

***THE PRACTICES THAT GENERATE CONFLICT BETWEEN TEACHERS
AND PRINCIPALS IN SOME SECONDARY SCHOOLS OF HORO GUDURU
WOLLEGA ZONE***

**BY
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Abstract

The main purpose of this study was to investigate the practices that generate conflict between teachers and principals in some secondary schools of Horo Guduru Wollega Zone. It attempts to identify: teachers and principals' views on conflict, the effects of conflict on school performance and the strategies used to manage conflict. In order to attain the objective of the study, descriptive survey method was employed. The study was carried out on five secondary schools that were selected using random sampling technique. The study also involved 95 teachers that were selected using random sample method and 18 school principals and 15 educational officers (managers) purposively selected from the sample school and Woreda under study for interview purpose. Questionnaires, interviews and document analysis were the instruments used for data collection. The data gathered were analyzed using various statistical tools such as frequency distribution, percentage, mean, standard deviation, chi-square and one way ANOVA. Based on the results of the analysis, majority of the teachers have traditional view of conflict while principals were found to have the constructionist or balanced view of conflict. The result of the study also revealed that conflict has both positive and negative outcomes on the organization. It was also found that performance evaluation system, inappropriate and biased reward system, communication problems, lack of professional commitment, lack of solving problems through the practice of table discussion, lack of clearly stated tasks, lack of participative decision making, bad working conditions, unfair distribution of tasks and unclear polices and guidelines were among the major causes of conflict between teachers and principals in the sample secondary school of the zone. The findings of the study further shows that avoiding, forcing ,compromising, accommodating and problems solving were management strategies adopted by school principals for resolving conflict. Aforementioned strategies for managing conflict were employed without the analysis of the situation and parties participated. Based on the finding it is possible to conclude that principals were not managing conflict in their schools properly. This is because they lack training, skills and competence in conflict management and this might affect performance in the process and creates low morale. Therefore, for the effectiveness of managing conflict processes and for the purpose of getting balanced view of conflicts, special training in conflict management knowledge and skills for both educational managers and teachers is recommended.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a universal practice in which societies are engaged at all stages of development. One of the ultimate aims of education is to strengthen the individuals and the society's problem solving capacity and ability that is people can solve different problems using education. Education enables people to identify harmful traditions and replace them by useful ones. Education does not operate in isolation rather it has to be integrated with research practice and development of the society (MoE, 1994, P.1-5)

Education lies at the heart of social and economic development. It has the power to reduce poverty, improve health, and promote democracy. In order to gain these benefits from education the role educational managers and functions is highly significant in managing conflict generating practices in education (schools)

Schools are communities undergoing transformation and therefore, conflict in education is a common occurrence. In most cases the reason for such conflict is because educational officials, teachers and school principals do not understand the new paradigm underlying and driving transformation and can not adapt their work style accordingly. This may lead to conflict that may become imminent and inevitable (Steyn and others, 2003, p.114)

Conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by it self is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Ownes, 1998, pp.230-231).

In addition, conflict is widespread in human societies. It is universal in human affairs. Conflict occurs: among social institution among organization, with in organizations, among the members

of an organization, and within the personality of each individual. So, the presence of conflict is an everyday reality for all managers (Ayalew, 2000, pp.71-72)

Communication barriers, role ambiguity, unclear expectation or rules, unresolved prior conflict, conflicting interests, disagreements on task and content issues are some of the factors(practices) that can lead to conflict situation in schools. At the same time competition for scarce resources, differences in values and inconsistencies among educator and learners may also bring about disagreement between people (Calitz, and others, 2002, p.225)

Besides this, conflict also arises whenever perceived or real interests collide. The collision can results from a divergence in organizational goals, personal ambitions, group loyalties, department budget demand on scarce resources, ethnic expectations and demands and so forth. Conflict therefore, comes from a multitude of sources and is found at personal and organizational levels (Hanson, 1996, p.261).

Furthermore, several authors state that there are several sources of conflicts in different situations and occasions. These includes scarce resources, jurisdictional ambiguities, personality clashes, power and status differences, communication breakdowns; role conflict and ambiguity, decision making process, leadership style of the managers, conflict management strategies and skills of principals and so on (Organ and Bateman, 1991, pp.220-222; Terry, 1996, p. 3-21; and Ayalew, 2000, p.78).

Conflict has the potential for either a great deal of destruction or much creativity and positive social change or influence. Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones. In support to this idea Ayalew (2000, p.74) states that conflict is universal in human affairs and is not always bad for organization or for an individual. Because it has several advantages such as, it initiates a search for ways to eliminate or resolve conflict, leading to innovation and changes, to make change more acceptable and desirable, and it has strategic implications for bosses and their subordinates.

In addition to this, conflict is assumed to be a natural part of modern organization. The reason behind is because it involves problems solving and decision –making and is at times credited

with positive effects up on the organization. Accordingly conflict will persist where irreconcilable differences exist. Disputes or services disagreement can develop on both personal and organizational levels (Erasmus and Swart, 2000, p.367)

According to Toby (1999, p.6) there are specific reason why functional conflict occurs and these needs not necessarily be seen as bad or destructive. Conflict can be significant as well as beneficial. It is beneficial when it indicates that a problem exists and so acts as a warning sign of potential problems. The four aspects that characterize conflict may be beneficial or functional. These are (Erasumsu and others, 2000, p.367): Conflict is a general phenomena of human existence, that is, to be human is to experience conflicts, conflict embraces a wide spectrum of social relationship, conflict occurs because of incompatible interests between people, groups and organizations, and there are diverse opinions, attitudes, out looks and motives with in any organizations.

Generally as suggested by the researcher on the bases of the above reviewed literature, when managed badly conflict may have a negative impact on the school. This may result in the destruction of self esteem and damaged relationship among all stakeholders. Furthermore, conflicts in the school may generate fear and anxiety to teachers, principals and students. All this is due to bad management. On the other hand, with effective managements, conflict may encourage growth, development and understanding in the schools beliefs, values and culture. It may even open ways of viewing the schools as areas of where empathy can be encouraged. When conflict is functional, schools will achieve good results and this leads the entire improvement and development of the school. In addition schools will significantly benefit from the process, if principals have good skills and attitudes towards effective conflict management thorough knowledge, self-control and consistent implementation.

Therefore, being based on this interesting nature of conflict the study was tried to investigate or find out the practices that generate conflict between principals and teachers, the effects of conflict on performance of the school, teachers and principals view on conflict, strategies used in conflict management and possible measures for the further problems with particular reference to some secondary schools of Horo Gudureu Wollega Zone of Oromia region.

1.2 Statement of the Problem

Conflict is inevitable in any organization where individuals and groups must interact to produce complex outputs. It is inevitable even between individuals or departments that are supposed to cooperate to accomplish organizational goals. It is also an inevitable fact of human existence (Ayalew, 2000, pp.87-88).

Researchers such as Bekele (1985), Fikru (1993), Gonié (1998) and Gebretensay (2002) have indicated that conflicts are realities in Ethiopian schools. In line with these findings MoE(cited in Fikru, 1993, p.3) has identified the major conflict generating factors (practices) such as dissatisfaction of some teachers and other workers, unnecessary dominating principals, dissatisfaction in performance appraisal (evaluation) system, inappropriate distribution of class load which also true in Oromia Regional State.

These local researches (Fikiru and Gonié) mostly focus on conflict management and conflict management strategies. However, in this study, the researcher wants to investigate the practices that generate conflicts, the views of teachers and principals about conflict, the influence of conflict on the performance of the schools and conflict management strategies in this particular area.

In addition, it is common to hear the existence of conflict between teachers and educational leaders in Oromia Regional State (Oromia Educational Festival and Training Manual, 2002, pp.23-25). Based on the reports, the following major causes of conflict were identified as follows:

1. Lack of professionally committed educational leaders in preparing participatory planning, follow up and evaluations system for the package of quality education.
2. The perspective of teachers regarding to teacher development program and adopting to the new technology and
3. Unnecessary relationship between teachers and students that makes disciplinary problems.

These factors are also observed as major causes of conflict in Horo Guduru Wollega Zone in particular. In addition, it is common to hear that conflict exists between teachers and principals in Horo Gudru Wolega Zone (Horo Gudru Wolega Zone education department fourth quarter yearly report, 2001). Furthermore, from the preliminary observation made by the researcher there exist major challenges (problems) between principals and teacher in secondary schools. In secondary schools of Horo Guduru Wollega Zone, it was observed that:

1. Lack of professionally committed educational leaders and teachers
2. Incompetency of educational leaders to realize the professional problems of teachers
3. Inability of educational leaders to manage and solve problems jointly
4. Consideration of any challenge or conflict as destructive
5. Struggle for leadership position (power)
6. The knowledge gaps in the make use of technologies
7. Unfair assignment of school principals and other educational managers at different levels and etc.

This provokes the researcher to undertake the study. In light with the stated problems, the study would try to answer the following basic questions.

- a) What are the main conflict generating practices in secondary schools?
- b) How do secondary school teachers and principal view conflicts?
- c) What are the influences of conflict on the performance of the schools?
- d) What strategies do principals used to manage conflict?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study is to assess conflict generating practices between teachers and principals in some secondary schools of Horo Guduru Wollega Zone.

1.3.2 Specific Objectives

- a) To asses conflict generating practices in secondary schools.
- b) To identify the views of teachers and principal on conflict.
- c) To investigate the effect of conflict on the performance of the schools.
- d) To identity the strategies used by principals in conflict management.

1.4 Significance of the Study

Schools are the major social institutions where by the teaching learning process takes place. Therefore the problems, factors and practices which negatively influence the smooth functioning of the school need to be seriously investigated. Systematic and appropriate strategies also need to be assessed in order to overcome destructive problems. Besides, school principals by the virtue of their position struggle for the uninterrupted functioning of the school and sees to it that educational needs of students are fulfilled.

They are working constantly with teachers and can only achieve maximum efficiency when the relations with teachers are at satisfactory level. Hence, the peaceful co-existence between teachers and principals should encourage to set up a conducive environment for teaching – learning process (Corwin, 1970, p.33).

In addition to this, the need to know: what is conflict and how to manage it, the techniques of avoiding or minimizing undesirable conflict and exploiting the benefits of desirable conflict, the causes of these conflict and etc. makes the problem significant to be studied.

Therefore, the study would be significant and believed to make some contribution in the following manner.

- a) It may indicate the practices that generate conflict, so that it gives directions to principals, teacher and Woreda /zone education officer to work on the problem.
- b) It may provide some alternative solution or recommendation that might help to minimize conflict generating practices.
- c) Attempt would be made in the study to show the negative or positive influences of conflict on staff moral and the well being (welfare) of the school.
- d) It also paves a way for other interested, researchers to conduct in depth or further study in the area.

1.5 Delimitations of the Study

The study was delimited to secondary schools teachers and principals of Horo Guduru Wollega Zone. In addition the study was delimited to the conflict between teachers and principals in order to make it manageable. Besides, to make the study more manageable it was delimited to the practices that generate conflict, views on conflict, influences of conflict on performance and conflict management strategies employed to manage conflict.

1.6 Limitations of the Study

The study of conflicts as managerial problems requires a deep investigation and intensive follow up to get the deep-rooted and actual problems and its development. However, so many researches have been conducted in the field of education and still large number of researchers are conducting their researches too in the area and they use the school community specially teachers and principals as a source of information to gather data. As a result teachers and school managers become tired of filling the questionnaires. Because of this, most of them are unwilling and reluctant to respond to the questionnaire and failed to return it. This was the major challenges that the researchers faced while conducting the study. As a result of this, the researcher is forced to stay with respondents for a long period of time and make additional discussion with them.

Organization of the Study

This thesis is organized into five chapters. The first chapter deals with the background of the study, statement of the problems, significance of the study, scope of the study, limitation of the study and definition of some key terms . The second chapter concern's with the reviews of related literature, which consists of basic conceptual explanation and research finding related to conflict generating practices, views of conflicts, effects of conflict on performance, potential causes of conflicts, types of conflict and conflict management strategies. The third chapter comprises the research design, methods and procedures of the study, while the fourth chapter is a section that deals with analysis, presentation and discussion of the major findings. Finally the last chapter provides summary of findings, conclusion reached and recommendation made on the basis of the conclusions derived from the data analyzed.

1.8 Definition of Terms

Conflict refers to opposition arising from disagreement about goals or emotions with in or among individual, team, department or organization (Hellriegel and Slocum, 1996, p.552).

Conflict Management is the process of planning to avoid conflict where possible and organizing to resolve conflict jointly in order to make the school effective and efficient place for teaching and learning activities.

Principals are individuals appointed at the top position of the school to manage, control and lead the whole activities in the school.

Secondary School refers to four year duration of general and streamed education that ranges from grade 9-12 (MoE, 1994, pp. 14-15).

Secondary School Teachers are those who teach in secondary school (from grade 9-12).

Skill is an ability to do something well, due to knowledge, practice and /or training (Huse, 1982, p.930).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the research questions begin to unfold, using literature review as the vehicle. This literature review assists in giving a clear picture of what do expect in the investigation. The purpose of this chapter is to give a clear understanding of the nature of the problem being investigated, which is a conflict generating practices between teachers and principals in secondary schools. This literature study forms a fundamental and integrated part of planning and understanding of the research project (Smit, 2003, P.8). A literature review may disclose that somebody else has already preformed essentially the same research. This has provided substantially better insight in to the dimensions and complexity of the problem and aspect such as conflict management skills. It also equips the researcher with a complete and thorough justification of the subsequent steps as well as with a realization of the importance of undertaking of the research (Devos, 2000, p.65). Consequently, this part of the study will focus on the concept or nature of conflict, effects of conflict, type of conflict, sources and management strategy of conflict.

2.1 The Concept of Conflict

This part of the study will focuses on the concept or nature of conflict as described by other researchers. It is important for the researcher to see how other scholar conceptualized this concept prior to reviewing the relevant body of knowledge. Scholars, educators, and philosophers are at odds with one another over the definition, concept/nature, views, causes and management of conflict.

In the vast body of scientific literature, there is no consensus on specific definition of conflict. There is general concurrence, however, that two things are essential to any conflict: (1) divergent or apparently divergent views and (2) incompatibility of those views (Ownes, 1998, p.231).

Conflict refers to a situation in which persons or group disagree over means or ends and try to establish their views in preference to others (Ayalew, 2000, p.72). Kroon (1991, p.436) on the other hand, states that conflict is perceived or experienced incompatible differences with in the

individual or between two or more individuals which may lead to some or other form of opposition. Furthermore, a conflict may be defined as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other (Rashid, 1983, P.311). Similarly, Stoner (1998, p.539), views conflict as a disagreement about the allocation of scarce resources or clashes regarding goals, values, and so on, can occur on the interpersonal or organization level.

According to Hellriegel and Slocum (1996, p.552), conflict is opposition arising from disagreement about goals, thoughts or emotions with in or among individuals, team, department or organization. Ayalew (2000, p.72), defines conflict as a breakdown in the standard mechanism of decision making so that an individual or a group experiences difficulty in selecting and alternative, whilst Slabbert (1987,p.67), describes conflict as a dynamic process of interaction between two or more people or groups competing for rare resource, whose conflict objectives or needs have irreconcilable standards.

Conflict is universal in human affairs and it is natural. Conflict, to differing degrees, occurs daily in every one's life. Conflict is not necessary good or bad or conflict is not always bad for an organization or for an individuals. It's the way that it is handled that makes the outcome positive or negative. If handled effectively it can create a good learning experience. If not handled properly and efficiently, conflict can leads to physical and emotional violence (Ayalew, 2000, pp.73-75 and Jones, 1994, p.2).

Difference is an inevitable part of any organization, including schools. Principals, management teams and educator may beat variance when the actions of one person are interfering with or obstructing their work. That means, conflict in school takes different forms, for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach; they pressurize teachers for an interrupted working of the school activities. It, therefore, becomes common that conflict between teachers and school principal occur frequently at any time in the school (Plunkett and Attner, 1997, p.485).

Conflict in organizations is now seen as inevitable, endemic and often legitimate. This is because the individuals and groups with in the human social system are interdependent and constantly

engaged in the dynamic processes of defining and redefining the nature and extent of their interdependence. Important to the dynamic of this social process is the fact that the environment in which it occurs is, itself constantly changing (Ownes 1998, p.232).

In organization, when people work cooperatively and harmoniously with collaborative effort, it is true that for conflict to occur. Thus, conflict is present in all human experience; it is becoming an important aspect of organization behavior in education. That is why management scholars are interested in studying organizational conflicts in resent times (Rahim, 1986, p.11).

Generally, conflict occurs at two levels with in organization; interpersonal and inter-group. It can also occur within person and between person and social units. The literature tries to confine itself to conflict in organizational life (organization conflicts). These are intra-organizational conflicts and mostly involve interpersonal and inter-group conflicts (Ownes, 1998, p.230 and Kreitner and Kinicki, 1992, p.375).

2.2 Views on Conflicts

The various people and subunits that make up an organization develop different and highly specialized ways of viewing their work and the work of other group. When these different groups interact during the course of everyday activities, there is also the potential for conflict. The manner in which managers view and treat conflict has changed measurably from time to time from past to present (Szilagyi and Wallace, 1983, P.246).

In the past time, the existence of conflict is viewed as evidence of breakdown in the organizations, failure on the part of management to plan adequately and /or to exercise sufficient control. In human relations, view, conflict is seen in an especially negative light as evidence of failure to develop appropriate norms in the group (Ownes, 1998, p.230). Ayalew (200, p.73) indicated that the human relation movement implied that conflict in inherently undesirable and should be replaced by harmony, cooperation and stability.

Furthermore, for many people, the word conflict have a negative connotation such as war, destruction, aggression, Violence, competition and a malfunctioning of the organization or the individual. For other, the word has a positive connotation, such as excitement, intrigue, adventure and challenge. Other people respond to conflict with mixed feelings, this is probably the most

realistic and useful point of view of conflict for a manager (Ayalew, 2000, pp.73-74 and Hellriegel and Slocum 1982, p.637).

Generally, conflict is destructive when it continues or increases social disorganization or damaging to individual personalities. Conflict is constructive when it can serve as the impetus for growth in human relations and for bringing about desirable change (Morphet, Johns, and Reller, 1982, p.120)

2.2.1 The Traditional View of Conflict

The traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. In fact the term conflict was used synonymously with the term violence and destructions (Robbins, 1989, p.368).

The traditional administrative theory has been strongly biased in favor of the ideal of a smooth running organization characterized by harmony, unity, coordination, efficiency and order. They seek to achieve this through happy and congenial work group and control and strong organization control (Owens, 1998, p.230).

The old line, traditional approach views conflict as something to be avoided, something caused by personality conflict or a failure of leadership and something that should be resolved only by separating physically the conflicting parts or by a superior's intervention (Szilagyi and Wallace, 1983, p.246).

