

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

NATURE AND METHODS OF CONFLICT RESOLUTION
AT NEIGHBORHOOD LEVEL: THE CASE OF GULELE
SUB- CITY IN ADDIS ABABA

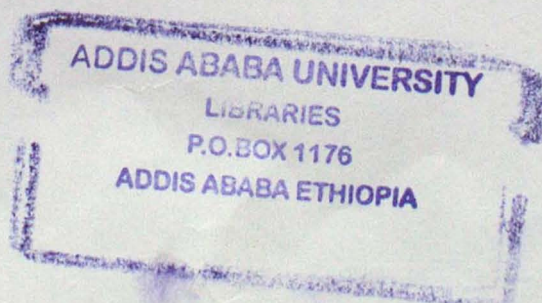
BY

HABTEMARIAM KASSA



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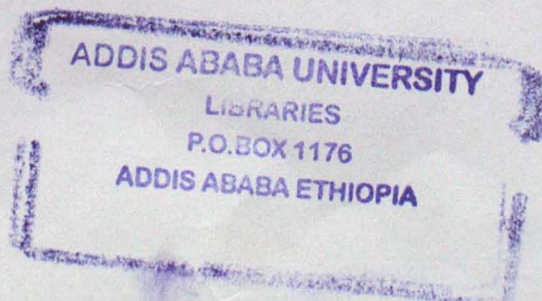
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**NATURE AND METHODS OF CONFLICT
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By

Habtemariam Kassa



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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DEGREE OF MASTER OF ARTS IN SOCIAL
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Abstract

Conflict is a clash of opposing ideas, interests or activities. Although it is realistic to expect some conflict, people generally want to avoid conflict or hope to resolve it without harm to feelings or productivity. In this study, causes and methods of conflict resolution at neighborhood level and the link between demographic variables and conflict resolution techniques were investigated. For this investigation, 260 neighbors were randomly selected from Gulele sub-city in Addis Ababa. A questionnaire was employed to collect data. Land borders around the residence, children, and jealousy were the main causes of conflicts among neighbors. Elders, friends, religious fathers, discussing with themselves (the two conflicting parties), going to kebele were some of the main ways of conflict resolution between neighbors. Results of the inferential analysis showed that there is a significant difference between demographic variables and conflict resolution techniques. Men were found to be higher in confrontation and conflict avoidance than their female counterparts. Men were also found to be emotional expressive than women. Women on the other hand were found to be higher in private /public behavior and in self-disclosure. It was also found out that early adulthood and old age have high and strong difference in the attitude, thought and behavior they have when handling conflicts. Thus, government officials and kebele leaders should collaboratively do as much as possible to alleviate the problem of conflicts at grass root levels, and to make peace prevalent in the community.

CHAPTER 1

1. INTRODUCTION

The concept of conflict is a crucial issue in human life. Over the centuries, many great minds have been drawn to the study of conflict. Hence, different scholars have different explanations about conflict. Baron and Byrne (2003) for example, express conflict as a process in which one individual or group perceives that others have taken or will soon take actions incompatible with its own interests.

According to Mesfin (1999) conflict is an escalated, natural competition between two or more parties about scarce resources, power and prestige. In relation to this Curry (2008) stated that conflict can be viewed as an on going process of variable involving multiple interactions over time in which people not only have differing and sometime incompatible views of facts, goals, methods or values but sense interference from one another in the achievement of valued outcomes. Conflict is an inevitable aspect of human interaction, an unavoidable concomitant of choices and decisions. Conflict stems from the basic fact of human interdependency; for individuals to meet even their basic needs (let alone grand desires), they depend on the active participation of other individuals (Zartman, 1991).

Conflict destroys the very bases of development, i.e. environmental resources, economic infrastructure and the social and civic ties that permit and sustain development. Conflict leads among other things the break down of law and order, disruption of economic activities, humanitarian crisis (e.g. displacement of people, including vulnerable groups such as women and

children) and a state of uncertainty, which deter long run investment of efforts and stability (Dejene, 2002).

As Rahim (1992) stated, conflict is a process of social interaction involving a struggle over claims to resources, power and status, beliefs and other preferences and desires. North and Choucri (as cited in Zartman (1991) pointed out that seeking to satisfy their needs, wants, and desires, people make demands up on themselves, upon the physical environment, upon other people and upon what ever organizations and institutions appear to be in a position to help them. Appelbaum, et al., (1998) also explained conflict as a natural phenomenon of collective life and viewed it as an inevitable trend in diversity, change, and in the evolution of groups. From the above definitions and explanations, it is clear that conflict pervades all aspect of social life. It is, therefore, vital to strengthen our awareness concerning the nature, causes and effects of conflict to alleviate the problem from its grass root level and to prevail peace to the community in which we live.

Learning how to deal effectively with conflict is one of the most important steps in creating strong relationships. Because conflict resolution is critical, many therapists focus their efforts on understanding and describing useful approaches and identifying counter productive ones (Olson and Defrain, 2000). Assefa as cited in Dejene (2002) also stated that since the causes of conflicts are different, it would be better to use different mechanisms for the resolution of conflicts. Without proper social arrangement or resolution, conflicts in social settings can result in stress or tensions among stakeholders. When an interpersonal conflict does occur, its effect is often broader than two individuals involved, and can affect many associate individuals and relationships, in more or less adverse way (Mayer, 2008).

1.1. Statement of the Problem

In the target community of this research, Gulele sub- city, neighborhood conflict is deteriorating from time to time. The increasing frequency and the intensity of the problem are observed in the community. Many neighbors are spending their time and money by going to jails and hospitals. That means, if they commit a crime they will go to jail, and if they are a victim they will move to a hospital. On top of this, different literatures reveal different explanations about the problem. These circumstances provoked the researcher for further study.

Schellenberg (1996), for example, described that such an approach as individual characteristic theory focuses on the individual and his acts, rather than the context of the act. This view of conflict has its root in the work of Freud, who believed that violence is rooted in our basic nature as animals. Human conflict is inevitable not because it is part of social life, but for it is a biological fact lying within us all.

Most scholars agree that conflicts are part of social life. Caplan (1995) clearly states that quarrels, disagreements and conflicts are not only parts of the ethnographic data of any society, but also crucial keys to understanding them.

Within human society, conflicts occur at different levels, starting with individuals within a family or household, peer groups, communities and neighborhoods. It manifests itself at the tribal, ethnic or racial level, amongst different civil or interest groups, and finally, at cross boarder regional and international levels (Adey, 2001). Robercheck (1990) states that "the understanding of dispute requires putting the brute material facts into cultural and social contexts attempting first

of all to comprehend how the situation was conceptualized and defined by the people involved” (p 63).

Furthermore, Adey (2001) reported that the root causes of conflicts may take many forms within the home, family, community, within and among nations, no matter how complex, can basically be reduced to the competition for power and control over, or access to, resources. In the conflict resolution, the primary goal is not just to end the strife but also to solve the problem (Tsega, 2002).

In addition, researchers (e.g. Strenberg and Soriano, 1984; Rahim, 1985; Deetz and Stevenson, 1986; Darr, 1999) identified awareness as the decisive variable for people and choice of conflict handling techniques. They explained that many people seem to believe conflict is unnatural departure from human sociability. People perceive it as always appearing as a break in the continuity of good feelings they have towards others and an obstacle to create intimacy to satisfy their needs and achieve goals; and hence people think that conflict should be eradicated for good.

The five conflict handling techniques have different names by different writers. Confrontation is named as integrating (Rahim, 1985), win-win, (McKenna and Richardson, 1995), and collaborating (Mayer, 2008). Private/public behavior is named as visibility (Avruch, 2008). Emotional expression is named as feeling, (Rahim, 1985) and sensibility, (Mayer, 2008). Conflict avoidance is named as suppression, withdrawal (McKenna and Richardson 1995; Mayer, 2008); back passing, sidestepping (Rahim, 1985). Self-disclosure is named as reciprocity, (Mayer, 2008) and sharing, (Avruch, 2008).

Therefore, conflict in different segments of social life (e.g., family, neighborhood) and the difference between variables of sex, age, educational level and the choice of conflict handling techniques, causes of conflict and its method of resolution have been research topics in recent years. But, the present researcher has not come across studies that have examined neighborhood conflicts in depth at a national level. Hence, to scale up our understanding on the causes of conflict and its method of resolution and dig out the differences between sex, age, educational level and the conflict handling techniques at neighborhood level, this research is designed with an intention to get answers for the following research questions.

- 1) What are the main causes of conflicts among neighbors?
- 2) What are the ways of conflict resolution at neighborhood level?
- 3) Do men and women differ in attitudes, thoughts, and behaviors significantly across the five conflict handling techniques - confrontation, private/ public behavior, emotional expression, conflict avoidance, and self-disclosure?
- 4) Do age groups and educational level categories have significant difference in the attitudes, thoughts, and behaviors across the five conflict handling techniques -confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure?

1.2. Objectives of the Research

The general objective of this research is to investigate the nature and methods of conflict resolution and to find out the attitudes, thoughts, and behaviors of neighbors towards conflict handling techniques in relation with sex, age, and educational level among the residents of Gulele sub-city in Addis Ababa.

