

**A STRATEGY FOR MANAGING CONFLICT
IN THE PRIMARY TEACHERS
TRAINING INSTITUTES
OF ETHIOPIA**

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T A B L E O F C O N T E N T S

	<u>Pages</u>
ACKNOWLEDGEMENTS -----	iii
LIST OF TABLES -----	vi
LIST OF FIGURES -----	vii
IBSTRACT	
CHAPTER	viii
1. INTRODUCTION -----	1-13
1.1 Background of the Problem-----	1
1.2 Statement of the Problem-----	6
1.3 Delimitation of the Study -----	8
1.4 Significance of the Study -----	9
1.5 Limitation of the Study -----	11
1.6 Definition of Terms -----	11
1.7 List of Abbreviations -----	13
1.8 Organization of the Research -----	13
2. REVIEW OF THE RELATED LITERATURE	14-69
2.2 The Nature of Conflict in School Organizations	14
2.1.1 Historical Views of School Conflicts	14
2.1.2 Functional and Dysfunctional Outcomes of School Conflicts -----	15 20
2.1.3 Stages of Conflict Episode-----	24
2.2 Types/ Levels/ of Conflicts in School Organizations	24
2.2.1 Classifying Conflicts -----	
2.2.2 Levels/types/ of School Conflicts-----	24
2.3 Process of Managing Conflicts in School Organizations	26
2.3.1 Organization Design for the Management of Conflict-----	26
2.3.2 Intrapersonal Conflict -----	31
2.3.2.1 The Nature and Sources of Intra- personal Conflict-----	31
2.3.2.2 Managing Intrapersonal Conflict--	
2.3.3 Interpersonal Conflict-----	37
2.3.3.1 The Nature and Sources of Inter- personal Conflict-----	39
2.3.3.2 Managing Interpersonal Conflict--	41
2.3.4 Intragroup Conflict-----	48
2.3.4.1 The Nature and Sources of Intra- group Conflict-----	48
2.3.4.2 Managing Intragroup Conflict----	52
2.3.5 Intergroup Conflict-----	53
2.3.5.1 The Nature and Sources of Conflict	53
2.3.5.2 Managing Intergroup Conflict-----	55

2.4.	Leadership Styles of School Principals in the Management of Conflict	57
2.4.1.	Leadership Behavior of a School Principal	57
2.4.2.	Administrative Styles of a School Principal for Managing Conflicts	60
3.	THE RESEARCH DESIGN AND METHODOLOGY	70-79
3.1	Sample	70
3.2	Sources and Methods of Data Collection	71
3.3	Methods of Analysis and Interpretation of Data	74
4.	ANALYSIS AND INTERPRETATION OF THE DATA	80-139
4.1	Description of the Study Sample Population	80
4.2	Analysis of the Research Data	89
4.2.1	Intrapersonal Conflict	90
4.2.2	Interpersonal Conflict	99
4.2.3	Intragroup Conflict	107
4.2.4	Intergroup Conflict	117
4.2.5	Conflict Resolving Mechanisms	118
4.2.6	Techniques of Disciplinary Measures	121
4.2.7	Duties of a Principal	127
5.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	140-151
5.1	Summary	140
5.2	Conclusions	143
5.3	Recommendations	147
	BIBLIOGRAPHY	152-157
	APPENDICES	158-181

LIST OF TABLES

	Pages
1. Distributions and collections of Instruments-----	74
2. Respondents By Sex-----	81
3. Respondents By Age Level-----	83
4. Marital Stats of Respondents-----	84
5. Educational Background of Respondent-----	85
6. Years of Work Experiences of Respondents-----	86
7. Demographic Information of the Interviewees-----	88
8. T-tests for mean Difference Between Academic and Administrative Staff On Intrapersonal and Interpersonal Conflict -----	91
9. T-tests for Mean Difference Between Academic and Administrative Staff on Intergroup Conflict -----	106
10. T-test for Mean Difference Between Academic and Administrative Staff on Intergroup Conflict-----	112
11. Tests for Mean Difference Between Academic and Administrative Staff on the Managing Conflicts-----	117
12. Rank-Order Correlation Coefficient and T-test for the Duties of Principals on controlling Conflict-----	126
13. (13.1 and 13.2) High Degree of Occurrences of the Conflict Generating Factors in the P.T.Ts-----	178-179
14. High Degree of Applications of the Conflict Management Mechanisms in the P.T.T.I.S-----	180
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LIST OF FIGURES

	<u>PAGES</u>
1. An Effective Conflict Response Climate Syndrome -----	18
2. An Ineffective Conflict Response Climate Syndrome-----	18
3. A Model of Organizational Conflict Episodes and It's Management -----	20
4. Classification of a School Conflict Based on Level of Origin -----	27
5. The Styles of Handling Interpersonal Conflict -----	29
6. A Model of Role Conflict and Ambiguity -----	35
7. Three Sources of Intragroup Conflict -----	50
8. The Ideal Locations of the Primary Teachers' Training Institutes of Ethiopia -----	158
9. An Organizational Structure of the Primary Teachers' Training Institutes of Ethiopia.	159

ABSTRACT

The purpose of this study is, to investigate the strategies of managing conflict at the individual, interpersonal, group, and intergroup levels, as well as, to device appropriate tactics for the effective management of conflict arising in the Primary Teachers' Training Institutes of Ethiopia.

Efforts were made to identify the types and causes of conflicts, conflict resolving and disciplinary mechanisms; and the major duties of principals in the management of conflicts. Hence, the sample population used in the study were 243 randomly selected academic and administrative staffs. They are from the five zonal sampled institutes. At the same time, interviews, individual reports, and selected case studies were used to substantiate the data.

The computed data, using arithmetic mean, t-tests, spearman-Rank-order-correlation coefficient (rs), Chi-Square goodness-or-fit, and percentages, were used and the findings and conclusions were drawn. In this way, the type of conflict: intrapersonal, interpersonal, intragroup, and intergroup conflicts with their generating factors were identified. Integrating, compromising and problem solving mechanisms, oral and written reprimands, and punishment in fine disciplinary techniques showed high rate of applications for the management of conflicts.

The high rank order correlation (.86) and t-test (no significant mean rank difference) between the academic and the administrative staffs indicated that there was high degree of agreement of attitudes towards the duties of the principals on controlling conflicts in the institutes.

In general, the findings affirmed that the majority of administrators lack specific knowhow of conflict resolving mechanisms. However, for the effectiveness of management of conflict processes, both groups, i.e., administrators and subordinators, could aquire these methods through special training.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Problem

Education is believed to be one of the greatest motive forces that share the task of giving the pace of economic, social, and political advancements of a society.

Modern education, though a recent venture in Ethiopia (Lulusegged, 1969:21), has brought an increasing demand for better and improved system of education. The need for better and more schools has become too obvious so as to cope with the new social, psychological, and economic problems, by producing well-prepared citizens. This condition has brought an increasing effect on the number of teachers as well as administrative staff, making the management more complex, and challenging. The primary Teachers' Training Institute of Ethiopia follow the same path of development.

The Primary Teachers Training Institutes of Ethiopia are one of educational training centres for primary school level (1-6). The programme is guided by Teachers Education.

Currently, candidates are recruited after having completed grade 12. In these institutes, in general, the programmes are designed to cover up one year professional training in Pre-service and in-service for primary school teachers and directors (MOE, 1984: 33-34).

Among the many challenges, "conflict and its management" (Bekele; 1985:1) seems to be typical feature in these institutes. As Dennison and Shenton (1987:87) stress, "However well organized a school and what ever its success in sustaining an adoptive environment conflict "disagreement' about the outcome of behavior in relationship is quite unavoidable".

Some writers like Baron (1985: 272-279); and Rahim (1986 :8) indicate that conflict becomes a common part of life in modern organizations. They pointout that in this organizations conflict at the level of individuals, groups, units, departments and organizations is certain to appear.

Conflict in education, as in many modern organizations, often appears between two bases of authority, the profession and bureaucracy (Anderson, 1968:170). Such a conflict has been emerging for sometimes as counter-vailing forces. More teachers and administrative workers identify school administrators with the bureaucratic structure, its

centralization of authority and rigid prescription of behavior.

Furthermore, the size of a school organization would be expected to influence authority conflict. As the size increases, the impersonal treatment of students and workers will be affected. In this regard, Thompson (in Anderson, 1968:122) sees intraorganizational conflict as an outgrowth of the interaction among the systems of authority, status, technical skills, and communications which constitute an organizations structure. Because an increase in size necessitates new levels of hierarchy and increases the divisions of labour and dependence upon specialized skills. Friction between formal and functional bases of authority would be anticipated in large educational institutions. Hence, Anderson (1968:127-128) hints four factors that influence authority conflict within such institutions as:

The formal, institutionalized authority inherent in bureaucratic rules; the nature of the professions involved including the personality, training, and expectations of their members and the nature of service they render; characteristics of individual organizational members, particularly sex, and the type of clientele served.

Obviously, persistent conflict can exert a wide range of negative effects on the functions of educational institutions. For example, it can interfere with coordination and communication; increase the tendency to

stereotyping one's opponents, and include shifts toward authoritarian, rather than democratic styles of leadership (Fodor, 1976:313-318).

This is not, of course, to say that organizational conflicts produce only negative results. In some cases, they can yield benefits of considerable value. Simultaneously, conflict may lead its way to more careful consideration of new ideas and approaches. It can also generate problems that can be easily realized (Baron, 1985:272-279).

Accordingly, the field trip reports of the Ministry of Education (1992:2) stressed the following major conflict generating factors has been assessed in the institutes: role dissatisfaction of some teachers and workers, unnecessary authoritative domination of principals, dissatisfaction on performance evaluation, lack of fulfilling transfer requests of some staff, interference of the regional education administrative authorities in the affairs of the institutes, improper division of class load of some teaching staff, improper payment of part-time work of the staff, and the over loading of co-curricular and vocational subjects on some staff.

Generally, school conflict may be classified as, "Intrapersonal, interpersonal, intragroup, and intergroup"

(Rahim, 1985:81-89). The management of these conflict has taken two directions. As Rahim (1986:27) indicates first, moderate amount of conflict may be maintained for increasing organizational effectiveness by altering the sources of conflict. Second, others have attempted to relate the various styles of handling interpersonal conflict of the organizational participants and their effects on the quality of problem solution or attainment of social system objectives. It can be more evident from this discussion that the distinction between the ' amount of conflict' at various levels and 'styles of handling interpersonal conflict 'is essential for a proper understanding of the nature of conflict management.

Again, it is important to know that the effectiveness of the Primary Teachers' Training Programme depends on the efforts exerted by a principal to influence the behavior of the institution personnel towards the achievement of the institute and/or group goal.

To this effect, the principal (the leader) may call for the active involvement and participation of all teaching and administrative personnel in the overall management of the institutes' resources to promote effective training processes.

Effective principals are problem solvers rather than problem avoiders. This is because they accept problems as challenges and as an opportunity to prove their worthiness for advancement (Williams, 1978: 224-248). It is, therefore, generally accepted that the Principals positions in the Primary Teachers' Training Institutes require exceptional qualities for the advancement of managing conflict.

1.2. Statement of the Problem

In the research, many questions have been addressed to develop a design for the management of conflict in the sample Teachers' Training Institutes. These have been deliberately made to fulfill the following general and specific objectives of the research.

The general objectives of this study are to investigate the strategy of managing conflict of the individual (intrapersonal), interpersonal, intragroup and intergroup (department work group) levels of the institutes, and to determine the appropriate tactics for the effective management of such conflict situations.

The specific objectives are to:

- a) Identify the nature and types/levels/of conflict in the institutes.

- b) Find out basic factors that generate conflict in the institutes.
- c) Indicate the main duties that a principal can play in controlling conflicts in the institutes.
- d) Seek appropriate methods for managing conflict in the institutes.
- e) Substantiate the theoretical manageability of conflict in the institutes.

Therefore, in order to carry out these objectives, attempts were made to seek possible solutions for the following basic questions.

1. What are the major types (levels) of conflicts in the Primary Teachers' Training Institutes of Ethiopia?
2. What are the main conflict generating factors in the institutes?
3. In the management of each type of conflict, how far are resolving mechanisms (integrating, obliging, avoiding, dominating, and compromising) and problem solving techniques implemented in the institutes?

4. How far can disciplinary measures be realized as the resolution of conflict in the institutes?
5. What are the main duties that principals play in controlling the conflicts in the institutes ?

Therefore, attempts were made to infer possible answers and tested their significance levles for each of the above cited questions.

1.3 Delimitation of the Study

The scope of this study is too wide in so far as comparisons could be made on various basis. The study would remain vast unless random selectionn was made. For this reason, the five primary Teachers' Training Institutes: Awasa, Debre Berhan, Dessie, Harar and Nekemte were taken as representative samples of the study (refer to chapter three for the details).

Furthermore, to make the study more manageable, it was decided to delimit it to the four types/levels/ of conflict: 1. intrapersonal, 2. interpersonal, 3. intragroup, and 4. intergroup. Each of the conflict management strategy was also included.

1.4. Significance of the Study

The primary concern of this study is, mainly directed towards the identification of factors pertaining to a strategy for managing conflict in the primary Teachers' Training Institutes of Ethiopia.

Because of the key role that managing the possibly arising conflict plays in an organization, many theoreticians and practitioners have conducted various pieces of researches in this field. For examples, Rahim (1985: 81-89); Cafferty and Steufert (1974:48-53), Jamieson and Thomas (1974: 321-336); Drexler and Lindell (1981:877-895), Walton, Dutton, and Cofferty (1969:522-543); Kilmann, and Thomas (1979: 59-69); Pareek (1982: 3-65) etc.; are some, who in one way or the other, dealt with the studies.

Nevertheless, in our case, except the senior essay of Bekele Chikawala (1985), Survey studies of Firew Kefyalew (1982 EC) and Ayalew Shibeshi (1983 EC), no other related research has been carried out on the Primary Teachers' Training Institutes of Ethiopia. Thus, this study is believed to be significant because it touches a major problem at a national level.

Moreover, various researchers, psychologists and scientists have agreed that conflict has become " a field of study not investigated thoroughly" (Crowin, 1970:33). The study of such managerial problems in this regard is very important in order to determine the appropriate strategies for resolving conflicts in the Primary Teachers' Training Institutes of Ethiopia.

This research is, therefore, significant for the following core reasons.

- a) It will pinpoint the magnitude and sources of conflict so that the concerned authorities can take measures to handle it.
- b) It may also help to call the attention of practitioners to know the techniques of avoiding undesirable conflicts and exploiting the benefit of the desirable ones.
- c) It is hoped that the study may also serve as a launching pad for further comprehensive and nation-wide studies in the same area.

1.5. Limitation to the Study

The study of conflicts, as the managerial problems on individual, group and institute levels require a long time and intensive observation to get the actual problem and its development. Nevertheless, the researcher was forced to stick to the opinion of respondents and documentary analysis for possible solutions to the problem.

As far as willingness of teachers and administrative workers are concerned, very few of them were reluctant to respond to the questionnaire which were designed for the study, and they didnot return them at all. At the same time, some higher educational authorities were also unwilling to provide the required information. Moreover, some newly appointed regional education, officers and inspectors were found to be ignorant to give the required information about the institutes.

1.6. Definition of Terms

1. Communication is the flow of thought, information facts, ideas, opinions or emotions between two or more persons with the objective of bringing about mutual understanding, confidence or good human relations (Prassad and Benerjee, 1985:72).

2. Conflict is an interactive state manifested in disagreement, differences or incompatibility within or between social entities ie., individual, group, and Organization (Rahim, 1986:13).
3. Conflict management is a strategy in which school managers or others take an active role and intervene in the conflict episode.
4. Conflict resolution implies reduction or elimination of conflict.
5. Disciplinary action, means any conditioning of further behavior by the application of either rewards or penalties to resolve conflict.
- 6, Legitimate power is workable authority which is the right to do something. This is essential for the sound functioning of any institution.
7. Organizational Conflict is conflict that occurs within or between social entities in the organization or institute.
8. Third party, refers to neutral persons or groups in conflict to resolve the differences by sharing the real issues, helping them to openly minimize their

differences; creating common incentives for resolving the conflict; and providing needed support to both parties (Deer, 1972;495-502).

1.7. List of Abbreviations

AMA	- American Management Association.
DF	- Degree of Freedom.
EC	- Ethiopian Calandar.
MOE	- Ministry of Education.
P.T.T.I.S.-	Primary Teachers' Training Institute.
SD	- Standard Deviation.
t- comp.	- t - Computation
t-crit.	- t - Critical
T.P	- T - Prability

1.8. Organization of the Research

The research consists of five main chapters. Chapter One deals with the problem and its approaches /Introduction/. The Second chapter treats the review of related works to the problem under study. In the third chapter, the research design and methodology is presented. The fourth chapter contains analysis and interpretation of the data. Finally, the last chapter comprises the summary, conclusions and recommendations.

CHAPTER TWO

II. - REVIEW OF THE RELATED LITERATURE

2.1 The Nature of Conflict in School Organization

2.1.1 Historical Views of School Conflicts

School conflict has been a common phenomenon for a long period of time. It received different degrees of emphasis from social scientists during various periods of history. Thus, the phenomena related to conflict have been deeply studied by philosophers, sociologists, economists, political scientists, anthropologists, and psychologists. Management scholars were interested in studying conflict in organizations in recent times (Rahim, 1986:11).

Among the classical philosophers, Plato, and Aristotle (Spika in Rahim, 1986:2) assert that, "An absence of conflict is indispensable for the accomplishment of the just form of life in the city state". To Plato and Aristotle, "order makes the good life and disorder the opposite; conflict is a threat to the success of the state and should be kept of an absolute minimum, and removed altogether if possible".

The classical organizational theorists, Fayol, Gulick and Urwick. Taylor and Weber (in Rahim; 1986: 7) did not see

to appreciate different impacts that conflict can have on organizations. They prescribed organizational structures, rules and procedures, hierarchy, channel of command, etc. So that organizational members would unlikely engage in conflict. While the recent researchers have discovered that organizational conflict is considered as legitimate, inevitable, and even a positive indicator of effective organizational management.

Nevertheless, today, a synthesis of the classical and modern view points has brought us to determine that the productive as well as destructive potentials of conflict exists in school organizations.

2.2.2. Functional and Dysfunctional Outcomes of School Conflicts

In recent years, however, both operating manager and theorists have discovered the functional and dysfunctional outcomes of conflict. According to Schmidt (in Rahim, 1986:3) the following are designated: Functional and dysfunctional outcomes of conflict. These are described here under.

a) Functional Outcomes of Conflict.

Functional conflicts result in an urge for excellence and creativity. Such conflicts take the form of healthy competition (interpersonal or intergroup competition) (Pareek, 1982:45) with such type of competition, better ideas are produced, people are forced to search for new approaches, longstanding problems are dealt with people are forced to clarify their ideas, the tension stimulates interest and creativity.

Research from a variety of perspectives show that conflict and disagreement between decision makers can improve organizational decision making (Schweiger, et al., in Schwenk, 1990:436) However despite this, evidence of the reaserches have shown that decision makers disliking of conflict may lead to a reduction in conflict under strees (Janis and Mann in Schwenk, 1990;436).

Luthans (1981:383) refers to Litterer that, " conflict can lead to innovation and change; it can energize people to activity develop protection for something else in the organization and in the systems analysis of the organization. Similarly, Thompson (in Paltridge, 1971:36) holds that," the inability to legitimize conflict depresses creativity. Conflict generates problems... diffuses ideas... implies

pluralism... and forces search for solutions. Conflict, therefore, encourages innovations".

Based on the result of the study of 99 executives in 20 firms, Bourgeois (in Schwenk, 1990:439) suggests that executives in organizations with declining performance may attempt to suppress differences and disagreements and encourage consensus which they feel is necessary for improved performance. Nevertheless, the results of this study support his assertion that, together complete agreement may be more deleterious than helpful and actually impades performance. On the other hand, it is expected that a more positive climate will reduce the amount of intrapersonal, intragroup, and intergroup conflicts experienced by organizational members. The issue here is not necessarily that a more favorable climate reduces conflict, but it is channeled into productive as opposed to unproductive outcomes (Rahim, 1983:190).

"Effective management of conflict," writes Ownes (1987:247), " can lead to outcomes that are productive and enhance the health of the organization over time", as shown in Figure 1.

Figure 1
An Effective Conflict Response
Climate Syndrome

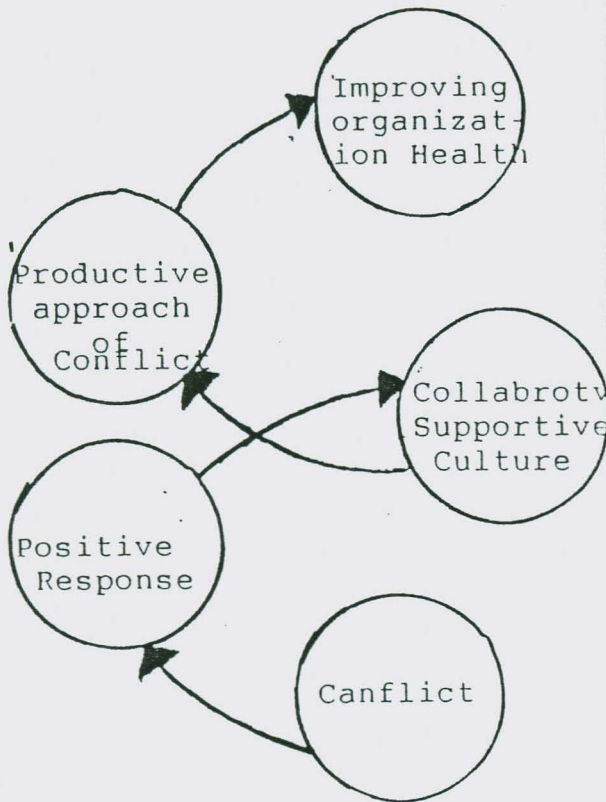
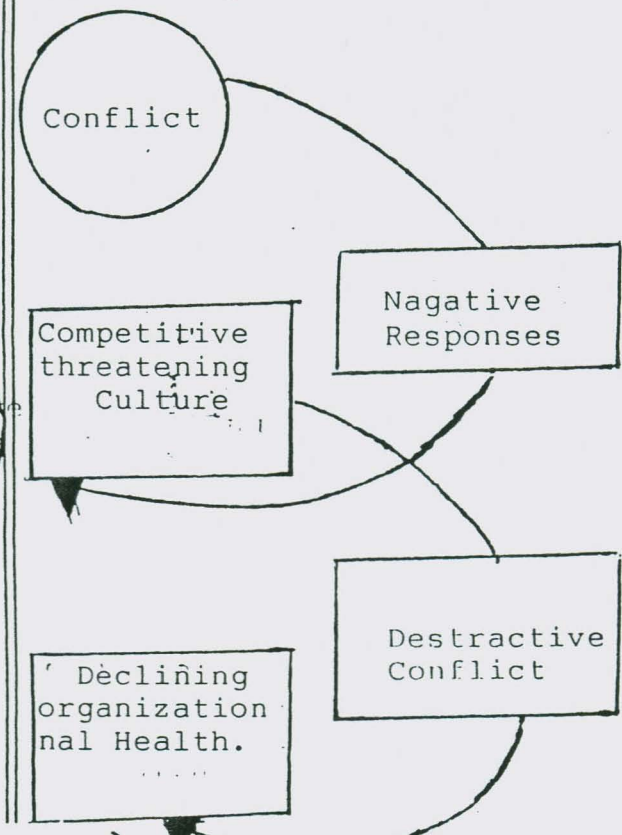


Figure 2
An Ineffective Conflict Response
Climate Syndrome



Source, Owens (1987: 246-247)

b) Dysfunctional Outcomes of Conflict:

Most administrators are attuned to the dysfunctions than the functions of conflict. The standard view is that conflict is unpleasant and disruptive. It leads to the disintegration of relationships and interfere with the achievement of goals. Their jaundiced view is fed by the knowledge that conflict has led to the firing, resignation, or premature retirement of many school administrators (Campbell, Carbally, and Nystrand, 1983:189).