According to Swart (1998, p.347), most principals have traditionally viewed conflict as a problem to be avoided, whereas, Stoner and Freeman (1989, p.392) argue that the traditional view of conflict was that, conflict was unnecessary and harmful. They believed that conflict would develop only when principals failed to apply conflict management principles.

In supporting to the above idea, Plankett and Attner (1989, p.439), have stated that, a manager may view conflict as unnecessary and harmful to an organization. If this is the philosophical foundations of the managers toward conflict, their reaction would be to fear its occurrence and they attempt to eliminate all evidence of conflict.

The earlier approach to conflict held that conflict was avoidable and was caused by agitators and trouble makers. So managers were expected to “stick to the book” on rules and regulation and to blame someone for conflict (Ayalew, 2000, p.74).

According to Luthan’s (1981, P.381), the traditional approach of organizational conflict was based on the following assumptions. These are: conflict is by definition avoidable; conflict is caused by trouble makers, boat rockers and prima donnas; legalistic forms of authority such as going through channels or “sticking to the book” are emphasized and scope goals are accepted as inevitable.

School administrators and board of education in general try to avoid conflict. This is understandable because conflict makes administrators and board members feel uncomfortable and excessive conflict may cause breakdown (entropy) in the school system. Some conflicts in a school system are destructive and should be avoided if possible (Morphet, Johns and Reller, 1982, p.156).

Even conflict becomes dangerous and disruptive when principals try to avoid it rather than manage it. The more conflict develops, the more bitter the conflict becomes, and the less easy it is to achieve a solution and/or manage it (Everard and Morris, 1990, p.88).

2.2.2 The Constructionist View of Conflict

According to the current or constructionist point of view, conflict in organizations like school are inevitable and even necessary no matter how the school is designed and operated (Stoner and Others, 1989, p.392). Murphy (1994, p.367), suggests that principals have begun to realize that conflict has positive and negative aspects

Desirable educational innovations are frequently sparked by conflict. Interactions among different elements of a living social system frequently accompanied by conflict are the political activities that keep a school system in a state of dynamic equilibrium. A state of dynamic equilibrium facilitates the attainment of desirable organizational goals and also the satisfaction of the member of the system. Therefore, conflict in a social system may be beneficial as well as destructive (Morphet, Johns and Reller, 1982, P.156).

Additionally, Everard and other (1990 p.46), suggests that conflict in the sense of an honest opinion is not only unavailable but can also be a valuable aspect of life. It helps to make sure that many alternatives are considered and additional courses of action may be generated from the discussion of already available alternatives.

According to the Constructionist perspective, the opinion that a conflict free, harmonious and cooperative organization tends to become stagnant and no responsive to change and advancement. They suggest that not only accepting conflict but also encouraging it. Therefore, it is necessary for managers to interject minimum level of conflict to maintain an optimal level of organizational performance. They suggest conflict is necessary condition for both individual and organizational progression. They encourage managers to embrace conflict and use it for continuous transformation (Borisoff and Victor, 1998).

The comparisons between the traditional and constructionist view point of conflicts are indicated in the Figure below as follows.

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

Source: Old and Current Conflict (Stoner and Freeman, 1989, p.392).

As the researcher's opinion, the School principals in order to get the maximum benefit out of conflict should have the understanding of conflict as destructive and constructive aspect. Conflict by itself is neither good nor bad, but the way or the manner in which it is handled makes it bad /destructive and good/ constructive. So the school principals should be systematic when to

introduce or inject some level of conflict strategically in to organization and careful in handling it properly and efficient in its management to get the maximum benefit out of it.

2.3 Effects of Conflicts on Performance of the School

Conflict is an inevitable fact of human existence. It is inevitable in any organization where individual and groups interact to produce complex outputs. It can often be destructive at one time and it may be constructive at other time. It is well understood and managed effectively; it can improve both satisfaction and productivity of the social relationship of people. Therefore, conflict can result in to destructive or constructive outcomes depending on the approach taken to treat it (Fisher, 2000, p.4).

Conflict is not always destructive, it may be a motivator. When it is destructive however, managers need to understand and do something to deal with it. A rational process for dealing with conflict should be programmed and include a planned action response on the part of the manager or organization, rather than relying on a simple reaction or a change that occurs without specific action by the management (Lilaroja, 2010)

Cooperative procedures involving group operation will very frequently results in conflict both within a group and among different groups. This is especially true if the membership of a group was deliberately selected to represent different points of view. However, conflict it self if properly understood and handled, may present an opportunity for growth. Therefore, conflict can either be constructive or destructive (Follet in Morphet, Johns and Rellar, 1982, p.119)

Hellriegal and Slocum (1982, p.637) view (treat) conflict in a balanced manner. That is conflict has both constructive and destructive aspects and hence it has to be managed effectively. Because proper management will minimize the destructive effects and maximize the productive effect of conflict.

2.3.1 Negative Effects/Outcomes of Conflict

The negative (Dysfunctional) conflict occurs when the interaction between two or more parties hinders the achievements of the goals or objectives of the other party. Some conflicts are so severe, long lasting that they drain of energy and resources of the organization. It negatively

influences the physical and emotional well being of the individuals involved. It involves strong emotional forces of involvement, self esteem, beliefs, values and causes feelings of anxiety, guilt, frustration, hostility, distorted perception, negative stereotyping, decreased communication, lack of trust, decreased cooperation, decreased cohesion and productivity (Ayalew, 2000, pp.75-90).

Frequent and powerful hostility arising from conflict can have a devastating impact on the behavior of people in the organization. It can result into psychological and physical withdrawals such as alienation, a apathy, indifference, absence, tardiness and turnover as consequences of severe conflict (Owens, 1998, p.232).

Szilagyi and Wallace (1983, p.250), identified the following negative effect of conflict between the conflicting groups. These are: (1) Hostility and negative attitude increase, (2) Negative stereotypes become dominant, (3) Communication between groups decreases and (4) the other groups activities are closely monitored to check for illegal activities that serve to verify the negative stereotypes. Hunt (1992, p.102), lists about six consequences of the negative effects of conflict. These are: (1) prevent members from seeing task at all, (2) Dislocate the entire groups and produce polarizations, (3) subvert the objectives in favor of sub-goals, (4) Lead people to use defensive and blocking behavior, (5) Result in the disintegration of the entire group and (6) stimulate a win-lose conflict.

In addition, Lilaroja (2010), identified the following negative effects of conflict: divert time and energy from the main issues, delay decisions, create deadlock, drive un-aggressive committee members to the sideline, interfere with listening obstruct exploration of more alternatives, decrease or destroy sensitivity, cause members to drop out or resign from committees, arouse anger that disrupts a meeting, interfere with empathy, leave losers resentful, incline underdogs to sabotages, provoke personal abuse and cause defensiveness.

Generally, as the opinion of the researcher, the school like any other organizational institution is a system of social interaction. Conflict is inevitable in any work environment. So, the negative outcomes of conflicts mentioned above in the literature findings can occur in schools like any other organizations. However, conflict is not merely destructive but can also be a useful tool in stimulating creative solutions to problems. What makes conflict productive or destructive is the way it is handled. The school principals in order to minimize the negative outcomes and

maximize the positive outcomes should be competent and skillful in accepting the unavailability of conflict and its proper management.

2.3.2 Positive Effects /Outcomes of Conflict

Conflict is not always bad for an organization or for an individual. Even absence of conflict indicates that the success of the status quo interest, abdication of responsibility, lack of interest or lazy thinking, and the absence of collaborative interaction among the members. So the existence of conflict reflects the fact that a large degree of cooperation present in a well managed organizations (Everaed, Morris and Wilson, 2004, p.99 and Ayalew, 2000, pp72-74).

Conflict in the sense of an honest difference of opinions resulting from the availability of two or more possible course of action is not only unavoidable but also a valuable part of life. Because, conflict management ensures that different possibilities and courses of actions. If managed, properly in a creative manner, it can result into the satisfaction and growth of the parties involved. Because it ensures the equitable distribution of resources and power, create large pool of resources and more creative outcomes (Fisher, 2000, p.4 and Everard, Moris and Wilson, 2004, p.99).

Szilagyi and Wallace (1983, p.24), identified the following four positive effect within conflicting groups. There are: (1) increase cohesiveness between members, (2) group becomes more task oriented, (3) increased emphasis on organization and (4) increased the acceptance of autocratic leadership. Hellriemel and Slocum, (1982, p.638), explained that, conflict can indicate the need for adjustments in managerial process (such as organizational structure, decision making system, planning) or in behavioral process (such as motivation, communication, leadership pattern). In addition conflict provides managers with adequate information about their function and show were corrective actions might be needed.

According to Ghaffar (2005, p.213) Conflict is often needed. It: (1) helps to raise and address problems,(2) energizes work to be on the most appropriate issues, (3) helps people “ be real” it motivate them to participate and (4) helps people learn how to recognize and benefit from their differences.

Generally, when properly and effectively managed, conflict can result in to the following positive functional effects within and between the groups involved. These are: stimulate creativity, encourage flexibility, increase problem awareness, increased group cohesiveness, increase motivation to improve, improve quality of decision made, increase productivity, improve quality to work, increase loyalty, increase acceptance of autocratic leader, increase emphasis on task accomplishment, decrease tension, more appropriate adjustment of tasks and resources and etc (Ayalew, 2000, pp. 72-90).

The positive outcomes of conflict should be encouraged for the overall development of the organization and the members of the organization. So, the researcher suggested that school principal should be tasteful to interject the productive conflict in to their organization and to minimize or eliminate the destructive conflict. One should know that, a positive outcome of conflict is the result of good management. Although there is no one best conflict management methods that fits to all situation, the school principals must be able to choose the most appropriate conflict management style for a particular situation to maintain(sustain) the positive outcomes.

2.4 Potential Causes /Sources of Conflict

Authorities and educators have categorized the causes of conflicts in organization differently into different categories. So there are several causes of conflict in organization. According to Robbins (2000, p.536) conflict does not appear out of thin air. It has causes. These causes can be managed consciously and unconsciously that is positive or negatively. Plankett and Attner (1989,p.437), identified that the sources of conflict includes: Shared resources, differences in goals, difference in perceptions and values, disagreement in the role requirements, nature of work activities, individual approaches, and the stages of organizational development.

Gray and Stark (1984, p.483-486), suggested that there are six sources of conflict. These are: (1) limited resources; (2) inter-dependent work activities; (3) difference in perceptions; (4) Communication problems; (5) differentiation of activities; and (6) the environment of the organization. According to these writers, conflict can also arise from a number of other sources such as: (1) individual differences (some people enjoy conflict while others don't; (2) unclear authority structures (people don't know how far their authority extends); (3) Differences in

attitudes; (4) task symmetries (one group is more powerful than another and the weaker group tries to change the situations; and (5) difference in time horizons (some department have a long run view and others have a short-run view).

Another author Deutch in Campbell and other (1983, p.187) identified a list of sources of conflict. These are: control over resources, preferences and nuisances, values, beliefs and the nature of relationship between the parties.

Furthermore, Szilagyi and Wallace (1983, p.247), identified three prevalent sources of conflict: (1) Goal incompatibility, (2) Decision making requirements and (3) performance expectations. Ayalew (2000, p.79) identified five general categories of causes of conflict. These are: (1) Goal incompatibility, (2) structural design (3) role expectation, (4) degenerative climate and (5) personal difference.

In addition, Kreitner and Kinick (1992, p.377 and 378) identified about twelve categories of causes of conflict. These are: (1) Incompatible personalities or value system; (2) Overlapping or unclear job boundaries, (3) Competition for limited resources; (4) Inadequate communications; (5) Interdependent tasks; (6) Organizational complexity (conflicts tends to increase as the number of hierarchical layers and specialized tasks increase); (7) unreasonable or unclear policies, standards or rules; (8) unreasonable deadlines or extreme time pressure; (9) collective decision making (the greater the number of people participating in decision the greater the potential for conflict; (10) Decision making by consensus (100% agreement often is impossible to achieve without much arguing); (11) unmet expectation (employees who have unrealistic expectation about job assignment, pay or promotion are more prone to conflict, and (12) unresolved or suppressed conflicts.

Generally, the major causes of principal teacher conflicts in secondary schools may be categorized in to different aspects. Accordingly, some of the important factors that cause conflict will be explained below in details.

2.4.1 Communication Breakdown

Communication is the key to effective management. It is as necessary to an institution or organization as the blood steam is to a person. If there is no communication, employees can not know what their associates are doing, management can not receive information inputs and gives instructions. As a result coordination of work impossible and organizations collapse because of lack of effective exchange of information (Adane and others, 2002, P.235).

Communication based barriers may be derived from differences in speaking styles, writing styles, and non verbal communication styles. These stylistic differences frequently distort communication process. Faulty communication leads to misperceptions and misunderstanding that can lead to long standing conflict (Plunket and others, 1997.P.485).

According to Achoka (1990, p.43), communication problems may also cause conflict. The difficulties involved include noise, semantic differences and insufficient exchange of information. Any distortion of information for either the sender or the recipient may cause unnecessary conflict. Plunket and others (1997, P485) share these sentiments by saying that communication is seldom perfect and imperfect communication may result in misperception and misunderstanding. Because the receiver is not listening actively, he/she may simply misunderstand the sender. The result can be a disagreement about goals, roles or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass colleagues.

2.4.2 Difference in Perception or Differences in Value System

The majority of conflicts reside in the different way in which people see reality, as not all of them perceive the same reality and conflict appear due to the fact that we do not see the same reality. That mean, perception is the specific way in which each person experiences the world around him. Although two educators are faced with the same situation, each educator could experience the situation differently because they experience the reality subjectively. Values, attitudes, expectations and needs influence the teachers perception of her/his situations in the schools. Group can come in to conflict because of different objectives and incorrect perception (Vander Bank, 1995, P.172).

2.4.3 Competition for Scarce Resources

Resources may include money, supplies, people or information. Often organizational units are in competition for scarce or declining resources. This creates a situation where conflict is inevitable. According to Plunkett and Other (1997, p.485) competition can take the form of two individuals trying to outperform each other. Competition can also erupt over a struggle for limited resources. This can lead not only to a lack of cooperation but to open conflict as well, conflict can also arise from competition for a ward, associated with performance.

2.4.4 Personal Differences

In interpersonal relations, there are some people you have an instant affinity to you while other dislike you immediately. There is a high potential for conflict between people with different values, different preferred ways of behaving and different views of the world (Ayalew, 2000, p.87).

Robbins (2000, p.534), said that conflict can evolve out of the individual who idolizes personal value system. The emotional relationship between some people makes working together hard for them. Factors such as background, education, experience and training would lead each individual to have a unique personality with particular values. Due to this, people may perceive each other differently. These personal differences can create conflict.

2.4.5 Goal Incompatibility /Objective Interference

Goal incompatibility is lack of agreement concerning the direction of group activity and the criteria for evaluating task accomplishment, is the most frequently identified source of conflict. The two elements which contribute to goal incompatibility are: (1) time and goal orientation and (2) barriers to goals accomplishment (Szilagyi and Wallace, 1983, p.247)

Different time (short-versus long term) and goal (techno-economic, market and scientific) orientation create a state of differentiation between two or more interacting groups can act as a source of conflict. If goals attainment by one group is seen as preventing other groups from achieving their goals, barriers to goal accomplishment arise and this can lead to conflict situation (Szilagyi and Wallace, 1983, p.247)

In other way, in many situations, the achievement of one person's objectives blocks the achievement of another's objectives. Both people may have the same objective but only one may attain it. Suppose for instance, a new office becomes available. Two heads of department want the office, but it can only be allocated to one. Another example of objective interference might be the principal who wants to produce the maximum number of learners passing without working about the quality of the education they obtain (Mondy and Premeaux, 1993, p.406).

2.4.6 Decision Making Requirements or Process

The potential source of conflict concerned with the particular requirement for decision making used by each of the interacting groups. Two aspects are related to decision making requirement: (1) degree of task uncertainty and (2) the availability of resources (Szilagyi and Wallace, 1983, p.248). When decisions are being made among alternatives, values enter in to process either consciously or unconsciously. However, there is no universally acceptable set of values. Different acceptable values are frequently in conflict. That is when the administrators made a decision in favor of one value he/she may violate another important value. So the manager should be, aware of the different morale values of his/her participant while he/she makes decision about them (Morphet, Johns and Reller, 1982, p.129).

In addition, conflict can also generated with in individual making the decision. Choices have important consequence, some positive and negative, and individuals may feel caught in the middle when forced to select one course of action over the other. Such conflict in decision making in situations in which people make decision and adopt behaviors that is seen personally beneficial but negative consequences over time or larger collective groups, organizations or society (Organ and Bateman, 1991, p.220-222).

Generally, when the principals make decision alone in the situations that call for the participation of teachers to take part on the issues under consideration that, requires teacher active participation for its implementation, can cause potential conflicts between the teachers and principal.

2.4.7 Structural Design of the Organization

Concerning the structures of the organization, the hierarchical positions and power differentials is related to the school caused conflict. For example the size of the school related to the amount of

dispute. That is the larger the school, the greater the number of differences and the higher degree of conflict intensity. School bureaucratic characteristics like the degree of specializations correlates with conflict (Achoka, 1990, P.44).

2.4.8 Performance Appraisal and Expectation

In everyday life, it is hard to escape being on the receiving end of some sort of performance appraisal. There are reports about the performance evaluation results all through school, win-loss records in organized way and periodic meeting with one's boss. Performance appraisal involves the judgment evaluation of jobholder's traits, behavior or accomplishment as a base for making important personal decision (Kreitner and Kinick, 1992, P.476).

When performance appraisal is not carried out properly with knowledgeable and skillful appraiser following the criteria and process of appraising once performance and the reward that is given based on the un-proper evaluation result will causes conflict between teachers and appraisers most probably the principal of the school (Kreitner and Kinick, 1992, P. 476-505).

In addition, conflict can arise from the situation in which the activities or performance of one group affects the subsequent performance of the other group. Performance expectation in inter group behavior are directly related to type of interdependent existing between group (pooled, sequential and reciprocal interdependencies). This causes an increasing potential for conflict to occur between the interacting groups. This is because the success and progress of one group depends on the performance of another groups (Szilagyi and Wallace, 1983, pp.248-249).

So, the school principal in order to manage these problems properly and to make the school effective and efficient should be trained, competent and skillful in the area of performance appraisal. He/She should make the evaluation process objective by participate the appraisee and clearly following the appraisal criteria and process, clearly with the purpose of improving the performance of the appraisees and the growth of the organization.

2.5 Types of Conflict

In this section of the study, different types of conflict will be discussed to give a clear understanding of how the divergent types of conflict influence an organization such as a school.