The specific objectives of the study are to:

- identify the causes of conflicts among neighbors.
- assess ways of conflict resolution at neighborhood level.
- check the differences between men and women in attitudes, thoughts, and behaviors towards the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure.
- investigate if age groups and educational level categories have variation on neighbors attitudes, thoughts and behaviors across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure.

1.3. Significance of the Research

Conflict is common in countries like Ethiopia. It retards the development of the community and the state at large. Hence, it should be prevented, managed and eradicated through effective ways of resolution. Resolving conflict has two sub skills- cognitive (understanding) and behavioral (action) (McKenna and Richardson, 1995). The practice of ineffective conflict resolution can result in high stress, hatred, and prejudice that can ultimately shift a relationship in to worse.

It is true that life is said to be precious, interesting and attractive in this planet if there is a harmonious relationship between individuals, with the absence of conflict. Unless peace prevails in day to day life of human beings, life becomes a meaningless journey.

Conflict needs to be resolved effectively to breath the air of peace. Hence, in light of this, the present study is expected to:

- give insight on the causes of conflicts among neighbors.
- indicate the ways of resolving conflicts among neighbors.
- provide clues to the concerned bodies on how to increase the awareness of people on the severity of conflict in day to day life of peoples.
- shed light for further research in this area.

1.4. Delimitation of the Research

Every analysis of conflict is affected by the setting where it is studied. Hence, this study examines conflicts only as a neighborhood phenomenon. In addition, in stead of examining additional demographic variables and conflict handling techniques, this study examines the difference in sex, age groups, and educational level category on the attitudes, thoughts, and behaviors of the five conflict handling techniques -confrontation, private/ public behavior, emotional expression, conflict avoidance, and self-disclosure.

The research is not also meant to compare conflict resolution techniques of multicultural groups. It is limited only to neighbors of Gulele sub-city in Addis Ababa.

1.5. Operational definition of key terms

Neighborhood conflict- differences, disagreements, arguments occurring with a person next to or near to another.

Conflict resolution (handling) techniques - ways of handling differences, disagreements, and conflicts in social interaction.

Confrontation- a technique in which individuals perceive disagreements, differences, or conflict can be handled by facing the conflict directly with others who cause it.

Private/Public behavior- a technique in which individuals believe that, conflict can be handled by talking and discussing about one self and about others.

Emotional expression- a technique in which individuals view differences, disagreements, or conflict can be resolved by expressing one's feeling.

Conflict avoidance- a technique in which individuals withdraw, give up their personal goals and relationships, and stay away from issues or people over which differences, disagreements, or conflict can take place.

Self-disclosure- a technique in which individuals seek to develop a relationship with others. This is a technique in which individuals perceive that differences, disagreements, or conflicts can be resolved by closing oneself to others.

CHAPTER 2

2. REVIEW OF RELATED LITERATURE

In this section relevant literature pertinent to the issue under study is presented.

2.1. Conceptual Definition of Conflict

The concept of conflict was studied for several years. Avruch (2008) reported that, conflict is competition by groups or individuals over incompatible goals, scarce resources, or the source of power needed to acquire them. Writing about the two different definitions of conflict, Thomas and Lee (as cited in Nyamnjoh, 2004:8) refer to conflict as:

Clashes over economic and political principals that are debated and fought over in the corridors of power in local, national and international arenas, and the real bloody battles in the cause of God and country, nation and ethnic group in the killing fields (p.8).

Gove (as cited in Assefa, 2005) stated that conflict can be defined as “clash, competition, or mutual interference of opposing or incompatible forces or qualities (as ideas, interests, wills).

Wilson and Kolb (cited in Schellenberg, 1996), believed that conflict has a disjunctive effect.

Conflict is part of social life (Smith, 1986; Nanda, 1994; Schellenberg, 1996). That means, in every aspect of life journey and interaction conflict is available. As Nathan (1998) stated, conflicts are natural to human beings, but the process of handling them may either escalate or reduce and ultimately solve them.

In most cases, conflict and dispute are used interchangeably and the term dispute can be defined as verbal controversy, strife by opposing argument or expression of opposing views or claims: Controversial discussion (Gove, cited in Assefa, 2005). As Black (cited in Assefa, 2005) explained, Conflict is considered as synonymous with dispute or controversy; conflict of claims or right; an assertion of right, claim, or demand on the one side met by contrary claims or allegations on the other.

2.2. Nature and Causes of Conflict

Conflict is a feature of all human societies, and potentially an aspect of all social relationships. However, ideas about the root causes of conflict differ widely, and how one conceives of conflict determines to a large degree the sorts and methods we ultimately design to manage or resolve it (Avruch, 2008). McCuley (1990) and Schellenberg (1996) assert that conflict is an inborn human quality. That means, conflict is natural and innate to human beings. On the other hand, Robercheck (1990) reported that material causes are the final arbiter of human behavior. Similarly, Kolbo (cited in Assefa, 2005) explained the term conflict as a struggle over values and claims to scarce status, power and resource in which the aim of the opponents are to neutralize, injure or eliminate their rivals.

According to Gibson (1990), the materialistic and deterministic final cause argument is inadequate to explain the causal dynamics of particular conflicts. It is unable to link material cause with cultural elements, and it leaves no room for consideration of human decision making. As Burton (cited in Tsega, 2002) indicates basic needs such as security, identity, and recognition are causes of conflicts. These needs unlike interests are non material- thus, not scarce. Therefore, with proper understanding, conflicts caused by basic needs can be properly resolved.

Roloff (as cited in Gudykunst, 2004) stated that there are several sources of conflict with strangers. First, conflict occurs when we misinterpret strangers' behavior. Second, conflict can arise from our perceptions of incompatibilities with strangers, such as perceiving that their personalities or group characteristics are not compatible with ours. Third, conflict arises when we disagree with strangers on the causes of their behavior or our behavior. We tend to explain our own positive behavior based on our personal characteristics, strangers' positive behavior, but attribute to situational demands. We tend to attribute our own negative behavior to situational demands, and strangers' negative behavior to their group membership. When a conflict occurs, neither of the parties, one of the parties, or both parties may recognize that a conflict exists. If neither of the parties recognizes that a conflict exists, the conflict may not create problems for the relationship. If only one of the parties recognizes that a conflict exists, it can create problems for the relationship, depending on the conflict and how the person handles it.

Some scholars say that conflict is manifested as an interaction e.g. verbal argument or physical fight. Others argue that conflict is manifested as dissociation or suspension of communication between the opposing parties (Kolbo, cited in Assefa, 2005). Furthermore, Assefa argues that, conflict can be manifested in both ways: by interaction (e.g. when one of the conflicting parties is accusing the other verbally or by disjunction (e.g. by suspension of communication to inflict harm on the conflicting party or simply to show discontent).

Conflict as a form of interaction, sometimes is confused with competition. Though both conflict and competition are forms of struggle, they differ from each other in the way that conflicts occur where individuals or groups thwart or impede or restrain or injure or destroy one another in the effort to attain some goal. But, competition occurs where individuals or groups do not actually

impede the effort of one another but nevertheless seek to attain their ends in ways in which they obstruct the attainment of some end by others (Kolbo, cited in Assefa, 2005).

One should not confuse the distinction between the presence and absence of conflict with the difference between competition and cooperation. In competitive situations, the two or more individuals or parties each have mutually inconsistent goals; either party tries to reach their goal it will undermine the attempts of the other to reach theirs. Therefore, competitive situations will, by their nature, cause conflict. However, conflict can also occur in cooperative situations, in which two or more individuals or parties have consistent goals, because the manner in which one party tries to reach their goal can still undermine the other individual or party. A clash of interests, values, actions, or directions sparks a conflict. Conflict refers to the existence of that clash. Psychologically, a conflict exists when the reduction of one motivating stimulus involves an increase in another, so that a new adjustment is demanded (Mayer, 2008).

Furthermore, for Mayer, conflict is viewed as occurring along cognitive or perception (i.e., conflict is belief or understanding that one's own needs, interests, wants or values are incompatible with someone else's), emotional or feeling (i.e., conflict involves an emotional reaction to a situation or interaction that signals a disagreement of some kind such as fear, sadness, bitterness, anger, or hopelessness, or some amalgam of these), and behavioral or action (i.e., the actions that we take to express our feelings, articulate our perceptions and get our needs met in a way that has the potential for interfering with someone else's ability to get his/her needs met).

Eventhough each of the three dimensions (cognitive, emotional, and behavioral) affects the others; a change in the level of conflict in one dimension does not necessarily cause a similar

change in the other dimensions. Sometimes an increase in one dimension is associated with a decrease in another dimension. For example, the emotional component of conflict occasionally decreases as people increase their awareness of the existence of the dispute and their understanding of its nature.

Graizier (2005) reported that conflict arises from a multitude of sources that reflect our differences: personality, values, ideologies, religion, culture, race, and behavior. The ways people communicate, emotions, values, the structures within which interactions take place and history are sources of conflict (Mayer, 2008). The main causes of conflicts between peoples include the unresolved nature of socio-economic status (Tsega, 2002).

