you think you and others have used those reactions and handling mechanisms consistently in the organization? If so, how? If not, Why?
- 2.7 Have you and others had any training on conflict management in your organization? If so, what were the theme, contribution and outcome of the training?

Thank you !

Appendix-C

በአዲስ አበባ ዩኒቨርሲቲ፡ ድህረ ምረቃ ት/ቤት ሳይኮሎጂ ትምህርት ክፍል

አዲስ አበባ

አጠቃላይ አላማ፡- የዚህ መጠይቅ አላማ ሰራተኞች በስራ ላይ የሚከሰቱ ልዩነቶችን ፣ አለመግባባቶችንና ግጭቶችን አይነት መንስኤ፣ የአፈታት ስልትና የሰራተኛውን አስተሳሰብ ለማጥናት የሚያስችሉ መረጃዎችን ለመሰብሰብ ነው፡፡

ውድ ተሳታፊዎች የዚህ ጥናት አስተማማኝነት፣ ትክክለኛነትና ፍሬያማነት የሚወሰነው እናንተ ለእያንዳንዱ ጥያቄ የምትሰጡት ምላሽ (መልስ) በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን ትእዛዞች (መመሪያዎችና) ጥያቄዎች በጥሞና በማንበብ ትክክለኛ መልስ በመስጠት የበኩላችሁን አስተዋጽኦ ታደርጉ ዘንዱ ከወዲሁ በትህትና እጠይቃለሁ በዚህም መሰረት፡ -

- 1. በመጠቁ በየትኛውም ቦታ ላይ ስም መጻፍ አያስፈልግም
- 2. እያንዳንዱ ጥያቄ የራስን ሀሳብና የስምምነት ደረጃ የሚገልጽ እንጅ አንድ ውስን መልስ ስለሌለው የሌላን ሰው መልስ ማየት ወይም ተወያይቶ መስራት የመጠይቁን አላማ ስለሚያዛባ የየራሳችሁን መልስ ብቻ በመስጠት ለምታደርጉልኝ ትብብር በቅዱሚያ አመሰግናለሁ፡፡

ክፍል አንድ፡- አጠቃላይ መረጃ

1. ለሚከተሉት የግል ሁኔታ ጥያቄዎች እርሶን የሚመለከት መረጃ በያዘው ሳጥን ውስጥ የ"x" ምልክት በማስቀመጥ መልስዎን ይስጡ፡፡

- 1.1 የመስሪያ ቤት ስም _____
- 1.2 ያታ ሀ. ወንድ ለ. ሴት
- 1.3. እድሜ ሀ. ከ20-30 ለ. ከ21-40 ሐ. ከ41-50 መ. 51 እመትና በላይ
- 1.4 የትምህርት ደረጃዎ ሀ. 12ኛ ክፍል የፈጸሙና በታች ለ. ሰርተፊኬት ሐ. ዲፕሎማ መ. ከፍተኛ ዲፕሎማ ሠ. የመጀመሪያ ዲግሪ ረ. ሁለተኛ ዲግሪ
- 1.5 የአገልግሎት ዘመን ሀ. ከ0-10 አመት ለ. ከ11-20 አመት ሐ. ከ21-30 አመት መ. ከ30 አመት በላይ
- 1.6 አሁን እየሰሩበት ያለው የስራ ድርሻና ሀላፊነት
 - ሀ. በአመራር ሀላፊነት- ዳይሬክተሮች-የክፍል ሀላፊዎች- የቡድን ሀላፊዎች
 - ለ. በባለሙያነት- በፕሣ መደብ ላይ የተመደቡትን ይመለከታል
 - ሐ. በድጋፍ ሰጭነት-ከፕሣ መደብ ውጭ የሆኑትን ይመለከታል

ክፍል ሁለት፡- ተሳታፊዎች ወይም መላኾች በልዩነት፡ አለመግባባትና ግጭት ላይ ያላቸው ግንዛቤና አስተሳሰብ፡፡

ቀጥሎ ሰራተኞች ስለ ልዩነት፡ አለመግባባትና ግጭት ያላቸውን ግንዛቤ ለመረዳት ያስችላሉ ተብሎ የታመኑባቸው ጥያቄዎች ቀርበዋል፡፡ በአንጻራቸው ከተሰጡት አማራጭ መልሶች ውስጥ የእርስዎ እምነት የሆነውን መልስ የ 'X' ምልክት በመጻፍ ይመልሱ፡፡