Different scholars and educators have categorized the types of conflict differently based on their perspectives and views toward conflict. Szilagyi and Wallace (1983, p.246) identified four types of conflict as seen from at least two perspectives in organizations: level and form. These are: (1) Intrapersonal conflict (conflict within one individual) (2) Interpersonal conflict (where two individuals disagree on some matter or issue. (3) Inter-group conflict (conflict within one group and (4) Inter-group conflict (between two or more groups). These categories are based on the level of organizations.

The same writers are based on the forms of organization also identifies four types of conflict. These are: (1) Goal conflict, where one person or group wants a different goal or acct come than others; (2) Cognitive conflict, when one person or group holds ideas or opinions that are incompatible with others; (3) Affective conflict, when one person's or group's feelings or emotions (attitudes) are incompatible with others; and (4) Behavioral conflict, when one person or group does something that is unacceptable to others.

Hanson (1996, pp.261-264) identified twelve levels of organizational conflict. These are: Intra-role conflict, inter-role conflict, intradepartmental conflict, Interdepartmental conflict. Intra-organizational conflict, organization-environment conflict, Intrapersonal conflict, Interpersonal conflict, Intra -group conflict, Inter-group conflict, inter-informal system conflict and informal system-environmental conflict. The writer also identified the following three condition which results in these levels (types) of conflicts: (1) Interaction within and between formal organizational levels, (2) Interaction with in and between informal organizational levels, and (3) Interaction between formal and informal organizational levels.

Gordon (1987, p.475), identified three levels of conflict: intrapersonal and Interpersonal, intra group and inter-group, and intra organizational and inter organizational conflict. Luthans (1981, p.371), also identified two types of conflict. These are: (1) Intrapersonal conflict, which includes frustration, goal conflict, role conflict and ambiguity, and (2) Interpersonal conflict which results when two or more persons are interacting with one another.

Nevertheless, as various researchers have identified that school conflicts could be stratified on the basis of individual, group and organization at which they occur. In this regard, teacher-principal conflicts might be leveled out, as intrapersonal, interpersonal, intra-group and inter-group

conflicts. These common types of organizational conflicts have been explained in detail here under (Rahim, 1986, pp. 16-17).

2.5.1. Intrapersonal Conflicts

It is conflicts with-in the individual and is called intra individual conflict. At one time or another, every employee experiences conflict with-in him/ her. A person may have conflicting goals, may lack the required ability for a particular job, the path may be blocked by other people, lack of facilities, rules and regulations etc. Regardless of the source, these conflicts can cause frustrations, tension and anxiety. In fact there is no perfect job that provides total satisfaction. All jobs entail some degree of stress and some tension may be considered desirable. However, if the tension, anxiety and frustration are too great, serious potential harm may follow (Rashid, 1983, p.312).

It is a conflict that occurs when a school member is required to perform certain tasks and roles, which do not match his/her expertise, interests, goals and values (Rahim, 1986, P.16). Hanson (1998,p.263) described, in the context of school administrators, intrapersonal conflict often is caused by poor time management, underestimation or overestimation of skills and assigned tasks that don't match goals, interests, values or abilities. The same writer identified additional causes such as inability to say no to requests, lack of self-confidence and the perception of lack of control (Locus of control) and limited requisite authority to handle assigned organizational responsibility.

In addition, Kroon (1991, p. 437) explained that, conflict within the individual (intrapersonal) refers to the presence of simultaneous, opposing, divergent and conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia (lack of sleeping). For instance, a principal might be task oriented at the expense of human relations. This can cause stress within the principal if he /she has to decide whether to admonish an educator whose work is not up to standard.

Basic Types of Intra Personal Conflict

Four basic types of conflict that may take place within a person are identified by Rashid (1983, p.312) and explained in detail accordingly. These are:- (1) Approach conflict (++), (2) Approach –

Avoidance conflict (+-), (3) Avoidance-Avoidance conflict (--), and Double Approach Avoidance conflict (++)).

Approach – Approach Conflict: - Refers to the conflict between positive valences that are equal in strength. Here the person is faced with the problem of choosing from two equally powerful positive goals. He/she would like to have both but must choose only one. This limitation of choice causes internal conflict which leads to frustrated behavior. A school director for example, is confronted with this type of conflict if he/she has to recommend one of the two subordinates for a promotion who are equally competent for the position (Rashid, 1983, P.321 and Kundu and Tutoo, 1989, p.539).

Approach-Avoidance Conflict: Refers to a goal which has some strong positive features and some strong negative features. A person would like to move towards the goal on one hand but he/she would like to away from it on the other hand. For example, an employee is offered a promotion in another department. The job is very interesting but there is a lousy boss (Rashid, 1983, p. 313).

In addition, this type of conflict occurs when a person has to deal with a situation which possesses both positive as well as negative aspects. That means a faculty member maybe in this type of conflict when he wants to join a top school where the prospect of tenure is uncertain (Rahim, 1986, pp.41-42).

Avoidance – Avoidance Conflict: in this situation, there are two alternatives to choose from but both alternatives are negative. A worker has to choose between two boring jobs (Rashid, 1983, p. 313).

Double Approach- Avoidance Conflict: This type of conflict occur in a situation in which the individual is faced with two goals to choose from, both of which have some negative and some positive features. A high performer might find him/ her in this double bind if management, being impressed by his performance, offers him two higher level positions to choose from. Both of the positions have some discouraging features even though the salary is high (Rashid, 1983, P.313).

In general, the source of intrapersonal conflict mainly structural: they are situation imposed, and these are mainly characterized in the form of five identified causes of intrapersonal conflicts. These are: (1) Miss-assignment and goal incongruous; (2) Inappropriate demand on capacity; (3) Organizational structure (Creating conflicting goals, policies and delayed decisions and (4) Supervisory styles and Position (Rahimm, 1986, pp.49-50).

2.5.2 Interpersonal Conflict

Occurs when two people have incompatible needs, goals, or approaches in their relationships. The source of this type of conflict is communication breakdown and learning communication skills valuable in preventing and resolving such difficulties (Fisher, 2000).

Interpersonal conflict is broadly defined as disagreements, incompatible interest concerning goals, policies, rules and discordant behavior that creates anger, distrust, fear and rejections. This is the most common and visible type of divergence in schools and other organizations. Interpersonal conflicts in an organization like a school are not often so visible. The origins of such conflict can also lay out side the school organization (Westhuizen, 1991, p.305).

In addition, it is a conflict which occurs between one individual and another or between an individual and the group to which he/she belongs or between different groups within an organization. Most employees are concerned about their position, status, power etc within the organization and resent any encroachment on them and competing with each other for recognition, approval and promotion (Rashid, 1983, p.317).

Different authors /educators and researchers have identified different reasons for the causes/ sources of interpersonal conflicts. Accordingly, Kinard (1988, p.309), have identified the primary sources of such conflict in to three: (1) Personality difference, (2) Power struggles and (3) Competition Hellriegel and Slocum (1982, p. 654) identified the following causes of interpersonal conflicts. These are: (1) Disagreement over policies, practices, plans and (2) emotional issues involving negative feelings such as anger, distrust, fear, rejection and resentment.

2.5.3 Intra -group Conflict

It refers to disagreements of differences among the members of a group or its subgroups regarding the goals, functions or activities of the group. In education, it is developed when two members find themselves seeking promotion to a single job. The relationship of these two individuals can often become troubled and embittered. The group itself can become conflictual if and when the various members begin to join the ranks in support of one member or the other (Hanson, 1996, pp.263-264).

Saddler (1998, p. 18) describes intra-group conflict as largely interpersonal conflict between person in a group. Interpersonal conflict is always present in groups because individuals differ in terms of values, beliefs, attitudes and behaviors. As a result, the degree of relationship and working together effectively varies from group to groups: However, conflicts in small group can play a constructive role by stimulating creativity and renewal in that they start to communicate and work together as a unit.

Fader (1976, pp.315-317), identified the major factors that causes such type of conflicts. These are: leadership style, group composition and size, group cohesiveness and threat and external threats and their outcomes.

2.5.4. Inter-group Conflicts

Inter-group conflict is the conflict that occurs between different groups in the school, such as different departments when they are competing for different scarce resources such as number of educators, time allocation, textbooks and other teaching- learning materials, equipments, aids and etc (Vander Bank, 1995, p.168).

Hellriegel and Slocum (1982, p.662) describe inter-group conflict as differences and clashes between groups, departments, or division within an organization. The writers further identified the following causes of inter-group conflict. These are: (1)Task interdependency, (2) Task dependencies, (3)Inconsistent performance criteria and rewards, (4)Inter-group differences, and (5) Problems in sharing scarce common resources. Similarly, organ and Bateman (1991, p.505) identified three major causes of inter-group conflict in organizations (1) The need for joint decision making, (2) The difference in goals (multiple goals exists within the same organization)

and (3) Organizational goals are subjective and are open to different interpretations (differences in perception)

Additionally, Kinard (1988, p.309) has identified four primary causes or sources of inter-group conflicts. These are: (1) Scarce resources, (2) Communication problems, (3) Conflicting interest and (4) Task overlap.

Perhaps the most important type of inter-group conflict that occur within most organizations including school is between management (representing the owners) and the trade union (representing the unionized workers). Both groups have well defined roles, objectives and tactics. This conflict is intensified by both internal environmental factors such as excessive overtime, unfair treatment, etc and external environmental factors such as rate of inflation and foreign competition (Rashid, 1983, p.322)

In general, inter-group conflicts are conflict that occurs between collections of people such as ethnic or racial groups, departments or levels of decision making in the same organization and union and management, line and staff personnel, competition for scarce resources, work flow is a common source of inter-group conflict that occur at all level of the education system and societies have developed numerous regulatory mechanisms such as collective bargaining and mediation for dealing with inter-group conflict in a less destructive ways (Fisher, 2000; Rashid, 1983, p. 320 and Hanson, 1996, p.264).

2.6 Conflict Management

In this part of the study, the researcher will discuss conflict management as practiced by principals in schools. Generally, the term conflict management refers to programs that teach individual concepts and skills for preventing, managing and peacefully resolving conflicts (Jones, 1994, p11) According to Moran (2001, in Ghaffar, 2005,p 214). Conflict management is a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives. Conflict as a concept never remains positive or negative but it has always been as a basic and result oriented part of life.

Hanson (1996, p.269) stipulated that conflict management is the process of removing cognitive barriers to agreement. Such agreement does not suggest that the pressures creating the conflict

have gone away. However, sufficient commitment to a course of action has allowed the positive aspects of collaboration to overcome the restraining aspects of conflict (Johannes and Page, 1996, p.325). Conflict management is identifying of divergences of interests between groups or individuals and the constructive reconciling or balancing of these divergences so that they are acknowledged and expressed.

According to Borisoff and Victor (1998), the term conflict refers to perceived incompatibilities resulting typically from some form of inference or opposition. Conflict management, then is the employment of strategies to correct these perceived differences in a positive manner. Robbins (2000, p.535), indicated that conflict management entails maintaining the optimum level of conflict in group. Too little conflict creates stagnation and too much conflict creates disruption and indigestion. Both are dysfunctional because they undermine group performance.

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively. Conflicts offer competitive as well as cooperative context in the organization, but it varies according to the situation. Problems exist in managing conflict when the context is competitive /Individualistic or when the context and conflict resolution procedures are incongruent. The effectiveness of a conflict resolution and peer mediation program may be limited, when the classroom and school context is competitive (Ghaffar, 2005, p.214).

Conflict management has become an integral part of a school principal's tasks. School principals are not required to suppress or resolve conflict, to manage it. According to Owens (1998,p233) effective management of conflict such as treating it as a problem to be solved and emphasizing the collaborative essence of organization life, can lead to outcomes that are productive and enhance the health of organization. However, ineffective management of conflict such as a hard nosed policy of punishment for offenses, get tough practices in the name of administering the negotiated contract, and emphasizing the adversarial relationship between teacher and administration can lead frequently to a climate that exacerbates the situation and likely developed a downward spiral of mounting frustration, deteriorating organizational climate and increasing destructiveness.

The outcomes of effective and ineffective management of conflict are shown in the figure below. These are Figures 1, an ineffective conflict response-climate syndrome leads a lower state of

organizational health and Figure 2, an effective response climate syndrome leads to an improved sate of organizational health.

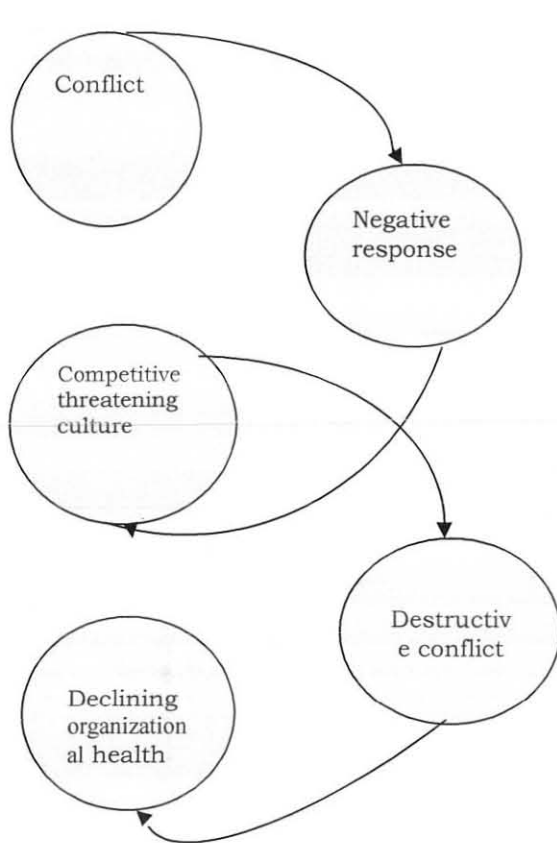


Fig. 1: Ineffective conflict response

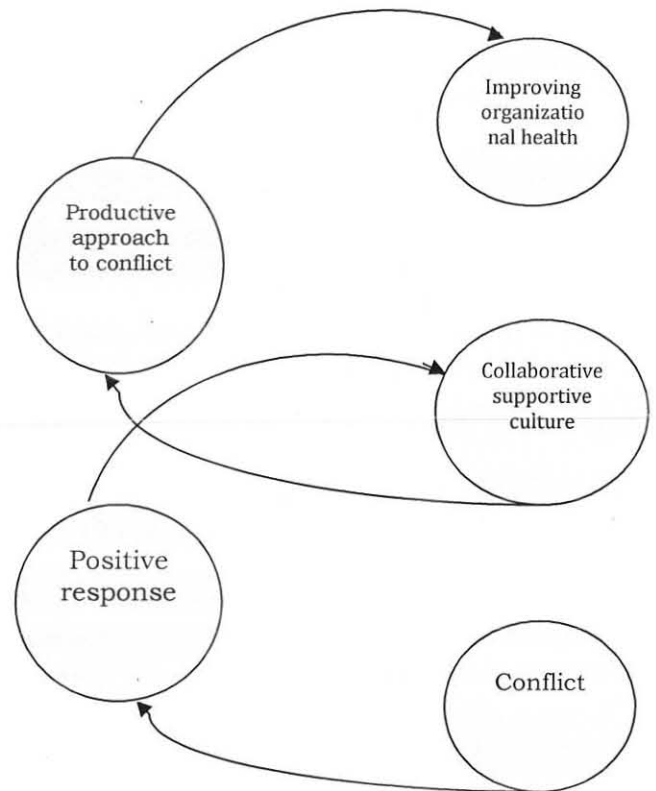


Fig. 2: An effective conflict response

Source: (Owens, 1998, pp.233-234)

In supporting the above idea, Vander Bank (1995, p.179), suggested that, conflict can be either destructive or constructive. Whether or not organizational conflict is destructive or constructive depends on the extent to which it is managed appropriately. Healthy and effective schools which are characterized by well-developed problem solving skills and participative decision making are able to identify and deal with conflict in a collaborative way. Unfortunately, there is no one best way for managing conflict in schools in all situations. So, there are different ways of managing conflict depending on the particular situations.

The basic principle in choosing the way of managing conflict is to use the approach most likely to minimize the destructive aspects and to maximize the constructive aspect for growth and development of school organization.

The objective of management is balances, neither too much nor too little conflict. Too much conflict can lead to organizational turbulence and intense personal anxieties followed by dysfunctional coping mechanism. Too little conflict can lead to boredom, apathy and dissatisfaction. So the right amount of conflict can be the seeds of innovation, creativity, improved interpersonal relationships and higher level of productivity (Hanson, 1996, p. 277).

Generally, conflict management we mean that except in very few situations where the conflict can lead to competition and creativity in which it is encouraged, in all other situations conflicts are destructive in nature, so it should be resolved as much as possible but all efforts should be made to protect it from developing (Chanda 1994, p.279). Rashid (1983, p.311) suggested that, regardless of the quality of the manager's leadership or styles of management and well planned organizational structure, conflict will occasionally arise with in the organization. Efficient management should ensure the required cooperation among employees and bring about harmony. However, uncontrolled conflict can cause chaos. It is the mismanagement of conflict that cause real trouble in an organization rather than the conflict it self. So the management's task is to recognize its occurrence and use it for the organizations best advantage or endeavor to minimize or eliminate it.

2.7. Conflict Management Strategies

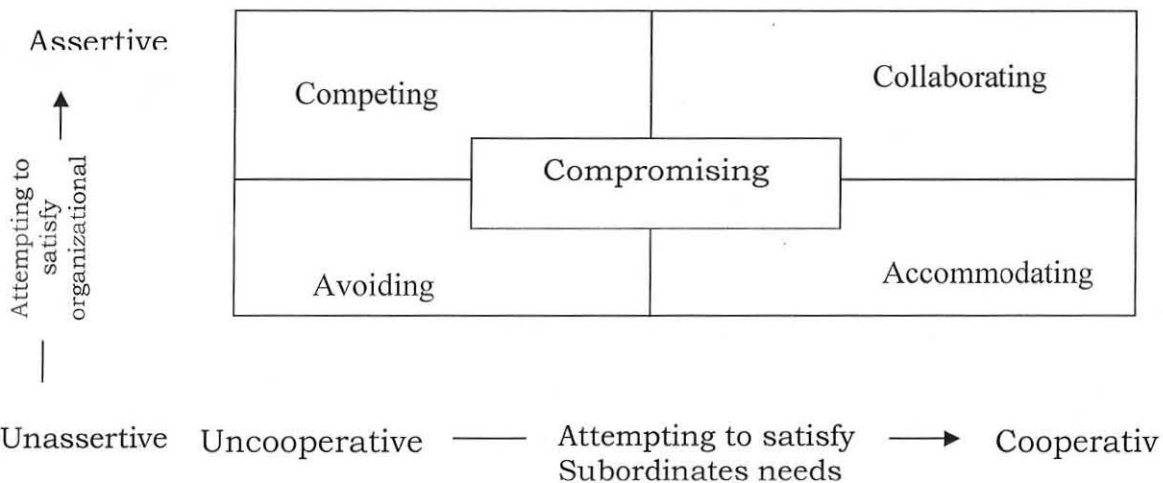
Regarding to the strategies for managing conflicts, educators, scholars and philosophers are at odd, even some of them called it, conflict management methods, approaches, styles, methodologies and etc. They suggested different ideas; view, and concepts and so on for management of conflict. The different methods, strategies, styles etc forwarded by different scholar will be discussed below.