2.3. Theoretical Basis of Conflict Resolution: An Overview

The concept of conflict resolution was first used by Kenneth Boulding in the 1950s to mean the analytic and descriptive study of a conflict and the normative element of its positive management. Recently it has developed to mean a process of traditional power-mediation and a multi-lateral approach capable of mobilizing wide variety of intervention strategies from peace making to problem solving workshops (Bonta, cited in Tsega, 2002).

Conflict resolution implies that the deep-rooted sources of conflict are addressed and resolved. That is '... behavior is no longer violent, attitudes are no longer hostile, and the structure of the conflict has been changed' (Miall, 1999). There are two definitions of conflict resolution. One is a broad conception, and the other more focused on what is most commonly studied. Broadly, we may conceive of conflict resolution as any marked reduction in social conflict. In the broad definition, conflict resolution may occur through self-conscious efforts to come to an agreement, or it may come by other means (the influence of third parties, victory for one party, and soon).

More narrowly, conflict resolution is seen as a process of conscious settlement of issues between parties (Shcellenberg, 1996).

According Bonta (as cited in Tsega, 2002), resolving conflict means a settlement or avoidance of disputes between individuals or groups of people through solutions that refrain from violence and that attempt to reunify and re-harmonize the people involved in internal conflicts, or that attempt to preserve amicable relations with external societies. The central objective of classical conflict resolution is to reach for a common ground for an acceptable exchange between the disputants in a manner that would not fundamentally affect the respective national interests of the conflicting parties (Rothman and Marie, 2001).

2.3.1. Forms of Conflict Resolution

Conflicts have negative outcomes. Zanden (1996, 354), for example, said, "In our dream of 'a good life,' we see an existence free of human friction, family quarrels, discrimination, ill-will..., and wars. We want a world where peace, good will, and comradeship reign." Green and Knippen (1991:1) reveal that, "Handling conflict means effectively resolving an existing disagreement between oneself and another person. This may be conflict with superiors, subordinates, family, friends, or neighbors."

Conflict has both negative and positive effects when it is handled (Baron, 1984; Bose and Pareek, 1986; Barrier, et al., 2005). "Conflicts are more likely to be handled creatively and to end constructively where levels of participation are high, and where channels exist for the expression of disagreement and mechanisms are available for handling disagreement and reaching consensus. All sections of the community have a voice, both men and women, young and old..." (Fisher, et al., 2000:147).

When conflict is not resolved or diagnosed early and is allowed to continue to grow, it will bear an additional problem like a rolling stone. As a rolling stone gets bigger and bigger by collecting things on its way, unresolved conflict begins to generate additional and new problems of its own (Fortado, 2001). These new problems may include lack of patience, being laissez-faire in communication, being arrogant, and the like. Finally the whole society can be disturbed because of neighbors' conflict when it is not resolved early at its grass root level.

In addition, Ghali (as cited in Barash and Webel, 2002) said that the roots of complex behavioral relationships are revealed by analyzing the roots of problems. Discovering the substantive matters beneath underlying issues can be an initial step toward collaborative problem solving. Resolution prevents the recurrence of future conflicts by satisfying conditions to be acceptable to all parties. Subjective and objective contexts for a constructive transformation of conflicts can be changed by a shift in power relations and attitudes. That means, conflict situations need to be resolved in such a way to identify and support relationships that tend to consolidate peace.

Strategies for transforming conflict dynamics can not simply rely on the assumption that improved communication and changed perceptions would put parties on an equal basis (Mitchell, cited in Jeong, 2000). Changing psychological dimensions of adversarial relationships supported by the opportunities to understand different views is undoubtedly an inevitable part of the moment toward conflict de-escalation (Jeong, 2000).

2.3.2. Destructive Versus Constructive Conflict Resolution

When we try to resolve conflicts, our goals should be to reach agreement and, at the same time, enhance the relationship (Hocker and Wilmot, cited in Gudykunst, 2004). These goals can be accomplished only if we resolve conflicts constructively. Conflicts can be classified as

constructive or destructive based on the process used in handling them and the outcomes of the conflict (Johnson and Johnson cited in Gudykunst, 2004). Constructive conflict resolution focuses on the issue in hand. During this (constructive conflict resolution), affective intensity is not high. Destructive conflict resolution in contrast is characterized by high negative effect; they spread beyond the initial issue to other issues, and they escalate to intrusive and insistent coercion (Shantz and Hartup, 1992). That means, both constructive and destructive conflict resolution have a different impact on peoples relationship.

With respect to the process, our resolution of conflicts is constructive if we define conflicts as mutual problems, and we define them as "win-win" situations. We must express our ideas openly and honestly, and we must view ourselves and strangers as equals. Strangers' positions must be taken seriously, valued, and respected to be resolved constructively (Johnson and Johnson, cited in Gudykunst, 2004). Within personal relations, both men and women are most satisfied with themselves and their partners after such conflict resolution (Baron, 1984).

Destructive conflict, resolution in contrast to constructive one, is marked by escalating spirals of manipulation, threat, and coercion. It is marked by retaliation, inflexibility, dominance, subordination, and degrading verbal and non verbal communications (Barrier, et al., 2005). Conflicts are destructive when we do not define them as mutual problems and we define them as "Win-lose" situations. When we resolve conflicts destructively, we are not open, or are deceitful, and we do not view strangers as our equals or respect strangers' ideas (Johnson and Johnson, cited Gudykunst, 2004). If conflict is not properly dealt with, the health of the individual gets affected (Bose and Pareek, 1986).

2.3.3. Key Elements of Conflict Resolution

In studying conflict, a distinction should be made between the stage of development of conflicts and the stage of their resolution. Conflict and its resolution are inseparable. Hence, humans are not only in a state of conflict, they are also seekers of peace and stability when conflict occurs; the relationship may be weakened or strengthened. Thus, conflict is a critical event in the course of a relationship. Conflict can cause resentment, hostility and perhaps the ending of the relationship. If it is handled effectively, however, conflict can be productive: leading to deep understanding, mutual respect and closeness. Whether a relationship is healthy or unhealthy depends not so much on the number of conflicts between parties but on how the conflicts are resolved (Mayer, 2008).

Mwagiru (as cited in Tsega, 2002) reported that there are coercive and non-coercive methods of handling conflict. The coercive methods are those in which the conflicting parties have little or no autonomy in terms of choosing the forum, and in which the parties must abide by the decision of the forum. These include judicial settlement and arbitration. Non-coercive mechanisms, on the other hand, confer a lot of autonomy on the parties especially in terms of choosing the form and of defining the context of the outcome. This includes methods such as negotiation, mediation and problem solving.

Smith (1986) noted that human kind resolves conflicts by means of different procedural forms regarding from the informal to the formal legal mode. Self-help, often violent in nature, is one kind of dispute settlement in which the parties handle the conflict by fighting or feuding, or by other actions of offence or retribution. Conflicts are also resolved by the process of ordeals or deviation.

According to Schellenberg (1996), people utilize a wide variety of modes to prosecute their differences, misunderstandings, and quarrels. Schellenberg categorize conflict resolution mechanisms into two: the Violent and the peaceful. The violent includes war, self-help and duel, whereas the peaceful includes avoidance, burying the dispute in the symbolic process, negotiation, mediation, arbitration, and adjudication.

Gulliver (1999) reported that duel is a violent mechanism in which contestants resort to physical or verbal confrontation to prove the superiority of their case regardless of the facts underlying the dispute. Violent self-help is also a violent way of resolving conflict, usually employed by groups with no or little social and economic ties. It often appears as short term solution. Among societies whose residential mobility is relatively easy, as Gulliver puts it, avoidance is used to prevent further escalation of conflict. Similarly, dispute is buried in symbolic and supernatural terms in the absence of and effective ways of or fear of the potential outcomes. He termed the second as "burying the dispute in the dispute". In both cases disputes are deflected, not resolved.

2.3.1.1. Negotiation as a Key Element of Conflict Resolution

Hughes (as cited in Jeong, 2000) reported that the goal of negotiation is to reach agreement through joint decision making between parties. Parties normally have, different and, quite often, opposite preferences. Each side seeks to attain agreement as close to its own preferred position as possible. To reach to an agreement, however, negotiators search for common interest and narrow the gap between the divergent positions. Successful negotiation requires a willingness to make a compromise on their interests. Kestner and Ray (2002) noted that in its simplest form, negotiation is the problem solving communication engaged in by individuals and groups to facilitate resolution in ordinary situations that arise in daily life. When used more formally, it is a process in which

there can be one neutral negotiator, two or more negotiators who represent the disputing parties. People discuss the issues in a step-by-step communication process that allows the parties to reach a reasoned resolution.