ተ.ቁ	ጥያቄዎች	የስምምነት ደረጃዎች		
		ሁልጊዜ እስማማለሁ	አልፎ አልፎ እስማማለሁ	አልስማማም
2.1	አለመግባባት (ግጭት) በጥቅሉ ጎጂ እንደሆነ አምናለሁ፡፡			
2.2.	አለመግባባት (ግጭት) ከሚከሰትበት ይልቅ የሌለበት ተቋም የተሸለ ወጪታማና ስኬታማ ይሆናል፡፡			
2.3	መካከለኛ አለመግባባት መኖር የሰራተኛን ተነሳሽነትና ሞራል ይቀንሳል፡፡			
2.4	ልዩነት፡ አለመግባባት ወይም ግጭት በግለሰቦች፣ በቡድኖችና በተቋሞች መሀከል የሚፈጠር ተፈጥሮአዊና ሊወገድ የሚችል ክስተት እንደሆነ አምናለሁ፡፡			

ክፍል ሶስት:- የልዩነት፣ የአለመግባባት ወይም የግጭት አይነቶችን መለየት ቀጥሎ የአለመግባባት ወይም ግጭት አይነቶችን ለመለየት ያስችላሉ ተብለው የታመነባቸው ጉዳዮች ቀርቦዋል። በአንጻራቸው ከቀረቡት አማራጮች ውስጥ እርስዎ የሚያምኑበትን መልስ የ 'X' ምልክት በመጻፍ ይመልሱ።

ተ.ቁ	ጥያቄዎች	የመከሰት ደረጃዎች				
		ሁልጊዜ	በአብዛኛው	አልፎ አልፎ	እምብዛም	በፍጹም
3.1	በአንድ ግለሰብ አእምሮ ወይም ህሊና ውስጥ የሚፈጠር አለመግባባት					
3.1.1	በድርጅቱ ወይም መስሪያ ቤቱ ሌሎች ካከናወኛቸው ተግባራት አንጻር ሲታይ እኔ ያከናወንኩት ሥራ የተሻለ ያስደስተኛል።					
3.1.2	አንድን ተግባር ወይም ሥራ በተመሳሳይ መንገድ በተደጋጋሚ ማከናወን ያስደስተኛል					
3.1.3	የራሴ የግል ጉዳይ ችግሮች በመደበኛ የመስሪያ ቤት ሥራዬ ላይ አሉታዊ ተጽእኖ ያሳድራሉ።					
3.1.4	የራሴ ግላዊ፣አስተሳሰብና አላማ ከመስሪያ ቤቱ ወይም ከተቋሙ አስተሳሰብና ዓላማ ጋር ሲነጻጸር ልዩነት አያሳይም።					
3.1.5	በድርጅቱ የሚሰጡኝ ተገቢና ተመጣጣኝ ያልሆኑ የስራ ጫናዎች በመደበኛው ስራዬ እንዳልረካ ያደርጉኛል።					
3.1.6	አሁን እየሰራሁበት ያለው ስራዬ ፊት እንደሰራበት እመኘኛል ከነበረው ምርጫዬ ጋር ሲነጻጸር ልዩነት አያሳይም።					
3.1.7	አሁን ስራዬ ላይ የያዘኩት ሃላፊነትና የሰራሁት ክንውን ከተሰጠኝ የስራ ክንውን ግምገማ ነጥብ ጋር ሲገናዘብ ተመጣጣኝና ልዩነት የሌለው ነው።					
3.1.8	ስለ አዲሱ የትምህርትና ስልጠና ፖሊሲ ግልፅ ግንዛቤ አለኝ።					
3.1.9	በመደበኛ ስራዬ የሚከናወኑት ተግባራት ጠንካራ ብቃትን ይጠይቃሉ።					
3.2	በግለሰቦች መሀከል የሚፈጠር አለመግባባት					
3.2.1	የመስሪያ ቤቱ ሌሎች ግለሰቦች ያናድዱኛል።					
3.2.2	በመስሪያ ቤቱ ሌሎች ያለኝ አመለካከት አላማና አስተሳሰብ ወጥነት ያለው አይደለም					