It is also characterized by Rahim (1986:3) that, in the dysfunctional outcomes of conflict, " Some people may feel defeated, distance between people can be increased, a climate of distrust and suspicion can be developed, where cooperation is added, there may be an introspective withdrawal, resistance to team work can develop, people may leave because of turmoil etc.," At the same time, if conflict is destructive, it may,

Dislocate the entire group and produce polarizations; Subvert the objectives in favour of sub-goals; lead people to use defensive and blocking behavior in their group; Result in disintegration of the entire group...(Hunt, 1979:174-175).

From this perespectives, it is possible to say that, when conflict is distructive, the participants tend to emphasize the differences that separate them. Thus, ineffective management of conflict can and frequently does- create a climate that exacerbates the situation and is likely to develop a down ward spiral of mounting frustration, deteriorating organizational climate, and increased destructiveness, as shown in Figure 2. (Owens , 1987:246-247).

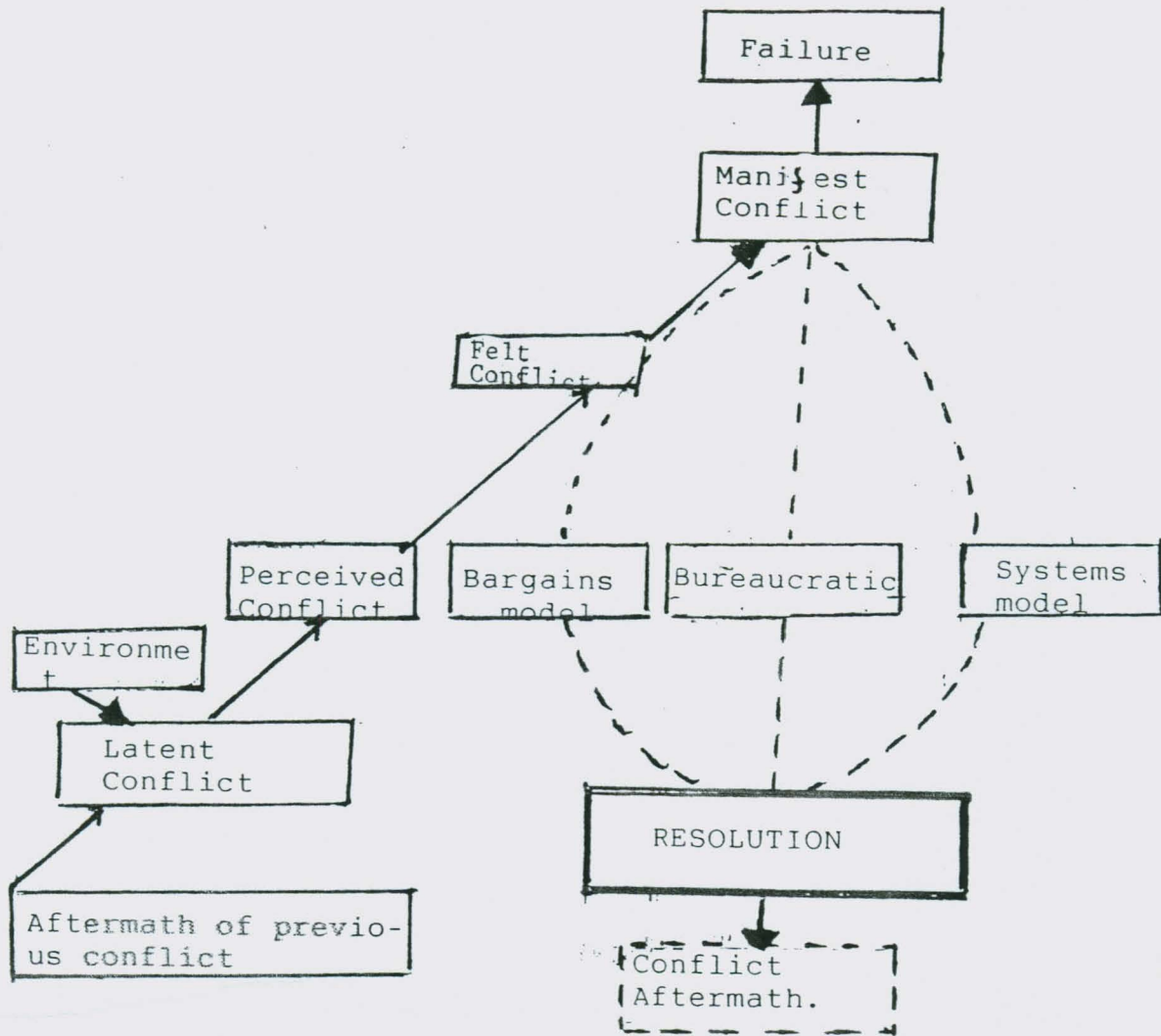
In general, the above discussion pronounces that conflict consists of both positive and negative consequences. If the Primary Teachers' Training Institutes have to benefit from conflict the negative effects of conflict must be reduced and positive effects enhanced.

2.2.3. Stages of Conflict Episode

Conflict is a dynamic process, not a static condition. It has a beginning and it goes through several stages before it ends. Pondy (1967:296-320) considers that organizational conflict takes place in a series of ' conflict episodes' and understanding of the stages in each episodes could make a significant contribution to conflict management.

Figure 3: A Model of Organizational Conflict Episodes
and Its Management.





Source, Paltridge, (1971:86)

Based on Figure 3, Pondy's conflict episodes may be summarised as follows.

Stage 1. Latent Conflict, arises from the competition, scarce resources, drives for autonomy, and divergence of both individual and sub-system goals. "Latent conflict often imperceptible and the result of

discordant points of view of personal tension" (Paltridge, 1971:86). Role conflict is regarded as an example of this situations.

Stage 2. Perceived Conflict, may be caused due to misunderstandings of others points of view, and may well be suppressed or alternatively made the focus of attention so that it can be resolved at this stage.

Stage 3. Felt Conflict, perceived conflict becomes felt conflict when anxieties and tensions are created (Paltridge, 1971:86)

Stage 4. Manifest Conflict, may take the form of any of several varieties of conflict behavior: Breakdowns of cooperative interaction, unintended or deliberate frustration, covert attempts to block an opponent's plans, and open aggression (Paltridge, 1971:87) For example, it is best illustrated when teachers engage in such conflict causing behavior producing frustration in others by blocking their goal achievement. Explosion pressure is the name given by Boulding (in Dennison, and Shenten, 1987:89) to the condition which turns

potential into actual conflict.

Stage 5. Conflict Aftermath, results in inadequate resolution of conflict situations. If suppressed, the latent conditions for conflict still remain to flare up again at later date. This type of conflict can also result in poor working relationships. If hard feelings and resentment persist, these could be latent conditions for the next conflict episode (Tosi et al., 1986:468).

The three models for managing conflicts, as shown in Figure 3 indicate that Bargaining model, deals with interest groups who compete limited resources. Bureaucratic model refers to vertical authority relationship in a hierarchical structure; and system model deals with the lateral or horizontal relationships between functions of an organization (Poindy in Luthans, 1981:371-381).

Therefore, the above mentioned stages of conflict episode models however, may readily be identified in the Primary Teachers' Training Institutes involving teachers, administrative workers, and others. The management of such conflict episodes may take account of the need for all involved to experience some degree of satisfaction from the outcome.

2.2 Types/ Levels/ of Conflicts in School Organizations

2.2.1 Classifying Conflicts

Conflicts may be classified on the bases of sources, such as tasks, values, goals etc., Organizational levels, such as individuals, group etc. at which it may originate (Rahim, 1986:16).

On the other hand, Daniel Kats (in Kahn and Boulding, 1964:105-106) classifies organizational conflicts into three: 1. functional conflict...2. struggle between functional units indirect competition with one another; and 3. hierarehical conflict stemming from interest-group struggles over the organizational rewarding of status, prestige, and monetary return.

2.2.2. Levels [types] of School Conflicts

Various researchers have discovered that, there would be different forms, types or levels of conflicts in school organizations. Such conflict may also be stratified on the basis of individual, group, organization, etc., at which it occurs. In this regard, the school conflict may be leveled out, as intrapersonal, interpersonal, intragroup, and intergroup. These four levels/types / of conflict have been defined by Rahim (1986:16-17) and stated in the following.

1. Intrapersonal Conflict: This type of conflict is called intraindividual conflict. It occurs when a school member is required to perform certain tasks and roles, which do not match his or her experties, interests, goals, and values.
2. Interpersonal Conflict: This refers to conflict between two or more school members of the same or different hierarchical levels or units. The studies on superior type of conflict.
3. Intragroup Conflict: This indicates the conflict among members of a group (department), or between two or more subgroups within a group, such a conflict may also occur a result of incompotibilities or disagreements between some or all the members of a group (department) and its leaders.
4. Intergroup Conflict: This refers to conflict between two or more units or groups (departments) within a school. Conflict between line and staff, administrative quarters, and departments are examples of this type of conflict.

Each of the cited levels of conflict has its own sources, and resolving mechanisms. These all processes will be treated in the forth coming discussion respectively.

2.3 Process of Managing Conflicts in School Organizations.

2.3.1. Organization Design for the Management of Conflict.

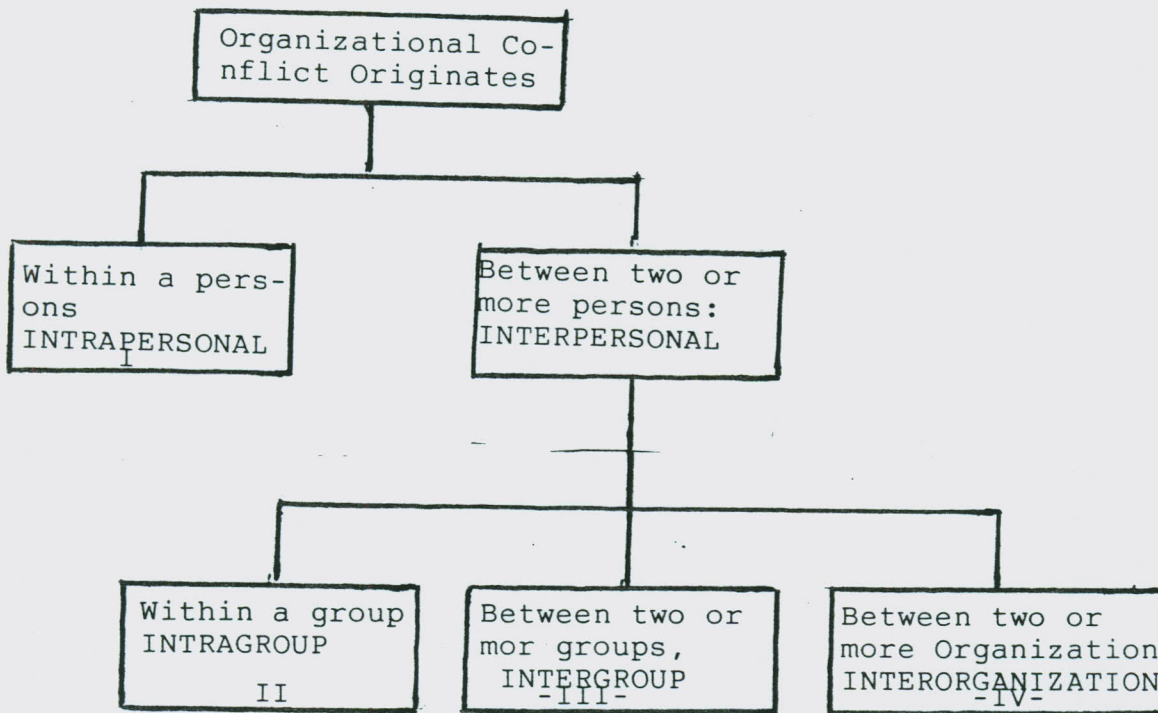
The design of a school organization refers to the particular arrangement of people and tasks into subsystems units, departments, and divisions as well as the integration of subsystem behavior into overall organizational behavior (Lawrence in Rahim, 1979:97).

An important source of conflict within an organization, as stressed by Lawrence (in Rahim, 1979:97) is that its design which creates differing in goals, norms, policies, and values among individuals and subsystems. These differences are inconsistent and competing demands and individuals and subsystems which generate too little, too much or just the right amount of conflict to foster creative, motivated and effective organizational behavior.

An analysis of the design characteristics of a school may be of the individual, group and intergroup levels. Since this study attempts to explore the relationship between design and

conflicts, it seems appropriate to consider conflict at each of these levels of a school: intrapersonal, interpersonal, intragroup, and intergroup. Figure 4 depicts in taxonomic purpose potential loci of a school conflict.

Figure 4: Classification of a School Conflict Based on Level of Origin.



Source, Rahim and Bonoma (1979:134).

As the design of the figure indicates, whether the origin of conflict is within a single individual or between two or more entities is a major differentiator. There are

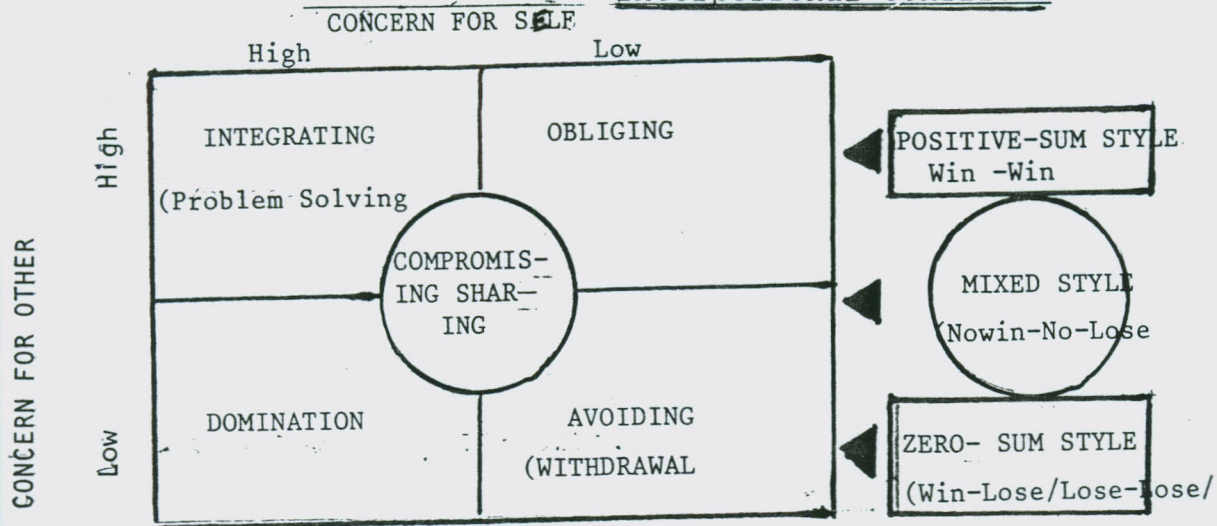
various models which show the levels of conflicts in different forms. Some of them are related to the school conflict and are discussed here under.

i) As it is depicted in Figure 3, Pondy (in Rahim, 1986) worked out a mode of organizational conflict which identifies five stages of conflict episode: a) latent conflict, b) perceived conflict, c) felt conflict, d) manifest conflict, and e) conflict aftermath.

ii) Walton, Dutton, and Cafferty (1969:522-543) presented a model of interdepartmental conflict which focuses on, a) the determinants of conflict, b) the attributes or manifestations of conflicts, and c) consequences of relationship patterns of organizational effectiveness.

iii) The styles of handling interpersonal conflict model which was formerly devised by Blake & Mouton (1964), and Thomas (1976: 889-935), was used to differentiate two basic dimensions: concern for self and for others. The first dimension explains the degree (high or low) to which a person wants to satisfy the concern of others (Rahim and Bonoma, 1979:1326), The combination of the two dimensions affects five specific styles of handling interpersonal conflict (i.e., integrating, obliging, dominating, avoiding, and compromising) as shown in Fig 5.

Figure 5: The Style of Handling Interpersonal Conflict.



Source, Rahim and Bonoma (1979:1327).

Besides the styles of handling interpersonal conflict mechanisms, the process of diagnostic and intervention are involved in the management of school conflict. In each component of the techniques, Rahim (1986:32-35) performed the following.

Diagnosis: The diagnostic aspect of conflict management involves measurement of conflict, its sources, and analysis of relations. In his process model, Thomas (in Kilmann and Thomas, 1978) emphasized the importance of understanding the specific nature of the actual or anticipated frustrations which begins conflict episodes.

Intervention: An intervention may be needed if there is too little or too much conflict and/or the organizational members are not handling their conflict effectively. There are two basic approaches to intervention in conflict:

- 1) Behavioral (attempts to improve organizational effectiveness by changing members, culture i.e., attitudes, values, norms, beliefs, etc.)

- 2) Structural (attempts to improve organizational effectiveness by changing structural design characteristics i.e., system of communication reward structure, etc.) (Kilman and Thomas, 1978:63; and Rahim, 1985:86; and 1986:32-35).

Pareek (1982:65) states four main importance of interventions for collaboration in organizations: First, process interventions help to demonstrate and dramatise the effect of collaboration to enable people to realise the effects of collaboration. Secondly, process interventions help to increase the awareness of people about the various process involved in collaboration. Thirdly, process interventions help people look at themselves and help in what can be called self-conformation. And lastly, process interventions help by providing the participants

opportunities to experiment with behavior explore what methods they can adopt for collaboration, and how collaboration helps in a particular situation.

In general, conflict management is viewed as containing three major interrelated events: a) perceiving (experiencing unacceptable conflict, b) diagnosing the sources of conflict, and c) intervening (Kilman and Thomas, 1978:60). A management practitioner or consultant should decide when and to what extent these mechanisms would be applied to a proper understanding of a conflict problem. Thus, with such models the following types /levels/ of conflict and their management strategies will be characterized respectively.

2.3.2. Intrapersonal Conflict

2.3.2.1 The Nature and Sources of Intrapersonal Conflict.

Behavioral scientist have studied conflict at intrapersonal level extensively. At the individual level, they have asserted personality as " The dynamic organization within the individual of those need dispositions that govern his unique reactions to the environment "(Getzels in Campbell

et.al., 1983:184). That is to say, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities.

Decision-making situations often produce intrapersonal conflicts for school administrators because of their face choices among values. Such choices are, some times between two or more goods, as in selecting one new teacher, from many well-qualified applicants. Other decisions may require selecting the least harmful of several alternatives. Decision about budget reductions often are this type.

The three basic types of intrapersonal conflict, as determined by Kundu and Tutoo (1989:539) are: 1.) approach-approach conflict; 2) avoidance- avoidance conflict; and approach- avoidance Conflict. The writers' view on each type of conflict is precisely explained in the forth coming paragraphs.

a) Approach - Approach conflict: This refers to the conflict between positive valences that are equal in strength. It is a conflict between two equally attractive choices. A school director for example, is confronted with the an approach - approach conflict if he has to recommend

one of the two subordinates for promotion who are equally competent for the position.

b) Approach - Avoidance Conflict: This type of conflict occurs when a person has to deal with a situation which possesses both positive as well as negative aspects, i.e., a faculty member for example, may be in this type of conflict if he wants to join a top school where the prospect of tenure is uncertain (Rahim, 1986:41-42).

c) Avoidance - Avoidance Conflict. This type of conflict occurs when each of the competing alternatives possesses negative consequences, i.e., they are equally repulsive (Rahim, 1986:41-92). for example, a primary Teacher's Training Institute principal will be in this type of conflict if he has to decide between accepting a salary cut for himself or quitting his job. The person will be possibly distressed in his attempt to decide upon the lesson of the two evils.

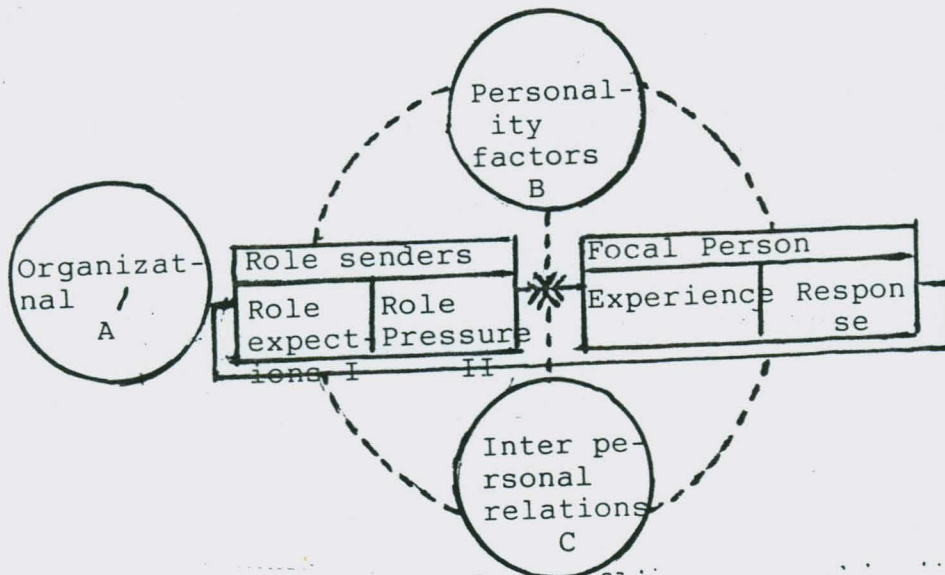
The other type of intrapersonal conflict is known as role conflict. This conflict occurs " when an individuals role expectation may clash with his personality needs of the role incumbent" (Owens, 1987:63). In other words, it means that an actor is required to fill simultaneously two or more roles that present inconsistent contradictory, or even

mutually exclusive expectations (Getzels, and Guba in Rahim, 1986:42).