As Schellenberg (1996) stated, negotiations are characterized by voluntary discussion between the disputing parties and the absence of a third party decision maker. The only outcome is a joint decision. Singer (as cited in Assefa, 2001) pointed out that negotiation is divided into two forms: competitive and collaborative negotiations. In competitive negotiation, either of the parties in dispute is benefited at the expense of the other. This occurs where there are no valuable relations among the disputants to preserve. On the other hand, collaborative, often called “problem solving” or “Win-Win” negotiation, aims at joint gain of the parties through fair distribution of the pain of losing, an act that favors good future relationships of the parties. In negotiation, the parties to the conflict attempt to find a solution acceptable to both without interference of a third party (Gulliver, 1999).

Moreover, according to Jeong (2000), negotiation involves solely parties to the conflict among themselves. It occurs when parties to the conflict realized that compromised solution outweighs the losses incurring from non-negotiation. In negotiation, concession of interests and compromises are essential. Parties need to search for common interest and narrow the gap between divergent positions.

2.3.1.2. Mediation as a Key Element of Conflict Resolution

As Kestner and Ray (2002) stated, mediation is a process in which the disputing parties sit together to discuss differences with an impartial (neutral) third person whose job is to assist them in reaching a settlement. The mediator expects the parties to come up with their own agreement

but may subtly suggest ways of resolving the dispute if the parties have difficulty. The mediator may not impose a settlement on the disputing parties. Mediation may be successful when both parties are willing and ready to become involved in assisted negotiation. Some believe that cases that involve people who know one another (for example, neighborhood disputes and family disputes) are most amenable to mediation. Similarly, Shcellenberg (1996) reported that mediation is an assisted negotiation. The intervention of a third party is necessitated for the parties in dispute have certain problems to resolve a conflict on their own. However, the role of a third party in this process is not one of decision-maker but a facilitator of negotiation.

According to Nathan (1998), the utility of mediation is creating a relatively calm and safe space for the disputants to address their concerns with the assistance of a trusted third party. The trust in a mediator rests on the assumption that he/she will treat them fairly. That means, mediators during the mediation process need not be biased. If mediators are biased, they broke the bond and retard the success of mediation. In relation to this, Zartman (1991) reported that a third party must be a repository of trust that is absent between the two.

Moreover according to Galtung and Webel (2007), within the scope of traditional mediation, there are different trends. Specifically they summarized that:

- in the first approach, the scholars focus on the process, assigning the power of mediation to the parties, and the mediator assumes the role of “traffic lights”, facilitating the dialogue between the parties in conflict;
- in the second approach, focusing on the outcome, or resolution of problems, the mediator focuses his capacity on finding solutions and generating mutually acceptable agreements;

- the third approach emphasizes on the capacity of mediation to promote empowerment and recognition.

2.3.1.3. Arbitration as a Key Element of Conflict Resolution

As Kestner and Ray (2002) stated, arbitration is a process in which disputes are submitted to one or more impartial persons for a final and binding determination. Sometimes, arbitration is the next dispute resolution process after mediation. Some parties agree to non binding arbitration. Others call nonbinding arbitration an oxymoron. Some people believe that the cases most amenable to arbitration are those that involve a momentary figure and in which there is little room for give-and-take or flexibility. Other cases that might be subject to arbitration are those that are longstanding, in which the parties desire a definite answer or judgment.

Arbitration involves an adjudication procedure by which disputants agree to submit a controversy to a judge of their own choosing who renders a legally binding decision in the form of a majority vote. Because the third party makes a decision based on legal norms, principles and facts, the outcome of the settlement depends on legal judgment rather than political negotiation. Disputants beforehand agree to the procedure and the scope of authority of arbitration courts. Where as, submission of the dispute is voluntary in most cases, an arbitration tribunals' decision has a binding effect. Because the panels of arbitrators have to be acceptable to disputants, is thus the free choice of judges. In case the participants do not select the arbitrators, however, parties have to accept the authority of the system that appoints the arbitrator (Mayer, 2008).

CHAPTER 3

3. METHOD

This section describes the methods used, participants included in the study, sampling procedure, the instrument used and procedures followed for the data collection and analysis.

3.1. Participants and Sampling

The participants in this research were neighbors of Gulele sub-city. A simple random sampling technique was employed. Hence, male and female neighbors were selected randomly for both the pilot and main study. The final, total number of subjects taken was 207 (125 male and 82 female).

3.2. Instrument

A questionnaire was used as data gathering tool. The entire questionnaire consisted of three parts. The first part comprises of three items that are related to the demographic variables sex, age and educational level. The second part includes 40 items used to measure the attitudes and thoughts of samples and classify their conflict behaviors into one of the five conflict handling techniques - confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure. The third part consists of two open-ended items that are used to measure the participants response on the causes of conflict and ways of conflict resolution among neighbors.

3.2.1. Measures of Demographic Variables

All participants provide information regarding their sex, age, and educational level. The neighbors' sexes are coded as male=0 and female=1. Neighbors' age were presented to them in four age ranges based on Santrock's (1999) approximate division of the human life span (specially the adult age). The age range 18-25 was coded as 0, 26-34 as 1, 35-49 as 2, and 50 and above as 3. The subjects educational levels were divided into five: primary education, secondary education, certificate, diploma and degree & above. They were code as 0, 1, 2, 3, and 4 respectively.

3.2.2. Measures of Neighbors' Attitude, Thought, and Behavior When Handling Conflict

The measure of neighbor's attitude, thought and behavior when dealing with conflict was adopted from Goldstein (1990) (online). The measure includes 75 items. Because of the cultural variation that may occur, the researcher took 40 convenient items. Then the scores of the neighbors' on the 40 items were presented on the 4 point Likert scale ranging from strongly disagree (1) to strongly agree (4). There were 8 items measuring for each conflict handling technique- confrontation, private/ public behavior, emotional expression, conflict avoidance, and self-disclosure. The two open-ended questions were developed by the researcher.

3.3. Procedures of Data Collection

In the first place, the instrument was translated into Amharic by the researcher with the help of two postgraduate students from English and Amharic Departments. The student from the English Department checked the English version and the other checked the Amharic version. Some

differences in the backward and forward translation amongst the language editors were corrected through discussion and common understanding on the ideas of the questions.

Second, validity of the instrument was made judgmentally by two professionals from the field of social psychology as well as measurement and evaluation. Then, both of them with the researcher agreed that the instrument measures what was intended to measure.

Third, the Amharic version of the instrument was piloted on a randomly selected sample of 30 neighbors (half male and half female). The pilot study was used to modify the wordings of some questionnaire items. The 30 neighbors who filled the pilot study were excluded in the main research. The responses of the pilot samples were scored and the reliability for a total of 40 items was found to be $r=0.73$. The original reliability for the first person (who developed the questionnaire) was $r=0.74$ for his own study. This indicates that in general the adopted self-report questionnaire is consistent and reliable for the intended purpose. However 1 item from confrontation measuring items(item 8), 1 item from emotional expression measuring items (item 20) and three items from conflict avoidance measuring items (items 27, 28 and 32) were discarded since they had weak reliability, cronbach alpha $\alpha = .05$ level and some items were also modified.

Finally, 35 items were administered in the main study to two hundred sixty (260) participants through the help of two friends of the researcher. During the administration of the questionnaire, important explanations were orally given to the participants house to house in order to bring common understanding among participants in filling the questionnaire. The clear, simple, and short Amharic instructions of the questionnaire, the oral instructions provided plus the

researcher's and his assistants follow ups greatly minimized possible confusions and mistakes that could have occurred while completing the questionnaire. Amongst the administered 260 participants, 53 questionnaires were incomplete and so, 207 (125 male and 82 female) neighbor participants were considered for the final analysis.

3.4. Data Analysis

The researcher and his assistants first tallied the completed data. Then it was analyzed by using statistical package for the social sciences (SPSS). Alpha .05 was used for all significant tests. Hence, after coding and entering the data into SPSS, different statistical analyses were made for the following purposes.

- To summarize the data, i.e., to express proportions of certain characteristics of variables, descriptive statistics such as frequencies, means, standard deviations, and percentages were computed.
- To compare the significance of mean differences between male and female neighbors on their attitude, thought and behavior towards the five conflict handling techniques, t-test was employed.
- To calculate the significance of mean differences on their attitude, thought and behavior of neighbors on the five conflict handling techniques among each age groups and educational level, one way analysis of variance (ANOVA) was applied.

CHAPTER 4

4. RESULTS

This chapter describes results in the following fashion. First, descriptive statistical values (means, standard deviations, percentages and frequencies of the scores of variables) are computed. After presentation of the descriptive statistics, t-test is employed to determine the existence of significant differences in male and female neighbors' attitude, thought, and behavior across the five conflict handling techniques-confrontation, private/ public behavior, emotional expression, conflict avoidance, and self-disclosure. Then, one-way analysis of variance (ANOVA) is employed to determine the existence of significant differences in age and educational level categories across the five conflict handling techniques. Significant F tests are then computed with post-Hoc test to find out the highest mean differences among the age groups. Overall 207 (125 male and 82 female) neighbors participated in the study. Table 1 below shows background of these respondents.