ተ.ቁ	ጥያቄዎች	የመከሰት ደረጃዎች				
		ሁልጊዜ	በአብዛኛው	አልፎ አልፎ	እምብዛም	በፍጹም
3.2.3	የተለያዩ የሥራ መደብ ደረጃዎችን ተከትሎ የግለሰቦች አለመግባባት ይከሰታል።					
3.2.4	ግለሰቦች ለሚሰሩት ሥራ ሌሎችን እገዛምክር ወይም ትክክለኛነት ማረጋገጫ እንዲያደርጉላቸውና እርስ በርስ ሲጠያየቁ ተመልክቻለሁ።					
3.2.5	ግለሰቦች የሥራ ክንውንና የሥልጣን ሹክቻ ፋክክር ሲያደርጉ ይስተዋላል።					
3.2.6	የሥራ መሪዎችና ሰራተኛ አስተዳደሮች ግለሰቦችን የመቅጣትና የማበረታታት (የመሸለም) ሃላፊነታቸውን በተገቢው መልኩ ሲጠቀሙበት ይስተዋላል።					
3.2.7	በሚከተሉት የግል ሁኔታዎች ላይ ልዩነት መኖሩ በግለሰቦች መሀከል የአመለካከት ልዩነት፣አለመግባባት ወይም ግጭት እንዲፈጠር አስተዋፅኦ አለው ብዬ አምናለሁ። ሀ. እድሜ ለ. የብሄር ሐ. የጾታ መ. የሥራ ልምድ ሠ. የትም. ደረጃ					
3.2.8	በግለሰቦች መሀከል የተፈጠረውን አለመግባባት ወይም ግጭት ለመፍታት ሕጋዊ የዲሲፕሊን እርምጃ ሲወሰድ ይስተዋላል።					
3.2.9	በግለሰቦች መሀከል የተፈጠረው ልዩነት፣አለመግባባት ወይም ግጭት እራሳቸው በሚያደርጉት ጥልቅ ወይም ገምቢ በሆነ መልኩ መፍትሄ ሲሰጠው ይስተዋላል።					
3.3	በአንድ ቡድን አባላት መሀከል የሚፈጠር አለመግባባት።					
3.3.1	የሥራ ክፍል ሃላፊዎች፣ቡድን መሪዎች አባሎቻቸውን በእኩል አይን ማስተዳደር ሲላናቸውና አድሎ ሲፈጽሙ ይስተዋላል።					
3.3.2	የመስሪያ ቤታችን አስተዳደርና የስራ ክፍል መሪዎች አባሎቻቸውን በተለያዩ ባህሪያትና ጉዳዮች ከፋፍሎና አደራጅቶ የመምራት ስልትን ሲጠቀሙ ይስተዋላል።					
3.3	በሥራ ክፍሉ የአሰራር ሁኔታና ስልት እረካለሁ።					
3.4	በሥራ ክፍሉ የሚከናወኑት ተግባራት ቀላል ከመሆናቸው ባሻገር ድግግሞሽ ይታይባቸዋል።					

ተ.ቁ	ጥያቄዎች	የመከሰት ደረጃዎች				
		ሁልጊዜ	በአብዛኛው	አልፎ አልፎ	እምብዛም	በፍጹም
3.4.8	በድርጅቱ ልዩ ልዩ የሥራ ክፍሎችና የሥራ ቡድኖች እርስ በርስ የሚቃረን መመሪያ፣ ሕገ ደንብ፣ ፖሊሲ እንዳለ ይስተዋላል።					
3.4.9	አንዳንድ የሥራ ክፍሎች ለሌሎች የሥራ ክፍሎች አስፈላጊ የሆኑ መረጃዎችንና ግብአቶችን በተገቢው ጊዜ ያለመልቀቅና ያለማሰራጨት ሁኔታ ይስተዋላል።					
3.4.10	በስራ ክፍሎች እንዲሁም ቡድኖች መሀከል ግልጽ የሆነ የሥራ ትስስር ይታያል።					

	የክስተት ደረጃዎች				
	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ጊዜ	በጣም ጥቂት
ተ					
ሀ					
ን					
ይ					
ደ					
ተ					
ና					
ት					
ዘ					
ደ					
ት					
ት					
ይ					
::					

ክፍል አራት:- የልዩነት፣ አለመግባባት ወይም ግጭት መንስኤዎች
 ቀጥሎ ልዩነት፣ አለመግባባት ወይም ግጭት እንዲፈጠር መንስኤ ናቸው ተብሎ የታመነባቸው ዓረፍተ ነገሮች ቀርበዋል። እርሰው በሚያምኑት አማራጭ ላይ X ምልክት በመጻፍ ይመልሱ።