Kahn et al; (in Rahim, 1986) have identified four distinct types of role conflict: "Intrasender role conflict, intersender role conflict; interrole conflict; and person-role conflict". The writers views, for each type of role conflict may hold a brief discussion on the findings of Hellriegel, and Slocum (1982:647-649):

- a) Intrasender Role Conflict: This type of conflict occurs when a role sender requires a role reciever to perform roles which are contradictory or inconsistent.
- b) Intersender Role Conflict: This type of conflict refers to when pressure from one role sender are perceived as being incompatible with pressures from one or more other role senders.
- c) Interrole Conflict: This type of conflict occurs when an individual occupies two or more roles whose expectations are inconsistent (Rahim, 1986:42-43).
- d) Person-Role Conflict: This type of conflict occurs when incompatibilities arise between the pressures of the focal person's role (s), and his or her own needs, attitudes values, or abilities.

Figure 6: A Model of Role Conflict and Ambiguity.



Source, Rahim (1986:45)

Figure 6, portrays role conflict and ambiguity through a series of events or a role episode. The model illustrates that the episode begins with the role sender's expectations, i.e., the perceptions and valuations of the focal person's role behavior. He then moves into the next phase, which takes the form of role pressure communicated to the focal person.

Role ambiguity is also shown in Figure 6. The concept is closely related to role conflict. It refers to the lack of clarity in understanding what expectations or prescriptions exist for a given role (Rahim 1986:45).

Van Sell et al., (1981:43-71) designate role ambiguity as the degree to which clear information is lacking regarding: a) the expectations associated with a role; b) methods for filling known role expectations and / or c) the consequences of role performance.

In a school a teacher, for example, has two conflicting sources of authority. One is the result of professional expectations and training and is characterized by self-determination and responsibility. One other source of authority is that embodied in the bureaucratic rules of the school (Anderson, 1968:159-173).

In general, the sources of intrapersonal conflict are mainly structural; they are situational imposed, and these are mainly characterized in the form of five identified antecedents (sources) of intrapersonal conflicts. Rahim's (1986:49-50) survey report identifies the major causes of such conflict as: 1) misassignment and goal incongruous, 2) inappropriate demand on capacity, 3) organizational structure (i.e., creating conflicting goals, policies, and delayed decisions), 4) supervisory styles, and 5) position.

Nevertheless, the possible management of such intrapersonal conflict can be regulated by implementing the mechanisms of diagnosis and interventions. The practical

achievements of such managerial process may be expressed in the following ways.

2.3.2.2. Managing Intrapersonal Conflict

The management of intrapersonal conflict involves matching the individual goals and role expectations with the needs of the task and role demand in order to optimize the attainment of individual and organizational goals (Rahim, 1986:46).

The management, therefore, involves the process of diagnosis and intervention mechanisms, and these can be expressed respectively.

a) Diagnosis of Intrapersonal Conflict

The diagnosis of intrapersonal conflict can be performed by self report, and interview methods. Rizzo et.al., (in Rahim, 1986:46-47) designed a questionnaire to measure role conflict and role ambiguity which are frequently used in any organizational studies. They used the self-reporting incompatibility inconsistency in the requirements of the role of an individual to measure role conflict and ambiguity. So, the diagnosis of interpersonal conflict involves: a) the amount of interpersonal conflict, b) the sources of such

conflict, and c) styles of conflict resolution mechanisms (Rahim, 1985:85-86).

b) Intervention in the Intrapersonal Conflict

Two types of intervention, behavioral and structural approaches are available for the management of intrapersonal conflict (Rahim, 1986:51). The writer's views on these approaches can be briefly stated in the following.

- i. Behavioral Approach: This method of intervention which is called 'Technique, of Role Analysis' was first applied by Daya and Thomas (in Rahim, 1986:51-52) to help a new organization in India, to increase its effectiveness. Role analysis is an intervention which is designed to improve over-all organizational efficiency intervening at individual, group, and intergroup levels.
- ii. Structural Approach: This method refers to job design as structural intervention for managing intrapersonal conflict. Haskmand and Oldham (in Rahim, 1986:53) identify five core dimensions that must be considered in enriching a job: a) skill variety, b) task identity, c) task significance, d) autonomy; and e) feedback.

Inspite of the fact that, this intervention mechanism is in its early stage of development, further studies are necessary to investigate the practical effects on conflict situation.

2.3.3. Interpersonal Conflict

2.3.3.1 The Nature and Source

Interpersonal conflict occurs between two or more persons when attitudes, motives, values, expectations, or activities are incompatible and if those people perceive themselves to be in disagreement (Hunt,1979:73-74).

The sources of interpersonal conflict, as stated by Hellriegel and Slocum (1982:654) are : a) disagreement over policies, practices, on plans; and b) emotional issues involving negative feelings, such as anger distrust, fear, rejection, and resentment.

Considering interpersonal conflict common to any organization, Deer (1972:496) points out as, " The conflict arises because of different orientations, power struggle, role competition, and other events that involve two or more persons"

Several factors such as personality, bases of power, organizational climate, and referent role effect not only interpersonal but also intragroup, and intergroup conflicts (Rahim, 1986:70-72). Hence, the following elaborations are made in each of the factors.

a) Personality: Review of experimental studies by Waton and Mekersie. (in Rahim, 1986:70) found that certain personality factors attributes such as authoritarianism and dogmatism, are positively related to conflict. The writers found that self esteem is inversely related to conflict behavior.

b) Organizational Climate: Likert (in Rahim, 1986:71) Classifies his systems, as explosive - authoritation, benevolent authoritative, consultative and participative organization, respectively. In his finding, it is expected that a more positive climate will enable the members to confront their disagreements and disputes in a constructive fashion so that problems are identified and corrective measures taken.

c) Referent Role: School plant is the seed of conflict following different status to different people. According to Savage (in Bekele, 1985:17), "...role expectations are perhaps the major problem of the administrator because in them is the culmination of the problems."

d) Bases of Power: Another condition which contributes to the development of collaboration in a group is the perception of power. Power can be of both kinds: power to reward and power to punish (Pareek, 1982:59). Reward and punishment are used in wider sense. Punishment may be in the form of depriving the other person of the rewards which he is likely to get it. Thus, the bases of power of the superior (coercive, reward, expert legitimate, and referent) on the work performance and satisfaction of subordinates.

e) Sex: Rahim (1986:72) investigated two differences in the style of handling interpersonal conflict of men and women. He identified women to be more integrating, avoiding and compromising and less obliging than men. On the other hand female teachers are significantly lower than males on the authority conflict scale (Anderson, 1968:120).

2.3.3.2 Managing Interpersonal Conflict

The management of interpersonal conflict involves enabling the organizational members to learn the five styles (i.e., integrating, obliging, dominating, avoiding, and compromising) of handling conflict so that the different situations can be effectively dealt with (Rahim, 1985:83-85). The diagnosis and intervention mechanisms are also included

in the management of interpersonal conflict. Thus, each of these managerial processes can be discussed respectively.

2.3.3.2.1. Interpersonal Style of Handling Conflict

Interpersonal styles of handling conflicts may be used when the school leaders, individuals, or groups enter conflict or when they are coming in conflict, situation. In order to seek solution for the conflict, the following five styles of handling interpersonal conflicts are implemented in different conflict situations: integrating, dominating, obliging, avoiding, and compromising. Each of these styles reveals the following characteristics.

- i. Integrating: This involves openness exchange of information, and examination of differences to reach a solution acceptable to both parties. It involves problem solving which may lead to creative solutions (Rahim and Bonoma, 1979:1327). When the issues are complex or strategic, this style is useful in utilizing the skills and information posed by different parties to formulate solutions for successful implementations.

- ii) Obliging: It is also called smoothing, which refers to tendency to minimize or suppress the open

recognition of real or perceived differences in conflict situations while emphasizing common interests (Hellriegel and Slocum, 1982:658).

In the smoothing style, the leader acts as though the conflict will pass with time and appears to the need for cooperation. However, this type is effective on a short-term basis when:

- a) the parties are in a potentially explosive emotional conflict situation.
- b) keeping harmony and avoiding disruption are especially important;
- c) the conflicts are based primarily on personality characteristics of the individuals and can't be dealt with in the prevailing organizational climate (Hellriegel and Slocum, 1982:658).

iii. Dominating: This has been identified with win-lose orientation or with forcing behavior to win one's position (Rahim, 1985:84). A dominating or competing person goes all out to win his objectives, and as a result of then ignores the needs and expectations of the other party. Hellriegel and Slocum (1982:659) pointed out that, the successful use of the forcing (dominating)

style results in outcome that are satisfactory to only one of the parties.

In this regard, when dealing with conflict between subordinates or between departments, the school administrator may threaten -or actually apply punishments, eg. demotion, dismissal, or a poor performance evaluation.

Hellriegel and Slocum (1982:660) investigated three important situations in which the forcing style is applicable: 1) when there are extreme emergencies and quick action is necessary; 2) when unpopular course of action must be taken for long term organizational effectiveness and survival; and 3) when others are trying to take advantage of someone, and the person needs to take quick action for self protection.

iv) Avoiding: This has been associated with withdrawal, buck-passing, side stepping situations (Hellriegel and Slocum, 1982:656). Hence, the avoiding style is shown as the tendency to withdraw from or remain neutral in conflict situation.

v) Compromising: It may mean the tendency to sacrifice one's own position by seeking a middle ground by splitting the differences in conflict situations (Rahim, 1986:19; Hellriegel and Slocum, 1982:67).

vi) Problem-Solving: It is a mechanism in which the cases are looked into and eliminated through corrective action. Scientific approach to problem solving and its steps are elaborated by UNESCO (1980:23) as follows.

- . Recognize that the problem exists.
- . Collect facts (information) pertaining to it.
- . Analyse and classify information.
- . Establish one or more hypothetic solutions
- . Select each one and assess feasibility.
- . Select the optimal solution and try it.
- . Check and make adjustment if necessary.

Thus, conflict- resolution is, an important aspect of problem-solving. Various practitioners have identified that the management of conflict not only refers to maintenance of a moderate amount of conflict but also to manage them with appropriate behavioral styles (i.e., diagnosis and intervention).

a) Diagnosis of Interpersonal Conflict.

Diagnosis of interpersonal conflict in school organizations must precede by any intervention design to resolve the conflict situations. Data for the analysis of conflict may be collected through interviews, or questionnaires, or observations (Carwine, Kilman and Thomas et al., in Rahim, and Bonoma, 1979:1328).

A comprehensive diagnosis of interpersonal conflict, therefore, involves the measurement of the styles of handling interpersonal conflict used by the organizational members to deal with different situations, and factors which affect the style of handling conflict (Rahim, 1986:72).

b) Intervention Mechanism

There are two types of intervention mechanisms, behavioral and structural strategies for the management of interpersonal conflict.

i. Behavioral Intervention: The objective of this type of intervention is to help the organizational members to enhance their integrating style of handling conflict by changing their attitude and behavior (Rahim, 1986:72). In this behavioral analysis, we refer to transactional analysis of an individual. A transactional analysis intervention can enable the members to improve their communication and consequently the styles of handling conflict with superiors subordinates and peers.

Rahim (1986:73) identifies the three aspects of transactional analysis: personality, transactional analysis and life position of individuals and these are described with the following.

Personality. Human beings interact with each other interms of psychological states:

Parent State- reflects the attitudes values, and behavior of authority figures, especially parents. This state may include prejudicial, critical manipulation or nurtruring attitude and behavior.

Adult ego state- will appear as rational calculating factual, and unemotional behavior.

Child ego state- reflects the emotions developed in response to childhood experiences. It may be spontaneous, dependent, creative or rebellious.

Transactional Analysis: The above cited ego states are found in every individual and they affect the interactions of a person with others. The basic unit of such communication is called a transaction.

Life Positions: Very early in childhood a person develops a dominant way of relating to people. That philosophy tends to remain with the person for life-time unless major experiences occur to change it.

Davis and Newstrom (1989:267) called "...a life position". They also show that one's life position tends to dominate a person's transactions, other positions may be exhibited from time to time in specific transactions.

II- Structural Intervention: Several structural interventions are available for the management of interpersonal conflict. For example, Rahim (1986:77) shows two intervention mechanisms:

- a) Appeal to Authority: (i.e., some schools allow the lower members to take their disagreements to grievance committee or school administrator).
- b) Ombudsman (it can be used to deal with routine conflicts that may arise between the director and subordinates).

2.3.4. Intragroup Conflict

2.3.4.1. The Nature and Sources of Intragroup Conflict

A group is any number of people who are able to interact with another towards the attainment of common goals. Gulowsen (in Pareek, 1982:73) suggests the following seven criteria of autonomy of a group.

- a) The group can influence the formulation of its goals.
- b) The group can govern its own performance in the following ways: the group can decide where to work; when to work and which other activities it wishes to engage in.
- c) The group makes its own internal distribution of tasks.
- d) The group makes the necessary decisions in connection with the choice of the production method.
- e) The group decides its own membership.
- f) The group makes its own decisions with respect to two crucial matters of leaderships; and
- g) The group members decide how the work operations shall be performed.

We may find for example, six subject departments and about ten work groups in each of the primary Teachers

Training Institutes of Ethiopia (MOE, 1972 E.C; and MOE, 1988). Each of this group may have its own category:

- i) Subject Departments are: 1) Pedagogics department (i.e., Pedagogical Science and Psychology); Language department (i.e., Amharic, Oromifa, English, etc); 3) Natural Science department (Maths, Physics, Chemistry, and Biology); 4) Social Science department (i.e, Geography and History); 5) Home Economics and Agriculture department; and 6) Cultural Education department (i.e; Art, Music, Handicraft and Physical Education).

- ii) Administrative Work Groups are personnel administrators and general service group (i.e., guardsmen, maintenance service, gardeners, bakers, duplicators, etc), property and store keepers, typists, saniterian, purchasers, etc.

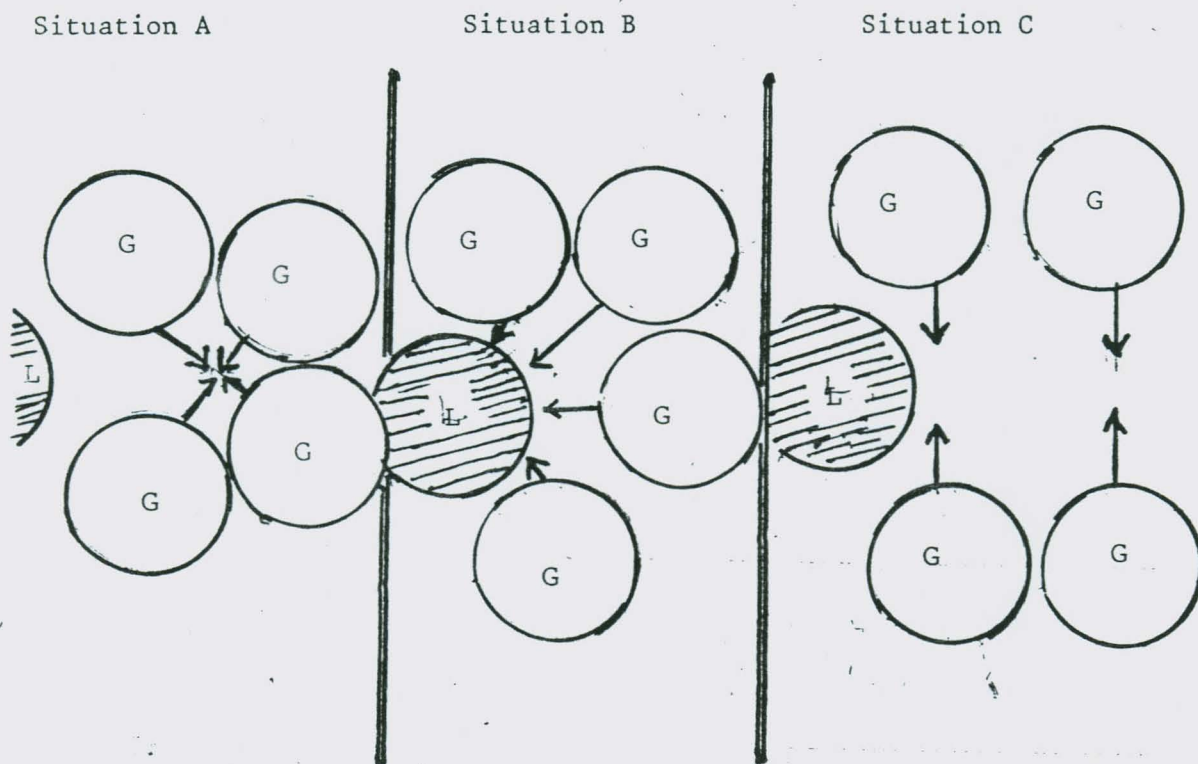
Studies of groups have repeatedly found two roles which recur the task of leaders and the socio-emotional or maintenance role (Hnt, 1979:61-62).

The power of groups to affect the behavior of members should not be underestimated. When a deviation from the expected behavior occurs, as Hunt (1979:61-62) expresses,

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.

There are multiple factors which affect the groups. Among the major factors leadership style' is to be the primary sources of a group conflict. A school principal for example, can virtually influence all variables affecting conflict with in a group. Mair and verser (1982:153) have performed three examples of a group conflict and their relationship to the leader (L) called situations A.B. and C. and this is shown in Figure 7.

Figure 7: Three Sources of Intragroup Conflict



Source: Rahim (1986:86).

The three groups, situational analysis by Mair and Verser (1982:153) is summarized in the following.

Situation A: This occurs when the leader treats group members differently. Group members may be in conflict with one another if the leader provides favour to one or two members.

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

Situation C: This represents a split in the group. Differences in status, work interests, office space, etc., encourage the formation of subgroups and conflict among them.

Intragroup conflict, therefore, refers to the disagreement, differences, or incongruous among the members of a group or its subgroups regarding goals, functions, or activities of the group. Rahim (1986:87) shows that the task structure, group composition, size, group thought, etc.,

affect the amount of intragroup conflict and the style of handling conflict by the group members.

2.3.4.2. Managing Intragroup Conflict

The management of intragroup conflict involves channeling the energies, expertises, and resources of the group members toward the formulation and/or attainment of group affairs. Specially, this involves altering the source of conflict among the members of a group so that a moderate amount of conflict is attained and maintained and enabling the group members to learn the styles of handling intragroup conflict to deal with various situations (Rahim, 1986:83). Furthermore, diagnosis and intervention mechanisms may be used for managing intragroup conflict. This can be dealt with the forthcoming points.

i) Diagnosis of intragroup Conflict: The diagnosis of intragroup conflict and styles of handling such conflict can be performed by such methods of self-report (questionnaire), interviews, and organizational records (Rahim, 1986:83). A Comprehensive diagnosis of intragroup conflict should involve the following measurements: 1) The amount of intragroup conflict, and the styles of handling such conflict; 2) The sources of intragroup conflict, and 3) The styles of handling each conflict.

ii) Intervention Mechanisms: For managing intragroup conflict behavioral and structural interventions are involved, and these are discussed as,

Behavioral Intervention: Team building and role negotiation, have been presented to manage intragroup conflict.

Structural Intervention: The amount of conflict may be reduced by redirecting and restructuring tasks, and reducing the inter-relationships among tasks performed by different members (Rahim, 1986:91-93).

Thus, the degree of intragroup conflict can be affected by the group leader who alters the rules and procedures.

2.3.5. **Intergroup Conflict**

2.3.5.1. The Nature and Sources of Conflict.

In complex organizations having differentiated subsystems with different goals, norms and orientations, it appeared that intergroup conflict would be inevitable part of organizational life (Lawrence and Lorch in Rahim, 1986:97).

Intergroup Conflict is most frequent forms of conflict in organizations. As Hunt (1979:65) investigates, " Intergroup conflict originates from different people, with different attitudes, perceptions, are attracted to each functional group". Intergroup conflict then refers to differences and

clashes between groups, departments, or divisions within an organization (Hellriegel and Slocum, 1982:663).

In the school organizations as, Walton, Dutton, and Cafferty (1969:526) investigated that there were interference rather than considerateness, information was distorted or withhold, an attitude of annoyance and distrust existed between departments.

Line and staff members, like members of differentiated units in schools, have different time horizons, goals interpersonal orientations, and approaches to problems. Allen (in Stoner and Freeman, 1989:391-403) asserts that, "These differences enable line and staff members to accomplish their respective tasks effectively; but the differences also increase the potential for conflict between them." Hence, conflict between line and staff, headquarters and field staff, etc are examples of intergroup conflict in any school organization.

In general the main causes of intergroup conflict, as Hellriegel and Slocum (1982:664-666) point out, are: 1) task interdependency, 2) task dependency, 3) inconsistent performance criteria and reward, 4) intergroup differences,

5) problems in sharing common resources; 6) jurisdictional ambiguity Jurisdictions over property, authority, and responsibility, 7) conflict between line and staff, and 8) socio-cultural differences (personality, behavior, age, sex of the group leaders).

2.3.5.2 **Managing Intergroup Conflict**

It deals with managerial institutions for anticipating conflict between colleagues at more or less the same level and mitigating standing conflicts between such colleagues. It also states with characteristic at management interventions when such conflict reaches the level of organizational crisis (Sofer, 1972:126-358).

Mechanisms used to manage role and interpersonal conflicts are also useful in managing intergroup conflict. In particular, the most effective interpersonal styles for managing (Martion and Biasatti in Hellriegel and Slocum, 1982:668). More over, the following types of diagnosis and intervention mechanisms may be used also for the proper management of intergroup conflicts.

i. Diagnosis of Intergroup Conflict.

The diagnosis of intergroup conflict includes, interviews, self report, questionnaire, school records and

the perceptions of the school members a comprehensive diagnosis of intergroup conflict, includes the measurement of the following factors: the sources of intergroup conflict; the amount of conflict that exist between two specific groups; the styles of handling conflict of the group members with the outgroup members (Rehim, 1986:83).

ii. Intervention Mechanisms

For the management of intergroup conflict there are several intervention techniques which can be broadly classified as behavioral and structural.

a) Behavioral Intervention: Two intervention strategies such as problem solving and organizational mirroring have been presented to manage intergroup conflict (Rahim, 1986:107-108). Problem solving is designated to help the members of two groups to learn the integrating style to handle their differences. Whereas the organizational mirroring intervention is appropriate when more than two groups are having problems in working together.