Table 1**Background of the Respondents**

No	Variable	Category	N	%
1	Sex	Male	125	60.4
		Female	82	39.6
		Total	207	100
2	Age	18-25(early adult)	8	3.9
		26-34(middle adult)	93	44.9
		35-49(late adult)	53	25.6
		≥ 50 (old age)	53	25.6
		Total	207	100
3	Educational level	Primary education	11	5.3
		Secondary education	58	28
		Certificate	36	17.4
		Diploma	54	26.1
		Degree & above	48	23.2
		Total	207	100

Table 1 indicates that out of the total two hundred seven participants, 125(60.4%) were males and the rest, 82 (39.6%) were females. The table also shows that 8(3.9%) participants fall in the age ranges from 18-25 years (early adult), 93 (44.9%) participants fall in the age ranges from 26-34 years (middle adult), 53 (25.6%) participants fall in the age ranges from 35-49 years (late adult), and the remaining 53(25.6%) participants fall in the age ranges from 50 and above years (old age

period). Out of the total 207 respondents, 11(5.3%) were primary, 58(28%) were secondary education level. The rest, 36(17.4%), 54 (26.1%) and 48(23.2%) of the respondents had certificate, diploma, and degree & above educational level neighbors respectively.

4.1. Descriptive Values

Table 2 below presents a descriptive summary (means and standard deviations) of values on sex, age and educational level.

Table 2

Descriptive Statistics of the Conflict Handling Techniques by the
Independent Variables

Independent variables								
Variable	Levels	N		Confr.	Priv.	Emot.	Confa.	Selfd.
Sex	Male	125	M	24.22	16.61	23.60	16.55	22.09
			Sd	1.51	3.50	2.15	2.04	3.53
	Female	82	M	20.56	27.54	19.00	10.28	27.47
			Sd	3.09	1.79	3.76	3.08	1.70
Age (in years)	18-25	8	M	23.87	19.75	22.87	15.75	26.50
			Sd	1.24	5.82	4.05	2.60	4.34
	26-34	93	M	22.55	21.55	21.82	13.70	24.84
			Sd	2.90	6.28	3.47	4.02	3.72
	35-49	53	M	22.94	20.50	21.62	13.75	23.64
			Sd	2.89	6.00	3.61	3.98	4.02
	≥50	53	M	22.81	20.49	21.69	14.75	23.37
			Sd	3.03	6.04	4.06	3.93	4.00
Educational level	Prim.	11	M	23.11	20.72	26.61	13.86	23.94
			Sd	2.49	4.65	4.06	4.17	4.30
	Sec.	58	M	22.63	21.18	21.63	14.00	25.54
			Sd	3.13	6.77	3.95	3.43	3.61
	Cert.	36	M	22.27	20.98	21.55	14.37	23.93
			Sd	3.31	5.77	3.32	3.87	3.98
	Dip.	54	M	22.74	20.50	22.27	14.24	24.48
			Sd	2.78	6.88	3.61	3.54	4.15
	Dig.	48	M	23.18	21.52	20.91	13.66	24.20
			Sd	2.69	6.59	3.70	4.53	3.53

Note: Prim. = Primary education; Sec. = Secondary education; Cert. = Certificate; Dip. =Diploma; Dig. =Degree

Confr. = Confrontation; Priv. Private/public behavior; Confa. = Conflict avoidance; Emot. = Emotional expression; Selfd. Self.disclosre; M=mean; Sd= Standard deviation

4.2. Causes of Neighborhood Conflict

For the open ended question which was designed to measure the potential causes of neighborhood conflict, land borders around the residence, children, jealousy, gossiping, false information, domestic animals (cat, dog, hen), waste materials, lack of respect, religion, disturbance, intolerance, loss of patience, difference in socio economic status, coffee talk ('YEBUNA WORIE'), were the potential causes of conflict at neighborhood level. Among these, land borders around the residence, children, jealousy, and gossiping were the main causes of conflict around neighbors.

4.3. Ways of Resolving Neighborhood Conflict

Elders ('YAGER SHIMAGLEWOCH'), religious fathers (i.e. Priests for Orthodox christians and 'SHEKS for Muslims'), friends, other non conflicted neighbors, discussing by themselves (i.e., the two conflicting neighbors) and going to kebele if they (conflicting neighbors) are not satisfied by the decisions, were the mechanisms of conflict resolution in the study area.

4.4. Sex Differences Across the Five Conflict Handling Techniques

Mean differences between male and female neighbors across the five conflict handling techniques were computed using independent two-tailed t-test and the result is presented in Table 3 below.

Table 3

Sex Differences on the Five

Conflict Handling Techniques

Variable	Sex	N	Mean	Standard deviation	t-value
Confrontation	Male	125	24.22	1.51	11.34*
	Female	82	20.56	3.09	
Private/public behavior	Male	125	16.61	3.50	26.05*
	Female	82	27.54	1.79	
Emotional expression	Male	125	23.60	2.15	11.18*
	Female	82	19.00	3.76	
Conflict avoidance	Male	125	16.55	2.04	17.61*
	Female	82	10.28	3.08	
Self-disclosure	Male	125	22.09	3.53	12.82*
	Female	82	27.47	1.70	

*p<.05

The t-test result indicated that there is a significant difference in the attitude of confrontation between male and female participants (t (11.34, p<.05). The mean was 24.22 for males and 20.56 for females in respect to confrontation. This shows that males are more confronting than females.

There is a significant difference in the attitude of private/public behavior (t (26.05, p<.05). The mean was 27.54 for females and 16.61 for males. This makes them, females are more active in talking about others/and their own behavior.

There is a significant difference between male and female participants in emotional expression ($t(11.18, p<.05)$). The mean was 23.60 for males and 19.00 for females in respect to emotional expression. This indicates that males are more emotionally expressive than their female counterparts.

There is a significant difference between male and female participants in conflict avoidance ($t(17.61, p<.05)$). The mean was 16.55 for males and 10.28 for females in respect to conflict avoidance. This shows that males are more conflict avoiders than females.

There is a significant difference between male and female participants in the attitude, thought and behavior of self-disclosure ($t(12.82, p<.05)$). The mean was 27.47 for females and 22.09 for males. This indicates that females are eager to disclose themselves to others than males.

4.5. The Differences among Age Groups Across the Five Conflict Handling Techniques

In this section, differences on the age groups (early adult, middle adult, late adult and old age) across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure was examined using one way analysis of variance (ANOVA). The results are summarized on Table 4 below.

Table 4
ANOVA Showing Differences on the Age Groups Across
the Five Conflict Handling Techniques

Source	Sum of squares	DF	Mean Squares	F
Between groups	15.585	3	5.19	
With in groups	1706.743	203	8.40	.618
<hr/>				
Total	1722.329	206		
Between group				
Within groups	67.500	3	22.50	
	7638.915	203	37.63	.598
<hr/>				
Total				
Between group	7706.217	206		
Within groups	11.472	3	3.82	
	2763.745	203	13.61	.281
<hr/>				
Total				
Between group	2775.217	206		
Within groups	64.769	3	21.59	
	3170.284	203	15.61	1.382
<hr/>				
Total				
Between group	3235.053	206		
Within groups	133.795	3	44.59	
	3084.534	203	15.19	2.935*
<hr/>				
Total	3218.329	206		

*p :< .05

As the descriptive statistics of Table 2 (the row with the variable Age) and Table 4 indicate, there is no significant difference in confrontation among the age groups ($F (.618, P > .05)$). The mean of early adults was 23.87, the mean of middle adults was 22.55, the mean of late adults was 22.94, and the mean of old age was 22.81.

Similarly as the descriptive statistics of Table 2 (the row with the variable Age) and Table 4 indicate, there is no significant difference in private/public behavior among the age groups ($F (.598, p > .05)$). The mean of early adults was 19.75, the mean of middle adults was 21.55, the mean of late adults was 20.50, and the mean of old age was 20.49.

Again as the descriptive statistics of Table 2 (the row with the Variable Age) and Table 4 indicate, there is no significant difference in emotional expression among the age groups ($F (.281, p > .05)$). The mean of early adults was 22.87, the mean of middle adults was 21.82, the mean of late adults was 21.62, and the mean of old age was 21.69.

As the descriptive statistics of Table 2 (the row with the variable Age) and Table 4 indicate, there is no significant difference in conflict avoidance among the age groups ($F (1.382, p > .05)$). The mean of early adults was 15.75, the mean of middle adults was 13.70, the mean of late adults was 13.75, and the mean of old age was 14.75.

ANOVA test indicates that there is a statistically significant difference in self- disclosure among the age groups ($F (2.935, p < .05)$). Attempts were then made to determine the strong and highest difference among the age groups using Tukey post hoc test.

Tables 5

**Tukey Post-Hoc Test of Early Adult, Middle Adult,
Late Adult, and Old Age Groups in Self-disclosure**

As it is observed in Table 5 below, the difference of early adult, middle adult, late adult, and old age groups are calculated. The result of Tukey post-Hoc test between the means show that there is a statistically significant difference in self-disclosure among the age groups.