ተ.ቁ	Items /ጥያቄዎች	የክስተት ደረጃዎች				
		ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ጊዜ	በጣም ጥቂት
4.1	የግለሰቦችን ግላዊ ባህርይ የሚለኩ ጉዳዮች					
4.1.1	የግል ባህሪ፣ እሴቶችና እምነቱ ከድርጅቱ እሴቶችና ዓላማዎች ይለያሉ					
4.1.2	ሌሎችን በአግባቡ ተረድቶ አስፈላጊውን ግንኙነት አደርጋለሁ።					
4.1.3	የግል ፍላጎቱ፣ ዓላማዎችና ዝንባሌዬ ከድርጅቱ ፍላጎትና አላማ ጋር አንድ ነው።					
4.1.4	የመደበኛ ስራዬ ከፍተኛ ደረጃ ብቃትን (ችሎታን) ይጠይቃል።					
4.1.5	በመደበኛ ስራዬ እንዳከናወን ከምታዘዛቸው ተግባራት ውስጥ ከአቅሜ በላይ የሆኑና የሥራ መደቡን ዋና ተግባር ያላካተቱ ይገኙበታል።					
4.1.6	በእኔ ላይ ተጽእኖ በሚያሳድሩ ድርጅቱ በሚያሳልፋቸው ወሳኔዎች ላይ እሳተፋለሁ።					
4.1.7	የበላይ አመራሮች፣ የሥራ ክፍል መሪዎችና የቡድን መሪዎች ለአባሎቻቸው ግላዊ ችግሮች ዝቅተኛ ትኩረት ይሰጣሉ።					

ተ.ቁ	ቀዳሚያ	ሁልጊዜ	በአብዛኛው	አልፎአልፎ	አምብዛም	በፍጹም
5.1	የራሱን ፍላጎትና ቀዳሚያ ለማሳመን አካላዊ ጥረት ማድረግ፡፡					
5.2	ከተቃራኒ ወገን ጋር በመደራደር የራሱንና የሌሎችን ወገን ፍላጎት በማሟላት ጥረት ማድረግ፡፡					
5.3	ከራሱ ይልቅ የሌሎችን ፍላጎትና ቀዳሚያ ለማሟላት ጥረት ማድረግ፡፡					
5.4	የተፈጠረውን አላማኝነት ወይንም ጥራት ከተቃራኒ ወገን ጋር በመመርመር የሁሉንም ወገን ፍላጎትና ቀዳሚያ ለማሟላት ጥረት ማድረግ፡፡					
5.5	የራሱን ፍላጎትና ቀዳሚያ ለማሟላት ጥረት ማድረግ፡፡					
5.6	ሌሎችን ጥራት ወይንም አላማኝነት ለማሟላት ጥረት ማድረግ፡፡					
5.7	የሌሎችን ፍላጎትና ቀዳሚያ ለማሟላት ጥረት ማድረግ፡፡					
5.8	አላማኝነት ወይንም ጥራት ለማሟላት ጥረት ማድረግ፡፡					
5.9	ሌሎችን አላማኝነት ወይንም ጥራት ለማሟላት ጥረት ማድረግ፡፡					
5.10	የራሱን ፍላጎት ለማሟላት ጥረት ማድረግ፡፡					
5.11	የራሱን ቀዳሚያ ፍላጎት ለማሟላት ጥረት ማድረግ፡፡					
5.12	የተፈጠረውን አላማኝነት ወይንም ጥራት ለማሟላት ጥረት ማድረግ፡፡					
5.13	አላማኝነት ወይንም ጥራት ለማሟላት ጥረት ማድረግ፡፡					
5.14	በሌሎች ለማሟላት ጥረት ማድረግ፡፡					