Another three conceptual approaches to managing such conflict, which are depicted in Figure 3 are : bargaining approach, 2) bureaucratic approach, and 3) system approach.

b) Structural Intervention

This intervention may be made to deal with departments units or group interdependences effectively Rahim (1986:168) investigates one of the intervention technique which is called as, " Analysis of task interdependence". This techique involves the analysis of tasks to reduce and/or manage the task interdependences, between groups effectively. On the other hand, this intergroup conflict may be increased or reduced by hiring, transferring or exchanging group member to increase homegeneity/heterogeneity within/between groups. Conflict can also be reduced by changes in shcool reward system, better personel selection, and more effective training programs.

2.4. Leadership Styles of School Principals in the Management of Conflicts.

2.4.1. Leadership Behavior of a School Principal in the School Setting.

A school principal is the top official, who is responsible for the planning, coordinating, leading, and evaluating the school work. Hence, the primary role of the principal in the school is known as leadership.

Leadership, as Hunt (1979:90) defines, "... is a process which involves the leader, the subordinates, and the situation." His studies about leadership have noted the three variables. First, the personality of the leader; Second, the personalities of the Subordinates; and Third, the characteristics of the situation (ie., tasks, structure, pressures, etc.).

The trait approach assumes that certain physical, social, personality and personal traits are inherent within a leader. These traits can be used to distinguish leaders from non leaders. Hellriegel and Socum (1982:522) identify the following traits of a leader:

Physical traits: Over 6 feet tall, weigh over 175 lbs, physical attractiveness, vitality, physical stamina, muscular body shape.

Social traits: Empathy, tact, patience employee oriented, status, emotional maturity.

Personality traits: Dominance, aggressiveness, extroversion, self-esteem, integrity, confidence.

Personal traits: Verbal skills, judgment, intellectual capacity to work hard, and responsible.

Furthermore, Hunt (1979:91-92) indicates that, the personality of the leader is merely on predicating leadership effectiveness. The author further notes as follows.

The situation he has to manage and his perception of it; The people in that situation and their perception of it; and the organizational constraints on

the situation (formal structure, technical system, environment, number of people involved).

This means that the perceptual skills of the leader, his capacity to read the requirements of the situation, especially the requirements of the task and his subordinates and his flexibility in reacting to that situation (Hunt, 1979:103). Hence, the modern approach of educational leaders relies not so much in what they are able to do so as in what he is able to stimulate and help others to do.

By observing five chief executives, Hunt (1979:127-128) classifies the leader (principal) roles into three: 1) interpersonal roles. (figure head, leader, liaison); 2) informational roles (monitor, disseminator, Spokesman); and 3) decisional roles (entrepreneur, disturbance handler, resource allocator, negotiator).

Generally, the above cited leadership behavior of a school principal may contribute a great significance to the effective implementation of conflict management in the school settings. Thus, to substantiate his leadership tasks, his administrative styles are shown in the coming paragraphs.

2.4.2. **Administrative Styles of a School Principal for Managing Conflicts.**

A school principal, as an administrator may behave in conflict situations as initiator, defendant, and mediator [Campbell, Carbally, and Nystrand, 1983:197]. A summary of each task will be discussed respectively.

i) Initiation Conflict.

The school administrators, above all, the principal initiates conflict where in they participate or advocate for their own organizational units. In this regard Campbell. et al., (1983:183) suggest that,

Initiators should do as with that, goals, estimates of the costs they are likely and willing to incur by taking this course of action, and a sense of what outcomes short of total victory would be satisfactory.

Furthermore, a school principal as an initiator, should develop mechanisms for the discovery of conflict of interests. Basic methods which help to discover such conflict of interests of individuals and groups, as Flippo (1984:462-465) found, the following eight mechanisms are dealt with: a) grievance procedure, b) direct observation, c) suggestion boxes (i.e., an anonymous grip system which is concerned with the problem of bringing all conflicts of

interests to light). d) open-door policy. e) personnel counselors, f) exit interview, g) the ambudsman or ombudswoman (ie., individuals may go to a complaint office when they feel that they have exhausted the more unusual means of receiving an acceptable hearing), and miscellaneous channels (ie., group meetings or grip sessions are conducted by some supervisors who have the courage and balanced perspective to solicit complaint publicity). At any one stage of the grievance machinery, Flippo (1984:471-473) points out that the despute must be handled by some members of management.

ii) The school Principal as Defendent

The authority office is an important resource for administrators who would dominate conflict situations. Nevertheless, other forms of power can also be employed. Some individuals dominate because others differ in the forcefulness or magnetism of their personality. Others dominate by marshalling facts or compelling arguements. While thoughtfull administrators resist temptations to overact or personalize issues (Campbell et al., 1983:199-200).

iii) The School Principal as Mediator

Mediation often describes as an art. " The basic for this claim is thought to rest with the highly individualistic means by which the mediator brings parties to a settlement" (Kochan and Jick in Kolb, 1983:247).

Movement tactics cover a wide range of mediator activities. According to the Simkin's (in Kolb, 1983:267) taxonomy, it is possible to categorize these tactics into three broad areas:

Communication tactics: refers to the actual line taken by a mediator that allow the parties to communicate more effectively with each other even when they are not physically. Substantive tactics: refers to specific, usually, mediator initiated input concerning the issues of dispute. Procedural tactics: refers generally to actions, the mediator takes to facilitate the mediator process.

A school principal, with respect to conflict, is that at mediator between two or more other parties. For example, principal mediates disputes involving teaching and administrative staff, students, and parents.

Sheppard's (in Karambayya and Brett, 1989:688) on typology of managerial third-party behavior includes roles called " inquisitor, judge, mediator, and motivator."

Motivational control, according to the writers, refers to the use of the third party's organizational authority to provide incentives or threaten sanctions in order to encourage the resolution of a dispute.

Third party intervention, especially in the Ethiopian setting, presents a rather more constructive approach to reducing conflict. The third party, the mediator, often brings the conflicting parties into a voluntary agreement (Zaudeneh, 1987:127).

In his survey study, Sheppard (in Karambayya and Brett, 1989:687), found that managers playing third parties in dispute resolution as inquisitional approach to resolve disputes. Similarly, Sheppard pointed out that managers place a high value on expedient decision making, and that tendency appears to extend to the resolution of disputes. He also found managers using motivational control in the form of threats and incentives to encourage the resolution of disputes, something third parties in loyal settings cannot do.

Kolb and Glidden (in Karambayya and Brett, 1989:689) investigated another role organizational third parties play, called problem solver. Although most approaches to conflict resolution are aimed at resolving is an attempt to uncover

the underlying structural conditions that give rise to conflict in organizations. The major assumption underlying the problem-solving approach is that the open sharing of interests and causes can resolve conflict.

The school principals are therefore, responsible to resolve conflicts. As stated earlier that their formal organizational authority, expertise, and interpersonal skills make them logical third parties to whom conflicts can turn when they cannot handle a conflict by themselves. Furthermore, principals may use various mechanisms to control and regulate conflict in the school settings. These strategies are for example, indicated in the next discussion.

(v) A School Principal as Controller of Conflict.

A school management is therefore, forced to strategy, control and regulation conflict. " Regulation of conflict in a sense recognizes and legitimizes conflict, and therefore perpetuates it" (Hundy, 1985:251-254).

The allocation of superior authority to persons in senior positions enables those persons to overrule others who oppose them. Shepard(in Sofer, 1972:370) points out,

An organization chart can be viewed as a conflict suppression chart. Problems

can always be 'solved' by activation of the suppression chart. Suppression remains society's chief instrument for handling conflict, as the importance of policing in the supervisory role.

In this regard, a senior person has the right to decide a large number of issues between subordinates, subgroups, and individuals in the area of jurisdiction. Obviously, the senior man knows that high authorities are more likely to support his views and the junior man is included to moderate his aspirations accordingly (Sofer, 1972:370).

Seven regulation of conflict strategies which were discovered by Hundy's (1985:251-254) are: 1) arbitration 2) rules and procedures, 3) co-ordinating device, 4) conformation, 5) Separation, 6) neglect, and 7) fending off specialist (ie., devices used by the line executive to blocking the unwanted report of the specialists or experts).

By regulating or controlling conflict, the school principal may therefore, turn the conflict into fruitful competition or purposeful argument. In this regard, the main role of competition in an organization is to help develop an individual and his general psychological world so that he develops and attains his own identity.

(VI) A School Principal and His Disiplinary Actions
(Measures)

The promotion and maintenance of the teaching and administrative staff discipline in the school is essential to its progress and growth.

Nevertheless, if a conflict is acute enough, persistent enough, or is perceived as costly for the school to bear, higher management sooner or later intervenes, reacting usually to a particular dispute or crisis (Sofer, 1972:375). The writer further elaborates that the spontaneous reaction of administrators at the top of organizations is to act in some way that preserves the outline of existing institutional arrangements. This is partly a matter of preserving the power and protecting the interests of those at the top; partly a matter of respecting a system that has allowed one to rise to the top; partly a matter of avoiding radical action that may seem to threaten the whole basis of one's existing behavior.

Disciplinary action, as Flippo (1984:473) defines, "... is any conditioning of future behaviors by the application of their rewards or penalties". He elaborates that this approach would include positive motivational activities, such as praise, participation, and incentive pay, as well as negative

motivational techniques, such as reprimand, lay off and fines. Both types of activities seek to condition workers behavior in order to achieve good discipline in the school.

In developing a set of rules of discipline, Rudrabasavaraj (1979:555-556) states that, as far as possible, a legalistic and punitive approach should be avoided. Rules must be simple, easily understood and to a minimum. When rules are formed with elaborative legalistic caution giving scope for too many different interpretations and they are long-winded, the very purpose of rules is lost, because they are not easily understood and observed.

In the disciplinary action penalties, there are variety styles mentioned by different authorities. Among the penalties available in business in the school organizations are: 1) oral reprimand; 2) written reprimand, 3) loss of privileges; 4) fines, 5) lay off 6) demotion, and 7) discharge, dismissal, or termination (Flipppo, 1984:475; and Rudrabasavaraj, 1979:558).

At the same time, the Primary Teachers' Training Institutes administrators apply disciplinary principles for legalistic and punitive approaches of their members. The main objective for the disciplinary action penalties as stated by MOE (1977 EC:14) is to make the organization more

effective in performing its tasks. If a member commits mistakes in his activities, the disciplinary actions will help him to correct the undesirable behavior, and if he fails to adjust his behavior with the norms and principles of the organization, he will be dismissed.

In the Disciplinary Guidance for Government workers (MOE, 1977 EC:14) article 89 states that there are two major types of disciplinary measures:

- 1) Simple type of penalties
 - a) warning
 - b) reprimanding (oral and written type)
 - c) fining (not more than two months salary)
- 2) Heavy type of penalties
 - d) delaying salary increment for not more than four years;
 - e) demoting from the previous position and reducing the amount of monthly salary;
 - f) discharging him or her from job.

The ideal resolution to conflict in school settings is therefore, to remove its sources or to help the participants each a mutually satisfying solution. For the proper practicing of these tasks, principals may assure that the disciplinary policy and procedures conform to the legal management process. Thus, it is the intention of the school principal to promote, at all times, and throughout the whole

staff relationship, the high morale that makes for self discipline in early work team.

Finally, one can remark that most of the preceding studies reviewed in this chapter have helped to forward a theoretical suggestions for identifying for the nature of conflict, the types /levels/ of conflicts, processes of managing conflict, techniques of administrative actions as a means of resolving conflicts, and the leadership styles of principals in the management of conflict in the school organizations. Therefore, on the basis of these theoretical considerations, further investigations have been carried on getting solutions for the basic questions of the research.

CHAPTER THREE

THE RESEARCH DESIGN

This study is basically descriptive and it helps to make detailed analysis of existing phenomena with the intent of employing data to justify current conditions.

This method takes part of a subject population and measures a specific set of responses. It is selected because the nature of the problem needed wide description and investigation.

Moreover, sampling procedures, sources and methods of data collection and related methodological issues of data analysis are discussed under this section.

3.1 **Sample**

The universe of this study covers twelve Primary Teachers' Training Institutes of Ethiopia. Namely, Adawa, Arba Minch, Awasa, Debre Berhan, Dessie, Gambela*, Gondar, Harar, Jima, Nazret, Nekemte, and Robe. They are located at different regions of the country. (See Appendix I).

* Due to technical constraints, Gambela T.T.I has terminated its training programme since 1991.

A Field Report of the Ministry of Education (MOE, 1992: Appendix 6) shows that during the 1991/1992 academic year, there were about 328 teachers, 815 administrative workers, and 3770 trainees in the eleven Primary Teachers' Training Institutes of Ethiopia.

Random sampling techniques were used to select the samples. For this reason, one Primary Teachers' Training Institute was randomly selected from each of the five zones found in the country (Northern, Southern, Eastern, Western, and Central zones of Ethiopia).

Accordingly, therefore, Dessie, Awasa, Harar, Nekemte and Debre Berhan Teachers Training Institutes were selected for the study.

3.2. Source and Methods of Data Collection

In order to obtain the desired data, the following major sources were used.

- a) Related literature i.e., periodicals and documents;
- b) Professionals who are currently in charge of educational and administrative affairs in the cited regions and sample institutes; and
- c) Opinion of respondents.

By observing the routine tasks of the institutes in the process of conflict management, it was decided to categorize the staff into Academic (teachers, department heads unit leaders), and Administrative (personnel administrators, general service workers, ganitors, typists, store keepers, drivers etc) staff. Thus, the analysis of data had be carried out on the basis of these independent responses (the academic and administrative staff).

To collect the required data, two types of questionnaires were devised:

1. With the help of the five point "Likert Rating scale system" (Armstrong and Dowson, 1985:) and Rank order type (Thorne, 1989:305), fifty questions were organized and distributed to the randomly selected academic and administrative staff respondents.

2. The interview items which were about twenty, were presented to the Higher Educational Officers of the sample regions and institutes.

The questions were drafted on the basis of the review of related litrature. Comments by experienced authorities in the field were considered before the final administration of the questionnaires. Finally, these questionnaires were distributed to the sample institutes.

In accordance with the views expressed by some authorities like, Kerlinger's (1973:127) states that, "... the larger the sample size is the smaller the error." Hence, to minimize the error, a sample size of 243 Primary Teachers' Training Institutes' respondents were taken. The distribution of these sample sizes are:125 (87.4 percent) from academic, and 118 (83.1 percent) from administrative staff. These distributions and collections of instruments are exhibited in Table 1.

As it is shown in the table, the total collection of the completed and usable questionnaires are 243 in both academic and administrative staff. To substantiate the data, about 87.8 percent of interviewees of all the five regions of the Higher Educational Officers (i.e., Regional Education Head Officers, Deputy Regional Education Officers for Administrative and Financial Affairs, Deputy Regional Education Officers for Academic Affairs, Coordinators of Regional Education Inspectors; Chairman of the Regional Education Discipline Committee; Principals, and Vice Principals have given viable information.

TABLE 1

Distributions and Collections of Instruments

No	Zone	Region	P.T.T.Is	Academic Staff			Administrative Staff			Higher Education Officers		
				No. of distrib utes	No. of returns	%	No of distrib ution	No of returns	%	No of expected Interv.	No. of partici pans	%
1	North	Southern Wello	Dessie	26	22	84.6	25	21	84	7	6	85.7
2	South	Sidamo	Awassa	30	28	93.3	30	26	86.7	6	4	66.7
3	East	Ea. Harerge	Harar	27	26	96.3	29	25	86.2	7	7	100
4	West	Wellega	Nekemte	30	22	73.3	28	21	75	7	7	100
5	Central	North Shoa	Debre/Ber han	30	27	90	30	25	83.3	6	5	83.3
Total				143	125	87.4	142	118	83.1	33	29	87.8

A Chi-Square test used to determine the extent to which the sample was representative of the population resulted in the Chi-square computed value of 0.31 which was much lower than either the critical value of 9.49 at 0.05 or 0.01 alpha levels. This result indicates that the sample was not significantly different to the population. In other words, it can be concluded that the chosen sample may represent the target population of the study

3.3. Methods of Analysis and Interpretation of Data

Most of the items were associated with Rahim (1986:16) instrument measuring for intrapersonal, interpersonal, intragroup, intergroup conflicts, and their management mechanisms.

The instrument contains about twenty four questions on types/levels/ of conflicts, six questions on the type of conflict resolving mechanisms, ten questions on techniques of disciplinary actions (measures) as a means of resolving conflicts; and ten questions were listed in the rank order type which deals with the duties of principals on controlling conflicts. For convinience sake, all question items were translated into Amharic.

The organization of these questions were based on using the five point Likert rating scale i.e., "1" = Never, "2" = Seldom, "3" = Sometimes, "4" = Usually, and "5" = Always.

By counting the frequency of responses for each item, the attitude scores were determined. Then, the following statistical tools were used for computing the results of the data. The tools were:

1. A percentile (%) is the Score at which or below a given percentage of score lies (Thorne, 1989:63). This was used to calculate the distributions and collections of instruments; and to determine the rate of participation of respondents according to the following personal charactoristics, i.e., in Sex, age, marital status, educational background, and work experiences.

2. A Chi - Square goodness - of - fit test (Thorne, 1989:249) was used to decide the extent to which the sample size (academic and administrative staff) represented the target population of the institutes.
3. A mean is the sum of the scores in a distribution divided by the number of scores (Thorne, 1989:71). In this case the mean ratings were completed to the attitude scores of the respondents. So, the mean rating of above 3.00 was considered as high "rate of occurrences" of the types (levels) of conflicts; and high "rate of application" for the methods of resolving mechanisms; and techniques of disciplinary actions as a means of resolving conflicts in the institutes (See in Appendix VIII-X). Regarding the questions listed for ranking items with the higher mean ranks were taken as preferred to those items with the lower ranks.
4. The calculated result of standard deviations were used to justify how mean rating deviated from the grand mean i.e., they indicated how dispersed the responses were.

5. The degree of agreement between the academic and the administrative staff members in perceiving the common systems of their schools was decided by the rank order coefficient results. A coefficient which is above 0.75 was taken as a strong positive agreement.

6. The significance level of the two mean scores and mean ranks (i.e., the academic and administrative staff) were calculated with the use of t-test (Koul, 1984:285-287; and Hawkins and Weber, 1980:535-536). The steps for calculating the mean scores were: a) the formula of t-test was identified, b) the level of rejection was determined by the two tailed test with alpha (α) at 5% (0.05) or less levels, and c) the computed t-test result were statistically decided as, for the result which had a significant mean difference between the academic and the administrative staff at the 95% confidence level (i.e, $p < 0.05$). It is interpreted as the conflict generating factors which affect the groups differently (i.e., this was shown also by the mean difference of the scores). The larger number of mean scores showed the greater effect caused by the factors; the smaller number of mean score indicated the less effect and for each

variations of the group scores was confirmed with additional information. On the other hand, for the t-test result which was not statistically significant mean difference between the two groups at the 95% confidence level (i.e., $p > 0.05$) determined as, there was common degree of agreement with the groups on the effect of the factors.

It should be known that the Sarros and Sarros (1987:222) analysis model was adapted to the arrangement of the mean rating scores and t - test results on the tables.

Therefore, the significant level for each basic question which was stated in the chapter one, determined by the computed t - test results. And these could be shown as:

1. The types [levels] of conflict existed in Primary Teachers Training Institutes.
2. The main conflict generating factors appeared in the P.T.T.Is.
3. The main resolving mechanisms for conflict were used in P.T.T.Is.
4. The disciplinary measures were used in P.T.T.Is.
5. The main duties of principals for controlling conflicts in the P.T.T.Is.

Finally, to make the data more tangible, each respondent was asked to give his views to the problems. Furthermore, individuals self-reports and selected case studies were used **to** substantiate the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of data through the instruments collected from the academic and administrative staff respondents of the sample Primary Teachers' Training Institutes. It also examines the responses of interviews individual reports and selected case studies which substantiate the data. Thus, interpretations and discussions are carried on the principles and theories included in the related literature referred to.

4.1 DISCRPTION OF THE SAMPLE POPULATION

The main importance of this part is to give some basic demographic information about the target population. The respondents of the study belong to the academic staff and administrative personnel. Teachers, unit leaders, and department heads constitute the academic staff group. The administrative staff includes people assigned to tasks that range from sanitation and gardening to personnel administration in the five primary Teachers Training Institutes.

According to the designed instruments, the following demographic elements of respondents were collected. These are: sex, marital status, academic background, years of job experiences, and the general demographic data of interviewees. The break-down for each of this element is undertaken in the forth coming tables and discussions respectively.

TABLE 2
Respondents by Sex

Sex	Academic Staff		Administrative Staff		Total
	No	%	No	%	
1. Male	116	92.8	63	53.39	179
2. Female	9	7.2	55	46.61	64
3. No.response	-	-	-	-	-
	125	100	118	100	243

Table 2 shows that the extreme majority of one hundred and sixteen (92.8 per cent) male and nine females (7.2 per cent) of academic staff respondents, as well as, sixty three (53.39 per cent) of male and fifty five (46.61 percent) of females in the administrative staff have made wider proportional variations due to the following basic reasons.

The lower proportion of the female population to the males in both groups (particularly, the academic group) of the staff may result from the cultural traditions of the country. In most parts of the countryside most families are not urged to educate their daughters. Even from those who got the chance of joining the school, the majority of them were forced to withdraw from the school at early age due to traditional marriage and other constraints. Thus, this study reveals that the majority (46.61 per cent) of females in the administrative staff having less educational background were forced to join services like, that of typing, cleaning etc., jobs rather than in teaching.

According to the views expressed by some researchers like Anderson (1968:109), sex appears to be related to the degree of authority conflict experienced, it was anticipated that male and female teachers differences may have great influence in the conflict and conflict management.

TABLE 3

Respondents by Age Level

Items	Academic Staff		Administrative Staff		
	No	%	No	%	Total No
1. Less than 18 years	-	-	-	-	-
2. 18-27 Years	27	21.6	34	28.71	51
3. 28-37 Years	78	62.4	57	48.31	135
4. 38-47 Years	19	15.2	23	19.49	42
5. 48 Years and above	1	.8	4	3.39	5
6. No response	-	-	-	-	-
	125	100	118	100	243

Table 3 indicates that the age of all respondents range from eighteen to forty-eight and above years old. Nevertheless, the majority of the academic (62.4 per cent) and fifty seven (48.31 per cent) of the administrative staff are twenty eight to thirty seven years.