(i) Age	(j) Age	Mean difference (xd)	Std. Error	Sig.
Early	Middle	1.6505	1.4362	.659
	Late	2.8584*	1.4785	.217
	Old	3.1226*	1.4785	.153
Middle	Early	-1.6505	1.4362	.659
	Late	1.2079	.6708	.276
	Old	1.4721	.6708	.128
Late	Early	-2.8584	1.4785	.217
	Middle	-1.2079	.6708	.276
	Old	.2641	.7572	.985
Old	Early	-3.1226	1.4785	.153
	Middle	-1.4721	.6708	.128
	Late	-.2641	.7572	.985

*p < .05

Hence, the pair wise comparison indicates that the difference between the means of early adult and old age is found to be high (xd=3.1226, P<.05) followed by early adult and late adult (xd=2.8584, P<.05) as depicted in the table.

4.6. The Differences among Educational Level Categories Across the Five Conflict Handling Techniques

In this section, differences on the educational level categories (primary education, secondary education, certificate, diploma, and degree & above) across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure was computed using one-way analysis of variance (ANOVA). The result is presented on Table 6 below.

Table 6

ANOVA Showing Differences on the Educational Level Categories

Across the Five Conflict Handling Techniques

Source	Sum of squares	DF	Mean squares	F
Between groups	26.958	4	6.74	.803
Within groups	1695.370	202	8.39	
Total	1722.329	206		
Between groups	29.095	4	7.27	.191
Within groups	7677.321	202	38.00	
Total	7706.415	206		
Between groups	77.272	4	19.31	1.446
Within groups	2697.946	202	13.35	
Total	2775.217	206		
Between groups	16.555	4	4.13	.260
Within groups	3218.498	202	15.93	
Total	3235.053	206		
Between groups	30.590	4	7.64	.485
Within groups	3187.738	202	15.78	
Total	3218.329	206		

p<.05

As the descriptive statistics of Table 2(the row with the variable educational level) and ANOVA test in Table 6 indicated that there is no significant difference in confrontation among the educational level categories ($F (.803, p>.05)$). The mean of those with primary education was 23.11, the mean of secondary education was 22.63, the mean of certificate was 22.27, the mean of diploma was 22.74, and the mean of degree & above was 23.18.

As the descriptive statistics of Table 2(the row with the variable educational level) and ANOVA test in Table 6 indicated that there is no significant difference in private/public behavior among the educational level categories ($F (.191, p>.05)$). The mean of those with primary education was 20.72, the mean of secondary education was 21.18, the mean of certificate was 20.98, the mean of diploma was 20.50, and the mean of degree & above was 21.52.

The descriptive statistics of Table 2(the row with the variable educational level) and ANOVA test in Table 6 indicated that there is no significant difference in emotional expression among the educational level categories ($F (1.446, p>.05)$). The mean of those with primary education was 26.61, the mean of secondary education was 21.63, the mean of certificate was 21.55, the mean of diploma was 22.27, and the mean of degree & above was 20.91.

As descriptive statistics of Table 2 (the row with the variable educational level) and ANOVA test in Table 6 indicated that there is no significant difference in conflict avoidance among the educational level categories ($F (.260, p>.05)$). The mean of those with primary education was 13.86, the mean of secondary education was 14.00, the mean of certificate was 14.37, the mean of diploma was 14.24, and the mean of degree & above was 13.66. Similarly there is no significant difference in self-disclosure among the educational level categories ($F (.485, p>.05)$).

The mean of those with primary education was 23.94, the mean of secondary education was 25.54, the mean of certificate was 23.93, the mean of diploma was 24.48, and the mean of degree & above was 24.20.

CHAPTER 5

5. DISCUSSION

In this section, the findings of the present investigation are discussed in the light of the findings of previous studies and theories.

5.1. Causes of Neighborhood Conflict

For the open ended question which was designed to measure the potential causes of neighborhood conflict, land borders around the residence, children, jealousy, gossiping, false information, domestic animals (cat, dog, hen, etc), waste materials, difference in socio economic status, coffee talk ('YEBUNA WORIE'), were the potential causes of conflict at neighborhood level. Among these, land borders around the residence, children, jealousy, and gossiping were the main causes of conflict around neighbors as most of the participants indicated. This result is consistent with Baron and Byrne (1998), Tsega (2002) and Mayer (2008) conflict is caused by organizational causes, such as competition over scarce resources, the unresolved nature of socio-economic status and from interpersonal causes, such as stereotypes, gender differences, race, basic needs such as security, identity, and recognition.

The root causes of conflicts may take many forms within the home, family, community, within and among nations, no matter how complex, can basically be reduced for the competition for power and control over, or access to, resources (Adey, 2001).

5.2. Ways of Resolving Neighborhood Conflict

Elders ('YAGER SHIMAGLEWOCH'), religious fathers (i.e., priests for Orthodox Christians and 'SHEKS' for Muslims), friends, other non-conflicted neighbors, discussing by themselves (the two conflicting parties) and going to kebele if they (conflicting neighbors) are not satisfied by the decisions, were the mechanisms of conflict resolution that neighbors use in the study area. This result is consistent with other findings (Reece and Brandt, 1987; Sharon, 1992; Baron and Byrne, 1998; Tsega, 2000; Jeong, 2000) which indicate that conflicts can be resolved through mutual agreement in a non-violent way which include; talking, cooperating, caring, and thinking about the relationship.

What is interesting in the traditional African principles of conflict resolution is that the conflicting parties are given equal rights to present their cases. Religious councils, in some cases, also participate in the mediation process (Hussein cited in Tsega, 2002). The natural mediators are priests, shamans or elderly members of the community, because people trust them. The parties in conflict/crisis are in a negative rather than positive position, they know what they do not want but are not very clear regarding their expectations, wishes or a positive way out of the conflict. If parties trust each other, they could use their creativity to transform the conflict and find a solution. However, distrusting and perceiving the other party as an enemy or opponent drives them to use hard tactics, making the conflict more complex and distant from a solution (Galtung and Webel, 2007).

5.3. Sex Differences Across the Five Conflict Handling Techniques

To determine whether there exists any significant difference between males and females, t-test was computed. For the analysis, males and females were treated as independent variables and the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure as the dependent variables.

The result indicated that there is a significant difference in the attitude, thought, and behavior between males and females across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure. That means, males are conflict avoiders and high in confrontation as well as emotional expression than female counter parts. Whereas, females are higher in self-disclosure and private and /public behavior in the present study. This result is partially consistent and partially inconsistent with other findings. Barrier et al., (2005) found out that females were significantly more collaborative in conflict management styles than their male counter parts. Where as males are avoiders than their female counterparts.

A study by Habtamu (1998) indicated that women are accommodative. The study found that wives use accommodative style when they are tolerating beatings, threats from their husbands. On the other hand women are subjected to social pressures that induce them to strive for cooperation and generosity rather than competition and selfishness (Nadkarni, Lundgren, and Burlew, cited in Baron and Byrne, 2003).

Women are more likely than men to be aware of their emotions, to share rewards, and to be concerned with maintaining relationship rather than controlling them (Timmer, Fisher and Manstead cited in Baron and Byrne, 2003). Women are described as emotionally expressive, concerned with their own and others' feeling states, and emotionally labile (Broverman, Vogel, Clarkson, Rosenkranta, cited in Grossman and Wood, 1993). Men in contrast, are believed to be emotionally stable, stoic, and not excitable. Thus, women are attributed to greater emotional expressiveness and greater sensitivity to emotional events. Men's and women's personal history of enacting social roles is also an indirect cause of sex differences in behavior because of the influence these experiences have on skills and attitudes. Enactment of caretaker roles by women is likely to involve sensitivity to the needs of others and emotional expression, whereas men's roles are less likely to emphasize emotional responsiveness. Prior role enactment and socialization for particular roles thus plausibly instill beliefs and skills that lead women to be more responsive to their own and others' emotions than men (Grossman and Wood, 1993).

5.4. Age Differences Across the Five Conflict Handling Techniques

In order to show whether there exists a significant difference between the age groups (early adult, middle adult, late adult, and old age) attitude, thought, and behavior across the five conflict handling techniques - confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure one way analysis of variance (ANOVA) was computed. For the analysis, four levels of age group (early adult, middle adult, late adult and old age) were treated as independent variables and five conflict handling techniques -confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure as dependent variables.

The result indicated that there is no significant difference between the age groups across the five conflict handling techniques except in self-disclosure. That means, neighbor's attitude, thought, and behavior are significantly different in self-disclosure. With the comparison of means, the result also indicates that early adult and old age groups reflect high difference ($X_d = 3.1226$ at $p < .05$ level of significance) in self-disclosure.

From this, we may infer that this is because of the different levels of understanding and life experience in which these two age groups (early adult and old age) have.

There is an achieving stage in early adult hood that involves the application of intelligence to situations that have profound consequences for achieving long term goals, such as those involving careers and knowledge. While in old age, it is reintegrative which closely corresponds to Erickson's final stage in the life span, integrity versus despair. Elderly people's acquisition and application of knowledge are to a greater extent than earlier life related to their interests, attitudes, and values (Shaieted, cited in Santrock, 1999).

In addition, old age people are slightly higher in self-esteem than younger people (Santrock, 1995). That means, there is a difference even in the image that the two (early adult and old age groups in this context) develop. Hence, this might be true for the attitude, thought, and behavior they (early adult and old age) have in the conflict resolution variable self-disclosure.