ተ.ቁ	ጥያቄዎች	የመጠቀም ደረጃዎች				
		ሁሉንም	በአብዛኛው	አልፎአልፎ	እምብዛም	በፍጹም
5.15	አለመግባባትን ለፈጠራብኝ ግለሰብ የበላይነትን የሚያሳይ የማስፈራራያ ዛቻዎችን አጠቀማለሁ።					
5.16	የስራ ላይ አለመግባባት ወይም ግጭት ሲፈጠር እራሴን ላለማሳተፍ እጥራለሁ።					
5.17	ክርክር ወይም አለመግባባት ሲፈጠር ለማሸነፍ ጥረት አደርጋለሁ።					
5.18	ከሁሉም የሚበልጠው የአለመግባባት አፈታት ዘዴ ሁለቱንም ወገን ከፍላጎታቸው በከፊል መስዋዕት እንዲያደርጉ ማድረግ					
5.19	አለመግባባትን በመፍታት ወይም ላይ የራሴንም ሆነ የሌላውን ወገን ፍላጎት የሚያረካ መፍትሔ ማግኘት እንዳለብኝ አምናለሁ።					
5.20	ግንኙነታችን ሳይሻክር ለማስቀጠል አለመግባባቱን ለማለሳለስ እሞክራለሁ።					
5.21	ልዩነቱን ወይም አለመግባባቱን ለሁለቱም ወገን ለማከፋፈል እሞክራለሁ።					
5.22	አከራካሪና አሻሚ ጉዳዮችን አስወግዳለሁ።					
5.23	ከልዩነት ይልቅ ተመሳሳይ ባህሪያትን በማጥፋት ልዩነትን ወይም አለመግባባትን ለማጥበብና ለማለሳለስ አሞክራለሁ።					
5.24	አለመግባባቶችን የመፍታት ኃላፊነትን ለሌሎች እተዋለሁ ወይም አስተላልፋለሁ።					

አማራጭ መልስ ያልተሰጣቸው በተሳታፊዎች ፍላጎትና ውሳኔ የሚመለሱ (open ended) ጥያቄዎች

1. በስራ ላይ ያጋጠሙኝ ገንቢ (ጤናማ) ልዩነቶች፣ አለመግባባቶችና ግጭቶች ነበሩ የሚሉአቸውን ቢዘረዝሩልን?

- ሀ
- ለ
- ሐ
- መ
- ሠ

2. በስራ ላይ ያጋጠሙኝ አፍራሽ ልዩነቶች፣ አለመግባባቶችና ግጭቶች ነበሩ ብለው የሚያስታውሱአቸውን ቢዘረዝሩልን?

ሀ

ለ

ሐ

መ

ሠ

3. በእርስዎ ሙያና የስራ ድርሻ ሂደት ላይ አለመግባባት፣ ግጭት ወይም ልዩነት የሚፈጥሩ ነገሮች (ጉዳዮች) ምን ምን እንደሆኑ በዝርዝር ቢጠቅሱልን?

ሀ

ለ

ሐ

መ

ሠ

4. በስራዎ ላይ የሚከሰቱትን አለመግባባቶች፣ ግጭቶችና ልዩነቶች ለመፍታት ምን ምን ስልቶችን ወይም ዝዴዎችን ይጠቀማሉ? ከዋና ወደ ዝቅተኛ ቅደም ተከተል በዝርዝር ቢገልፁልን ?

ሀ

ለ

ሐ

መ

ሠ

በድጋሜ አመሰግናለሁ

Appendix-D

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት ሳይኮሎጅ ትምህርት ክፍል
አዲስ አበባ

የቃለመጠይቅ መረጃ መሰብሰቢያ መሪ ጥያቄዎች

1 አጠቃላይ መረጃ

1.1 የመስሪያቤቱ ስም _____

1.2 ጾታ ወ _____ ሴ _____

1.3 እድሜ _____

1.4 አገልግሎት _____

1.5 የትምህርት ደረጃ _____

1.6 የሚሰሩበት የስራ መደብ _____

1.7 የያዙት የስራ ሀላፊነት _____

2. የቃለመጠይቅ መሪ ጥያቄዎች

2.1 የስራ ላይ ልዩነት" አለመግባባት ወይም ግጭት መኖርን እንዴት ይረዳታል ?
ከስራ ጋር እንዴት ያዋህዳታል?

2.2 ለስራችን ገንቢ/ጤናማ ልዩነቶች ወይም አለመግባባቶችና አፍራሽ ወይም
ጤናማ ያልሆኑ ልዩነቶችና አለመግባባቶች ነበሩ ወይ? የሚያስታውሱአቸውን
በዝርዝር ቢያብራሩልን?

2.3 እርስዎ በስራ ላይ ገጥሞዎች የነበሩት ልዩነቶች አለመግባባቶችና ግጭቶች
ዋናዎቹ መንስኤዎች ምን ምን ነበሩ?