Various researchers agree that age differences of members in an organization develop differences in motives, needs, temperaments - etc. These may be related to differences in personality (pareek,1982). These are also true in conflict situations and differences in the approaches of managing conflicts.

TABLE 4

Marital Status of Respondents -

Item	Academic Staff		Administrative staff		
	No	%	No	%	Total
1. Married	64	51.2	83	70.34	147
2. Unmarried	60	48	30	25.42	90
3. Divorced	1	.8	5	4.24	6
4. No-response	-	-	-	-	-
	125	100	118	100	243

Marital status of respondents may have influences in the formation of differences in an organization. Similarly Table 4 exhibits that, sixty four (51.2 per cent) and eighty three (70.34 per cent) of the academic and the administrative staffs respectively are married whereas, the others are unmarried and divorced. Thus, these differences in personalities may contribute to generate situation in organizations.

The academic qualification of respondents is also vital for this study. Thus, to make it more meaningful, the educational status is numerically classified interms of the personal background of respondents. This is indicated in the following table.

TABLE 5

Educational Background of Respondents

Item	Academic Staff		Administrative Staff		
	No	%	No	%	Total
1. Grade 12 and less	-	-	90	76.27	90
2. 12 + 1	11	8.8	22	18.64	33
3. 12 + 2	27	21.6	5	4.24	32
4. 12 + 3	2	1.6	-	-	2
5. Bachelor Deg.	79	63.2	-	-	79
6. Masters Deg	5	4	-	-	5
7. P.H.D	-	-	-	-	-
8. Others	1	.8	1	.85	2
9. No response	-	-	-	-	-
	125	100	118	100	243

Table 5 shows the educational background of the respondents. More than half of the academic staff (67.2 per cent) are graduates. They are first and second degree holders. Twenty nine (23.2 per cent) of them are diploma graduates and 12+3 standard, while eleven (8.8 per cent) of them are 12+1.

Since the administrative staff comprises people assigned to accomplish tasks ranging from sanitation, gardening, store keeping etc., to personnel level. Thus, it is not surprising that three fourth of them are at the level of grade 12 and below.

Regarding this, Thompson (in Andresson, 1968:126) states that teachers who are viewed as professionally competent and who are protected by tenure may be willing to voice their dissatisfaction with administrative acts and policies. Thus, professional competence, professional differences, and individual educational background differences of respondents may cause conflict in organization.

Another characteristics of respondents is their work experiences. Table 6 shows that thirty seven (29.6 per cent) of the academic and forty seven (39.83 per cent) of the administrative staff respondents have given services between eleven to fifteen years.

TABLE 6
Years of Work Experiences of Respondents

Year group	Academic Staff		Administrative Staff		
	No	%	No	%	Total No
1. 1-5 years	19	15.2	13	11.02	32
2. 6-10 Years	51	40.8	36	30.51	87
3. 11-15 Years	37	29.6	47	39.83	84
4. 16-20 Years	9	7.2	14	11.86	23
5. 21-26 Years	7	5.6	4	3.39	11
6. 27-32 Years	2	1.6	4	3.39	6
7. No. response	-	-	-	-	-
	125	100	118	100	243

Most of the respondents, therefore, seem to have adequate work experiences about the nature of relationship between the staff and the administrators of the institutes. On the other hand, the majority of respondents and interviewees revealed that some teachers and workers with many years of services in the same work positions tend to be exhausted and negligent of their duties. Thus, in most Primary Teachers Training Institutes conflict may be generated between long and short years service groups of the staff.

Regarding the interviewees (higher educational officers) participation, the following general demographic information on their characteristics can be seen in Table 7.

TABLE 7
Demographic Information of the Interviewees

No	I T E M S	No	%	
1	S E X	Male	28	100
		Female	-	-
		Total	28	100
2	A G E	20-30 years	1	3.57
		31-40 "	20	71.43
		41-50	7	25
		51-	-	-
		Total	28	100
3	E D U C A T I O N A L B A C K G R O U N D	(Ph.D)	1	3.57
		MA(MSC)	-	-
		BA (BSC)	22	78.57
		12+3	-	-
		12+2	3	10.7
		12+1	2	3.57
		Total	28	100
4	F I E L D S O F S P E C I A L I Z A T I O N S	Ed.Ad	6	21.42
		Ped. Sciences	9	32.4
		Psychology	2	7.14
		Geography	4	14.28
		History	1	3.57
		Biology	2	7.14
		Others	4	14.28
5	S E R V I C E Y E A R S	Less than 10 years	1	3.57
		10-20 years	20	71.43
		21-30	7	25.
		31-	-	-
		Total	28	100

Table 7 shows the demographic information of the interviewees. It is surprising that there was no female interviewee from all the five zones of Regional Education Offices. Out of the numbers listed in the table, twenty seven (96.43 per cent) were in the age group of thirty one to fifty years. This indicates that almost all of the higher education officers were at the adult stage. More than three fourth of them (78.57 per cent) are university graduates with a Bachelor's degree, while very few of them (13.64 per cent) are at diploma and a 12+1 academic level.

It is imperative to note that, seventeen (60.96 per cent) of them specialized in educational administration, psychology, and pedagogical sciences. More over, twenty seven (96.43 per cent) of them had services between ten to thirty years. Thus, their specialization and long years experiences may have enabled them to device the mechanism for solving existing problems of the institutes. Therefore, as already established, the demographic variables of respondents can have great influence in conflict situations.

4.2 Analysis of the Research Data

Mean - rated scores were calculated for each part of the question items. Standard deviations, t-tests, and rank-order correlation coefficient (r) between the academic and

administrative staffs were determined to get appropriate answers for the basic questions raised at the beginning of the study. Thus, the breakdown for each table and discussions are performed in the following paragraphs.

4.2.1 Intrapersonal Conflict

An effort is made to determine the level of significance for the mean difference between the academic and the administrative staffs with the sample size of 125 and 118, respectively, for the following six conflict generating factors.

To determine the degree of satisfaction of the respondents with the decisions made by their institutes administration, the first item in Table 8 shows that both groups of the academic and administrative staff rated with the mean scores (3.04 and 2.92), and standard deviations (0.80 and 0.76) respectively.

TABLE 8
T-test for Mean Differences Between Academic
and Administrative Staffs On Intrapersonal
and Interpersonal Conflict

ITEMS		Tests for the Mean Differences				t	p
		Academic Staff		Administrative Staff			
Conflict generating factors		N=125		N=118			
		Mean	SD	Mean	SD		
I- INTRAPERSONAL CONFLICT							
1.1	The extent of your Satisfaction with the decisions made by your administration	3.04	0.80	2.92	0.76	1.25	0.21
1.2	Disagreeing with your working assignment	2.02	1.02	2.03	1.12	-0.01	0.99
1.3	The extent of decreasing your participation due to the domination of your leaders	3.24	0.60	3.06	0.73	2.10	0.04*
1.4	The extent of your dissatisfaction due to the unnessary over load assignments	3.12	0.84	3.27	0.62	-1.60	0.11
1.5	Improper fixation of promotional, motivational and reward proceses by the administration	2.99	1.07	3.51	0.74	-4.39	0*
1.6	The extent of ^{not} getting to fulfill your transfer request	3.11	1.11	3.30	0.65	-1.60	0.12
II - INTERPERSONAL CONFLICT							
2.1	Unable to take legal disciplinary measures due to the existence of interpersonal conflict	2.50	1.13	2.81	0.88	-2.46	0.02*
2.2	The rate of differences in Orientations, competition and power struggle in your institute	3.39	0.96	3.13	1.06	1.69	0.09
2.3	Communication barriers appear among the teachers and administrative staff	2.41	1.06	1.98	0.97	3.25	0.001*
2.4	The rate of ethnic differences cause interpersonal conflict in your institute	2.74	0.99	2.49	1.13	1.85	0.07
2.5	The extent of existing conflict due to the unfair management of the leaders	2.86	1.17	3.43	0.65	-4.73	0*

* p < 0.05 (Statistically Significant difference between the groups scores)

The computed t-test on the factor shows that there is no significant difference between the mean scores of the academic and the administrative staffs with the t-value of 1.25 and t-probability is greater than 0.05 alpha level. This is shown as: $t=1.25$; $df= 241$, $p > 0.05$. From this result it can be realized that this factor affects the whole groups of the academic and the administrative staff .

Similarly, individual reports and the selected case studies of the sample institutes are briefly included. Based on their cliques information some of the administrators became to be biased in decision-making. On the other hand, they do not accept comments of others on their weaknesses and wrong decisions they made.

Therefore, the above findings show that the degree of satisfaction with the decisions made by the majority of the administrators was very low and this may cause intrapersonal conflict in the institutes.

The second and the fourth items are identified in Table 8. These were the other types of conflict generating factors which may cause intrapersonal conflict in the institutes. Both, the academic and the administrative staffs have almost

equal mean scores. That is, for the second factor (2.02 and 2.03) mean scores and (1.02 and 1.12) standard deviations and for the fourth factor (3.12 and 3.27) mean scores and (0.84 and 0.62) standard deviations respectively.

Furthermore, for the two factors the t-test results suggest that in both cases, there is no significant mean differences between the academic and administrative staffs. This is shown as, $t = 0.01$; $df=241$; $p>0.05$, when $p=0.99$ for the second factor, and $t=-1.60$, $df=241$; $p>0.05$, when $p = 0.11$ for the fourth ones.

The results of both factors have shown that the academic and the administrative staffs have come to common agreement on the factors. Besides, the individuals' reports and the selected case studies may be substantiated those factors with the following points: 1) In almost all institutes, teachers were over loaded with co-curricular and other activities in addition to their work assignments; 2) Many teachers, who gave long services had lost interest due to the monotonous nature of teaching the same subject for many years; and 3) the assignment of additional loads to some teachers were done by enforcement rather than by convincing them.

Generally the findings affirm that the degree of disagreement with the distribution of work assignments to the staff may cause intrapersonal conflict in the institutes.

Respondents were also asked to determine the extent to which they decreased their level of participation due to the dominance of their leaders. Item three in the same table shows that both academic and administrative staff⁴ rated (3.24 and 3.06) mean scores and (0.60 and 0.73) the standard deviations respectively. From this attitude scores, we can easily determine differences in responses. The computed result of t-test- also determines that there is a significant mean difference (i.e., $t=2.10$; $p<0.05$) between the academic and administrative staff . This means that the factor may affect the two groups of the academic and the administrative staff' differently. Thus, the higher mean score of the academic group shows, the higher effects on the factor. Moreover, individual reports and the selected case studies pointed out that, some leaders practiced dictatorial type of management rather than democratic approach. They might have sometimes felt inferiority complex in dealing with the academic and administrative staff. On the other hand these administrators, seem to lack 'human approach' to solve problems of individuals or groups, and some administrators do not give responses to the problems of general service workers.

Therefore, the findings justify that the degree of dominance by the leaders may sometimes affect the staff participation, and this may cause intrapersonal conflict in the institutes.

In the same table item number five states, about the improper fixation of promotional, motivational, and reward processes by the administration. Mean scores of the academic (2.99) and the administrative (3.51), and the standard deviations (1.07) and (0.74) respectively are rated.

The result of these score distributions testifies that the conflict generating factor affects the groups differently and as a result, the high group mean score shows greater effects on the factor. At the same time, the computed result of t-test on the mean scores indicates that there is a significant difference ($t = -4.39$; $p < 0.05$) between the academic and the administrative staffs mean ratings. In other words, it can be said that the factor has an effect on both groups of the academic and the administrative staff differently. Besides, the following brief information of the individual reports and the selected case studies can be performed. a) In the majority of the institutes, we find that the general service men (i.e., bakery workers, guards, gardeners, wood chopper etc.) lack the opportunity for incentives. Thus, they are dissatisfied with their work; b) the deterioration of student participation in academic performance disappointed many teachers in the institutes and c) the negligent attitudes of some leaders in supervising teachers and workers discouraged their performances. At the same time, they claimed that their method of performance

evaluation was not according to their performances but according to their relationship with the bosses.

In accordance with the views expressed by various authorities in the literature, performance evaluation can affect workers' motivation to work. This practice is aimed at, among other things, assessing the relative effectiveness of an individual in performing his task and giving him feedback about what he should improve in the future.

Nevertheless, the data suggest that the degree of application of promotional and motivational incentives (which are based on performance results) by the administrators varies according to the group responses. In this case, the higher mean score (3.51) by the administrative group attests, the higher effect on the factor. So, one can determine that the existence of intrapersonal conflict may depend on the degree of the effect of the factors on the group.

Respondents were asked to determine the extent of performing the tasks due to lack of getting transfer requests. In this case, both the academic and the administrative staff scored (3.11 and 3.30) and the standard deviations (1.11 and 0.65) respectively.

Eventhough, the administrative staff mean score is higher than the other group score, both of them have effects on the factor as shown in the table. In addition to this, the result of t-tests indicates that there is no significant mean difference between the academic and the administrative staffs with the t computed value (-1.60) and t probability (0.12) is greater than 0.05 alpha level. (i.e., $t = -1.60, p > 0.05$). This value asserts that the factor is so common to affect the groups. Besides, individual reports and selected case studies can be substantiated.

- 1) Majority of evidences confirm that though majority of the administrative workers were recruited from the respective regions, they were unable to get the chance of transfer to their desired places.

2. The non native language speakers of the academic staff like in Awasa, Nekemte, and Harar. T.T.Is., were transfered to other institutes and/or Secondary High Schools, without their demands. While those teachers who were in vocational fields, due to shortages of new substitutions, were not transferred.

3. Only the majority of the teaching Staff at Debre Berhan, Harar and Awasa T.T.I.S were given residences near[^]by their institutes. While the others were not.

Thus, residence problems hindered the works and programmes of individuals and the institutes. Hence, conflict may be caused to exist between the administrators and some members of the staff.

Consequently, the academic and the administrative staff commonly face many problems in this regard. Since, the factor had more effects on the groups, so it is possible to suggest that the cited factor were causing intrapersonal conflicts.

The views of some authorities as has been indicated in the literature agrees with the findings of this study. Thus the availability of intrapersonal conflict in the Primary Teachers Training Institutes as a function of such factors like wrong assignment and goal incongruence, inappropriate demand on capacity of organizational structure, the administrative style, and role dissatisfaction. In this regard, the cited findings on the factors may be included under these categories.

4.2.2 Interpersonal Conflict

It was mentioned that interpersonal conflict referred to the conflict between two or more staff members of the same or different hierarchical levels in the institutes. This type of conflict could be caused by several factors. In this study the following major factors are stated.

The academic and the administrative staff, attempted to rate the mean scores of 2.50 and 2.81 respectively for the first factor in Table 8. The higher score of administrative staff shows, higher effects on the factor. At the same time, the basic differences between the mean scores of the two groups was also obtained by computing t-test at the 95% confidence interval and t-probability (0.02) is less than (0.05) alpha level. It is shown as $t = -2.46$; $p < 0.05$. This result confirms that the effect of the factor on the groups varies. On the other hand, the mean score of the administrative staff indicates, higher effect on the factor than the academic group. In addition to this, the following brief information of the individual reports, interviewees, and the selected case studies can be described below.

- a) Many administrative and a few of the academic staff members misunderstood the rules and principles of the institutes because of which conflict could be

generated between the administrators and the members.

- b) Some principals misinterpreted or misused for the decisions made by the higher bodies, and by the deligators of various administrative sections. As a result of this, conflict was ignited between the principals and some members of the staff. For instance, in Nekemte, Awasa and Dessie conflict appeared from time to time.

- c) It appears that unbalanced payment, for the summer courses often provoked conflicts between the institutes' staff and the Ministry of Education authorities.

- d) The assessment processes of some principals are often directed towards fault finding. Due to the fact that conflict emanated between the unsatisfied individuals or groups and the principals. For instance, in 1981, the Nekemte principal showed the biased evaluation performances to teachers. For this reason, the majority of academic staff created conflcit with the principal. Then, the deligated

authorities from the MOE were invited to resolve it.

Due to the existence of such problems, principals may sometimes be unable to take proper disciplinary measures. Even though the mean ratings and t-test results show significant difference between the two groups, the factor has more effect on the administrative than on the academic staff. For this reason, the causes of interpersonal conflict may vary according to the nature of the groups in the institutes.

Respondents were asked to determine the rate of differences in orientations, competitions, and power struggles in the institutes. Table 8 exhibited that the academic (3.39) and the administrative staff (3.13) mean scores; and (.96 and 1.06) standard deviation respectively.

Both groups show nearly equal responses on the effects. Again, the calculated result of t-test ($t=1.69$; $p>0.05$) indicates that there is no significant mean difference between the academic and the administrative staff. This suggests that the factor commonly affects the academic and the administrative group members. Moreover, evidences from the individual reports, interviewees, and the selected case studies can be briefly stated in the following. 1) The rate of competitions among individuals and departments or work

groups was in lack of psychological and material incentives, and 2) the recently established institutes using two media of instructions tried to develop diversity in orientations among the staff. Such problems existed particularly in Harar, Awasa and Nekemte Primary Teachers' Training Institutes.

Generally, the findings enable us to determine that the rate of differences in orientations, competitions and power struggles in the staff was high. Thus, interpersonal conflict may emanate in both groups of the academic and the administrative staff in the institutes.

The other important conflict generating factor states about communication barriers which appeared in the academic and administrative staff. In the table 8, we find the item is rated by the academic staff (2.41) and the administrative staff (1.98), and (1.06 and 0.97) standard deviations respectively. From the mean scores, one can easily say that communication barriers seem to appear more in the academic staff than in the administrative.

The result of t-test also asserts that the two groups, the academic and the administrative staff differ in significant mean difference is less than 0.05. ($t = 3.25$; $p < 0.05$).

From this result one can understand that the effects of the factor on the groups varies accordingly. Besides, evidences from individual reports, interviewees and the selected case studies are pointed out that, there is no clear identification of the job descriptions and responsibilities for the Regional Education Head Officers in the affairs of the institutes guide book. For this reason, conflict may rise between the institute administrators and the respective Regional Head Officers.

In general, since, the academic staff shows more effects on the factor, the possibility of emanating interpersonal conflict is higher than the administrative group. Nevertheless, the factor may cause such conflict rarely in the group.

The fourth conflict generating factor in Table 8, deals with the rate of ethnic differences causing interpersonal conflict in the institutes. Though the mean score of academic staff (2.74) seems higher than that of the administrative staff (2.49), both of them have similar effects on the factor. The calculated t-test also establishes that there is no significant mean difference between the groups ($t=1.85$; $p>0.05$, when t probability = 0.07). This can be interpreted as conflict generating factor has an effect on the groups. Besides, some evidences

from the individual reports, interviewees, and selected case studies suggested the following.

In some institutes like, Awasa, Harar, and Nekemte as the result of implementing the new training programme in their respective native languages, some ethnic tendencies have also appeared. This is due to the fact that some department heads, programme organizers etc., manifested their narrow outlook towards the non native speakers. Such problems, contributed to the defiling of the staff climate in the institutes. On the other hand, the emergence of ethnic political system in the institutes caused the unequal treatment of the staff, and unfair performance assesement results. Hence such unfair treatments affected the morale of the non idgenous individuals in the institutes.

Thus, the above data tells us that the rate of ethnic differences in the above cited institutes can have some influences on the groups. However, the overall effect on the academic and the administrative staff in all institutes is not that much exaggerated. Therefore, interpersonal conflict seems to emanate only in the three institutes.

The last factor which is shown in Table 8 states, about the extent of existing conflict due to the unfair management of the leaders. Mean scores (2.86 and 3.43), and standard

deviations (1.17 and 0.65) were rated by the academic and the administrative staff , respectively.

By observing the score distributions, one may suggest that the administrative staff has more effect on the factor than the academic group. Furthermore, the t-test result suggests that there is statistically significant mean difference between the groups. ($t = -4.73$; $p < 0.05$).

Obviously, one can easily determine that the effect of the factor on the groups may vary. In the same way, evidences from self reports, interviewees and the selected case studies point out that nepotism, and corruptions have become common for some administrators in the institutes. Reacting against such approaches of thier administrators, some members were in conflict, and among the social groups, the general service men in the institutes were more prone to conflict situations. The main causes for these were: the nature of their working conditions, majority of them had less educational background and salary payments, monotonous and boring working conditions.

In summing up, the above discussions in those conflict generating factors, can have effects on both groups i.e., the academic and administrative staff. Therefore, the findings justified that the existence of interpersonal conflict in all the institutes is inevitable.

TABLE 9
 T-test for Mean Differences Between Academic
 and Administrative Staffs on Intragroup Conflict

	ITEMS	Tests for the Mean Differences				t	p
		Academic Staff N=125		Administrative Staff N=118			
		Mean	SD	Mean	SD		
III- INTRAGROUP CONFLICT							
3.1	The rate of disagreement among the members of your department	2.14	0.95	2.05	1.08	0.72	0.47
3.2	The cohesive approach of members of your department in attaining the departments or work groups tasks/ objectives/	2.53	1.22	2.86	1.41	-1.99	0.047
3.3	The rate of differences in your department or work group	3.26	0.93	2.28	1.15	7.26	0*
3.4	The extent that your leaders treat the department or work group indifferently	1.78	1.01	2.64	0.69	-7.89	0*
3.5	The rate of applying divide and rule tactic of thee leader in managing members of your group	2.50	0.97	1.67	1.08	6.34	0*
3.6	The rate of disagreement of members due to differences in educational status, work experiences and genders	1.63	0.84	1.74	1.07	-0.85	0.40

* p < 0.05 (Statistically significant mean difference between the academic and the administrative staffs)

4.2.3. Intragroup Conflict

In the literature it is pointed out that, intragroup conflict often exists among members of subject department or work group, or between two or more subgroups within a group.

Accordingly, Table 9 consists of six conflict generating factors which may cause intragroup conflict in the institutes. In the table, the first item states, the rate of disagreement members of a department or a work group in the institutes. The mean scores of the academic (2.14) and the administrative staff (2.05) and nearly equal numbers of standard deviations show that the two groups of respondents have almost similar effects on the factor. The computed t-test also reveals that there is no significant difference between the mean scores of the academic and the administrative staff (i.e., $t=0.72$; $p>0.05$). It affirms that the conflict generating factor affects the groups almost equally. Moreover, the related data from the interviews, and the selected case studies indicated that in some institutes, intragroup conflict occurred in the groups due to the individuals resisted to not accepting the work assignments by their heads, besides, when some members gained cheap popularity from the leaders. On the other hand differences in educational status, services, and background may have contributed to diversities in a group.

Eventhough the cited problems appeared in the group, the overall academic and administrative staff findings revealed that the disagreement of members in each department or work group rarely emanates intragroup conflict in the institutes.