5.5. Educational Level Differences Across the Five Conflict Handling Techniques

As it is mentioned in the Data analysis part significant difference was not found in the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self disclosure among the educational level categories (primary education, secondary education, certificate, diploma and degree & above). This may be because conflict is inevitable and its' occurrence is not as such incredible for each level of social life. That means whether people attain elementary school, high school, join university or not, conflict is common for every body.

CHAPTER 6

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Summary

The main purpose of this study was to investigate the nature and methods of conflict resolution in a neighborhood setting. In addition, the study aimed at finding sex, age, educational level differences and to investigate the causes of conflicts among neighbors. With this main objective in view, the following specific research questions were formulated;

- What are the main causes of neighborhood conflicts?
- What are the ways of conflict resolution for neighborhood conflicts?
- Is there a significant difference between males and females in their attitude, thought, and behavior across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure?
- Is there a significant difference among the age groups in their attitudes, thoughts and behaviors towards the five conflict handling techniques-confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure?
- Is there a significant difference among the educational level categories in their attitudes, thoughts and behaviors towards the five conflict handling techniques-confrontation, private/public behavior, emotional expression, conflict avoidance and self-disclosure?

To conduct the research, data were collected about neighbors' attitude, thought, and behavior when conflict is handled, and about the causes of conflict, and about ways of conflict resolution. To this end, a questionnaire was administered, for a randomly selected 260 neighbors.

Finally, the obtained data was analyzed by using descriptive statistics, t-test, ANOVA and post-hoc comparisons. And the results are summarized as follows.

▾ The findings of this study indicate that land borders around residence, children, jealousy, and gossiping were the main causes of conflict around neighbors.

▾ Elders ('YAGER SHIMAGLEWOCH'), religious fathers (i.e., Priests for Orthodox christians and 'SHEKS' for Muslims), friends, other non conflicted neighbors, discussing by themselves (i.e., the two conflicting neighbors) and going to kebele if they (conflicting neighbors) are not satisfied by the decisions, were the mechanisms of conflict resolution.

▾ The results of the study indicated that a significant difference was observed between male and female neighbors. That means males are higher in confrontation, conflict avoidance and emotional expression. In contrast females are higher in private/public behavior and self-disclosure.

▾ Differences among the age groups were also found to be significant. That means, early adult and old age groups have high difference in their attitude, thought and behavior towards self-disclosure between the age groups category.

Neighbors' educational level category shows no significant difference on the five conflict handling techniques. Which means those with primary education, secondary education, certificate, diploma, and degree & above level participants have no difference in the attitude, thought, and behavior they have across the five conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure.

6.2. Conclusions

As it was mentioned earlier, the major concern of this study was to find out the nature and methods of conflict resolution. In addition, the study is aimed at finding sex, age, educational differences across the five conflict handling techniques. For these purposes, therefore, neighbors sex, age, and educational level was considered as an independent variable to see how much neighbors vary in their attitude, thought, and behavior to, the conflict handling techniques- confrontation, private/public behavior, emotional expression, conflict avoidance, and self-disclosure. With this aim, sex was divided as male and female, age was divided in to four categories namely, early adult, middle adult, late adult and old age. Similarly educational level was divided into primary education, secondary education, certificate, diploma, and degree & above.

The findings of the present study indicate that sex (male and female) has significant difference on the attitude, thought, and behavior of the five conflict handling techniques. Specifically, the result indicates that males are higher in confrontation, conflict avoidance and emotional expression. While females are higher in expressing private/public behavior and self-disclosure. In other words, being a male and being a female have its own difference on their attitude, thought, and behavior on conflict.

On the other hand, early adult and old age groups have significant difference in their attitude, thought, and behavior in self-disclosure. Where as, educational level have no significant difference in the attitude, thought and behavior of conflict handling techniques.

In general, one can conclude from the result of the study is that male and female neighbors differ in their attitude, thought, and behavior towards conflict resolution. In addition, the present study clearly shows the difference that exists in the conflict handling techniques due to age. Finally, the present research also shows the causes of conflict and ways of conflict resolution.

6.3. Recommendations

Based on the findings of the study the following recommendations are made.

- a) Professionals and especially social psychologists need to focus on neighbors relationships. Because, neighbors are a fundamental institutions to alleviate the hazards of conflict as well as to prevail peace towards the community.
- b) Neighbors need to promote a harmonious relationship with one another in order to breath the air of peace. This can be achieved through:
 - educating the large community, particularly neighbors in the issue of peace making, with special emphasis on discussions in dealing with their misunderstanding.
 - using media, publications and awareness raising activities to address the issue of conflict resolution in general and peace building in particular.

- create access, giving insight, and increase understanding on how people can achieve their own goals without undermining those of other people.
- c) it is commendable to foster neighborhood guidance and counseling services in kebeles in order to promote smooth relationship, sharpening focuses, and enhancing integrity among the neighbors.
- d) further research needs to be conducted at a national level in the same area.

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APPENDICES

Appendix A

Addis Ababa University

School Of Graduate Studies

Department of Psychology

General Instruction:

This questionnaire is designed to survey the different attitudes, thoughts and behaviors that individuals have when handling conflicts at neighborhood level. It is a very confidential document and your candidness will only improve the quality of the results. I thank you for the willingness to complete the questionnaire.

I. Demographic Information

Complete the following by putting '✓' in front of the box containing the alternative that fits you or fill the blank spaces as required.

Sex: Male Female

Age: 18-25 26-34 35-49 50+

Educational Level: 1-8 9-12 certificate
 Diploma Degree & above

II. Conflict Resolution Assessment

Disagreements, misunderstandings and conflicts occur in every aspect of social life. Neighborhood conflict is one of them. Hence, how do you usually respond to such situations? Reflect on conflict you have had with neighbors.

Below is a list of statements describing the different attitudes, thoughts and behaviors about conflict that individuals have when handling conflict at neighborhood level. For each statements show your choice by putting '✓' below one of the phrases: Strongly disagree, Disagree, Agree, or Strongly agree.

No	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1	When arguing with someone I feel more comfortable sitting side-by-side than face-to-face				
2	If my neighbor were having a party that made too much noise I would rather call the police than speak with the neighbor myself				
3	If I were upset with a friend I would discuss it with someone else rather than the friend who upset me				
4	When I have a conflict with someone I try to resolve it by being extra nice to him or her				
5	I prefer to solve disputes through face to face discussion				

6	After a dispute with a neighbor, I would feel uncomfortable seeing him or her again even if the conflict had been resolved.				
7	I prefer to express points of disagreement with others by writing them notes rather than speaking with them directly				
8*	If a friend owed me money I would hint about it before asking directly to be paid				
9	I would be embarrassed if neighbors heard me argue with a family member				
10	I feel uncomfortable seeing others argue in public				
11	It would not bother me to have an argument in a restaurant				
12	I do not mind being involved in an argument in a public place				
13	When I am having a dispute with someone, I do not pay attention to whether others are around				
14	I do not want any one besides those involved to know about an argument I have had				
15	I am annoyed when someone refuses to discuss a disagreement with me because there are others around				
16	I would not mind if a friend told others about				

	an argument we had				
17	Getting emotional only makes conflicts worse				
18	It makes me uncomfortable when other people express their emotions				
19	Every thing should be out and open in an argument				
20*	For me, expressing emotions is an important part of settling disputes				
21	In a dispute, I express my emotions openly				
22	It shows strength to express emotions openly				
23	An argument can be resolved more easily when people express their emotions				
24	I feel comfortable when other people express their emotions during a dispute				
25	I wait to see if a dispute will resolve it self before taking action				
26	I hate arguments				
27*	I rarely have arguments with friends.				
28*	I am drawn to conflict situations				
29	I find conflicts exciting				
30	Conflicts make relationship interesting				
31	I avoid conflict				

32*	I feel upset after an argument				
33	In a dispute, I try not to let the other person know what I am thinking				
34	In an argument, I try to reveal as little as possible about my point of view				
35	In a dispute there are many things about myself that I will not discuss.				
36	I rarely state my point of view unless I am asked.				
37	During a dispute I state my opinions openly				
38	In a dispute, I want to know all about the other person's thoughts and beliefs				
39	In a conflict situation I feel comfortable expressing my thoughts no matter who the others involved are				
40	It annoys me when I know that someone is upset with me, but he or she will not discuss it				
23	An <u>argument</u> can be <u>resolved</u> more easily when people express their emotions				
24	I feel comfortable when other people express their emotions during a dispute				
25	I wait to see if a dispute will resolve it self before taking action				
26	I hate arguments				

27*	I rarely have arguments with friends.				
28*	I am drawn to conflict situations				
29	I find conflicts exciting				
30	Conflicts make relationship interesting				
31	I avoid conflict				
32*	I feel upset after an argument				
33	In a dispute, I try not to let the other person know what I am thinking				
34	In an argument, I try to reveal as little as possible about my point of view				
35	In a dispute there are many things about myself that I will not discuss.				
36	I rarely state my point of view unless I am asked.				
37	During a dispute I state my opinions openly				
38	In a dispute, I want to know all about the other person's thoughts and beliefs				
39	In a conflict situation I feel comfortable expressing my thoughts no matter who the others involved are				
40	It annoys me when I know that someone is upset with me, but he or she will not discuss it				

* Items discarded after reliability was calculated _____

III. Measuring sources of conflicts and ways of resolving conflicts

Followings are open-ended questions regarding the causes of conflicts and ways of conflict resolution around neighbors. React to each question on the space provided.