Conflict management has become an integral part of an effective management style. The principal can no longer ignore it and should make provision for handling and solving conflict within the context of the school.

Unresolved conflict can be viewed as a significant barrier to learning. An environment in which conflict is resolved effectively facilitates the learning process, thus enabling the school to more effectively meet its objectives (Sayed, 2005, P.102).

Thomas (1976, in Hoy and Miskel, 1991, pp.100-102), provides a useful five styles of conflict managements based on two basic dimensions of behavior that can produce conflict: (1) attempting to satisfy one's concerns (organizational demand in the case of administrators) and (2) attempting to satisfy other's concern (individual needs of the members). Attempting to satisfy organizational demands can be viewed along an assertive to unassertive continuum, while attempting to satisfy individual needs can be conceptualized from uncooperative to cooperative. The five styles developed are the following. These are: (1) avoiding styles, (2) compromising style, (3) competing style, (4) accommodating style and (5) collaborating styles.

The Figure below shows the five conflict management styles.



Source: (Hoy and Miskel, 1991, p.101)

In addition, Thomas in Ownes (1998, pp.245-246), identified five styles (perspectives) of conflict management based on the two behavioral, dimension such as (1) cooperatives (the extent to which one wishes to satisfy the concern to the others) and (2) assertiveness (the extent to which one wishes to satisfy his/her own concern). These styles are: competitive (domination),

Avoidance (Neglect), Accommodative, (Appeasement), Collaborative, (integration) and sharing, (compromise). Thomas and Kilmann in Borisoff and Victor (1998) based on widely accepted

research results identified a conflict handling grid comprised of five conflict management styles based on two dimensions: Assertiveness and cooperation. Assertiveness is the motivation of an individual to achieve his/her own goals objectives and out comes, while cooperativeness is the willingness to allow or help the other party to achieve its goals and outcomes. Their styles of conflict managements are: (1) Avoiding conflict resolution styles, (2) competing conflict resolution style, (3) Accommodating conflict resolution styles, (4) compromising conflict resolution style and (5) collaborating conflict resolution style.

Furthermore, other author's argue that in conflict management the following strategies can be used: Ignoring the conflict and tolerance the conflict (Talmaciu and Maracine, 2010, p130). These writers also suggested that, in the specialized literature one can find the following approaches to solve conflict in terms of the manager's action: withdrawal, reconciliation Forcing, compromise and confrontation. Robbins, (1974, in Ghaffar ,2005, p.218) concentrates on strategies, specifically labeled as resolution techniques and identified eight techniques as follows: (1) problem solving (2) super ordinate goal, (3) avoidance, (4) smoothing, (5) compromise, (6) authoritative command, (7) altering the human variable and (8) altering structural variables.

The most common types of conflict management strategies or style or approaches or methods will be discussed below in details. Any one of the conflict management styles might be appropriate and effective and efficient based on the circumstances of the situation and the personalities of the individuals involved.

2.7.1. Avoidance or Withdrawal

It is both unassertive and uncooperative. It involves side stepping conflict, postponing confrontation, hoping the problem will go away or pretending it does not exist. It is decision to do nothing. It assumed that if the situation is ignored, the conflict may resolve itself without requiring and personals involvement. The manager is not very cooperative in helping other to achieve their goals but neither have he/she aggressively pursuing his/her owned preferred outcomes in the situation. It is a useful technique for "cooling off" parties or preventing disputes about unimportant matters, it is appropriate when the issue is trivial, when there is no chance of winning when the costs of conformation outweigh the benefit of resolving the conflict (Truter,

2003, p.42; Everard, Morris, and Wilson can, 2004, p.111, and Kreitner and Kinicki 1992, p.382).

It is a method of neglecting both one's own and other concerns by side stepping or avoiding conflict issue. It is not successful method for solving problem effectively because the original problem, conflict or situation is never directly solved or addressed. It is expressed by apathy, withdrawal and in difference. Being unassertive and uncooperative, it represents a delay tactic hoping that time and event will treat the problem (Owens, 1998, p.245; Hanson, 1996, p.272, and Hoy and Miskel, 1991, p.101).

2.7.2 The Competitive or Domination

It is also known as a win-lose situation. The manager of this style is characterized by assertiveness and uncooperative in attempts to resolve conflict. There is a high concern for self and low concern for other. Seeks to reach or achieve ones own goals by ignoring the goals of other. Power is used to achieve submission to win. It is often called forcing because it relies on formal authority to force compliance. This approach may be appropriate when quick, decisive action is needed during emergency, urgent cost cutting and inappropriate in an open and participative climate (Kreitner and Kinicki, 1992, p. 382; Owens, 1998, p. 245 and Hoy and Miskel, 1991, p.101).

The competitive method is an assertive and uncooperative, being overpowering the other party by attempting and promotes one's own concerns at the expense of the other party. It is the desires to win at the others expense (it is a win-lose power struggle). The opinions and interests of other are of little interest. In this style of solving problems, the manager wants at any price to achieve the objectives of productivity and will resort to coercion, excessively using his/her power. It involves bringing emotional, intellectual, hierarchical or any other form of power to bear in order to get his/her own way and implies a lack of respect for their people interests (Everard, Marris and Wilson, 2004, P.11; Talmaciu and Maracine, 2010, p.130; Szilagyí and Wallace, 1983, p.251, and Hanson, 1996, p. 2720).

2.7.3 Accommodating

It is also called smoothing or obliging method. It reflects a high degree of cooperation and low assertiveness. A managers' using this style subjugates his/her own goals, objectives or interest/concern and desired out comes to allow other do achieve their goals and outcomes. It is a submissive and compliant approach. This orientation may be associated desire to maintain a working relationship even at some sacrifice of one's own interests. This method is appropriate to use when people realize that they are wrong, an issue is more important to the other party and important for preserving future relations between the parties (Hoy and Miskel, 1991, p.101; Szilgyi and Wallace, 1983, p.25 and Owens, 1998, p. 245).

A person using this method tries to absorb conflict by ignoring, covering up or playing differences down with other. Self interest is ignored to satisfy the interest of other. The person who employs this style has difficulty in expressing his/her idea, beliefs, feelings and unable to say no and will not make his/her own needs clear (Johnson, 2005, p.22, Ghaffar, 2005, p.221, and Hanson, 1996, p.272).

2.7.4 Compromising /Sharing

It is a give and take approach involving moderate concern for both self and others. It is a mid-way for conflict management; it adopts an intermediate course between assertiveness and cooperativeness. It reflects splitting the difference or giving up something to get something. It is a balance between organizational and individual needs and interests. It focuses on negotiating, looking for the middle ground, trade offs, splitting the difference, hors trading and search for solutions that are satisfactorily or acceptable to both parties (Hoy and Miske, 1991, p.101; Owens, 1998, p.245 and Kreitner and Kinicki, 1992, p.382).

Compromise can also be referred to as bargaining or trading. It generally produces suboptimal results. It involves seeking partial satisfaction of the concern of both parties through mutual exchange and sacrifice. This style is used when the goals of both parties are of equal importance; both parties have opposite goal or possess equal power, and when it is necessary to find a temporary timely solution. It is not appropriate to use when there is a complex problem requiring

a problems solving approach (Everard, Morris and Wilson 2004, p.112; Hanson, 1996, p.272 and Szilagyi and Wallace, 1983, p.251).

2.7.5 Collaborative/ Integrating /Problems Solving

This approach is high on both assertiveness and cooperativeness, is often described as win-win scenario. Both sides creatively work towards achieving the goals and desired outcome of all parties involved. It is a problem solving approach. Problems and conflicts are seen as challenges. Differences are confronted and ideas and information is shared. The method is appropriate to use when the issue under considerations are complex and plagued by misunderstanding and inappropriate for resolving conflict rooted in opposing value system (Kreitner and Kinicki, 1992, p.381; Hoy and Miskel, 1991, p.101; Ownes, 1998, p.245 and Szilagyi and Wallace 1983, 251).

In addition the collaborative method of managing conflict is characterized by mutual differences but conflict is at times regarded as natural and healthy. It requires open confrontation coupled with objective search for a common solution to the problem. People hope and expect that various conflicting viewpoint can be integrated in a new improved view point or aim. The educational leader plays a dynamic management role in creating the correct climate for cooperation and training people in communication skills and group dynamics (Saddler, 1998, p.25).

The effectiveness' or appropriateness of conflict management approaches or styles are affected by so many factors inherent in the situations, such as the importance of decision at hand, the relative power of the interacting parties, the position in the organization and etc. Thomas in (Hoy and Miskel, 1991, pp.101-102; Szilagyi and Wallace, 1983, p.25, and Talmaciu and Maracine, 2010, pp.129-130) identified the situation appropriate when to use the different styles or approaches/methods of conflict management. Accordingly the Figure below shows the methods and appropriate situation as follows.

Conflict management styles/modes	Appropriate situations/contextual situations
Avoidance	<ul style="list-style-type: none"> • When the issue is trivial or more important issues are pressing. • When the costs outweigh the benefit of resolving • To let the situation cool down. • When getting more information is imperative. • When others can solve the problem more effectively. • When the problem is a symptom rather than a cause. • Triggering a conflict is more plausible than solving the problem.
Competing	<ul style="list-style-type: none"> • When quick, decisive action is essential, as in emergency. • When critical issues requires unpopular action, as in cost cutting. • When issues are vital to the welfare of the organization • Against individuals who take unfair advantage of others.
Compromising	<ul style="list-style-type: none"> • When the objectives are important but not worth the effort or potential disruption likely to result from assertive behavior • When there is a standoff • To gain temporary settlements to complex problems • Expedite action when time is important. • When collaboration or competition fails
Accommodating	<ul style="list-style-type: none"> • When you find you have made mistake • When the issues are more important to others • To build good will for more important matters • To minimize losses when defeat is inevitable • When harmony and stability are particularly important • To allow subordinates a chance to learn from their mistakes. • When the situation is out of control. • To build social credits for later issues
Collaborating	<ul style="list-style-type: none"> • Finding some integrative solutions for interests of major importance. • When one's own goal is to learn • To integrate insights from individuals with different perspectives. • Combining contradictory opinions • When consensus and commitment are necessary • To break through ill feelings that affect negatively relationships.

Source: (Hoy and MISakel, 1991, p.101; Talmaciu and Maracine, 2010, pp.129-130 and Szilagyi and Wallace, 1983, p.252).

From the above literature findings it is possible to conclude that generally there are five broad conflict management strategies. Here, one must know that, there is no one best methods that fit to all situations for conflict management. However, any of the five conflict resolution styles may be appropriate and effective depending on the specific situation, the parties' personality styles, the desired outcomes and the time available. The key to becoming more prepared to understand the advantages and disadvantages of each methods.

So, the school principals should have training in conflict management skills if they have such skills and experienced, it is easy for them to analysis the situation, the parties involved, time

available and apply the most appropriate methods to solve conflict and get the maximum benefit and it for their organization and members of the organization

Finally, it is hoped that most of the literature reviewed in this section provides a theoretical background for identifying the nature of conflict, views of conflict, influences of conflict, major causes of conflict and strategies used to manage conflicts. Thus on the basis of these theoretical considerations, further investigations would be carried out to answer the basic questions of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter deals with the research methods, sources of data, sampling and sampling techniques, instruments of data collection and methods of data analysis.

3.1 Research Method

The methodology of a research study emerges out of the nature of the problems and the purpose of the study. McMillan and Schumacher (1993,p.8) describe research methodology as a systemic and purposeful way one collects and analyses data.

In addition Aryl and Razavlen (1985, p.8) state a research method comprises the over all strategies followed in collecting and analyzing data. All educational research ultimately involves the decision to study and /or describe some thing to ask question and seek an answer. For this study, a descriptive survey method was employed to explore: conflict generating practices, the influence of conflict on the performance of the school, views on conflict and conflict management in secondary schools. Because descriptive survey method is helpful to obtain reliable and relevant information about the issue understudy. Concerning this Best and Kahn (2002,p.107) state that descriptive survey is appropriate to collect data from a relatively large sample for the purpose of describing the nature of the existing conditions or detérmining the relationship that exist between specific event.

In addition, Abiy and others (2009,p.30) state that descriptive survey method is used to gather data of a particular point in time with the intention of describing the nature of the existing conditions or identifying standards against which existing conditions can be determined, or determining the relationships that exist between specific events.

3.2 Sources of Data

For this study two types of data sources were used. These are:

Primary source: primary sources of data included principals, vice principals and teachers of the secondary schools under study and educational officers such as Woreda education office head, Teacher Development Program and Supervision core process owners of the sample woredas.

Secondary Sources: As a secondary source, available documents such as verbal's and minutes of the discipline committee and reports about conflict and conflict generating practice were analyzed and incorporated into the study.

3.3 Sampling and Sampling Techniques

The population of the study includes the entire Secondary Schools of Horo Guduru Wollega Zone. In this regard as to the statistical information obtained from Horo Guduru Wollega Zone education department, currently there are 24 secondary schools in the nine Woreda and one administrative city of the zone. In these schools there are 793 teachers and 71 principals. Out of the nine Woredas and one Administrative city five Woredas namely Jima Rare, Guduru, Abay Chomen, Jardaga-Jarte and Amuru were selected by simple random method. From the sample Woredas five schools namely Wayu, Kombolcha, Agemsa, Alibo and Amuru secondary schools were selected by simple random method. In these sample schools there are 243 teachers and 18 principals. Out of these 97(40%) teachers were selected by random sample method. For the selection of sample Woredas, schools and teachers simple random method was used; because it gives all an equal and independent chance of being selected as a sample.

The principals of all the sample schools and three educational officers of each sample Woredas were selected by purposive sampling method with the assumptions that relevant information was obtained from them by such method. Generally, 97 teachers, 18 principals (five head principals and 13 vice principals) and 15 educational officers (5 Woreda education office managers and 10 core process owners) were included in the sample of the study, i.e., totally there were 130 respondents. A schematic representation of the research population and sample size are shown the Table 1 below.

Table 1: Sample Woredas, Schools, Population and Sample Size

No	Woredas	School	Population		Sample population				
			Teachers	Principals	Teachers		Principals		Educational officers
					N	%	N	%	
1	Jima Rare	Wayu	56	4	22	40	4	100	3
2	Guduru	Kombolcha	72	4	29	40	4	100	3
3	Abay-Chomen	Agemsa	16	2	6	40	2	100	3
4	Jardega Jarte	Alibo	47	4	19	40	4	100	3
5	Amuru	Amuru	52	4	21	40	4	100	3
Total			243	18	97		18		15

3.4 Instruments of Data Collection

In order to get important and relevant information from the sample population questionnaires, interviews and document analysis were used as data collection tools.

Questionnaires

Both open and close-ended questionnaires were prepared and distributed to teachers and principals. Close ended question types such as Yes/No, multiple choice and Likert or rating scale types were used because they are more suitable for large scale surveys as they are quick for respondents to answer and are easy to analyze using statistical techniques, enabling comparisons to be made across groups. Open ended question were also used because they suited to give a free response in a continuous text. It is also more appropriate to elicit sensitive information (Somekh and Lewin, 2005, p.219).

The questionnaires consist of five major parts.

- i. Background information of respondents
- ii. Respondents' perception on views of conflict in which respondents were requested to indicate their response on a five point Likert scale ranging from 1 to 5. Where: 1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, and 5 = strongly agree.
- iii. Influences of conflict on the performance of the school in which respondents were asked to rate their response on a five point rating scale ranging from 1 to 5. Where 1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high.
- iv. Major causes of conflict in which respondents asked to indicate the degree to which they agree. To this end respondents were indicated their answers on a five point Likert scale as that part ii.
- v. Conflict management strategies in which respondents where requested to indicate the frequency of their response on a five point rating scales; where 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always

Notice that questionnaires part i to iv were administered to both teachers and principals while part v was administered to teachers only. With regard to part v for principals an open-ended questionnaires were prepared and administered.

Pilot Test

To check the appropriateness of the items of tools pilot test was conducted in Warabera Secondary School. A pilot study was conducted as a preliminary step to avoid errors. Its main objective was to detect possible weakness relating to ambiguity due to poor morphological formulation and enable the researcher to make the necessary corrections and adjustments. To this end, the questionnaires were administered to ten randomly selected teachers and two purposely selected principals of the Warabera Secondary School, which was not in the sample. By applying half split method with Spearman's' Brown formula the reliability coefficient was calculated and found to be 0.87 which indicates that the instrument was reliable.

Interviews

In order to get information from principals' and educational officers semi-structured interview was prepared and distributed to them. For this purpose an interview guide (a written list of question open or close ended) were prepared by the researcher and presented to the interviewees in a face to face interaction. This method is selected because it provides proper information, which assures the comparability of the data (Kumar, 1999, p.109). For the interview purpose note book was used.

Document Analysis

In order to triangulate the information obtained through questionnaires and interviews analysis of the available documents such as verbal and minutes of the discipline committee and reports of the schools on conflict issues were analyzed seriously.

3.5 Methods of Data Analysis

The data that was collected by questionnaire was tallied, tabulated, analyzed and interpreted using statistical techniques such as frequency, percentage, mean, standard deviation and statistical significance tests such as chi-square and one way ANOVA depending on the nature of the data. The information obtained through interviews and document analysis was interpreted qualitatively and used to substantiate the study.

A chi-square test was used to determine whether or not there is significant difference among the opinions of the respondents. A one way ANOVA is used to see the mean differences between teachers and principals views concerning the nature, causes, types of conflicts and conflict management strategies and to see the significance level of the two mean scores.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of the data collected from teachers and principals of secondary school in Horo Gudure Wollega Zone. It also deals with the analysis of the responses of the interviews and the background information of the respondents. Though they were not completely analyzed, documentary information were also treated qualitatively together with the interviewees' response to make the data more genuine. Thus interpretations and discussions are carried out by taking in to account the principles and theories discussed in the literature review.

4.1 Description of the Respondents

The purpose of this part is to provide some basic background information pertaining to sample population with the assumption that it might have some kind of relationship with the issue under consideration.

The following necessary background information of the respondents was gathered through the use of instruments designed for this purpose such as questionnaire and interviews. The questionnaire was administered to secondary school teachers and principals. Interviews were conducted with the school head principals and the educational officers of the sample Woredas. The characteristics: sex, age, service year(s), qualification level and other areas of specialization (especially management for educational managers) were classified, analyzed and interpreted as follows.