For the second item in Table 9, the academic and the administrative staff rated the mean scores (2.53 and 2.86) and the standard deviations (1.22 and 1.41) respectively. Moreover, the t-test shows that a statistically significant mean difference between the groups (i.e; $t = -1.99$; $p < 0.05$). Thus, it is possible to suggest that the two groups of the academic and the administrative staff have differences in affecting with the factor. Further evidences stated that the interferences in the affairs of departments or work groups by the administrators; the intensity of working conditions with no additional payments; and the general service working condition which does not inquire higher academic qualifications workers with higher educational standards for the similar tasks may cause dissatisfactions.

Generally, the findings confirmed that the administrative workers were more exposed to such types of problems and their cohesive approaches in attaining their tasks may be disturbed. In this regard, the existence of intragroup conflict in the institute may be possible.

The groups of respondents participated in rating mean scores (3.26 and 2.28) and (0.93 and 1.15) standard deviations respectively for the rate of differences in their department or work group. This implies that, the rate of difference in the academic staff is more than the administrative group. At the same time, t-test shows that, there is a statistically significant mean difference between the groups (i.e., $t = 7.26$; $P < 0.05$ when t -probability = 0). This shows that there is great difference between the academic and the administrative group. Besides, the previous mentioned factors such as differences in orientations, educational background and misappropriations of work loads can be substantiated. Thus, the findings could lead us to decide that the factor may cause of intragroup conflict at different levels of the groups in the institutes.

The fourth item in Table 9 states about the extent to which the leaders treat the department or work group indifferently. It is found out that the academic and the administrative staffs created (1.78 and 2.64) means and (1.01 and 0.69) standard deviations respectively. In this case, this can be shown as the factor which has more effects on the administrative staff than the academic groups. The significant mean difference between the two groups is also decided by computing t-test (i.e. $t = -7.89$; $P < 0.05$ when t - $p=0$). This reveals that the indifferent treatment of the

leaders was more in the administrative workers than the academic group. As the result of this, intragroup conflict may sometimes exist in the administrative group and rarely in the academic staff.

Determining the rate of application of divide and rule tactics in managing staff by the leaders was the other important factor which may cause intraorganizational conflict in the institutes. Table 9 consists of the mean scores (2.50 and 1.67) of the two groups accordingly. Similarly, t-test shows, the statistical mean difference between the groups. Some additional evidences pointed out that in some institutes' principals, department heads, and other leading bodies were very much condemned to their divide and rule tactics. Consequently, the data confirmed that the rate of applying such managerial tactics by the administrators had more negative effect on the academic staff than the administrative workers. However, the factor may rarely cause for intragroup conflict.

The last item in the same table states about the rate of disagreement of members due to differences in educational status, work experiences and genders. Both groups show that they have very small effects on the factor. In the same way, the computed result of t-test confirms that, there is no statistically significant mean difference between the groups (i.e., $t = -0.85$, $P > 0.05$). In other words, it is meant that

the factor had similar effect on both groups of the academic and the administrative staff . In this regard, a study in some contingencies affecting interpersonal conflict in Academia by Rahim (1980: 121) points out that, variables such as age, rank, tenure, Status, education, committee membership, and number of years since terminal degree may affect intragroup and intergroup conflicts individually and/or jointly. Consequently, the findings indicated that the above cited factors may cause intragroup conflict in the institutes.

TABLE 10
 T- test for Mean Difference Between Academic
 and Administrative Staff on Intergroup Conflict

ITEMS		Tests for the Mean Differences				t	p
		Academic Staff		Administrative Staff			
Conflict generating factors		N=125		N=118			
		Mean	SD	Mean	SD		
4.1	IV. INTERGROUP CONFLICT						
	The tendency of a department or work-group not to volunteer information useful to a member of another department or work-group	2.08	0.89	2.00	0.98	0.67	0.50
4.2	The level of distrust felt by a member of one department or work-group toward another department or workgroup	1.96	0.87	1.80	0.96	1.39	0.17
4.3	The tendency for a member of one department or workgroup to become/angry at the manner of the leader in another department or work-group	3.24	0.83	2.22	1.15	7.90	0*
4.4	Conflict exists between departments or work-groups due to competition	2.73	0.56	2.05	0.98	6.58	0*
4.5	The extent of unnecessary interference made by the higher authorities in the affairs of departments or work groups	2.82	0.75	2.83	0.68	-0.07	0.94

* p < 0.05 (Statistically significant mean difference between the academic and the administrative staff.)

4.2.4. INTERGROUP CONFLICT

In the literature, it has been indicated that the nature of intergroup conflict should refer to the conflict between two or more units or work groups or departments within the school organizations. Hence, to determine the existence of such type of conflict in the Primary Teachers Training Institutes, the following five conflict generating factors can be analysed and discussed.

The first item in Table 10, shows that almost equal mean ratings (2.08 and 2.00) of the academic and the administrative staff respectively have similarities in their responses. Moreover, there is no significant mean difference shown between the groups. (i.e., $t = 0.67$; $p > 0.05$, when t -probability is 0.50).

This result reveals that the two groups may have similar effects on the tendency of one department or work-group who refuse to provide information useful to others. Thus, this factor may rarely create intergroup conflict.

Table 10 also consists of the other factor which shows the mean ratings (1.96 and 1.80) and the respective of standard deviations of the respondents. This confirms that there is similar effects of the factor on the groups. At the

sametime, the t-test shows that there is no significant mean difference ($t = 1.39$; $p > 0.05$) between the academic and the administrative staff.

These findings tell us that in both groups there was low level of distrust among members of a department or work-group towards other departments or work-groups. Thus, such factor may rarely creat intergroup conflict.

Respondents participated in determining the tendency of a member of one department or work group to become angry at the manner of the leaders in another department or work groups in their institutes. The academic staff (3.24) shows more effect on the item than the administrative group (2.22). The calculated t-value (i.e., $t = 7.90$; $p < 0.05$) reveals that there is significant mean difference between the academic and the administrative staff . In other words, it indicates that the factor may have different effects on the groups.

Moreover, evidences from individual reports and the selected case studies revealed that the previously mentioned factors such as differences in performance evaluations, distributions of material resources, educational backgrounds, group competitions and acceptance of the groups by the administration were the main. . . . Thus, these factors may give rise to intergroup conflict.

The other important conflict generating factor is the existence of competition between departments and work groups. The mean scores (2.73 and 2.05) assert that there is a difference in effecting the factor on the groups. In this regard, the academic members are more prone to such kinds of conflict. Similarly, the computed t-test shows the significant mean difference between the groups ($t = 6.58$; $p < 0.05$).

Thus, one can suggest that competition between the academic staff may sometimes, and for the administrative staff rarely, cause intergroup conflict.

The last item in the same table states the extent of unnecessary interferences made by the higher authorities in the affairs of departments or workgroups. The mean ratings of the academic and the administrative staff are almost equal (2.82 and 2.83). This shows that they had similar degree of agreements on the item. At the same time, the computed t-value asserts that there is no significant mean difference between the two groups (i.e; $t = -0.07$ $p > 0.05$ when t probability is 0.94).

In the previous discussions similar points were mentioned such as the interference of higher educational authorities in the affairs of the institutes, departments and work groups. The mean ratings and t-test results also

justified that such problem commonly affected the whole groups. Thus, the unnecessary interferences by the higher authorities in the affairs of the work groups or departments may sometimes generate intergroup conflicts in the institutes.

As the literature indicates, some authorities have already given their evidences that organizational variables could stimulate intergroup conflicts. These are, the structure and size of the units, the communication channels, and the technical systems of unresolved external pressures can all lead to conflicts. Accordingly, the above indentified factors may indicate, the existence of intergroup conflicts in the institutes.

TABLE 11
T-tests for Mean Difference Between Academic
and Administrative Staff on the Management
of conflict.

	I T E M S	Tests for the Mean Differences				t	p
		Academic Staff		Administrative Staff			
		N=125		N=118			
		Mean	SD	Mean	SD		
V - CONFLICTRESOLVING MECHANISM							
5.1	Integrating method	4.13	0.87	3.61	1.09	4.07	0*
5.2	Obliging method	2.46	1.13	3.03	0.90	-4.38	0*
5.3	Dominating method	1.94	1.12	2.68	0.93	-5.57	0*
5.4	Avoiding method	2.85	1.17	3.09	1.09	-1.63	0.14
5.5	Compromising method	3.50	0.62	3.53	0.83	-0.23	0.82
5.6	problem solving method	3.74	0.83	3.63	0.88	0.99	0.32
VI - TECHNIQUES OF DISCIPLINARY MEASURES							
6.1	Oral reprimand	3.25	1.18	3.43	1.25	-1.18	0.24
6.2	Written reprimand	2.84	1.11	3.95	1.04	-0.79	0.43
6.3	Punishment infine	1.98	0.90	2.24	1.86	-2.24	0.03
6.4	Demotion	1.60	0.76	1.75	0.95	-1.40	0.16
6.5	Transfer of individuals proved to be victim of conflict	1.89	1.03	1.93	0.08	-0.33	0.74
6.6	Discharge or dismiss individuals from the institute (work position)	1.38	0.74	1.37	0.78	0.11	0.91
6.7	The institute leaders ignore taking any disciplinary measures to the exjsting conflicts which often causes trival	2.23	1.31	1.85	1.21	2.37	0.18

* p<.05 (Statistically significant mean difference between the academic and the administratve staffs)

4.2.5 Conflict Resolving Mechanisms

In the literature, it is mentioned that the management of interpersonal conflict involves, conflict resolving mechanisms and legal disciplinary measures at individuals or groups levels in school organizations. Hence, conflict resolution implies reduction or elimination of conflict. Thus, the analysis and discussion points will focus on the following methods.

Respondents were asked to determine the rate of application of integrating method in resolving conflict in the institutes. The first item, in Table 11, consists of mean scores (4.13 and 3.61) of the academic and the administrative staffs respectively. Furthermore, the value of t-test determines the statistical significance of mean difference between the academic and the administrative staff ($t = 4.07$, $p < 0.05$). This result reveals that the application of the method varies in the group scores. Moreover some evidences from the individual reports and the selected case studies pointed out that the organization of peace and reconciliation committee and the conflict mediating tasks of some principals, ie., the Debre Berhan and Dessie P.T.T.Is are the best examples to be mentioned.

Generally, integrating mechanisms emphasizes on common areas of agreement and de-emphasizes on areas of differences by exchanging information and examining the cases to reach a solution acceptable to both parties. Thus, the findings also justified that this type of mechanism has greatly accepted by the majority of the respondents of both groups. So the method may be the best to be used for the majority of the institutes.

Table 11 consists of the second and the fourth items obliging and avoiding methods accordingly. They have almost similar mean scores and standard deviations rated by the academic and the administrative staff. The computed t-test for the second item asserts that there is significant mean difference ($t = -4.38$; $P < 0.05$, when t -probability = 0) between the two groups of respondents. At the same time the fourth item shows no significant result ($t = -1.63$; $p > 0.05$, when t -probability = 0.11).

Therefore based on the above findings, obliging and avoiding methods were better used for the administrative staff than the academic. In this way, it may be possible to suggest that majority of the administrative staff preferred to handle their conflict either by obliging: attempting to play down their differences and emphasizing communities to satisfy the concern of others, or by avoiding: they want to withdraw by simply leaving the scene of conflict.

Respondents were also asked to determine the extent of applying dominating method in their institutes. The third item in the same table, mean rating shows that there are differences in implementing the mechanism. Thus, sometimes, this method may be applied to resolve conflicts in the administrative staff.

The calculated t -test also reveals that there is significant mean difference between the academic and the administrative staff (i.e., $t = -5.57$ $p < 0.05$ when t-probability = 0). In other words, it means that there is a difference in using the method to resolve conflicts.

Compromising method is another way of conflict resolving mechanism in the institutes. In the same table, we also find the respondents mean ratings (3.50 and 3.53) of the two groups respectively. The distributions of attitudinal scores indicate us, there are no differences in applying the method.

Obviously, both scores show that the compromising method often used to resolve conflict in the institutes. At the same time, the t-result suggests that there is no significant mean difference between the academic and the administrative staff ($t = -0.23$; $p > 0.05$, when t-probability is 0.82).

Therefore, the finding helps us to understand that the compromising method may be used for the majority of the

institutes. Probably, the conflict mediators might have a use for it to make mutually acceptable decision which brings some degree of satisfaction to the parties involved in the conflict.

The last item of table 11 shows, the problem solving method which is one of the method used for resolving conflicts. In this part, the mean ratings and the standard deviations indicates that there is common agreement made by the groups to use the method for resolving conflict. It also shows the higher degree of application of the method in the institutes. Furthermore, t-test reveals that there is no significant mean difference between the two groups (i.e., $t = .99$; $p > 0.05$, when t - probability is 0.32). In this regard, some behavioral scientists suggest that "the problem solving style is the most appropriate method for managing conflict" (Blake and Mouton, 1964, in Rahim, 1985:85).

4.2.6. Techniques of Disciplinary Measures

This analysis will indicate that the management of conflict at the individual, group and institute levels involves the promotion and maintenance of discipline in the institutes. Hence, disciplinary measures have serious repercussions on the members of the staff and thus must also be based on certain principles and measures.

The first item in Table 11, consists of oral reprimand for the primary disciplinary measure in the institutes. It is found that the academic and the administrative staff mean scores (3.25 and 3.43) respectively. The mean scores and the standard deviations reveal that in both groups oral reprimand is used to resolve conflict. Similarly, there is no significant ($t = -1.18$; $p > 0.05$, when $t.p = 0.24$) mean difference between the group of respondents.

Therefore, among the listed disciplinary mechanisms, oral reprimand sometimes used for the institutes. Written reprimand is, the second step of disciplinary measures. To understand the extent of its application in the institute, the two groups participated in rating (2.84 and 3.95) mean scores respectively. The standard deviations show almost similar directions.

Though the two groups responses indicated common agreement in the item, the rate of application was not that much exaggerated. At the same time, the t-test reveals that there is no significant mean difference between the groups (i.e., $t = -0.79$; $p > 0.05$, when $P = 0.43$). Furthermore, the specific evidences from the individual reports and the selected case studies are the following.

1. In 1985 (E.C), a worker was frequently absent from his job in Awassa T.T.I. Then the principal wrote him reprimands in order to refrain him from frequent illegal absences.
2. In 1983 (E.C), a teacher was given strong warning letter due to his dishonourable behavior. (See Appendix VI for further information)
3. In the same institute, a teacher was frequently drunk during working hours. Then the principal wrote him warning letter.

In general, the written reprimand is rated second to oral reprimand, which may be sometimes used to manage conflicts in the institutes.

The third disciplinary measure of resolving conflicts is by a fine. The two groups of respondents have rated (1.98 and 2.24) mean scores. Accordingly, one can observe that the score of the administrative staff is slightly higher than the academic group. At the same time the t-test confirms that there is a statistically significant mean difference between the two groups (i.e., $t = -2.24$; $p < 0.05$, when t -probability = 0.03). Moreover, evidence from the case studies of Awassa T.T.I. could be pointed out as an example: a worker was frequently absent from his work place. Then, the discipline

suggested to the principal to take disciplinary measures on him. For this reason, the principal took the following measures at different times: Oral reprimand, written reprimand, and punishment in fine.

Consequently, it became evident that the fine has little measuring value for the academic staff but more applied to administrative workers. However, the data confirmed that such type of disciplinary measures may be implemented applied rarely in the institutes.

The fourth, fifth, and sixth types of disciplinary measures are: demotion, transfer of individuals, and discharge or dismissal of individuals. For both items, respondents confirmed to have common agreement in the application of the methods. However, the mean scores revealed that the mechanisms were used only a few times to manage conflicts in the institutes.

The results of t-tests for the cited items are identified that no significant mean differences between the academic and the administrative staff. It is meant to have common agreement in the application of disciplinary mechanisms. However, the application of such mechanisms seem to be not significant in the institutes.

The last item in Table 11, states about the leaders positions not taking disciplinary measures to the existing conflict in the institutes. The academic and the administrative staffs rated the mean scores (2.23 and 1.85) respectively. Although effects of the item on both groups show very low, there are differences in responses. At the same time, the computed t-test (i.e; $t=2.37$; $p>0.05$ when t probability =0.18) shows that there is no significant mean difference between the groups. Therefore, the findings pointed out that the negligent approach of managing conflicts by the leaders was not that much accepted by the groups. Infact, it may be possible to say that the fire fighting aspects of conflict management was the one which was used mostly by the leaders.

TABLE 12
T-test for the Mean Differences and Rank Orders for the
Duties of Principals on Controlling Conflict

I T E M S		M E A N R A N K S			
		Academic Staff		Administrative Staff	
VII. Duties of a Principal		N=125	Rank Order	N=118	Rank Order
7.1	His ability to intensify the psychological climate of the staff in order to strengthen their mutual intimation	3.98	1	3.69	1
7.2	His attempts to team building and role negotiation	4.20	2	4.19	2
7.3	His strategies to resolve conflict through impersonal bureaucratic rules for personal control	5.81	7	5.38	5
7.4	His inclination to deal with the departments or work group interdependences	4.23	3	4.70	3
7.5	His endeavours to implement performance appraisals and designing training programs	5.69	6	5.25	4
7.6	His behaviour in conflict situations as initiator, defendant, and mediator	6.51	9	6.70	9
7.7	His willing to initiate the members with the newly sent cases from educational head offices.	5.21	4	5.47	6
7.8	His tasks on properly delegating of authorities	5.57	5	6.00	7
7.9	His applications on proper methods for conflict resolution	7.00	10	6.38	8
7.10	His implementation on proper decisions in academic and administrative affairs	6.15	8	6.88	10

. Rank Order Correlation Coefficient (r) between the academic and administrative staff = $r_s = .86$

. $t_{comp} = 4.65$ is greater than the t critical at $df = 8$ which is either 2.31 at 5% (0.05) or 3.36 at 1% (0.01) alpha level. Thus, it is not significant. This means that there is no significant differences between academic and administrative staff responses on the duties (roles) of principals of the institutes.

4.2.7 Duties of a principal

The Principal of the institute is the one, who is responsible for leading, administering, planning, coordinating, and evaluating performances of the staff. Accordingly, both the academic and the administrative staff have ranked first and second for the first and second items respectively. The most frequent duties of the principal are stated as the ability to intensify the psychological aspect of the staff in order to strengthen their mutual relations, and his attempts to team building and role negotiation in the studies. Moreover, the following interviewees responses may be substantiated.

a) The previous dishonest principals were substituted by new and experienced ones. For instance, the cases of Dessie, Awasa, and Nekemte T.T.I.S could be mentioned. Simultaneously, in the management sphere, many changes were brought, i.e., the staff recreation services have been improved; and the involvement of the staff in co-curricular, campus beautification and other activities have enormously increased. Such types of activities have also been observed in Debre Berhan, Awassa and Harar institutes.

- b) The organization of peace and reconciliation committees in the institutes have also brought tremendous changes in managing conflicts. For example, in Debre Berhan and Dessie T.T.Is., the committee was frequently involved in resolving conflicts in the institutes. Thus, they introduced marked changes to the upgrading of the psychological climate of the staff and strengthening their mutual relations.

In addition to these, the tabulated responses of individuals self reports pointed out that, since the last three years the leadership qualities of some principals have encouraged the following constraints: lack of efficiencies, careless approach to individual and group problems, superiority or inferiority complexes, nepotism and corruptions in their managerial duties, and carelessly handling conflicts to the extent of saying "let time solve it". Eventhough such constraints were dominating, ingeneral, the findings revealed that the principals were strengthening mutual relations, team building and role negotiation in the institutes.

Item four in Table 12 shows, the principals' duties in dealing effectively with departments or work group interdependences which was ranked third by the two groups of

respondents with the mean ranks of 4.23 and 4.70. This reveals that the principal may foster collaboration to carryout the desired duties. However, relationships between departments or workgroups may be characterized by the degree of response of a department to the needs of another department, the accuracy of information exchange, and the attitudes of department members towards other departments or workgroup members. Conflict of interests in the subject department, for example, as stated in the literature were: interference with other departments or work groups, withholding information from others, getting angry with others, toward other departments or work groups. When investigating these factors, the principals might have designed proper mechanisms for the solutions. In this regard, the individual self reports stated that in some institutes like, Debre Berhan and Dessie, the principals developed genuine relationships and respect among the members of the departments or work groups of the institutes. They also created conditions for proper appropriations of residences to the majority of the teaching staff.

It is also improtant to know that the appropriate leadership style can improve self motivation. This type of leadership depends on other things, upon particular circumstances and concerns. Hence, leaders particularly principals may take personal interest in understanding the

problems and feelings of members in the departments of work groups to work out solutions together with them. Thus, in spite of the above stated drawbacks, their inclinations were rated to be quite effective in the institutes.

On the same table, we find item five dealing with performance appraisal which is ranked fourth and sixth by the administrative and the academic staff respectively.

Despite its crucial importance both to the staff and institutes, the practice of performance evaluation often leads to conflicts and misunderstandings between staff members and leaders of the institutes for several reasons. Based on the individual self reports interviewees and the selected case studies, the following two major reasons can be offered. First, the staff and the institute leaders introduced conflicting goals to the process of performance evaluation. Second, the institute leaders and staff members disagreed on the cases of poor performances. For example, the majority of administrative staff reports of Nekemte, Harar, Awasa and Dessie P.T.T.Is pointed out that there were: improper assessment of performances, lack of supervision of daily performances, lack of material incentive for the desired tasks, and lack of promotion for manual labourers works. Thus, poor performance was attributed to external factors so as to defend their ego, whereas the institute

principals might have attributed to the personal behavior of the workers. As a result, they disagreed on the case of poor performance. The prime purpose of evaluation should be to promote the professional growth of the workers so that the principals may stimulate and guide the growth of the institutes by effectively performing their tasks. Thus, past performance is appraised for the purpose of changing future performance. However, the majority of the administrative staff complained about their promotion which could be based on their work performance evaluations.

Designing the training programs is another duty of a principal as stated in Table 12. Obviously, improper designing of the programme might generate conflict. Hence, the distribution of loads for some teachers and administrative workers was said to be unbalanced. For example, the tabulated responses of individual reports and some of the interviewees pointed out, the following problems which were common to the majority of institutes: unnecessary loading of co-curricular activities, disproportional work assignment and sometimes, in some institutes leader were

forced to assign teachers out of their fields of specialization.

Recently, in designing and implementation of programmes, two media of instructions i.e., in Awasa (Sidama and Amharic languages), Harar (Oromifa and Amharic), and institutes like, Nekemte (only with Oromifa medium instruction). In spite of the aforementioned problems, the institutes programmes have been undertaken more or less smoothly since the start of this academic year.