2.4 በነበሩት አለመግባባቶች ላይ የተጠቀሙአቸውን የልዩነት ወይም አለመግባባት
አያያዝ " አፈታት ስርዓትና ዘዴዎች ምን ምን እንደነበሩ በዝርዝር
ቢያብራሩልኝ?

2.5 የሰራተኞች የጾታ" የልምድ" የትም/ደረጃ" የብሔር ወዘተ ነባራዊ ልዩነቶች
አለመግባባቶችን ዋይም ግጭትን በመፍጠር በመቆጣጠርና በመፍታት ጉዳይ
ላይ አስተዋጽኦ አለው ብለው ያምናሉ? መልስዎን በዝርዝር ቢያብራሩልኝ።

2.6 እርስዎና ሌሎች ሠራተኞች የአለመግባባት ወይም ግጭት መፍጠርን"
መቆጣጠርና መፍታትን በቋሚነትና በመደበኛነት ሲተገብሩት ይታያል?

2.7 ስለአለመግባባት" ግጭት አያያዝና አፈታት ስልጠናዎች ወስደዋል? ይዘቱ ምን
ነበር? ምን አስተዋጽኦ ነበረው? ውጤቱ ምን ነበር

Appendix – E: The main variables and sub variables treated by items in the questionnaire

S.No	Variables	Item No. in the questionnaire
1	The awareness of administrators, experts and supportive staffs on conflict	1,2,3,4
2	II. Types of conflicts 2.1 Intra-personal conflict variables (factors) a. Job dissatisfaction----- b. Task type----- c. Out of work roles or duties----- d. Goal incongruence----- e. Role over load----- f. Inappropriate assignment ----- g. Inappropriate demand on capacity -----	1,5, 2 3 4,8, 5 6 9
	2.2 Interpersonal Conflict Variables (Factors) a. Personality----- b. Poor interpersonal facilitation----- c. Competition for power and resource----- d. Organizational climate----- e. Position or status difference-----	2,1, 4 5 8,9,6 3,
	2.3 Intra group conflict variables a. Unfair decisions and treatments of leaders----- b. Task type and structure----- c. Group size and composition----- d. Cohesiveness & group think----- e. Value and interest difference-----	1,2,11, 3,4, 6, 9,7 5,
	2.4 Inter group conflicts variables a. Work competition----- b. Task interdependence----- c. scarcity of resources----- d. Jurisdictions ambiguity----- e. Interference----- f. Incompatible policy, rule, and norm-----	1, 10 9 2,3, 4,7 8,

<p>III. Major causes of conflict</p> <p>3.1 Individual characteristics</p> <ul style="list-style-type: none"> - Incompatible values, attitudes beliefs----- - Personality traits difference----- - Perceptual difference----- - Ability and intelligence difference----- 		<p>1,3,</p> <p>1</p> <p>2</p> <p>4,5,</p>
<p>3.2 Situational variables</p> <ul style="list-style-type: none"> - Opportunity & need to interact----- - Competition----- - Self reliance or autonomy----- - Task interdependence----- - Communication barriers ----- - Ambiguous responsibilities & jurisdiction ----- - Out of work roles----- - Size of the org.----- 		<p>1,</p> <p>2</p> <p>3</p> <p>4,6,</p> <p>8,9,<u>1.5</u></p> <p>10</p>
<p>3.3 Structural variables</p> <ul style="list-style-type: none"> ▪ Lack of Interpersonal facilitation----- ▪ Participation----- ▪ Role ambiguity----- ▪ Scarce resource----- ▪ Multiple authority & influence----- ▪ Difference in policies, procedures, rules----- ▪ Reward system----- 		<p>2,</p> <p>5,<u>1.6</u>,</p> <p>7,6,</p> <p>9,8,</p> <p>10,11,16,</p> <p>15,13,12</p> <p>14,<u>2.5</u></p>
<p>4. Conflict resolution styles Variables</p> <ul style="list-style-type: none"> - Avoiding----- - Accommodation----- - Forcing or dominating----- - Compromise - Collaborating or problem solving negotiation - Arbitration 		<p>14,16,22,24</p> <p>3,10,13,20,23</p> <p>1,5,6,15,17</p> <p>2,7,18,21</p> <p>4,8,9,11,19</p> <p>12</p>

Declaration

I, the undersigned, declare that this thesis is my work and all sources of materials used for this thesis have been duly acknowledged.

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