Table 2: Characteristic of Respondents

No	Background variable	Respondent groups						Total	
		Teachers		Principals		Interviewees		Freq	%
		Freq	%	Freq	%	Freq	%		
1	Sex: Male Female Total	84 11 95	88.4 16.6 100	18 - 18	100 - 100	14 1 15	93.3 6.7 100	116 12 128	90.6 9.4 100
2	Age: Below 30 30 and above Total	65 30 95	68.4 31.6 100	9 9 18	50 50 100	- 15 15	- 100 100	74 54 128	57.8 42.2 100
3	Service Year(s): 1-5 6-10 11-15 16-20 21-25 26 and above Total	50 19 12 9 4 1 95	52.6 20 12.6 9.5 4.2 1.1 100	2 8 1 6 - 1 18	11.1 44.4 5.6 33.3 - 5.6 100	- - 6 7 2 - 15	- - 40 46.7 13.3 - 100	52 27 19 22 6 2 128	40.6 21.1 14.8 17.2 4.7 1.6 100
4	Qualification level Diploma First degree Second degrees & other Total	2 93 - 95	2.1 97.9 - 100	- 18 - 18	- 100 - 100	4 11 - 100	26.7 73.3 - 100	6 122 - 128	4.7 95.3 - 100
5	Other areas of specialization (management)	-	-	-	-	4	26.7	4	3.1

As given in the Table 2 above, concerning the sex of respondents, there were 84 (88.4%) males and 11 (16.6%) females among the teachers and 18(100%) of the principals were males i.e. There were no females represented in the principals group. Concerning the interviewees 14(93.3%) of them were males and one of them were females. This indicates there are more male educators than female in the sample secondary schools. Based on the above information one can conclude that the participations of women were minimal in secondary school and educational office of the sample Woredas.

As regard to respondents age, item 2 in the Table above shows that 68.4% and 50% of teachers and principals were below the age of 30 respectively where as (31.6%) of teachers, (50%) of principals and all of the educational managers were in the age range of 30 and above. From this, one can say that majority of teachers and half of the principals were in their young age. As result they might not matured enough to deal with the possible conflict. All of the educational officers

and half of the principals were in their middle (adult age). As a result they were more matured and experienced enough to deal with the possible conflicts. In supporting the above idea, Pareek (1982) agrees that age differences of employees in organization develop differences which may be related to personality conditions and ways of conflict management.

Regarding the service year of respondents the majority 69 (72.6%) of teachers and 10 (55.6%) of the principals have between one and ten years of experience. On the other hand, 21 (22.1%) of teachers and 7 (38.8%) of the principals indicated that their experience was between 11 and 20 years.

Of the educational officers (managers) 13 (86.7%) indicate that they have between 11 and 20 years of experience. So it is possible to predict that such variation in experiences among the respondents may have its contribution in conflict situation. From this it is possible to conclude that majority of the educational officers (managers), and some of the teachers and principals have extensive experience which should enable them to make a greater contribution towards conflict management by responding positively and as well as a better educators. In addition, inexperienced teachers and principals can learn a lot from the experienced educators.

Regarding their qualification 93 (97.9%) of teachers, all of the principals and (73.3%) of educational officers (managers) were first degree holders. On the other hand (2.1%) of teachers and (26.7%) of the interviewees (educational officers) were diploma holders.

This clearly indicates that majority of the respondents were well qualified and could understand the conflicting situation well and deal with it accordingly. The significance of the study in this regard indicates that a degree (first degree) is the requirement for teaching in secondary schools.

↓
The last part in the Table 2 deals with the training conditions of the respondent especially in management areas, it was found that all of the teachers and principals are graduates of different subjects other than educational management. On the other hand, 26.7% of the interviewees (educational officers) were graduates of educational management. This shows that most of educational managers and all of school principals of the sample schools were assigned without having the necessary managerial training, competence, knowledge and skills. As a result, they may face problems in handling the conflict situation easily and effectively.

The significance this has for the study is that most of the educators are at disadvantage as far as occupying management position in the schools concerned. It is also relevant to learn how to deal with conflict in collaborative way and effectively in all aspects of life.

4.2 Data Analysis and Interpretation

As it was indicated in the first part of this paper, the main aim of the study was to investigate the practices that generate conflict between secondary school teachers and principals. The study also aimed at identifying the strategies employed to manage conflict, potential impacts of conflict and views of the respondents on conflict in the sample schools.

This part of the study mainly concerned with the presentation, analysis and interpretation of the data gathered through questionnaires, interviews and document analysis. The information was obtained from teachers', principals and educational officers with the aim of obtaining a clear picture of the situation.

Based on the information obtained from the respondents, the analysis and interpretation of the data were presented in the following way. For this purpose mean rated scores, standard deviations, percentage (%), mean, chi-square (X^2) and one way ANOVA were employed to get appropriate answers to the basic questions.

4.2.1. Views of Conflicts

Attempts were made to gather information on how respondents view conflicts in their school. Based on this, respondents were asked to give their views concerning the nature of conflict. To this, end, 20 items were presented to examine both the traditional and modern view of respondents on conflicts and it is summarized in table 2a, 2b and 2c respectively i.e. Table 2a, traditional view, Table 2b constructional view and Table 2c, the overall view on conflict.

Key: 1= strongly disagree 3=moderately agree 5=strongly agree
2=disagree 4=agree

Table 3: Analysis of the Respondents' on Traditional view of Conflict

No	Item	Respondents	Mean	SD	ANOVA	
					F	P
1	Conflict is bad & should be avoided	Teachers	3.84	1.347	20.32	0.000*
		Principals	2.28	1.364		
2	Task of management is to eliminate conflict	Teachers	3.60	1.086	2.331	0.130
		Principals	3.17	1.200		
3	Conflict disrupts organization & prevents optimal performance	Teachers	3.90	1.146	3.143	0.079
		Principals	3.39	1.037		
4	Conflicts caused by failure of leadership & trouble maker	Teachers	3.80	1.126	1.131	0.290
		Principals	3.50	0.924		
5	Conflict is always unpleasant & destructive	Teachers	3.33	1.476	2.198	0.141
		Principals	2.78	1.215		
6	Conflict is resolved by physical separation	Teachers	2.20	1.163	0.092	0.763
		Principals	2.11	1.023		
7	Conflict bring the disintegration of the entire groups	Teachers	3.83	1.058	1.971	0.163
		Principals	3.44	1.149		
8	Conflict create bad feelings with in the school	Teachers	3.99	1.092	7.403	0.008*
		Principals	3.22	1.114		
9	Conflict result into the victory of one group over the other	Teachers	3.54	1.219	0.392	0.532
		Principals	3.72	0.669		

Key: SD= standard deviation

* Significant at 0.05

Attempts were made to gather information on how teachers and principals view conflict in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 9 items were presented to examine the traditional view on conflict.

In the Table 3 of item 1, respondents were asked to give their opinion on the statement conflict is always bad and should be avoided. It was found that the mean ratings of teachers and principals were found to be 3.84 and 2.28 respectively. The mean rating of teachers were rated above average and that of the principals were below average. This result implied that teachers' agreement with the idea was relatively high as compared to principals which were found to be relatively low. The computed result of ANOVA indicated that there was statically significant difference between the opinions of the two groups of respondents in their view. Because the F-value ($F=20.325$ with $p=0.000$) is greater the critical F-value ($F=4.0$ with $p=0.05$) for (1 and 111) degrees of freedom.

Item 2 in the same Table is concerned with the task of the management to eliminate, conflict, it was found that, the mean rating of teachers and principals were 3.6 and 3.17 respectively. This mean rating was above mean average (3.0) for teachers relatively equal to average for principals respondents. This indicated that both group agree with idea that the management should eliminate conflict as possible rather than managing it. The result of variance analysis indicated that, there is no statically significance difference between the two groups of respondent. Since the observed value of F ($F=2.331$ with $p=0.13$) did not exceed the critical value of F ($F=4.0$) for (1 and 11) degrees of freedom at 0.05 level of significance.

Item 3 in the same Table, respondents were requested to give their opinion on the fact that conflict disrupts and prevent the optimal performance of the organization. So it was found that the mean rating of teachers and principals were 3.9 and 3.39 respectively, which was above mean average (3.00). The result indicated that both teacher and principals agreed with the issue that conflict disrupts and prevents optimal performance.

The result of ANOVA also shows that there is no statistically significance difference between the two groups of respondents' opinion on the issue under consideration. Because the calculated value of F ($f=3.143$ with $p=0.079$) did not exceed the table value of F ($f=4.0$) for the given degrees of freedom at 0.05 level of significance.

Item 4 in the same table, also shows the mean rating of teachers and principals were found to be 3.8 and 3.5 respectively and it was above the mean average (3.0). This result indicated that both teachers and principal agreed that conflict was caused by the failure of leadership and trouble makers. The significance test tool of ANOVA also showed that the similarity of the idea (opinion) of the two groups i.e. the obtained value of R-ratio ($F=1.131$ with $p=0.29$) is less than the table value F ($F= 4.0$ with $p=0.05$) for (1.111) degrees of freedom.

For Item 5 in the Table 3, the mean of the respondents were rated relatively above average by teachers (3.3) and below overage by principals (2.7). This result indicated that teachers moderately believed that conflict is always unpleasant and destructive while principles believed that conflict is not always unpleasant and destructive. It may be pleasant and constructive or productive sometimes for the organization. Although it seems that there is difference between the two groups opinion on the issue, when the significant test was analyzed to see the real difference,

the result of ANOVA showed that there is no statistically significant difference of opinion between the two groups of respondents i.e. the computed value of F ($F=2.198$ with $p=0.140$) is less than the table value of F ($F=4.0$ with $p=0.05$) for (1 and 111) degrees of freedom.

For item 6, conflict resolution by physical separation was rated 2.20 and 2.11 by teachers and principals respectively, which were found to be far below the average (3.0). The result implied that both teachers and principals were disagree with the idea of conflict resolution mechanism by physical separation and other means for this purpose should be searched. The F-value also indicated that there is no significance difference ($F=0.092$, with $p=0.763$) did not exceeds the table value of F ($F=4.0$, $p=0.05$) for the above mentioned degrees of freedom.

For item 7 of the same Table, the respondents respond were rated and was found to be 3.83 and 3.44 for teachers and principals respectively. The mean rating of the two groups were above mean average (3.0) by implying that the responders believed that conflicts can bring about the disintegration of the entire groups in the organization (schools). The observed value of ANOVA showed that there was no statistically significance difference, since the obtained value of F=ratio ($F=1.971$ with $p=0.163$) less than the table value ($F=4.0$ with $p=0.05$) for the given degrees of freedom,(1,111).

For item 8 in the same Table, the mean rating of the respondents were found to be 3.99 and 3.22 for teachers and principals respectively. Although their mean were rated above the average, the teachers mean was far above the average and that of the principals was near to the average mean (3.0). From this one can say that teachers to the greater degree believed that conflict create bad feelings with in the school than principals i.e. principal agree with the idea to a lesser degree. The statistical significance test value of ANOVA also supported the same. Because the calculated value of F-ratio was found to be ($F=7.405$ with $P=0.008$) greater than the table value of F ($F=4.0$ with $p=0.05$) for (1,111) degrees of freedom. This indicated that statistically there was significance difference between the opinions of the two groups of respondents on the issues under consideration.

For the last item, of Table 3, the respondents mean was rated and found to be 3.54 and 3.72 for teachers and principals respectively. The means of the two groups were above average (3.0) and almost equal. So, this result showed that the respondents believed that conflict results in to the

victory of one group over the other (win-less effect). From the result of the ANOVA, the respondents' similarities in options on the issue were supported. Since the computed F-value ($F=0.392$ with $P=0.532$) is less than the table value of F ($F=4.0$ with $p=0.05$) for (1,11) degrees of freedom.

Generally, the above mentioned traditional views on conflict were supported by many scholars in the fields of education and in other fields. The following are some of the lists of scholars with their ideas that were used to support the above findings on the traditional views of conflict.

Szilagyi and Wallace (1983, p.246) state that conflict as something to be avoided, caused by failure of leadership and resolved only by the physical separation of the conflicting parties. Swart (1998, p.347) states that conflict as a problem to be avoided, where as Storer and Freman (1989, p.392) argue that conflict was unnecessary and harmful and developed only due to the failure of the principal to apply conflict management principles.

In addition, Plankett and Attner (1989,p.439) have stated that conflict as harmful and unnecessary to the organization and the reaction (task) of the managers would be to fear its occurrence and they attempt to eliminate all evidence of conflict Ayalew (2000,p.74) views conflict as avoidable and caused by agitators and trouble makers.

In support to the above idea, Luthan's (1981, p.381) places the following traditional views for conflicts. These are conflict is by definition avoidable caused by trouble makers. Merphet, Johns and Reller (1982, p.156) have stated that conflict in schools are destructive and should be avoided and makes administrators and board members feel uncomfortable and may cause breakdown.

Table 4: Analysis of the Respondents' Response on Constructionists view of Conflict

No	Items	Respondents	Mean	SD	ANOVA	
					F	P
10	Conflict in organization like school is inevitable	Teachers	3.47	1.196	2.415	0.123
		Principals	3.00	1.085		
11	Conflict is both constructive & destructive	Teachers	3.82	1.139	0.282	0.595
		Principals	3.67	1.085		
12	Conflict can lead to innovation & change	Teachers	3.75	1.329	2.164	0.144
		Principals	4.22	0.732		
13	Moderate level of conflict is required for organization	Teachers	3.12	1.157	0.126	0.723
		Principals	3.22	1.215		
14	Conflict is not necessary good or bad by it self	Teachers	3.19	1.205	0.219	0.641
		Principals	3.33	1.138		
15	Absence of conflict indicated lack of cooperative interaction	Teachers	2.41	1.242	0.030	0.863
		Principals	2.35	1.367		
16	Conflict is useful for creating new idea	Teachers	3.56	1.343	0.000	0.995
		Principals	3.56	1.381		
17	Conflict has the power to promote democracy	Teachers	3.09	1.488	2.854	0.094
		Principals	3.72	1.179		
18	Conflict is a necessary evil	Teachers	2.78	1.271	10.449	0.002*
		Principals	3.78	0.732		
19	Conflict will result in to positive outcomes	Teachers	2.77	1.242	0.510	0.477
		Principals	3.00	1.173		
20	Conflict can have several causes	Teachers	4.45	0.649	12.553	0.001*
		Principals	3.82	0.809		

Key: SD= standard deviation

* Significant at 0.05 level

Item 10 in the Table 4, focuses on the inevitability of conflict. Respondents were asked whether or not they agree that, conflict in organization like school is inevitable. It was found that the mean ratings of teachers and principals were 3.47 and 3.00 respectively. The result were above average for teacher and exactly equal to the average mean (3.00) for the principals. The result implied that both group of respondents believed that the existence of conflict in the schools were inevitable. Statistically it was found that the calculated value of F (F=2.415 with p=0.123) less than the critical value F (F=4.0 with p=0.05) for (1,111) degrees of freedom. This indicated that there was a common agreement between teachers and principals opinion on the issue.

Item 11 in the same Table, the respondents response was rated to 3.82 and 3.67 by teacher and principals respectively. The mean rating of the two groups of respondents were above average

and showed that both groups of respondents believed that conflict has both constructive and destructive result depending on the condition under which it occurs. The significant test tool also should be the same i.e. since the computed-value ($F=0.282$ with $p=0.595$) is less than the critical F-value ($F=4.0$ at $p=0.05$) for the given degrees of freedom (1,111). This indicated that statistically there is no significant difference between the opinions of the two groups of respondents.

With respect to item 12 in the Table 4, respondents were asked to give their response on, conflict can lead to innovation and change. It was found that the means rating were 3.75 and 4.22 for teachers and principals respectively. Since the result of mean rating was far above the average (3.0), it implied that both groups of respondents believed that conflict leads to change and innovation when managed well. The calculated value of F ($F=2.164$ with $p=0.144$) also suggests that there is no significant difference between the two groups of respondents.

For items 13 and 14 of the same Table, the mean rating of the two groups of respondents were found to be 3.12&3.19 by teachers and 3.22 and 3.33 by principal respectively for the two items. This implied that they were in agreement with the idea that conflict is not necessarily good or bad and moderate level at conflict is required for organization optimal performance. The findings of these items indicated that teacher and principals believed that conflict by itself is not necessarily good or bad and moderate level of conflict is required for the organization. The result of ANOVA indicated that there is no statistically significance difference between the two groups i.e. the computed F=value ($F=0.126$ & 0.219 with $P=(0.723$ & $0.641)$) are less than the table value of F ($F=4.0$ with $p=0.05$) for the same degrees of freedom (1,111).

For item 15 of the same Table, respondents were asked to give their opinion on the fact that the absence conflict in the organization indicates lack of cooperative interactions and it was found that their mean rating become far below the average mean (3.0) which were 2.41 and 2.35 for teacher and principals respectively. This findings implied that both of the respondent groups were disagree with the idea i.e. the absence conflict indicates the presence of cooperative interaction according to their response and both of the groups have the same view on the issue. The result of ANOVA in the same table supports the similarity of the respondents' opinion. Because the computed F-value ($F=0.03$ with $p=0.863$) did not exceeds the F-critical value ($F=4.0$ with

$p=0.05$) for (1,111) degrees of freedom, indicated that statistically there is no significance difference between the two groups.

Concerning item 16 and 17 of the same Table, the respondent response was rated to 3.56 and 3.01 by teacher and 3.56 and 3.72 for principals respectively. The mean ratings were almost above average for both groups. This finding indicated that the respondents believed that conflict is useful for creating new idea and has the power to promote democracy in the organization (schools) they work. The results of ANOVA in the same table, showed that there is no significant difference between the two groups at the computed value of F ($F=0.00&2.854$ with $P=0.995$ & 0.04) and F-critical value ($F=4.0$ with $p=0.05$) for the given degrees of freedom (1,111).

For item 18 in Table 4, the mean of the respondents were rated to 2.78 and 3.78 by teacher and principals respectively and the two means were far apart from each other i.e. the teacher mean was below the average (3.0) but the principals' means were far above the average. These findings implied that principals believe that conflict is a necessary evil of their organization where as teachers disagree with the idea by implying conflict is not a necessary evil. The calculated F-value was found to be (10.449 with $p=0.002$) suggests that there is significance difference between the two groups of respondents opinions on the issues under consideration.

For the last item of Table 4, respondents were asked to give their view on the idea that conflict can have several causes depending on different condition. Regarding this teacher respondents were strongly agreed with mean rating of 4.45 which was far above the average (3.0) but principals respondents were highly agreed with mean rating of 3.82 which far above average mean (3.0). The results of the ANOVA as shown in the same table, F-ratio ($F=12.553$ with $p=0.001$) did exceed the critical value of F ($F=4.0$ with $P=0.05$) for (1& 111) degrees of freedom at 0.05 level of significance. This indicates that there were statistically significant differences between the two groups of respondents on the issues.