Initiating the departments, or work groups with the newly sent (current) cases from the higher educational offices is the other duty of the principals which is stated in Table 12.

The ranks of implementing the issue is rated by the academic and the administrative staff groups as fourth and six respectively. Besides, it was identified in the document observations that the Debre Berhan, Dessie, and Harar institutes leaders were more active to initiate their staff. Thus, it is believed that the more the staff acquainted with the current information on their work and administrative tasks, the less would they be prone to conflict situation.

Proper delegation of authorities is the other element of the principals duty which is exhibited in Table 12. However,

from the managerial point of view, it was discussed that, decentralizing powers through proper delegation of authorities could contribute to the effective implementation of designed tasks of the institutes.

In the administrative and academic guide book of the institutes (MOE, 1972 EC), various channels of organizational structures like principals, deputy principals, departments, sections and workgroups of the institutes are mentioned. For example, under the deputy principal, there are six subject departments listed: (1) Pedagogical Science department, (2) Language Department; (3) Social Science departments, (4) Science and Maths department (5) cultural and Arts department, and (6) Agriculture and Home economics department. (See in Appenix II). Along with the organizational structure, various committees could be organized for various purposes, like, discipline committee, administrative committee, purchasing committee, etc. Clubs could also be formed, such as sports club, campus beautification, recreation clubs etc.

The field study revealed that in all sample institutes, the main organizational structures were found with the exceptions of their differences in effectiveness of performances. Besides, there were variations in the types and organizations of committees and clubs. For instance, the formed peace and reconciliation committee at Debre Berhan, and

Dessie T.T.Is were actively carrying out their tasks in resolving conflicts of the institutes. The campus beautification committee of Harar, Debre Berhan and Dessie T.T.Is' Pedagogical centres (clubs) of Awasa and Debre Berhan and the staff recreation committee or clubs at Dessie, Awasa and Debre Berhan T.T.Is could be cited as best examples. Therefore, the study indicated that the proper delegation of authorities in all over the structural activities of the institutes may have encouraged to minimize the unwanted conflict and accelerated effective competition among the members in the staff.

Item Six in Table 12, also lists the other type of duty which is to be performed by the principals as initiating, defending, and mediating of the staff conflict in the institutes. Both groups of the academic and the administrative staff respondents ranked it in ninth position. Besides individuals' self reports interviewees and the selected case study results revealed that there were negligible applications of principals in initiating, defending and mediating of conflict in the institutes. The main reasons forwarded were:

1. Since conflict is a dynamic manifestation of individual or group behavior, its inevitability was not clearly understood by majority of the leaders.

2. Many of the principals had little knowledge of the nature, levels/types of conflict and its management.
3. The conflict handling mechanisms were not clearly demarcated by many of the leaders in the institutes. As a result, they tried to search for solution through only legal disciplinary measures.
4. Many principals were negligent to give appropriate solutions for easy types of conflict.

Therefore for principals to manage their tasks effectively they should be equipped with the knowledge of initiating, defending, and mediating conflict mechanisms during their training.

In the same table, item nine indicates the proper applications of the conflict resolution mechanisms in the institutes. Both groups of the respondents suggested that there was least reaction in the applications ^{of} such mechanisms in the institutes. But, this result was found to be contradictory when compared with the previous discussions.

In the same table, the last item explains the proper implementation of decisions in the academic and the administrative affairs of the staff.

Nevertheless, the principal's duties in the proper implementations of conflict resolution mechanisms and applications for the decisions, were given least emphasis in the institutes. This might have been done for the following major reasons as justified by the majority of individual reports, interviewees and the selected case studies. The main evidences were:

1. The frequent change of principals, and higher educational officers also affect the proper understanding of the problems and applying the mechanisms for handling conflicts. For instance, from 1980 to 1984 (E.C) three Regional Head Officers, aswellas three Principals of the institutes were transferred from Awassa to other regions and institutes respectively, and substituted by new ones. These new officers were unable to give the right decisions on time due to the fact that they were new to the majority of cases of the institutes.
2. Improper management of the staff by some principals

provoked conflict which sometimes obliged the Ministry of Education authorities to intervene in the situation. In this regard, conflict occurred in Awasa T.T.I. in 1980 (E.C) between the principal and four teachers, and the conflict at Nekemte T.T.I. Staff due to poor management of the principal in 1980 (E.C) could be mentioned as cases in point.

3. The individual behavior of Regional Education leaders sometimes had led to conflict. For example, since 1982, for about five years, such type of conflict existed in Nekemte T.T.I. The main reason was that, the Regional Education Officer was interested to interfere in the affairs of the institute for his personal advantages. As a result, those principals or deputy principals who did not satisfy his personal wants were expelled from their posts. Finally, the abnormal development of such subjective approaches of the Regional Education Officer to the institutes, as well as, his misdirection of the Educational Districts and Institutes (i.e; Senior Secondary, Junior Secondary, and Elementary Schools) ignited regional teachers conflict. For these reasons, he was dismissed from his post.

From the above responses, one can possibly conclude that, the principals proper utilization of the conflict resolution mechanisms and applying proper decisions in the academic and the administrative affairs were ineffective due to the above mentioned and other constraints in the institutes. Since, these duties were very important for effective management of conflict, necessary measures should have been taken for upgrading the principals knowledge with the appropriate methods of handling conflicts.

In general, the overall rank order correlation coefficient (0.86) between the ranks of the academic and the administrative staff members show, the degree of agreement in rating the ten duties of principals on controlling conflict in the institutes.

Moreover, t-test for the mean rank scores also proves that there is no significant difference between the academic and the administrative staff responses on the duties of principals in controlling conflict in the institutes. This result is shown as, $t\text{-comp.} = 4.65 < t\text{-crit.} = 2.31$ at 0.05 alpha level. Thus, it can be concluded that in the management sphere, conflict should be a continuous process which minimizes the destructive effects that can grow out of latent conditions of stress and uncertainty. In a similar way, Paltridge (1971:93) states that the greater the amount of

control that can be exerted in situations of latent or perceived conflict the greater the expectation of rationality in the human process of conflict resolution and decision making.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

It has been asserted that organizational effectiveness would be incomplete without understanding the phenomena of conflicts and the methods of resolving them. Thus, the general objectives of the study were directed towards investigating the strategies of managing conflicts at individual, interpersonal, group, and intergroup levels in the Primary Teachers' Training Institutes of Ethiopia. In addition, it was aimed at devising the proper tactics for the effective management of conflict arising in the institutes.

In order to achieve the general objectives, efforts had been made to seek possible solutions for basic questions; which had been stressed on the types /levels/ of conflict, the principal causes of conflicts, the foremost resolving mechanisms, the main tactics of disciplinary measures and the major duties of principals on the management of conflict.

The descriptive survey method had been carried out for detailed analysis of the data and the findings for the basic

questions. Random sampling technique was also used to decide the zonal representation of the sample institutes: Awasa, Debre Berhan, Harar, Dessie and Nekemte. These represent southern, central, eastern, northern, and western parts of Ethiopia respectively. (See Appendix-I for the details).

In an attempt to seek for appropriate solutions, the researcher has reviewed related literature and made an opinion survey of the concerned authorities of higher education. Moreover, questionnaires were filled and interviews were conducted. Besides, evidences from respondents and the selected case studies have substantiated the study.

Regarding the analysis of the data, the statistical tools employed were: Chi-square goodness-of-fit, percentages, mean ratings, standard deviations, t-tests, and the spearman Rank Order correlation Coefficient (r_s). By these the following major findings were obtained.

The proportion of females to males is higher in the administrative staff than in the academic one. Besides, the proportion of the married staff is higher than that of the unmarried and divorced ones.

The study has also revealed that most of the respondents seem to have adequate work experiences. Moreover wider age-group differences have also appeared in the academic and the administrative staff. Similarly, it has been confirmed that the composition of Bachelor and Masters degree holders of the academic staff is much less than that of grade twelfth level and even lesser in the administrative ones.

The existence of conflict generating factors has proved different rates of occurrences in the institutes. So, the following types of conflicts were identified: intrapersonal, interpersonal, intragroup and intergroup types of conflicts. At the sametime, for each type of conflict, the major generating factors which have high rate of occurrences , 3.00 and above mean scores in the institutes were decided upon by the distribution of mean scores of the academic and the administrative staff (See Appendix VII-X).

Among the stated conflict resolving mechanisms, integrating method showed the highest while compromising and problem solving methods have shown the higher degree of applications. On the other hand, for the management of conflicts, oral reprimand was suggested to be the best disciplinary measure which might often be applied; where as written reprimand was used. Sometimes, punishment in fines was very rare in the institutes (see Appendix X for the details).

Lastly, the overall rank order correlation coefficient (.86) between the ranks by the academic and the administrative staff has indicated that the very high degree of agreement in rating the main duties of principals on conflicts in the institutes. In the same way, t-test for the mean rank scores also showed that there was no significant difference between the two rank means. In other words, it was indicated that both groups of the academic and the administrative staff had similar attitudes towards the elements.

5.2. CONCLUSION.

Based on the views that has been expressed by various authorities and the findings, the following concluding remarks were made. Sex and marital differences might form diversities in personalities. Besides, professional competence and differences, individual educational background differences in the staff may also contribute to emanating conflict in the Primary Teachers' Training Institutes.

Although most of the staff, have acquired an adequate work experiences, some of them with many years of services in the same work positions they tend to be exhausted and negligent towards their responsibility. Thus, in most institutes conflict seem to be generated between those

individuals with long and short service years of the various departments or workgroups in the institutes.

The study of an organizational theory is not complete without understanding the phenomenon of conflict. Thus, the availability of intrapersonal conflicts in the institutes has been decided by the improper fixation of promotional and reward processes, the unnecessary over load assignments, lack of satisfaction in the decisions made by the administrators, and the inability of meeting transfer request among some members. Similarly, the rate of differences in orientations shows that competition, power struggle, and unfair management exist among the leaders. Some of the ethnic differences in the institutes of two media of instructions may generate interpersonal conflict.

The findings have indicated that variables like incongruences of departments or work groups and applying divide and rule tactics in managing members. Moreover, differences in a group and the working conditions might be the cause for the existence of intragroup conflict. Whereas variables like the degree of annoyance of one department or workgroup by others, the unnecessary interference made by the higher authorities or leaders in the affairs of the groups, differences in performance evaluations, in material distributions, in competitions,

acceptance by authorities, and group dynamics were the main generating factors of intergroup conflicts in the institutes.

The intergrating method has emphasized on common areas of agreement and de-emphasised on areas of differences by exchanging information and examination of the cases to reach a solution acceptable to both parties. In the same way, compromising and problem solving have also been used for solving conflicts. Probably these methods have involved a mutually acceptable decision and searching for solutions which have brought some degree of satisfaction to the parties embraced in conflicts. Consequently, the methods could be easily applied to the conflict mediating of tasks.

The greater amount of control that can be exerted in situations of latent or perceived conflicts the higher the expectation of rationality in the human process of conflict resolution and decision making. In this regard, the strategy of managing conflicts has been used for disciplinary measures which had serious repercussions. In most cases, oral and written reprimands, punishment in fine and in very rare cases, transferring, demotion, and dismissing (i.e., individuals who were victim of conflict) have contributed to resolve or control conflicts in the institutes.

The result has indicated that proper delegation of authorities in all the organizationally structured activities of the institutes might have encouraged to minimize unnecessary conflicts and accelerate effective competition among individuals or groups. At the same time, an appropriate leadership style of principals improve self motivation for work to a considerable extent. Such a style of leadership may depend on particular circumstances of members in the departments or work groups.

The practice of performance evaluation often leads to conflict and misunderstandings between the staff and the heads of the institutes due to lack of understanding of the goals of the evaluation. Some principals attribute it to the personal characteristics of workers.

It has been identified that in the institutes which use two media of instructions, principals faced difficulties in designing and implementing the programmes. The failure of administering such programmes sometimes brings results in conflict situations in the institutes.

Many of the principals seem to lack knowledge of conflict resolving mechanisms. As a result, the process of initiating, defending, and mediating roles have been impeded. Thus, for the proper utilization of the mechanisms for

have used in the past to manage conflicts;

- c) consider experimenting with alternative conflict resolving methods, if they feel better performance is warranted.

2) Organizing peace and Reconciliation committees had contributed to the development of smoothing conflict in some of the institutes. Therefore, since, these committees had contributed to play for resolving conflicts, the remaining institutes could adapt their experiences.

3) Conflict control could be a continuous process to minimize the disturbance of the staff. Consequently, the administrators in general, and the principals in particular should have well developed mechanisms for controlling measures on victims of conflict.

Thus, to make the management more effective the following suggestions may be helpful:

3.1 The principals better develop proper attachment with their subordinates, as well as with their respective higher officials.

3.2 Continuous investigations could be made on conflict

generating factors and should use appropriate mechanisms for their reduction.

- 3.3 Suggestion boxes could be organized for opinion survey.
 - 3.4 Proper Orientations could be delivered on the rights and duties of the staff members.
 - 3.5 Search for suitable measures of solving individuals' personal problems.
 - 3.6 Develop better social services for all members of the staff in the institutes.
4. Effective planning in the early cycle of the institutes programme is another action which may have a favourable impact on the organizational climate. This is particularly necessary because, the administrators, above all, the principals could easily integrate various disciplines across functional lines.
 5. Rules, principles, duties, and responsibilities of the academic and administrative workers, as well as the respective Regional Education Authorities could be clearly demarcated by the Institutes' Guide Book.

6. There is no one and uniform conflict resolution technique that educational administrators can use in every situation. On the contrary, they can effectively reduce conflict if they try to relate the resolution strategy to some variables that can be quantified and measured.
7. The educational administrators could understand conflicts that affect the whole organizational performances which need immediate intervention to resolve potentially dangerous issues. Such intervention may or may not be solicited by groups and it is possible that hostility may persist in the short run.
8. Many of the principals were found to lack knowledge of conflict resolving mechanisms. Therefore, the concerned higher educational authorities better attempt to design courses for training (i.e., for preservice and inservice programmes). Furthermore, they can organize programmes for educational administrators, unit leaders and department heads to share their experiences with other educational institutions.

Finally, since, this study is the first of its kind, there could be other undiscovered factors. Thus, the researcher recommends that, in the future, a detailed study could be conducted to investigate more about conflict generating factors, effects of various types of conflicts on staff performances, and design appropriate strategies for the management of such conflicts in the institutes.

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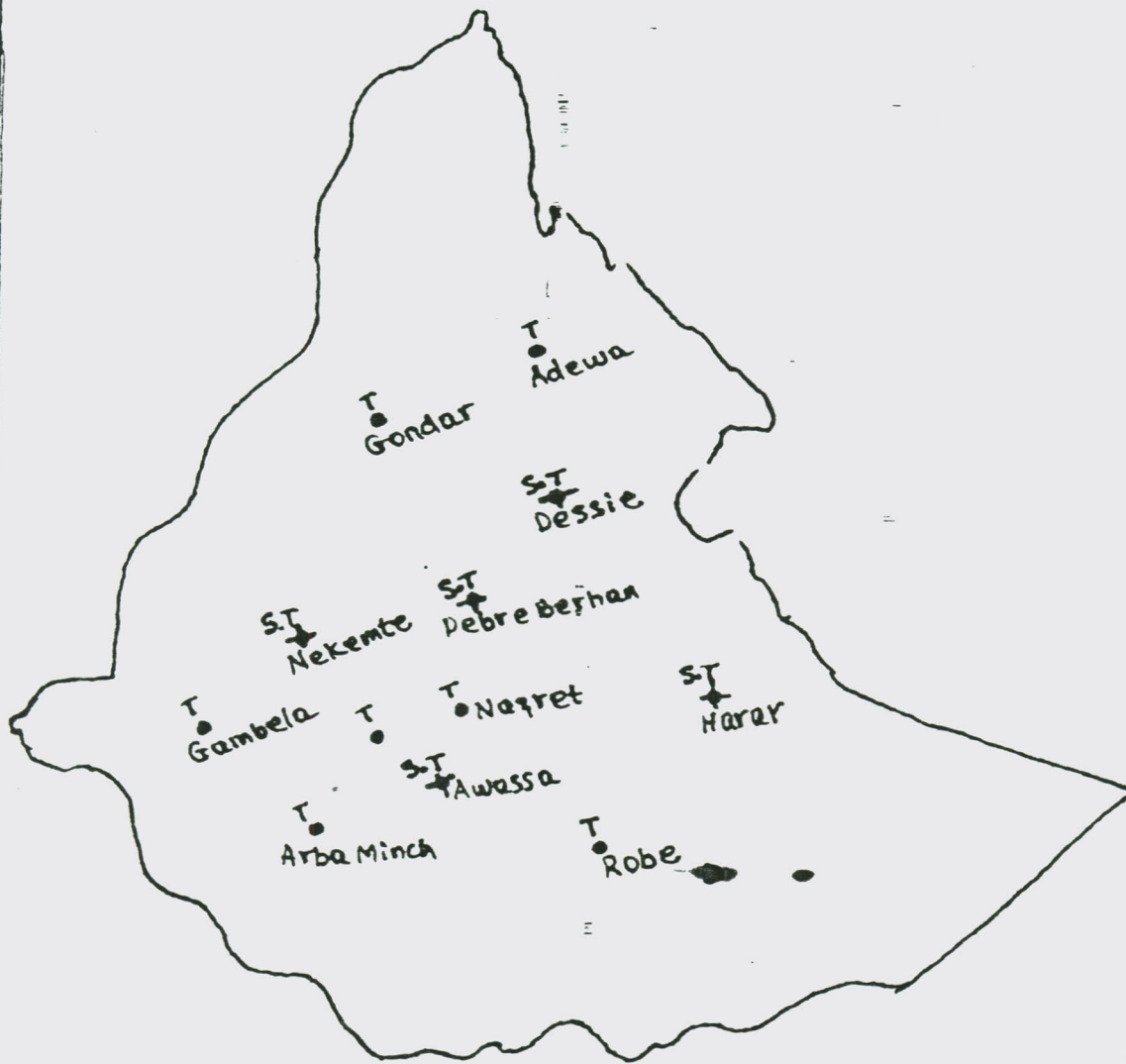
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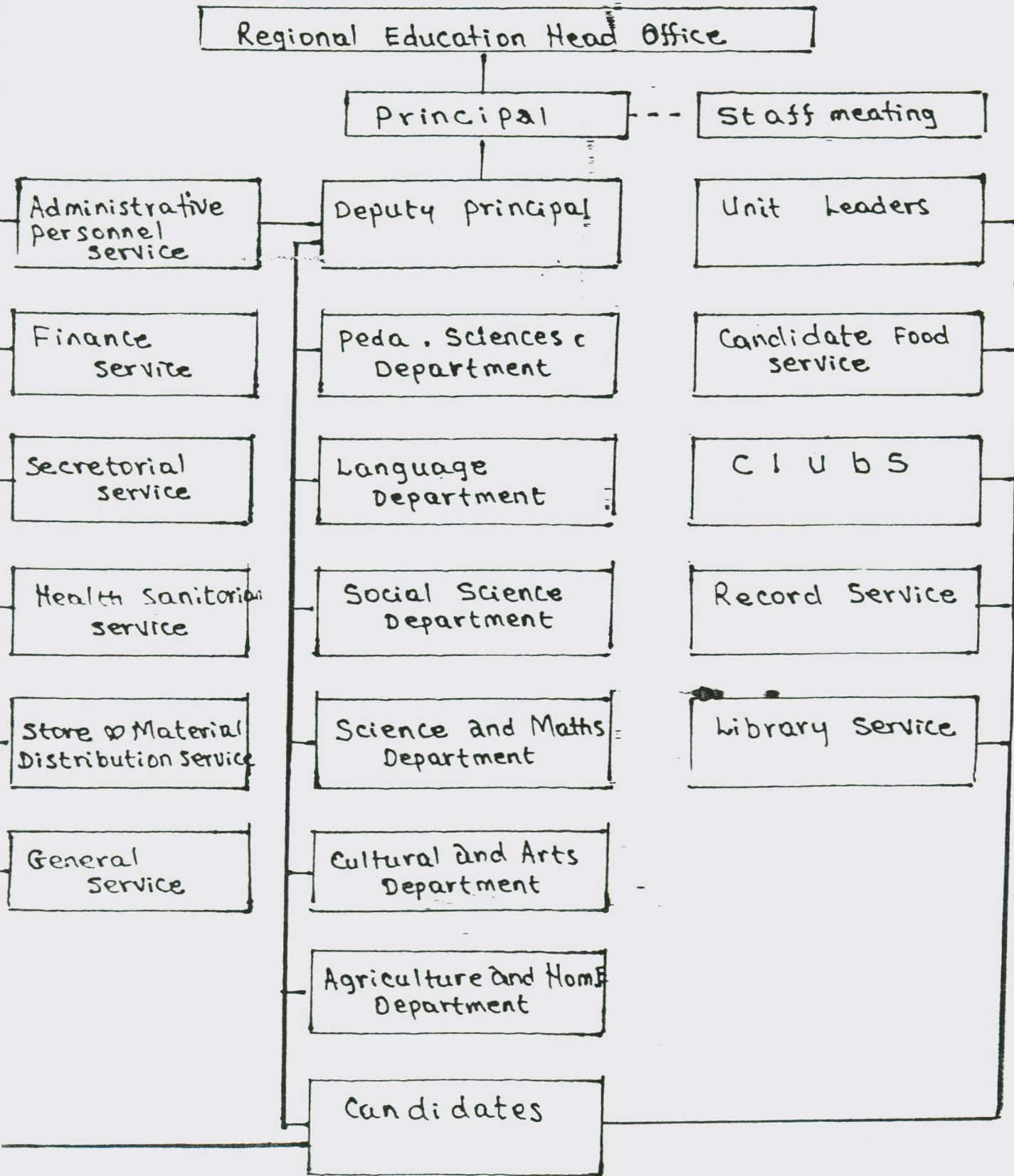
FIGURE . 8 ; THE IDEAL LOCATIONS OF THE PRIMARY TEACHERS' TRAINING INSTITUTE OF ETHIOPIA



KEY ✦ S.T = THE sampled primary Teachers' Training Institutes.-
 • T = Primary Teachers' Training Institutes which are not sampled

APPENDICES

Figure 9: AN ORGANIZATIONAL STRUCTURE OF THE PRIMARY TEACHERS' TRAINING INSTITUTES OF ETHIOPIA



Source, Ministry of Education (1979), Amharic version.