From the above findings with regard to the constructionist views of conflict one can deduce that conflict in organization like school is inevitable. In addition conflict can be constructive and destructive depending on how it is handled. If it is properly managed it can even create new ideas and bring about change in the organizations. Even optimal organizational performance requires a moderate level of conflict. Authorities such as Stoner and Freeman (1989, p.392); Murphy (1994,

p.367); Morphet, Johns and Reller (1982, p.156) and Everard and other (1990, p46) also supported the above idea.

Another interesting phenomenon observed under this heading is that teachers and principals differed on the causes and necessity of conflict. Principals believed that conflict is a necessary evil for the organization while teachers were reluctant to accept this idea. It seems that teachers are afraid of being victim out of conflicting situation.

Table 5: The analysis of Overall Views of Conflict

No	Items	Respondents	N	Mean	SD	ANOVA	
						F	P
1	Traditional view	Teachers	95	3.56	0.755	6.972	0.009
		Principals	18	3.07	0.499		
2	Constructionist view	Teachers	95	3.31	0.714	0.43	0.513
		Principals	18	3.43	0.493		

Table 5 shows that the overall views of teachers and principals on conflicts in general. When the traditional views of respondents were computed in general, their mean ratings were found to be 3.56 and 3.07 for teachers and principals respectively. When we looked at their mean, the teachers mean rated above average and that of the principals were almost rated equal to the average mean (3.0). From this result one can deduce that teachers were more traditional in their view of conflict as compared to principals. This means that teachers and principals have different views on the concept of conflict. Furthermore, the computed ANOVA result supports the idea. Because the calculated F-value was found to be (F=6.972 with p=0.009) greater than the F-critical value (F=4.0 with p=0.05) for (1,111) degrees of freedom. This indicated that there was a statistically significant difference between the two groups' respondents.

For item 2 of the same Table, the respondents' constructionist views on conflict were analyzed and their responses were rated to 3.31 and 3.43 by teachers and principals respectively. These mean ratings were almost equal and nearly equal to the average mean (3.0) or slightly greater than the average. This result implied that both groups of respondents have almost an equal or similar view on the balanced view of conflict. The significance test result of ANOVA also supported this idea i.e. the obtained value of F was found to be (F=0.43 with p=0.513) less than the critical

value of F ($F=4.0$ with $P=0.05$) for (1,111) degrees of freedom. This result indicated that there was no statistically significant difference between the two groups of respondents.

From the above findings, it is possible to conclude that teachers' view of conflict was found to be traditional while that of the principals was more towards the balanced (modern) view. This difference of views may be due their position in their organization, experiences and exposures to different situations

4.2.2. Influences of conflict

Attempts were made to gather information on the impact of conflict on the performance of the school(s).Based on this; respondents were requested to give their response on how conflicts influence (affect) their performance. For this purpose, 18 items were presented to investigate both negative and positive outcomes of conflict on performance of the schools and summarized below in Table 6, 7, 8, respectively for negative, positive and overall influences of conflicts.

Key: 1= very low, 2= low, 3= moderate, 4 =high, 5=very high

Table 6: Analysis of the Perception of Respondents on the Negative Influence of Conflict

No	Items	Respondents	Mean	SD	ANOVA	
					F	P
1	The extent to which conflict affect staff morale negatively	Teachers	4.16	0.982	9.471	0.003*
		Principals	3.35	1.057		
2	The extent conflict causes of anxiety, frustration hostility	Teachers	3.90	1.127	2.567	0.112
		Principals	3.41	1.372		
3	The extent conflict divert time & energy from the main issues	Teachers	4.03	0.885	0.130	0.719
		Principals	4.12	0.993		
4	The extent to which conflict prevents members from seeking task	Teachers	3.34	1.182	1.116	0.293
		Principals	3.00	1.369		
5	To what extent conflict result into the disintegration of groups	Teachers	3.49	1.271	0.944	0.333
		Principals	3.18	1.074		
6	To what extent conflict can have devastating impact on the behavior of people involved	Teachers	3.68	1.151	2.29	0.133
		Principals	3.24	0.970		
7	The extent to which conflict develops mistrust in organization	Teachers	3.92	0.953	4.052	0.047
		Principals	3.41	0.939		
8	The extent to which conflict leads to biased perceptions & goal distortions	Teachers	3.89	0.905	2.998	0.086
		Principals	3.47	1.068		
9	The extent to which conflict influences the physical & emotional well being of the individual	Teachers	3.74	1.257	1.373	0.244
		Principals	3.35	1.169		

Key: SD= standard deviation

* significant at 0.05 level.

For item 1 in the Table 6, respondents were asked to give their opinion on the extent to which conflict affect the staff moral negatively. From this it was found that the mean rating were 4.16 and 3.35 by teachers and principals respectively. The mean rated for teachers were far above the average mean (3.0) and for principals were above the average mean or almost equal to the average (3.0). This finding indicated teachers believed that conflict affect staff moral negatively to a greater extent while principals agree with the idea that conflict affect staff moral but to a lesser degree. The calculated F-value which was found to be (F=9.471 with p=0.003) greater than the critical value of F (F=4.0) for the (1,111) degrees of freedom at 0.05 level of significant. This shows that there was statistically significance different between the opinions of the two groups.

For item 2, the extent to which conflict causes anxiety, frustration and hostility was rated above average mean (3.00), 3.9 and 3.41 by teachers and principals respectively. The result implied that both groups of respondents agree that conflict can cause anxiety frustration, and hostility among the members of the schools. The ANOVA result value also indicates that there is no statistically difference for (F=2.567 with p=0.112) is less than the critical value of F (F=4.0 with p=0.05) for (1,111) degrees of freedom.

For item3, the extent to which conflict diverts energy and time from the main issue was rated 4.03 and 4.12 by teachers and principals, respectively. The means are far above average and not differ largely. The ANOVA value also indicates that there is no significance difference between the two groups concerning the issue under consideration i.e. F- computed ($F=0.13$ with $p=0.719$) is less the critical value of F ($F=4.0$) for (1,111) degrees of freedom at 0.05 significance level. From this finding it is possible to conclude that both groups of respondents believed that conflict can divert time and energy from the performing the main objectives of the organization (school).

For items, 4,5,6,8, and 9 which are the extent to which conflict prevents members from seeking task; to what extent conflict result in to disintegration of the entire groups; to what extent conflict can have devastating impact on the people involved; the extent to which conflict leads to biased perception and goal distortions and the extent to which conflict influences the physical and emotional well being of the individuals involved.

So, respondents were asked to give their opinion on the above issues and their mean rating were found to be above average mean (3.0) for all questions by both groups of respondents by implying that both groups believed that the idea is true. The computed result of ANOVA also supports the similarity of ideas of the two respondents groups i.e. the calculate F-values are less than the critical value of F-value for (1,111) degrees of freedom at 0.05 significance level (see table 3a).

Lastly, for item 7 in the same Table, respondents were asked to give their opinion on the extent to which conflict develops mistrust in the members of the organization. The respondents mean was rated 3.92 and 3.41 by teachers and principals respectively. The means differs i.e. the mean of teachers is above average and near to high while the mean of principals is almost nearly equal to the average mean (3.00). This result indicates that there exist differences in perception between teachers and principals. The result of ANOVA also supports this idea, because the computed value of F-ratio was found to be ($F= 4.052$ with $= 0.047$) greater than the critical value of F ($F= 4.0$ with $p=0.05$) for (1.111) degrees of freedom. This implies that there is statistically significant difference between the two groups.

From the above findings with regard to the negative impact of conflict one can deduce that conflict can affect the staff moral to a reasonable degree and create anxiety, frustrations and

hostility among the conflicting party and groups unless it is properly managed. In addition, conflict can divert time and energy from accomplishing the organization objectives. Various researchers and authorities support this idea, Ivancevich and Matteson (1990, p, 303) describe that too much conflict have negative consequences because it requires time, resource & energy to deal with it William (1978, p, 139) support this idea.

It is also clear from the finding that both groups of respondents (teachers and principals) seem to agree with the idea that conflict can result into the disintegration of the entire groups that are in conflict and can have devastating impact on the behavior of the people involved. Another interesting phenomenon observed under this heading is that teachers and principals differ on the extent to which conflict develops mistrust among the members in the organization. Although the two groups of respondents perceive the idea differently, various scholars such as (Owens, 1998; Ayalew, 2000; Szilagyi and Wallace, 1983 and Hunt, 1992), support the idea that conflict develops mistrust among the member of organization and disintegration of the entire groups.

Table 7: Analysis of the Perceptions of Respondents on the Positive Influences of Conflict

No	Items	Respondents	Mean	SD	ANOVA	
					F	P
10	Degree of job effectiveness in presence of conflict	Teachers	3.60	1.281	0.524	0.471
		Principals	3.35	1.222		
11	The extent to which conflict improve the quality of decision made	Teachers	3.18	1.345	0.245	0.621
		Principals	3.35	1.272		
12	The extent to which conflict increase communication between groups	Teachers	3.90	0.928	2.774	0.099
		Principals	3.47	1.281		
13	To what extent conflict increase productivity	Teachers	2.53	1.317	2.758	0.100
		Principals	3.12	1.453		
14	To what extent conflict stimulates creativity	Teachers	2.55	1.273	2.911	0.091
		Principals	3.12	1.219		
15	To what extent conflict stimulate win-win effect	Teachers	3.73	1.054	0.117	0.733
		Principals	3.82	0.809		
16	The extent conflict stimulate the search for improved approach	Teachers	2.96	1.279	1.878	0.173
		Principals	3.41	1.121		
17	The extent to which conflict can be educative	Teachers	2.83	1.235	0.777	0.380
		Principals	3.12	1.219		
18	The extent to which conflict causes desirable changes	Teachers	2.96	1.311	2.401	0.124
		Principals	3.47	0.874		

Key: SD standard deviation

*Significant at 0.05 level.

For this part respondents were requested to give their opinion regarding the positive outcomes of conflict in the secondary school. To this end 9 items were presented to measure the extent of the outcomes in the school.

For item 10 in the Table 7, respondents were asked to give their opinion on the degree of job effectiveness' in the presence of conflict. The mean was rated 3.6 and 3.35 by teachers and principals respectively. Their mean ratings were found to be above average mean (3.0) for the two groups of respondents. This finding indicates that both teachers and principle believed that for the work to be effective certain level of conflict should be present. On this both groups have similar idea. The results of the variance analysis also indicates the same i.e. their was no statistically significance difference between the two groups, because the obtained F= value was found to be (F=0.524 with P=471) greater than the table value (F=4.0) for (1,111) degrees of freedom at 0.05 level of significance.

Item 11 of the same Table, the extent to which conflict improves the quality of decision made. The respondents mean ratings were found to be 3.18 and 3.35 by teachers and principals respectively. Their means were rated nearly equal to the average (3.0) for both groups. These results implied that both teachers and principals were made relatively agree that conflict improve the quality of decision made. ANOVA results indicates that there is no significance difference between the two groups for F=computed (F=0.245) is less than the critical value of F (F=4.0) at 0.05 level of significance.

With regard to item 12, the extent to which conflict increase communication between groups, the mean was rated 3.9 and 3.47 by teachers and principals respectively. Although the two mean rating were above average in the same category, the teachers mean was relatively higher. From this, one can assume that both teachers and principals some what similarly rated on the contribution of conflict to increase commutation between groups. The values of variance analysis indicated that their was no significant difference between the two groups for F-calculated (F=2.774) is less than the critical value of F(F=4.0) for (1.111) degrees of freedom at 0.05 level of significance.

For item 13 in the Table 7, respondents were requested to give their opinion on the extent to which conflict increase productivity in their school. It was found out that, the mean were rated 2.53 and 3.12 by teachers and principals respectively. The teachers mean was below the average and the principal's means was nearly equal to average (3.0). From this result one can deduce that teachers deny the contribution of conflict in increasing productivity, however, principals relatively agree with the idea. Although it seems that there is difference in opinion between the two groups of respondents, the value of analysis of variance indicted that their was no statistically significance difference. Since the value of calculated F= ratio ($F=2.758$ with $p=01$) is less than table value ($F=4.0$) for (1, 111) degrees of freedom at 0.05 significance level.

For item 14, the respondents mean was rated 2.55 by teacher and 3.12 by principals on the extent to which conflict stimulates creativity. The mean of the teachers was below average (3.00)and that the principals were almost equal to average. This indicates that both groups perceive the idea in different way i.e. principals relatively accept the idea that conflict stimulates creativity in organization but teachers did not. However, their difference in perception was not supported by statistical significance test result of ANOVA. The ANOVA result shows that there was no significance difference between the two groups of respondents opinion, for the calculate value of F ($F=2.911$ for $P=0.09$) is less than the critical value of F ($F=4.0$ with $P=0.05$).

For item 15, 16,17, and 18 in the Table 7, which are to what extent conflict stimulate win -win effects; the extent to which conflict stimulate the search for improved approach; the extent to which conflict can be educative and the extent to which conflict causes desirable changes, respondents were requested to give their opinion. It was found that the mean raring of the two groups of respondents become above average for majority of the items and nearly equal to the average for few items. This indicates that both groups believe that the idea mentioned above were true. Further more the result of ANOVA in the same table, indicates that, there was no statistically significance difference between the two groups of respondent perception on the issue under consideration. Because the calculated value of F-ratio was found to be less that the critical value of F. (see table 3b).

From the above finding with regard to the positive influences of conflict, it is possible to conclude that for the optimal performance of the organization, moderate level of conflict is

important. It also causes members to interact cooperatively and improves the quality of decision made. In addition, if conflict is treated properly and collaboratively it increases communication between groups and also increases productivity. This is supported by various scholars like Ayalew (2000); Williams (1978); Rue and Byars (1989) and Hunt (1992).

In general as it can be seen from the above findings, if properly managed and treated collaboratively at the right time and with the right person (concerned body) conflict can stimulate creativity, the search for improved approach, brings about desirable changes and so on. These findings are supported by many researcher and scholars (Ayalew,2000;Ghaffar,2005 and so on).

Table 8: Analysis of the Overall Perceptions of Respondents on the Influences of Conflict

No	Items	Respondents	N	Mean	SD	ANOVA	
						F	P
1	Negative Influence	Teachers	95	3.79	0.691	5.024	0.027
		Principals	17	3.39	0.626		
2	Positive Influence	Teachers	95	3.18	0.600	2.084	0.152
		Principals	17	3.36	0.422		

As it can be seen from Table 8, emphases were made to analysis of the overall impact of conflict in general. To this end, respondents were asked to give their view concerning the outcomes of conflict in their organization (schools). The results of the analysis were interpreted in the following way.

For item1 of Table 8, the mean ratings of the respondents were found to be 3.79 and 3.39 by teachers and principals respectively. The mean rated by the teachers was above average but that of the principals were almost near the average mean (3.0). This result indicates that teachers to the greater degree believed that the outcome of conflict was negative to their school, whereas principals also believe the negative outcome of conflict but to a lesser degree as compared to teachers. This indicates that there were differences in perception of the outcomes of conflict between teachers and principals at this stage. Furthermore, the values of the analysis of variance supported this findings i.e. the result indicates that there was statistically significance difference between the two groups.

Because the computed value of F-ratio was found to be ($F=5.024$ with $p=0.027$) greater than the table value ($F=4.0$) for (1,111) degrees of freedom at 0.05 significance level.

For item 2 in the same Table, the respondents mean were rated 3.18 and 3.36 for teachers and principals respectively, which were almost nearer to the average and nearly equal to each other. These results indicate that both groups of respondents moderately believed that the influence of conflict is positive for their school. The result of ANOVA also supports their similarity of perception by indicating that there was no statistically significant difference between the two groups of respondents' perception on the idea. Since the obtained F-value ($F=2.084$) is less than the table value of F ($F=4.0$) for (1,111) degrees of freedom at significance level of 0.05.

Finally, from the finding, it is possible to conclude that the perceptions of teacher were towards the negative influence because their mean ratings were found to be 3.79 and 3.18 for negative and positive influence respectively, whereas principals perception were almost equal for the negative and positive outcomes of conflict. Because there mean ratings were found to 3.39 and 3.36 for negative and positive outcomes of conflict.

Generally based on the above finding, it is possible to assume that conflict has both positive and negative outcome. It is possible to increase the positive outcomes if it is well understood and treated in an organized, collaborative way. This assumption is supported by various researchers like Hunt (1992); Ayalew (2000); Szilgyi and Wallace (1983); Ghaffar (2005) and so on.

The information obtained from interviews and document analysis confirmed that conflict has influence on performance positively or negatively depending on the way it's managed. Based on this, the following negative effects (influence) were identified. These are: conflict demotivates, demoralizes and retards progress in the school. That means it leads to low morale and poor performance. In addition it leads into lack of teamwork, increase absenteeism, employee turnover, and develops resistance between workers and managers.

4.2.3 Major Causes of Conflict

A number of factors can be associated with causes of conflict in the schools. Respondents were

asked to give their response regarding the major causes of conflict in secondary schools. For this propose about 20 items were presented to respondents in questionnaire. The responses were analyzed in table 4 and interpreted below as follows.

Key: 1= strongly disagree, 2= disagree, 3= moderately agree, 4= agree, 5= strongly agree

Table 9: Major Causes of Conflict

No	Major causes of conflict	Respondents				ANOVA	
		Teachers		Principals		F	P-value
		Mean	SD	Mean	SD		
1	Communication problems	4.17	0.980	4.00	1.265	0.378	0.540
2	Poor performance evaluation system	4.21	1.041	3.88	1.204	1.360	0.246
3	Differences in values, beliefs & attitudes	3.42	1.234	3.69	1.078	0.660	0.418
4	Bad working conditions	4.04	0.978	3.44	1.031	5.159	0.025
5	Role ambiguity	3.91	0.851	3.38	0.957	5.125	0.026
6	Competition for scare resource	3.49	0.951	3.88	0.806	2.273	0.135
7	Inappropriate & biased reward system	4.27	0.930	3.31	1.078	13.728	0.000*
8	Lack of participative decision making	4.12	1.046	3.75	0.931	1.734	0.191
9	Goal incompatibility	3.63	0.994	3.38	1.147	0.844	0.360
10	Difference in time preference	3.46	0.943	3.63	0.957	0.402	0.528
11	Individual difference	3.02	1.288	3.00	1.095	0.004	0.951
12	Lack of clear authority structure	3.94	1.019	2.81	1.109	16.258	0.000*
13	Different role expectations	3.65	0.920	3.25	1.065	2.507	0.116
14	Unfair distribution of tasks	4.07	0.902	3.31	1.302	8.485	0.004*
15	Unclear policies, rules & guidelines	4.15	0.967	2.81	1.223	24.097	0.000*
16	Interdependent tasks	3.69	1.195	3.20	1.146	2.245	0.137
17	Mismatch between organizational & individual goals	3.67	1.086	3.25	1.125	2.063	0.154
18	Structural design of the school	3.79	1.157	3.19	1.276	3.600	0.060
19	Lack of professional commitment	3.68	1.034	3.69	1.138	0.000	0.991
20	Lack of joint problem solving practices	4.10	1.205	3.44	1.263	4.037	0.047*

Key: SD= Standard Deviation *Significant at 0.05 level

The first item in Table 9 was communication barriers. This specific factor was rated 4.17 and 4.00 by teachers and principals respectively. The mean rating for the two groups were far above the average (3.0). From these results one can conclude that both groups of respondents highly believed that communication problems could be one of the top major causes of conflict in the secondary schools. Concerning this factor there were no differences in perception between the two groups. Further more, the result of ANOVA ensured the same. Because the calculated value of F-was fond to be (F=0.378 with p=0.54) less than the tale value (F=40 for (1,109) degrees of freedom at 0.05 level. This indicates that there was no statistically significance difference between the two groups of respondent opinions.

The second item, poor performance evaluation system was rated 4.21 and 3.88 by teachers and principals respectively. Their mean ratings were by far above the average (3.0) for the two groups. From the results of mean rating it is possible to assume that both groups of respondents were highly agree that performance evaluation system was the top major causes of conflict for teachers and the second major causes of conflict for principals in the secondary school. The computed result of F was found to be ($F=1.636$ with $p=0.246$) less than the critical value ($F=4.0$) for (1,109) degrees of freedom at significance level of 0.05. This indicates that there was no significant difference between the two groups of respondents' perception on performance evaluation as the major causes of conflict in the schools.

For item3, differences in values, beliefs and attitudes, the respondents' response were rated 3.42 and 3.69 by teachers and principals respectively. Their mean was rated above average for the two groups. This result implied that both groups perceived that differences in values, beliefs and attitudes were one among the major causes of conflict in secondary schools. i.e. teachers moderately agree with the idea and principals agreement was relatively high as compared to teachers. The calculated F-value ($F=0.66$ with $p=0.418$) was found to be less than the table value ($F=4.0$) for (1,109) degrees of freedom at 0.05 significance level. This indicates that there was no significant difference between the two groups of respondents' perception on the issues under consideration as the causes of conflict. This point is supported by various researchers (Chanda, 1994, Tosi and others, 1986).

Item4 in the Table 9, bad working condition as the potential causes of conflict, the mean was rated 4.04 and 3.44 by teacher and principals respectively. The two means were rated above average (3.00) for both groups however, the teachers mean was rated by far above average. From the result obtained one can deduce that teachers perceive bad working conditions to a greater degree as one of the major causes of conflict than principal i.e. principals perception were to a lesser degree as compared to teachers. Furthermore, the result of the value analysis of variance indicated that there was statistically significance difference between the two groups, as the calculated value of ($F=5.159$ with $p=0.025$) is grater than the critical value ($F=4.0$) for (1,109) degrees of freedom at 0.05 level of significance.

For item 5, role ambiguity (lack of clear stated task), the respondents mean was rated 3.91 and 3.38 by teacher and principals respectively. The mean was rated far above average by teachers and nearly above average by principals. This finding indicates that the two groups of respondents have different perception on perceiving role ambiguity as one of the major causes of conflict i.e. teachers highly believed that role ambiguity could be one of the major causes of conflict while, principals accept the idea moderately. As shown in the same table (4.0) the computed results of ANOVA showed that there is statistically significance difference between the two groups of respondents' perceptions.

For item 6 in the Table 9, respondents were asked to give their opinion on competition for scarce sources as the cause of conflict. The mean ratings were found to be 3.49 and 3.88 by teachers and principals, respectively. Their mean were rated above average (3.00) for both groups by implying that both groups of respondents believed that competition for scarce resource could be one of the possible sources of conflict in their schools. Moreover, the result of analysis of variance supports the similarity of the respondent perception on the issue as the computed value of F-ration ($F=2.273$ with $p=0.135$) is less than the critical values ($F=4.0$) for (1,107) degrees of freedom at significance level of 0.05. That means, statistically there was no significance difference between the two groups of respondents' opinions.

For item 7 in the same Table, the mean of the respondents were rated as 4.27 and 3.31 by teachers and principals, respectively, the mean was rated by far above average by teachers and almost equal to the average by the principals. This indicates that the two groups were not accept the issue equally as a problem. Teachers believed that inappropriate and biased reward system as one among the top major causes of conflict, however, principals perceive the issue moderately. Furthermore, the ANOVA result as shown in the same table, shows that there is statistically significant different between the two groups of respondents. Since the computed result of F-ratio ($F=13.728$ with $p=0.000$) is greater than the table value of F-ration $F=4.0$ with $p=0.05$) for (1,108) degrees of freedom.

For item 8 in Table 9, the means of the respondents were rated 4.12 and 3.75 by teachers and principals respectively. The means were above average for both groups by indicating that teachers highly agreed that lack of participative decision making is one among the major causes

of conflict where as principals agreement with the idea is relatively high. The result of ANOVA value also confirms the same. Since the calculated value of F ratio ($F= 1.734$ with $P=0.191$) is less than the critical value ($F=4$ with $P=0.05$) for (1,108) degrees of freedom. This indicates that statistically there was no significant difference between the two groups.

For items 9, 10 and 11 in the Table 9, the responses of the respondents mean were rated above average (3.0) for the first three items (item 8,9 &10) and equal to average for item 11 by the two groups of respondents. In general the results indicate that both groups of respondent agree that goal in-compatibility, difference in time preference and individual differences could be some of the possible causes of conflict in their secondary schools. The computed ANOVA result in the same table confirmed that, there is no statistically significance difference between the two groups of respondent's perceptions.

For item 12 in Table 9, lack of clear authority structure, the mean was rated far above average by teachers (3.94) and below average by principals (2.8). From this finding, it is possible to deduce that teachers believe that lack of clearly stated authority structure could be one among the major causes of conflict in their school, while principals were reluctant to accept the issue as the major problem to cause conflict. Both groups of respondents are different in accepting the issue as a problem. The calculated value of F-ratio ($F=16.258$ with $p=0.00$) was found to be greater than the critical value of F-ratio ($F=4.0$) for (1,109) degrees of freedom at 0.05 significant level. This indicates that there is statistically significance difference between the groups' opinions.

Items 13 in the Table 9, respondents were asked to give their opinion on different role expectation as the potential sources of conflict. It was found that the mean rating were rated 3.65 and 3.25 by teachers and principals, respectively. The mean was rated above average by teachers and nearly equal to the average by the principals. Form the result one can assume that both groups of respondent believe that different role expectation could be one of the potential causes of conflict in secondary school. As shown in the same table, ANOVA results confirmed that there is no significant difference between the two groups.

For items 14 and 15 in Table 9, the mean was rated as 4.07 and 4.15 by teachers respectively for the two items and 3.31 and 2.81 by principals for the two items respectively. The mean ratings of teachers were by far above average (3.0) and that of the principals were nearly equal to the

average mean (3.0). From these findings, it is possible to conclude that teachers highly believed that work overload and unclear policies and guidelines could be among the major causes of conflict in their schools while principals moderately accepted the two factors as the potential causes of conflict. The computed result of the ANOVA showed there is a statistically significant difference between the two groups' perception, i.e. the observed value of F-ratios ($F=8.485$ & 24.097 with $p=0.004$ & 0.000) respectively exceeds the critical values of F-ratio ($F=4.0$) for (1,109) degrees of freedom at 0.05 level.

For items 16, 17 and 18 in Table 9, the respondents' mean were rated above average (3.0) by teachers and almost equal to average by the principals. The teachers' rated mean were 3.69, 3.67 and 3.79 for the three items respectively and principals' mean were found to be 3.20, 3.25 and 3.19 respectively for the same items. From these results it seems that teachers and principals have different opinions on the interdependent tasks, structural design of the school and mismatch between organizational and individual goals as the potential causes of conflict in secondary school. However, as shown in the same table, the result of ANOVA showed that statistically there is no significant difference between the two groups' perception on the issues under consideration as a cause of conflicts.

For item 19 in the same Table, respondents were requested to give their opinion on lack of professional commitment from both groups, the respondents' mean were rated as 3.68 and 3.69 by the two groups. The mean rating was found to be above average (3.0) for both groups. This result indicates that their reluctance or lack of professional commitment could be one of the possible causes of conflict in their organization. From this result it is possible to conclude that both groups believed that their lack of professional commitment is the possible cause of conflict in the secondary schools. As shown in the same table, the result of the values of the analysis of variance confirmed the same or there is no statistically significant difference between the two groups' opinions, as the calculated value of F-ratio ($F=0.000$ with $p=0.995$) is less than the table value ($F=4.0$) for (1,109) degrees of freedom at 0.05 level of significance.

The last item in Table 9, lack of solving problem through the practice of table discussion, the mean was rated as 4.10 and 3.44 by teachers and principals, respectively. The mean rated by the

teachers far above the average (3.0) and nearly equal to the average by principals. This result indicates that, teachers believed that their was no joint problem solving practice and this could be one among the top major causes of conflict while principals moderately agree with the idea but they did not consider that issue as the serious problem to cause conflict. The calculated value of F-ratio ($F=4.037$ with $P=0.047$) was found to be greater than the table value of F- ($F=4.0$ for (1,107) degrees of freedom at significance level of 0.05. This confirms that there is statistically significance difference between the two groups of respondent's perception on the issue under consideration as causes of conflict in secondary school.

From the above findings with regard to the major causes of conflicts in secondary schools, it is possible to conclude that communications barriers; poor performance evaluation system; differences in values, beliefs and attitudes; competition for scarce resources; lack of participative decision making; lack of solving problems through the practices of table discussion and others were found to be among the top major cause of conflict between teachers and principals in secondary schools. The above mentioned causes were accepted by the two groups of respondents as a serious problem to causes conflicts. These findings were supported by so many scholars and researchers like (Gray and Starke, 1984; Szilagyi and Wallace, 1983; Ayalew, 2000; Kretitner and Kinick, 1992 and so on)

Another interesting finding of the study shows that teacher and principals were at odd on the following factors as the possible causes of conflict in secondary schools. These factors includes: bad working conditions; role ambiguity; inappropriate and biased reward system; lack of clear authority structures; work overload and unclear policies and guidelines. Teachers belied that the above mentioned factors were among the top major causes of conflict. However, principals perceive them as some of the possible sources of conflict but they did not consider them as major serious problems to causes conflict in secondary schools.

Though teachers and principals were at odd on the above factors for causing conflict, various researchers were inline with the idea of teachers by considering them as the major causes of conflicts (Gray and Starke, 1984; Ayalew 2000; Chanda, 1994 and so on).

The information's obtained from open ended questionnaire, interviewees and documents analysis, in addition to confirming the above listed factors, identified the following as major causes of conflicts. These are: misunderstanding, not taking instructions, status differences, lack of awareness about the rule and regulations of the schools, fault finding and so on are among the major causes of conflict between teachers and principals in the secondary schools.

4.2.4 Conflict Management Strategies

Effective management of conflict can lead to outcomes that are productive and enhances healthy organizational performance. On the other hand, ineffective management can cause frustrations, hostility, and anxiety and finally leads to destruction of the organization.

This section of the study determines how a principal utilizes conflict management strategies in managing conflicts. Here, respondents were subjected to give their opinion with regard to the ways of handling conflicts by their principals in their secondary school. To this end 25 items were presented to measure the degrees of application of these strategies in schools (see appendix C).

Key: 1= never 3= some times 5= always
 2= rarely 4= often,

Table 10: Analysis of Teachers Response on Conflict Management Strategies Employed by the Principals in their Schools.

No	Conflict management strategies	Response					Mean	X ²	P	
		F/%	1	2	3	4				5
1	Avoiding	F	7	11	29	27	21	3.46	19.789	0.001*
		%	7.4	11.6	30.5	28/4	22.1			
		Grand total	18(18.9%)			77(81.1%)				
2	Accommodating	F	23	16	32	13	11	2.72	15.478	0.004*
		%	24.2	16.8	33.7	13.7	11.6			
		Grand total	39(41.1%)		56(58.9%)					
3	Competing	F	10	10	30	24	21	3.38	16.421	0.003*
		%	10.5	10.5	31.6	25.3	22.1			
		Grand total	20(21.1%)		75(78.9%)					
4	Compromising	F	22	10	28	22	13	2.94	11.368	0.023*
		%	23.2	10.5	29.5	23.2	13.7			
		Grand total	32(33.7%)		63(66.3%)					
5	Collaborating	F	25	25	22	12	11	2.57	10.211	0.037*
		%	26.3	26.3	23.2	12.6	11.6			
		Grand total	50(52.6)		45(47.4%)					

Key: x²= chi-square

*significant at 0.05

For item 1 in Table 10, 77 (81.1%) of respondents were replied that the rate of application of avoiding styles was found to be average and above average, while, 18(18.9%) were replied that

the rate of application was found to be below average. The computed result of chi-square revealed that, there is statistically significant different in opinions among the members of respondents, as the calculated X^2 value ($X^2=19.789$) is greater than the critical value of X^2 ($X^2=9.488$) for 4 degrees of freedom at 0.05 significance level. From this finding it is possible to conclude that majority of the respondents agree that rate of application of avoiding styles was found to be high.

For item 2 in the same Table, respondents were asked to give their opinion on the rate of application accommodating conflict management strategies in their schools. 56(58.0%) reported that the rate of application of this method was to average and above averages, However, 39(41.18%) were reported that, it was below average. The computed X^2 was found to be ($X^2=15.478$) greater than the table value of chi-square ($X^2=9.88$) for 4 degrees of freedom at significant level of 0.05. This indicates that, there is statistically significance difference of opinion among the members of the respondents group. From this result it could be possible to deduce that the rate of application of accommodating style was found to be mostly moderate.

For item3 in the same Table, for the competing styles of conflict management, 75 (78.9%) of the respondents agree that, its rate is application was found to be average and above average. While, 20 (21.1%) of the respondents said that the rate of application was below average. The result of the calculated chi-squares revealed that there is significant difference among the members of the respondent's perception on the issue under consideration. Since the computed X^2 =value ($X^2=16.421$) is greater than the table value of chi-square ($X^2= 9.488$) for 4 degrees of freedom at 0.05 significance level. From this finding it is possible to conclude that the rates of application of competing strategies by principals were found to be high.

With regard to compromising, 63(66.3%) of teachers responded by indicating that they agree with the rate of application of compromising was found to be average and above average, while 32 (33.7%) of the respondent replied that the rate of application was below average. There was difference among the members of respondents opinions as seen from the statistics data, the computed chi-square ($X^2=11.368$) was found to be greater than the table value of chi-square ($X=9.488$) for 4 degrees of freedom at 0.05 level of significant.

This indicated that there is significant difference among the member of the respondent's perception in the rate of application of the compromising style of conflicts management. The result of the finding indicates that the rate of application of compromising strategy was relatively high.

The last item in the Table 10, collaborating style of conflict management 50 (52.6%) of the respondents were replied below average while 45 (47.4%) of the respondents were responded to average and above average. The computed chi-square result shows that, there is a statistically significant difference among the members of the respondent opinions on the rate of application of problem solving method by their principals. Form this result one could possibly conclude that the extent of the application of collaborative method was fond to moderate level.

From the above finding, it is possible to indicate that how often these methods of resolving conflicts appeared in secondary schools in accordance with their degrees of magnitude in the following ways. These are: 1) avoiding 2) competing 3) comparison 4) accommodating and 5) collaborating. Various researchers supported these strategies of conflict management such as (Thomas in Hoy and Miskel, 1991; Robbins in Gahffar, 2005; Thomas in Owens, 1998 and Ayalew, 2000).

In addition, with regard to conflict management mechanisms, an open-ended questionnaire (item 5.2) was prepared to gather information from school principals. The conflict management techniques listed in the literature were given as an examples, out of which they can easily choose one which they consider mostly practiced in there school and they were free to list other methods they know (they were free to forward their suggestion). The method they suggested was almost similar with the strategies listed under the teachers' part. However, the frequency of application was changed. According to the principals the degrees of occurrence (application) was in the following order. 1) Compromising, 2) Problems-solving, 3) Accommodation, 4) Ignoring, and 5) Forcing.

From this finding, it is possible to assume that, school principals by virtue of their position seem to pretend that they practice better ways of resolving conflicts, while teachers bearing witness that the employed avoidance and competing methods rather than collaboration methods. The

school principals seem to defend themselves as if they do not practice domination method. They suggest that compromising was the most frequently used way of resolving conflict. For them the best practiced method was compromise. However, this was not suggested by teachers' respondents i.e. with regard to this teachers and principal have different perceptions of opinions.

The information obtained from the interviewees revealed that, preventing, negotiation, face-to-face discussion and problems solving are the most frequently used method of conflict resolution. In addition they suggested that depending on the situation and seriousness of the problem the other methods may be employed e.g. forcing, ignoring etc. Furthermore, they suggested that although, there is no one best method that fit to all situation, preventing and problem solving method were considered to be the best method of resolving conflict in secondary schools.

Information obtained from interviewees also revealed that, conflict management training is very important for both teachers and other educational leaders, in order to make them aware of the problem a head and equip them with conflict management skills. As a result they become competent and knowledgeable and handle conflict effectively and make use of the maximum benefit out of it.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter aims to summarize the major findings of the study, draw conclusion arising from findings, in order to indicate whether or not the research problem has been solved and present alternative guidelines/recommendations informed by the research findings and literature review contained in this research paper.

5.1 Summary

The main purpose of the study was to investigate the practices that generate conflict between secondary school teachers and principals in Horo Guduru Wollega Zone. In addition, the study was aimed at devising the proper ways for effective management of conflict in the secondary school of the zone. The study also aimed at assessing the general views on the concept of conflict. To this end basic questions were raised which addressed the areas such as the nature, views, major causes and management of conflict. The basic questions are:

1. What are the main conflict generating practices in secondary schools?
2. How do secondary school teachers and principal view conflicts?
3. What are the influences of conflict on the performance of the schools?
4. What strategies do principals use to manage conflict?

The descriptive survey method was carried out for detailed analysis of the data and the finding for the basic questions. The study was conducted in five secondary schools selected on the basis of random sampling techniques to provide a fair representative-ness. The subject of the study were 18 principals (main and vice) and 95 teachers and 15 education officers (interviewees) from the sample areas. Information was thus obtained from respondents through questionnaires and interviews, and from document analysis. Regarding the analysis of the data, various statistical tools such as percentage, frequency distribution, mean standard deviation, chi-square, and one way ANOVA and were employed.