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Questionnaire to be completed by the
Primary Teachers' Training Institutes'
Administrative and Teaching Staffs

The purpose of this questionnaire is to-gather information pertaining to a strategy for Managing conflict in Primary Teacher's Training Institutes of Ethiopia. You are Kindly requested to share your experiences and suggestions.

Thank you for your Kindly
cooperation in advance!

I. BACKGROUND INFORMATION

Instruction :- 1. Please indicate your answers by putting mark in the box provided

1.1 Write the name of your Institute

1.2 Sex a) Male b) Female

1.3 Age

a) Under 18 years b) 18-27 years c) 28-37 Years

1.4 Marital Status a) Unmarried b) Married
c) Divorced

1.5 Academic Quulification

a) Grade 12, and less b) 12+1 c) 12+2

d) 12+3 e) Bachelor's degree

f) Master's degree G) Doctrate degree

h) others

1.6 Total service Years

- a) 1-5 years b) 6-10 years c) 11-15
d) 16-20 years e) 21-36 years f) 27-30 years

1.7 Your present position in your Institute

- a) Teacher b) Administrative worker

Instruction 2 :- Below are various kinds of problems that may generate conflict in your work. Indicate to what extent you find each of them to be a problem, concern or obstacle in carrying out your duties.

You are expected to give your best answer by circling out number which corresponds to your choice. The key to the number is given below.

Key: 1= NEVER 3= SOMETIMES 5= ALWAYS
 2= SELDOM 4= OFTEN

No	Conflict generating factors	Rate of Occurrence				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
I	<u>INTRAPERSONAL CONFLICT</u>					
1.1	The extent of your satisfaction with the decisions made by your administration.	1	2	3	4	5
1.2	Disagreeing with your working assignment.	1	2	3	4	5
1.3	The extent of decreasing your participation due to the domination of your leaders,	1	2	3	4	5
1.4	The extent of your dissatisfaction due to the unnecessary over load tasks.	1	2	3	4	5
1.5	Improper fixation of promotional, motivational and reward processes by the administration	1	2	3	4	5
1.6	The extent of ^{not} getting to fulfill your transfer requests.	1	2	3	4	5

No	Conflict generating factor	Rate of Occurrence				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
II	<u>INTERPERSONAL CONFLICT</u>					
2.1	Unable to take legal disciplinary measures due to the existence of inter personal conflict.	1	2	3	4	5
2.2	The rate of differences in orientations competitions and power struggle in your institute.	1	2	3	4	5
2.3	Communication barriers appear among the teacher and administrative staff.	1	2	3	4	5
2.4	The rate of ethnic difference provokes inter personal conflict in your institute.	1	2	3	4	5
2.5	The extent of existing conflict due to the unfair management of the leaders.	1	2	3	4	5
III	<u>INTRAGRROUP CONFLICT</u>					
3.1	The rate of disggreement between your department or work group with others.	1	2	3	4	5
3.2	The cohesive approach of members of your group in attaining the department's or work group's tasks /objective/	1	2	3	4	5-
3.3	The degree of differences in your department or work group.	1	2	3	4	5

No	Conflict generating factor	Rate of Occurrence				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
3.4	The extent of your leaders treatment your department or work group.	1	2	3	4	5
3.5	The rate of applying divide and rule tactics in managing members by your leaders.	1	2	3	4	5
3.6	The degree of disagreement of members due to differences in educational status, work experiences and genders .	1	2	3	4	5
	<u>IV-INTERGROUP CONFLICT</u>					
4.1	The tendency of one department or work-group not to volunteer information useful to a member of another department of work group .	1	2	3	4	5
4.2	The level of distrust felt by a member of one department or workgroup toward another department or workgroup .	1	2	3	4	5
4.3	The tendency for a member of one department or work group to become angry with the manner of the leaders in another department or work group.	1	2	3	4	5

No	Conflict generating factor	Rate of Occurrence				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
4.4	The rate of conflicts between your department or workgroup due to competition.	1	2	3	4	5
4.5	The extent of unnecessary interference made by the higher authorities in the affairs of your department or workgroup.	1	2	3	4	5

Instruction 3:- Below are conflict resolving mechanisms and techniques of disciplinary actions (measures) as a means of resolving conflicts. You are expected to respond by circling the best corresponding answer from the given alternatives.

No	I T E M E	Rate of Applications				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
5.1	<u>V- CONFLICT RESOLVING MECHANISMS</u> <u>Integrating method:</u> Resolving conflict through openness, exchange of information and examination of differences to reach a solution acceptable to both parties [groups].	1	2	3	4	5
5.2	<u>Obliging method:</u> Resolving conflict through the tendency to minimize or suppress the open recognition of real or perceived differences in conflict situations while emphasizing common interests.	1	2	3	4	5
5.3	<u>Dominating method:</u> Resolving conflicts through forcing (dominating) style i.e., threatening, or punishments etc.	1	2	3	4	5
5.4	<u>Avoiding method:</u> Resolving conflicts to withdraw from or remain neutral in conflict situations.	1	2	3	4	5

No	ITEMS	Rate of Applications				
		1	2	3	4	5
		NEVER	SELDOM	SOME TIMES	OFTEN	ALWAYS
5.5	<u>Compromising method:</u> Resolving conflict through the tendency to sacrifice one's own position by seeking a middle ground splitting the differences in conflict situations.	1	2	3	4	5
5.6	<u>Problem solving method:</u> Resolving mechanisms for conflicts by applying scientific steps and logical sequences in elaborating the cases.	1	2	3	4	5
	<u>VI- TECHNIQUES OF DISCIPLINARY MEASURES</u> In order to manage conflict in your institute, how far have the following disciplinary penalties been exercised?					
6.1	Oral reprimand	1	2	3	4	5
6.2	Written reprimand	1	2	3	4	5
6.3	Punishment in fine	1	2	3	4	5
6.4	Demotion	1	2	3	4	5
6.5	Transfer of individuals proved to be victim of conflict	1	2	3	4	5
6.6	Discharge or dismiss individuals from the institute (work position)	1	2	3	4	5
6.7	The institute leaders ignore taking any disciplinary measure to the existing conflicts which often cause rivalry	1	2	3	4	

Instruction 4:- Rank orderly in the following space provided, for each functional roles of your principal in the management of controlling conflicts.

No	VII - Duties of a Principal for controlling conflict	Rank
7.1	His ability to intensify the psychological climate of the staff in order to strengthen their mutual relations.	/ /
7.2	His attempts to team building and role negotiation.	/ /
7.3	His strategies to resolve conflict through impersonal bureaucratic rules for personal control.	/ /
7.4	His inclination to deal with the departments or work groups interdependences.	/ /
7.5	His endeavours to implement performance appraisals and designing the training programs.	/ /
7.6	His behavior in conflict situations as initiator, defendent and mediator.	/ /
7.7	His willing to initiate the members with the newly sent cases from higher educational offices.	/ /
7.8	His tasks on properly deligating of authorities.	/ /
7.9	His applications of the mechanisms for conflict resolution.	/ /
7.10	His efforts of the implementation of decisions in the academic and administrative affairs of the institutes.	/ /

VIII Self Report/ Open Ended/ Items

Instructions: To substantiate the causes for intra personal conflict the following open ended (self report) type of questions are listed. Please state them in brief with the space provided.

8.1 What kind of problem do you face in your institute?

- a) _____

 c) _____
 d) _____

8.2 Do you like your job? If you do not like it, state some of the main causes.

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

8.3 Do you feel that the rate of your participation is being decreased in your institute? If your response is positive, state the major causes.

- a) _____
 b) _____
 c) _____

8.4 What are the main causes that make you always disagree with your leaders.

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

8.5 If you have additional suggestions or comments regarding the types of conflict situations and the mechanisms of their menagenat please state them in brief.

- a) _____
 b) _____
 c) _____

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Interview Items to be presented to the sample
Regional Education Head Officers, like, Inspectors,
Head of Discipline Committees; P.T.T.I.:s
Principals and Deputy Principals.

The purpose of this interview is to gather additional information pertaining to a strategy for Managing conflict in the Primary Teacher Training Institutes of Ethiopia. The above cited educational authorities are kindly requested to share their experiences and suggestions upon the problems stated below.

Thank you for you
kindly Cooperation in
advance!!

I. BACKGROUND INTORMATION OF THE INTERVIEWEES

- 1.1. Age _____
- 1.2. Sex _____
- 1.3. Academic Qualification _____
- 1.4. Fields of Specialization _____
- 1.5. Years of Experiences _____
- 1.6. Present Positions _____
- 1.7. Name of the Regional Education Office _____
- 1.8. Name of the Sampled Intsttute _____

II. THE INTERVIEW QUETION ITEMS

- 2.1. Do you expect that the existance of conflict in the institute?
- 2.2. If you admit its existence in the institute, please identify the types or levels of the conflicts.
- 2.3. Which type of conflict was frequently occrred in the institute.
- 2.4. What were the major conflict generating factors for each types or levels in the institute?
- 2.5. State the type of mechanisms used for the resolving conflicts in the institute.
- 2.6. Describe the disciplinary measures which were taken by the institute and/or higher educational officials.

- 2.7. Among the staff which social groupings were more prone to conflict.
- 2.8. What were the changes that brought up with conflict in the institutes.
- 2.9. Were there studies or reports carried on the conflict and its management in the institute?
- 2.10. Do you have any suggestions on the applications of the traditional intervention tactics in managing conflict by the institute?
- 2.11. If you have additional suggestions or comments regarding the types of conflict situations and the mechanisms of the strategy of management, please state them in brief.

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General Survey on the Selected individuals . . . Case Studies in
the Institutes

The purpose of the selected individuals file case studies is to substantiate the data for pertaining to a strategy for Managing Conflict in the Primary Teachers Training Institutes of Ethiopia. Thus, the following major factors for investigations are stated.

factors for the case studies:

1. The time when conflict existed in the institute.
2. The types or levels of conflict that was appeared in the institutes.
3. Main factors that generate conflict.
4. Methods that were used for resolving the conflict stitutations.
5. Measures that were taken to manage conflict by the institute's authorities
6. Measures that were taken by the respectives higher educational authorities
7. Major consequences of conflict and its managment that have been brought up into ;
 - 7.1. constructive aspects,
 - 7.2. destructive aspects.

2. በሕብረት ህይወት ዕድል ማግኘት ፀሐይነት ተበልጦህ የተሰጠውን ገለበጠ በመሰል ደረጃ በተለያዩ ወቅቶች በጠቀሙና ጓደኛቸው ቤተ ጾታ ለበርጣ /ለጣት ገዛዝ/ አንድተኛውን ለአንድተኛው ጠግደረጋቸው ና።

3. ዕድል ማግኘት ከረ ተክሎ ሰሎች ቤቶችን በግንባታ ለአንድታጣቢ ለአንድምገሪ ለጠቀሙና ጓደኛዎች ከሆነችው ከጠቀሙና ተበልጦህ ጋር ለብራት አንድተኛውን ወቅቶቻቸውን በተወሰዱ የብረት ክፍሎችና ክራባቸው አንድበት አጠገብ በገባው ፈት የርበው ለምነው ነገረዋል።

በዚህም መሥሪያ የገለጹ ሕገጋቸውን ለግርዛትና ለመወጣት ባሉ ብቻ የተረጋገጠው በግን ፈት ላይ ሆነ ብለው የበቀሉ ስርጭት ለመጠቀም በግንባታ ለብራት ክፍል ውስጥ ለባሰረገገና ለብነት የሪ የሆኑ ነገሮችን በገለበጧ ላይ በጠቀሙና በተለይ ደግሞ ና።

ሀ. የተረጋገጠው በተረጋገጠው ዕድል ማግኘት አብግኔት አብዱ ላይ የበቀሉ ስርጭት ለመጠቀም ብለው በክፍል ውስጥ ለባሰረገገ የሆኑ አጠቃላይ አባባሎችን ከመሰጠታቸውም ሌላ ሆነ ብለው በገንዘብ ላይ ነገሮችን በተሰጡት ህይወት ለመጠቀም ተክረት ባይሰጡ የር ተክ ከ100_40 ከጠቀሙና በጠቀሙ 37 ከጠቀሙ በመሰጠታቸው ና።

ለ. ለግንባታው ለግንባታው ዕድል ማግኘት በመደገፍና በግንባታው ውስጥ ለግንባታው ለግንባታው የሆኑ ግርዛት በመሰጠት መደረግ የሌለበትን አጠቃላይ የተሰጠትን ለብነት የሪ አጠቃላይ ፈጠራ በመገኘታቸው ና።

ሐ. ለጠቀሙና ተበልጦህ ከ50_17 1/2 ደገፍቶች ውስጥ 37 በግንባታው በአገግሽ ፈ ተና ከ20_8 ደገፍቶች ውስጥ 16 ባይደረግ በተወሰነ ከዚህም ይባሉ ብሎ ከቤተሰብ መምሪያ ጋር ውይይት በርብ ተክሎ ተክሎ የተሰጠውን የረ ተክ ውስጥ በራባቸው ለግንባታው በግንባታው ነገሮችን ተክሎ ከ10_6 1/2 ደገፍቶች ውስጥ በጠቀሙና በመደለዝ 9 ባይደረግ ና።

መ. ክፍል ተክሎ ለተሰጠው ዕድል ማግኘት ቤቶችን በግንባታ ለአንድታጣቢ ከ50_26 ደገፍቶች ውስጥ 36 በግንባታው ለአንድም ከቤተሰብ መምሪያ ፈ ተና ውስጥ ከ10_7 ደገፍቶች ውስጥ ለጠቀሙና ና።

ሠ. ጠቀሙና የተሰጠውን የተገለጸው ለአንድ ተወሰኑ ሆኖ በደረጃ ጥፋት ለነበሩ ብለው ለዕድል ማግኘት ለአንድ ተወሰኑ ከቤተሰብ መምሪያ በተክሎ ታሪክና ጥፋት ጠቀሙና ውስጥ በተሰጠው በደገፍቶች ከ10_3 1/2 ደገፍቶች ውስጥ 9 በግንባታው ተገቢ ያልሆነ አጠቃላይ በደረጃ ለብነት ለባሰረገገ በሆነ ህይወት ፈጠራ ተገኝተዋል።

ከዚህም ይህንን ገንዘብ በዘርዘር መርምሮ በረ ወይይትና ክርክር ተደርጎ በመወሰንም በተደበዘው የብረት ክፍሎች ከግንባታውም በላይ ለተወሰኑ ጥፋቶች በባሰረገገ የሆኑትን መምሪያ አብጠር ተ ለምነት ለመደገፍ ለአንድ ጠቀሙና ያለአንዳች ጠቀሙና ግንባታው ጥፋቶችን ለምነው ከግንባታው ይቀርታ ለአንድ ያይደረግ ለግንባታው የርበው ጠቀሙና ና።

በጠቀሙና በመንገዱት ሠራተኛ ግንባታው ደንብ መሠረት ገለበጡ ከፈጠሩት ጥፋት ለኪያ መወሰን የግንባታው የዲግሪውን ስርጭት በጣም ከባድ ለመሆኑም አደጋ ላይ የሚገኙ መሆኑን በግንባታው ከዚህ ጋር የወጡትን ሰጠውን ከግንባታው ውስጥ በግንባታው ክፍሎችን ከጥፋታቸው ከባድ ጋር በግንባታው

[Handwritten signatures and marks at the bottom of the page]

ለወሰን አስተዳደር አካባቢ አስተዳደር ጽ/ቤት

ገ/ቤት

ገ/ቤት ከደንበኛ ከመሬት ውጭ የፍቃድ በደል የተፈጸመበት በሌላ

ገ/ቤት በዚህ አካል በሰጠው ጽ/ቤት

ከዚህ በፊት ያወሰደው አስተዳደር አካባቢ ንብረት መሬት ሃሳፊ የሆኑት ገ/ቤት በዚህ አካል ውስጥ በቀይ ተቀምጦ በሥራ ላይ ሆኖ በገንዘብ መብት ላይ በሰጠው በደረሰበት በደረሰበት በዘርዘር ለዚህ አካል አቤቱ ያቀረበው ጽ/ቤት ለማሻሻል ያህል።

- 15 / ግንባታ 16 ቀን 1981 የተጻፈ 5 ገጽ
 - 25 / ሰጠው 10 ቀን 1981 የጽሑፍ የሰጠው ማሰራጀት የያዘ
 - 35 / ሰጠው ዕድገት በመደደር በመከሰከሉ የጽሑፍ 1 ገጽ
- የገንዘብ በተገኘው ወቅት በገንዘብ የተጻፈትን በመሆኑ ለዚህ አካል ማቅረብ ይቻላል።

በአሁኑ ወቅት ለአገሪቱ ተግባር ንብረት ውጭ ከመዘገብ ገደብ ከመሬት ውጭ አገደረጸው ከመቀመጫ ሌላ በዚህ ሰጠው መቀደን ያልጠበቀ ከሆነ በአውራጃው ጽ/ቤት ጽ/ቤት በኩል አገዳኝነትን በማሰጠት አስገቢ ሆኖ በመቀየሩ የመሰቀሰው ከርዘር ላይ አገዳጅ የአውራጃው ጽ/ቤት ጽ/ቤት የአስተዳደርና የሆሊን ስሜት ወጣኑ ያልጠቀመሆኑን ይታወቃል።

በዚህ መካከልም ሰጠው ዕድገት ወደ-ደር በመጣው ማሰራጀት መሠረት አገዳጅወደር በመከሰከሉ ለዚህ አካል በኔ 12 ቀን 1981 ዓ.ም በጽሑፍ አቤቱ መሠረት ያቀረበው ሰጠው ሰጠው ያረጉ አገዳጅ "ሰበቅ" በመቆረጥ ገደብ የመሬት ሃሳፊው ጽ/ቤት በሌላበት በሥራው ውስጥ ከአገዳጅ ጽ/ቤት የሚጠበቅ የሰጠውን በደብ አዘል አገዳጅ ለመገኘት ከጠየቀው የመደደር መብት ጋር ፍጹም ያልተጣጠመ መሆኑን በመረዳት አዲስ አበባ ሃጂ በማመልከት ጽ/ቤት መሰሪያ ቤት የሚመለከተው ክፍል የመደደር መብትን ጠብቆናል።

በሌላ በኩልም ገደብ የንብረት መሬት ሃሳፊው በኔ ላይ ያረጉበት የመደደር መብት ክፍለ ሰጠው የሚያስጠይቃቸው መሆኑን በሰጠው አኔ ለዚህ አካል ለቀጠው መሆኑን አቤቱን ከቀረቡት በኋላ መዘገብና አዘገፀው የሰጠውን በአውራጃ ማረጋገጥ ይቻላል።

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T A B L E 13.1

High Degree of Occurrences of the Conflict Generating Factors
in the P. T.T.I.S

Variables Co.No	Group	Mean Score	Standard Deviation	Mean Rated Scores					T-pro. bility
				Ne	Se	St.	oft	Al	
				1	2	3	4	5	
I <u>INTRAPERSONAL CONFLICT</u>									
1.1	Academic staff	3.040	0.80			✓			
	Administrative	2.92	0.76						0.213
1.2	Academic Staff	2.02	1.02						
	Administrative	2.03	1.12						0.99
1.3	Academic Staff	3.24	0.60			✓			
	administrative Staff	3.06	0.73			✓			0.04
1.4	Academic "	3.12	0.84			✓			
	Administrative "	3.27	0.62			✓			0.11
1.5	Academic "	2.99	1.07						
	Administrative "	3.51	0.74			✓			0 *
1.6	Academic "	3.11	1.11			✓			
	Administrativ "	3.30	0.65			✓			0.11
II <u>INTERPERSONAL CONFLICT</u>									
2.1	Academic Staff	2.50	1.13						
	Administrative	2.81	0.88						0.02*
2.2	Academic staff	3.39	0.91			✓			
	Administrative staff	3.18	1.06			✓			0.09
2/3	Academic "	2.41	1.06						
	Administrative "	1.98	0.97						0.001*
2.4	Academic "	2.74	0.99						
	Administrative "	2.49	1.13						0.07
2.5	Academic "	2.86	1.17						
	Administrative "	3.43	0.65				✓		0.0 *

Key: 1) Every variable code number corresponds to the conflict generating factor which is available in Appendix III

2) (✓) Sing shows for those conflict generating factors which consist high degree of occurrences (c-f > 3.00 mean score).

3) * $P < 0.05$ (statistically significant mean differences score)

Ne = seldom, St. = sometimes, oft. = often, Al = always

TABLE 13.2

High Degree of Occurrences of the Conflict Generating Factors in the P.T.T.IS

Variable No	Group	Mean Score	Standard Deviation	Mean Rated Scores					T. a prorakt ility
				Ne	Se	St.	Oft	Ala	
				1	2	3	4	5	
<u>III INTRAGROUP CONFLICT</u>									
3.1	Academic staff	2.14	0.95						
	Administrative staff	2.05	1.08					0.47	*
3.2	Academic "	2.53	1.22						
	Administrative "	2.86	1.41					0.047	*
3.3	Academic "	3.26	0.15			✓			
	Administrative "	2.28	1.15					0.0	*
3.4	Academic "	1.78	1.01						*
	Administrative "	2.64	0.69					0.0	*
3.5	Academic "	2.50	0.97						11
	Administrative "	1.67	1.08					0	*
3.6	Academic "	1.63	0.84						.8
	Administrative "	1.74	1.07					0.40	
<u>IV INTERGROUP CONFLICT</u>									
4.1	Academic Staff	2.08	0.89						
	Administrative "	2.00	0.98					0.50	
4.2	Academic "	1.96	0.87						
	Administrative "	1.80	0.96					0.17	
4.3	Academic "	3.24	0.85			✓			1.2
	Administrative "	2.22	1.15					0	*
4.4	Academic "	2.73	0.56						0.4
	Administrative "	2.05	0.98					0	*
4.5	Academic "	2.82	0.75						0.0
	Administrative "	2.83	0.68					0.94	0.1

Key: 1) Every variable code number corresponds to the conflict generating factor which is available in Appendix. 111 0.7

2) (✓) Sign shows for those conflict generating factors which consist high degree of occurrences (cf > 3.00 mean scores) 0.9

3) *: P < 0.05 (statistically significant mean differences scores)

4) Ne = Never, Se = seldom, st = sometimes, oft = often, Al = Always 0.0

- Key:** 1) Every Variable code number corresponds to the conflict generating factor which is available in Appendix III
- 2) (✓) Sign shows for those conflict **resolving mechanisms** which consist of high degree of applications (C.M >3.00 mean scores) c.m.: conflict management mechanism.
- 3) *P < 0.05 (statistically significant mean difference scores)
- 4) Ne = Never , Se= seldom, st. = sometimes oft.= often, and
Al = always