According to the result of the data analysis, the major findings of the study are the following

1. There was a wider proportional variation between males and females of the sample population, i.e. 90.6% and 9.4%, respectively. Regarding their age, the majority (57.8%) of the respondents were in the age of below 30 while 42.2% were above 30. Concerning their qualification level majority of the respondents were first degree holders. The study also revealed that school principals were assigned to the position with out having management qualification and /or the necessary training that enables them to properly handle conflict and to deal with other managerial activities effectively.
2. The study has also showed that majority of the teachers have traditional views on conflict as their mean rated (3.56) compared to their mean scores (3.31) of constructionist (modern view) while principals mean scores (3.43) views on conflict were tilted to wards modern view.
3. In the study majority of the teachers indicated that conflict has negative influence with mean rate (3.79) on the health performance of the school while principals indicated that conflict has both positive and negative results (influence) with mean rate (3.39) and (3.36), respectively for positive and negative influence in secondary schools. The principals finding support the balanced views on the outcomes of conflict in any organization but that of teachers support the traditional one.
4. Major causes of the conflict were the main concern of the study and the findings of the study revealed that inappropriate and biased reward system, poor performance evaluation system, communication problem, bad working conditions, lack of participative decision making, unfair distribution of tasks, unclear polices and guidelines, lack of professional commitment and lack of solving problems through the practice of table discussion were the major ones which took the highest share, for the development of conflict among/ between teachers and principals in the secondary school now.
5. The study result indicates that the strategies used to handle conflict in secondary school were: avoiding, competing compromising, accommodating and collaborating. However, differences between teachers and principals were observed, as the degrees of application the listed mechanism. Teachers list them in the follow order based on their magnitude 1) Avoiding 2)

forcing 3) compromising 3) accommodating and 4) problems solving while principals list them as: 1) Compromising, 2) Problems solving, 3) Accommodating, 4) Ignoring and 5) Forcing. Only they have similarity on accommodating mechanism of conflict management.

5.2 Conclusion

Based on the views that have been expressed by various scholars and the findings obtained from the study, the following conclusion marks were made. Sex, age, experience and qualification might form diversities in personalities. In addition, professional competence and training condition of individual respondents may also contribute to the emanating conflict between teachers and principals.

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

Based on these finding it is possible to conclude that, principals lack of management qualification, training condition, incompetence and lack of knowledge and skills in conflict management together with teachers' negative attitude towards their principals and their lack of professional commitment aggravates the above mentioned factors as the causes of conflict between teachers and principals. Generally, it is possible to conclude that the sample school organizations seem to be suffered from communication problems. Because the findings of the study indicated that there is no healthy communication between teachers and educational managers.

Lastly, principals lack of management qualification and lack of training in areas of management and conflict resolution skills makes the school principals incompetent in handing conflicts effectively, that is they used forcing and ignorance most of the time without making situational analysis and the level of conflict. This by it self leads to conflicts.

5.3. Recommendations

On the basis of the findings and conclusions drawn, the following recommendations are offered.

1. Conflict plays a vital role in an organization like a school. So school principals need to accept the fact that conflict is a live and well and there to stay. They need to understand that conflict must be dealt with in collaborative and cooperative way rather than to be avoided.
2. As observed in the study, it was found that conflict has both positive and negative outcomes. Therefore, it is suggested that detained analysis should be made to identify positive and negative outcomes of conflict in order to adopt proper ways of management. To this end, school principals should have the necessary knowledge, competence and basic conflict management skills with sufficient experience of principal ship position. For this reason the assignment of principals should take in to account qualification in the areas of management, personal qualities and experiences as the main criteria.
3. For the proper management of conflict the secondary school principals should recognize the major causes of conflict and the specific situation and design proper mechanisms on the basis of experience in order to handle it properly. In addition, Principals should be aware that they play a significant role in management of their schools. They should always be on the alert if something goes wrong in the school and thus act as mediators to solve constructively in conflict situation and should involve all interested parties.
4. The practice of performance evaluation system and the reward attached to it were one among the top causes of conflict in the secondary school as observed in the study. So it is suggested that the Woreda education office and the zone education department to upgrade the know how of the evaluators and change the attitude of the evaluatees. Performance evaluation system should base on clearly stated and objective criteria. It should take into account the performance of the individual rather than the personal characteristics of the evaluatees.
5. The existence of relevant and necessary information system at the right time and place in secondary school could help to minimize the possible causes of conflict arising from

communication barriers. Therefore, it is suggested that better mechanisms such as mini-medias and well prepared notice board for the exchange of information concerning the general situation of the school and particular conditioned should be devised in the schools.

6. Generally, to make conflict management more effective and efficient in the secondary schools, the following are suggested for the Woreda education office: it is necessary to provide proper orientation on the right duties and responsibilities of individual teachers and principals; continuous assessment on the major causes of conflict and proper ways of managing conflict; equal treatment of teachers; organization of suggestion boxes; establishment of social services for all individuals; preparing awareness raising workshops, seminars and conference on the overall aspects of conflicts and etc.
7. There is no one best conflict management strategy that fits to all situations. So, it is advisable for educational managers to have cooperative, collaborative and consultative conflict management skills that can fits and satisfy a particular situation at a particular time.
8. Lastly, the researcher recommends a more detailed investigation to identify the practices that generate conflict, the nature, major causes, strategies for managing and the effect of conflict on the over all performance of the schools and students achievements

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APPENDIX A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES
FACULTY OF EDUCATION

DEARTMENTOF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be completed by teachers and principals

The purpose of this questionnaire is to gather information pertaining to the practices that generate conflict between secondary school teachers and principals of Horo Gudaru Wollega Zone. You are kindly requested to share your opinions, experiences and suggestions for the effectiveness of the study.

Instruction for the completion of the questionnaire

1. Do not write your name.
2. Kindly complete the following questionnaire as objectively as possible. Read all the questions carefully, before answering them.
3. Possible answers are in some instance provided. Select the answer that best suits your situation.
4. Mark with an "X" in the appropriate space to indicate your choice and write your answers in the space provided.

I. Background information.

1. Name of the school _____
2. Sex •Male •Female
3. Age •Below 30 • 30 and above
4. Service years(s) • 1-5 •11-15 •21-25
• 6-10 • 16-20 • 26 and above
5. Qualification • Diploma • BA/ BSc. Degree
• MA/ MSc. Degree
6. Do you have a management qualification •Yes •No
7. Your present position in your school •Teacher •Principal
•Vice principal

II. Principals and teachers view (perception) on conflict.

Direction: please indicate your response by putting "X" sign in the blocks (box) provided by using the following scale:

1. Strongly disagree 3. Moderately agree 5. Strongly agree
 2. Disagree 4. Agree

No	Item	Rating scales				
		1	2	3	4	5
1	Conflict by its nature is bad and should be avoided					
2	The task of the management is to eliminate conflict.					
3	Conflict disrupts the organization and prevents optimal performance.					
4	Conflict is caused by failure of leadership and troublemakers.					
5	Conflict is always unpleasant and destructive.					
6	Conflict can be resolved only by physical separation of the two parties.					
7	Conflict can bring about disintegration of the entire group.					
8	Conflicts create bad feelings within the school.					
9	Conflict can result in to the victory of one group over the other.					
10	Conflict in organization like school in inevitable.					
11	Conflict has both constructive and destructive aspects					
12	When properly managed, conflict can leads to innovation and change.					
13	Optimal organizational performance requires a moderate level of conflict.					
14	Conflict is not necessarily good or bad by if self.					
15	The absence of conflict indicates lack of cooperative interaction.					
16	Conflict is useful in creating new ideas if properly managed.					
17	Conflict has the power to promote democracy when managed effectively.					
18	Conflict is a necessary evil; so that it is good to have it than not to have it at all for better improvement.					
19	Conflict will result in to a positive outcome in school.					
20	Conflict can have several sources depending on different situations.					

III. This section deals with the effect/impact of conflict on performance of the school.

Direction: Please indicate your opinion on the impact of conflict by putting an “X” sign in the space provided by using the following rating to:

1. Very low 2. Low 3. Moderate 4. High 5. Very high

No	Item	Rating scales				
		1	2	3	4	5
1	The extent to which conflict affect the staff morale negatively.					
2	The extent to which conflict causes feeling of anxiety, frustration and hostility.					
3	The extent to which conflict divert time and energy from the main issue.					
4	The extent to which conflict prevent members from seeking tasks at all.					
5	To what extent conflict can result in to the disintegration of the entire group.					
6	To what extent conflict can have devastating impact on the behavior of people in the organization.					
7	The extent to which conflict develops mistrust in the organization					
8	The extent to which conflict leads to biased perceptions and goal distortions.					
9	The extent to which conflict influences the physical and emotional well being of the individuals involved.					
10	The degree of job effectiveness in the presence of conflict.					
11	The extent to which conflict improve the quality of decision made.					
12	The extent to which conflict increase communication between the two groups.					
13	To what extent conflict increase productivity.					
14	To what extent conflict stimulates creativity.					
15	To what extent conflict stimulate a win-win effect.					
16	To what extent conflicts stimulate the search for improved approach for better results.					
17	The extent to which conflict can be educative.					
18	To what extent conflicts can causes desirable change.					

3.1. If you have additional information about the impact of conflict phase list them here

1. _____
2. _____
3. _____

IV. Major causes of conflict

Direction: The following are some of the factors/practice that causes conflict in the school.

Please indicate your opinion by putting “X” sign by using the following scales.

1. Strongly disagree 2. Disagree 3. Moderately agree 4. Agree 5. Strongly agree

No	Items	Rating Scale				
		1	2	3	4	5
1	Communication breakdown (lack of open communication)					
2	Poor performance evaluation system.					
3	Differences in values, beliefs and attitudes.					
4	Bad working condition.					
5	Role ambiguity(lack of clearly stated task)					
6	Competition for scarce resource (lack of adequate teaching materials).					
7	Inappropriate and biased reward system.					
8	Lack of participative decision making					
9	Goal incompatibility (lack of agreement on direction).					
10	Difference in time preference (short vs. long term)					
11	Individual differences (the way one perceive reality).					
12	Lack of clear authority structure.					
13	Different role expectations					
14	Unfair distribution to tasks (work overload)					
15	Unclear policies and guidelines.					
16	Interdependent tasks					
17	Mismatch between organizational and individual goals.					
18	Structural design of the school.					
19	Lack of professional commitment from both groups.					
20	Lack of solving problems through the practice of table discussion.					

4.1. If you have another information on the causes of conflict please list down here under _____

To be completed by teachers only.

V. Conflict management strategies.

Direction: These are some of the strategies used by the principal to manage conflict in the organization and used to gather information on the ability of educational managers how to manage conflict and solve other educational problems. Please by using the following rating scale indicate how often conflict are managed in your school by putting "X" sign in the (blocks) provided.

Always =5 sometimes =3 never =1

Often =4 rarely =2

No.	Conflict management strategies	Rating Application				
		1	2	3	4	5
1	Avoiding / Ignoring					
1.1	Avoid meeting other party (group).					
1.2	Tell other people about the problem					
1.3	Let the other party have his /her own way.					
1.4	Act as if there is no problem.					
1.5	Shift responsibility from him/her self.					
2	Accommodating/smoothing					
2.1	Start by asking the other party what you have done wrong.					
2.2	Apologize for having to raise the issue.					
2.3	Try to placate the other party(make the other party feel free)					
2.4	Play down the importance of the conflict.					
2.5	Apologize readily.					
3	Competing/Fighting					
3.1	Make his/her views and requirements very clear from the upset					
3.2	Seek the support of other people.					
3.3	Become aggressive.					
3.4	Speak more than the either party.					
3.5	Try to get his/her own way					

4	Compromising/sharing					
4.1	Try to split the difference					
4.2	Go for a quick deal.					
4.3	Look for a fair solution					
4.4	Try to find a compromise					
4.5	Give way on some issues in return for others.					
5	Collaborating /problem-solving.					
5.1	Listen carefully to what is said by the other party.					
5.2	Keep calm (not aggressive)					
5.3	Explore the other party's point of view.					
5.4	Focus on a series of possible solutions					
5.5	Restate common interests.					

5.1. If you have additional information on how the principal(s) handled conflict in your school please list them in the space provided below.

1. _____
2. _____
3. _____
4. _____

To be filled by principals and vice principals alone

5.2. List down the methods, you used in managing (resolving) conflicts in your schools like forcing, avoiding and etc?

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX B
ADDIS ABABA UNLVERST
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

Interview questions to be presented to principals and educational officers (managers) regarding the practices that generate conflict between secondary school teachers and principal.

Thank you in advance for your kindly cooperation.

Back ground information of the interviewees

1. Name of the school _____
2. Sex _____
3. Age _____
4. Service years _____
5. Qualification level _____
6. Areas of specialization: major _____ minor _____
7. Other areas of specialization _____
8. Your present position _____

Direction: The purpose of this interview is to gather additional information pertaining to the practices that generate conflict between secondary school teachers and principal(s).

Hence, the above cited educational managers are kindly requested to share your experiences & suggestions up on the problems below.

1. Did you get training relevant to your job?
2. What do you think mostly causes conflict in your school?
3. How do you deal with conflict in your school?
4. What do you think is the best way of dealing with conflict?
5. Do you think that conflict affect performance?
6. Do you think that training in conflict management is important?
7. Do you involve other stakeholders in handing conflict?
8. Suggest the best practices you used to handle conflict.
9. If you have any additional comment.

APPENDIX C

Table- 5, Analysis of Teaches Response on Conflict Management Strategies Employed by the Principals in their Schools.

No	Items	Respondents Response					Mean	X ²
		1	2	3	4	5		
1	Avoiding / Ignoring							
1.1	Avoid meeting other party	5(5.3%)	16(16.8%)	20(21.1%)	37(38.9%)	17(17.9%)	3.35	28.105
1.2	Tell other people about the problems	7(7.4%)	11(11.6%)	43(45.3%)	18(18.9%)	16(16.8%)	3.26	41.789
1.3	Let the other party have his/her own way	10(10.5%)	11(11.6%)	24(25.3%)	28(29.5%)	22(23.2%)	3.43	13.684
1.4	Act as if there is no problem	7(7.4%)	8(8.4%)	28(29.5%)	28(29.5%)	24(25.3%)	3.57	23.789
1.5	Shift reasonability from him/her self	7(7.4%)	10(10.5%)	28(29.5%)	23(24.2%)	27(28.4%)	3.56	20.316
	Grand total	7(7.4%)	11(11.6%)	29(30.5%)	27(28.4%)	21(22.1%)	3.46	19.789
2	Accommodating							
2.1	Start by asking the other party what you have done wrong.	22(23.2%)	9(9.5%)	40(42.1%)	9(9.5%)	15(15.8%)	2.85	35.053
2.2	Apologize for having to raise the issue	20(21.1%)	18(18.9%)	31(32.6%)	16(16.8%)	10(10.5%)	2.77	12.421
2.3	Try to make the other party fell free	22(23.2%)	20(20.1%)	28(29.5%)	14(14.7%)	11(11.6%)	2.71	9.474
2.4	Play down the importance of the conflict	28(29.5%)	10(10.5%)	36(37.9%)	14(14.7%)	7(7.4%)	2.60	32.632
2.5	Apologize readily	22(23.2%)	21(22.1%)	27(28.4%)	14(14.7%)	11(11.6%)	2.69	8.737
	Grand total	23(24.2%)	16(16.8%)	32(33.7%)	13(13.7%)	11(11.6%)	2.72	15.478
3	Competing/ fighting							
3.1	Make his/her views and requirements very clear from the upset	11(11.6%)	10(10.5%)	32(33.7%)	19(20%)	23(24.2%)	3.34	17.368
3.2	Seek the support of other people	7(7.4%)	9(9.5%)	32(33.7%)	30(31.6%)	17(17.9%)	3.43	28.316
3.3	Become aggressive	12(12.6%)	9(9.5%)	28(29.5%)	25(26.3%)	21(22.1%)	3.36	14.211
3.4	Speak more than the either party	8(8.4%)	13(13.7%)	25(26.3%)	23(24.2%)	26(27.4%)	3.48	13.579
3.5	Try to get his/her own way	14(14.7%)	8(8.4%)	31(32.6%)	25(26.3%)	17(17.9%)	3.24	17.368
	Grand total	10(10.5%)	10(10.5%)	30(31.6%)	24(25.3%)	21(22.1%)	3.38	16.421
4	Compromising							
4.1	Try to split the difference	27(28.4%)	14(14.7%)	26(27.4%)	17(17.9%)	11(11.6%)	2.68	10.842
4.2	Go for a quick deal	25(26.3%)	11(11.6%)	32(33.7%)	21(22.1%)	6(6.3%)	2.71	23.263
4.3	Look for a fair solution	21(22.1%)	8(8.4%)	26(27.4%)	21(22.1%)	19(20%)	3.00	9.368
4.4	Try of find a compromise	19(20%)	6(6.3%)	27(28.4%)	29(30.5%)	14(14.7%)	3.12	18.842
4.5	Give way on some issues in return for other	20(21.1%)	10(10.5%)	29(30.5%)	23(24.2%)	13(13.7%)	2.99	12.315
	Grand total	22(23.2%)	10(10.5%)	28(29.5%)	22(23.2%)	13(13.7%)	2.94	11.368
5	Collaborating							
5.1	Listen carefully to what is said by the other party	25(26.3%)	22(23.2%)	28(29.5%)	12(12.6%)	8(8.4%)	2.54	15.579
5.2	Keep calm(not aggressive)	28(29.5%)	26(27.4%)	20(21.1%)	10(10.5%)	11(11.6%)	2.47	14.526
5.3	Explore the other party's point of view	24(25.3%)	25(26.3%)	23(24.2%)	10(10.5%)	13(13.7%)	2.61	10.211
5.4	Focus on a series of possible solutions	29(30.5%)	18(18.9%)	21(22.1%)	17(17.9%)	10(10.5%)	2.59	10.000
5.5	Restate common interests	19(20%)	31(32.6%)	18(18.9%)	13(13.8%)	14(14.7%)	2.71	10.842
	Grand total	25(26.3%)	25(26.3%)	22(23.2%)	12(12.6%)	11(11.6%)	2.57	10.211

Key: 1= never, 2= rarely, 3= some times, 4= often, 5= always, x²= chi-square

DECLARATION

I declared that The Practices that Generate Conflict between Teachers and Principals in some Secondary Schools of Horo Guduru Wollega Zone is my own work and that all the sources I have used have been indicated and acknowledged by means of bibliograpy. This thesis is the original and it has never been submitted before for any degree or examination purposes, either in parts or as a whole. It is being submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership. University of Addis Ababa College of Education and Behavioral Studies.

Legas Umer!