1. What are the main causes of conflicts among neighbors?

2. What are the ways of conflict resolution at neighborhood level?

Thank you!

3. የትምህርት ደረጃ የመጀመሪያ ደረጃ ሁለተኛ ደረጃ
 ስርተፍኬት ዲፕሎማ
 ዲግሪና ከዚያ በላይ

ክፍል ሁለት :- በጉርብትና አካባቢ ልዩነቶች ፣ አለመግባባቶችና ግጭቶች ሲፈጠሩ የሚታዩ ባህሪዎችን መለካት

II. ቀጥሎ በጉርብትና አካባቢ የሚከሰቱ ልዩነቶች፣ አለመግባባቶችና ግጭቶች ሲፈቱ ሰዎች ለግጭቱ ያላቸውን አስተሳሰቦች፣ ደርጊቶችና ስሜቶችን የያዙ ጥያቄዎች ናቸው። በመሆኑም ለእያንዳንዱ ዓረፍተ ነገር 'በጣም አልስማምም'፣ 'አልስማማም'፣ 'እስማማለሁ' ወይም 'በጣም እስማማለሁ' ከሚሉት አማርኮች ከአንዱ ስር የ "J" ምልክት በማስቀመጥ ለሁሉም ዐረፍተ ነገሮች መልስዎን ይስጡ።

ተ.ቁ	ጥያቄዎች	በጣም አልሰማላም	አልሰማላም	እሰማላለሁ	በጣም እሰማላለሁ
1	ከሰዎች ጋር ሳልገባ ስቀር ፊት ለፊት ከመነጋገር ይልቅ ዞር ማለትን እመርጣለሁ				
2	ጎረቤቴ ድምፅ የሚያወጣ የምሽት ፕሮግራም ቢያዘጋጅ ከእርሱ ጋር ከመነጋገር ይልቅ ወደ ህግ ቦታ አመራለሁ				
3	አንድ ወዳጅ ቢያበሳጨኝ ስለ ጉዳዩ ከእርሱ ጋር ከመነጋገር ይልቅ ከሌላ ሰው ጋር መነጋገርን አመርጣለሁ				
4	ከአንድ ሰው ጋር ግጭት ውስጥ ብገባ ለተጋጨኝ ሰው የተሻለ ጥሩ ሆኖ በመቅረብ ችግሩን ለመፍታት እሞክራለሁ				
5	ግጭቶችን ፊት ለፊት በሚደረጉ ውይይቶች መፍታትን አመርጣለሁ				
6	ከጎረቤት ጋር ከተጋጨሁ በኋላ ምንም እንኳን ሁሉም ነገር መፍትሄ ቢያገኝም ባየሁት ቁጥር ግን ጥሩ ስሜት አይሰማኝም				
7	ከአንድ ሰው ጋር ያልተገባቸው ነጥቦች ካሉ ከመናገር ይልቅ በደብዳቤና በፅሁፍ መግለፅን አመርጣለሁ				
8*	አንድ ወዳጅ በብደር መልክ ወስዶ ያልመለሰው ገንዘብ ካለ እንዲመልስልኝ በቀጥታ ከመጠየቁ በፊት ብዙ ምልክቶችን አሳያለሁ				
9	ከቤተሰቦች ጋር ስጨቃጨቅ ጎረቤቶቼ ከሰሙኝ በጣሙን እበሳጫለሁ				
10	ሰዎች ሰው በሚያያቸው ቦታ ሲጨቃጨቁ ሳይ ደስ አይለኝም				
11	ምግብ ቤት ውስጥ ጭቅጭቅ ባነሳ እንኳን ብዙም የማይገርመኝ ሰው ነኝ				
12	ሰው በተሰበሰበበት ቦታ ብጨቃጨቅ እንኳን ምንም አይመስለኝም				
13	ከአንድ ሰው ጋር በሀይለኛ ቃል በምነጋገርበት ጊዜ በአካባቢዬ ሰው መኖሩን ከግምት ውስጥ አላስገባም				

14	ከተጋጨኋቸው ሰዎች በስተቀር ሌሎች ሰዎች ስለ እኔ መጣላት እንዲያውቁ አልፈልግም				
15	ከእኔ ጋር የተጋጨ ሰው ስለግጭቱ ለመወያየት ከተገናኘን በኋላ ሌሎች ሰዎች በመኖራቸው ምክንያት በዕለቱ አንወያይም ካለኝ እናደዳለሁ				
16	ጓደኛዬ ከእኔ ጋር ስለመጋጨቱ ለሌላ ሰው ቢናገር ምንም አይመስለኝም				
17	ስሜታዊ መሆን ግጭቶችን የበለጠ መጥፎ ያደርጋቸዋል				
18	ሰዎች ስሜታቸውን ሲገልጹ ብዙም ምቹት አይሰማኝም				
19	በጭቅጭቅ ጊዜ ሁሉም ነገር ግልፅና ግልፅ መሆን አለበት				
20*	እንደ እኔ ከሆነ ስሜትን መግለፅ ግጭቶችን ለመፍታት ዋነኛው ነገር ነው				
21	በግጭቶች ላይ የሚሰማኝን ስሜት በሙሉ በግልፅ አሳያለሁ				
22	ስሜትን በግልፅ ማሳየት ጥንካሬን ይገልጻል				
23	ግጭቶች በቀላሉ መፍትሄ የሚያገኙት ሰዎች ስሜታቸውን በግልፅ ሲያሳዩ ነው				
24	ሰዎች በግጭት ወቅት የሚሰማቸውን ስሜት ሲያሳዩ ደስ ይለኛል				
25	ግጭት በራሱ እስኪሰክንና መፍትሄ እስኪመጣ ድረስ ምንም አይነት እርምጃ አልወስድም				
26	ጭቅጭቅ አልወድም				
27*	ከጓደኞቼ ጋር ብዙም ጊዜ ተጨቃጭቁ አላውቅም				
28*	በግጭት ቦታ ከመገኘት እቆጠባለሁ				
29	ግጭቶች በጣም ያስደስቱኛል				
30	ግጭቶች የሰው ልጅ ግንኙነትን አስገራሚ ያደርጉታል				
31	ግጭት እንዳይፈጠር የተቻለኝን አደርጋለሁ				
32*	ከጭቅጭቅ በኋላ ንዴት ይሰማኛል				

33	በግጭት ወቅት ያ ሰው እኔ ምን እንደማስብ እንዳያውቅ ጥረት አደርጋለሁ			
34	በጭቅጭቅ ሰዓት የእኔን ሀሳብ በተቻለኝ አቅም በትንሹ ለመግለፅ እሞክራለሁ			
35	በጭቅጭቅ ወቅት ስለ ራሴ ላልነጋገርባቸው የምፈልጋቸው ብዙ ነጥቦች አሉ			
36	ካልተጠየኩ በስተቀር የእኔን ሀሳብ ለመግለፅ አልፈልግም			
37	በግጭት ወቅት የሚሰማኝን ነገር በግልፅ እናገራለሁ			
38	በግጭት ወቅት የዛን ሰው ሀሳብና እምነት ለማወቅ እፈልጋለሁ			
39	ከማንም ጋር ቢሆን በምጋጭበት ሰዓት የማስበውን ነገር ከመናገር ወደጎላ አልልም			
40	አንድ ሰው በእኔ እንደተሰላጩ ካወኩና በግልፅ ከእኔ ጋር ካልተነጋገረ በጣሙን ያሰላጩኛል			

* Items discarded after reliability was calculated _____

ክፍል ሶስት:- በጉርብትና አካባቢ የሚከሰቱ የግጭት መንስኤዎችና የመፍትሄ ዘዴዎችን መለካት

III. የሚከተሉት ጥያቄዎች በጎረቤት አካባቢ የሚፈጠሩ የግጭት መንስኤዎችና የመፍትሄ ዘዴዎችን የያዙ ናቸው። በመሆኑም ለጥያቄዎቹ መልስ ይሆናል የሚሉትን ለመልስ መስጫ በተዘጋጀው ባዶ ቦታ ላይ ምላሽዎን ያስቀምጡ።

1. በጎረቤታማቾች መሀል ግጭት ለመፍጠር ዋነኛ መንስኤ የሆኑት ምንድን ናቸው?


2. በጎረቤታማቾች መሀል የተፈጠሩ ግጭቶችን ለመፍታት በእናንተ አካባቢ ሲዘወተሩ የሚታዩ መፍትሄዎች እነማን ናቸው?

አመሠግናለሁ!

Declaration

The undersigned declare that this thesis is my original work and all relevant sources used for the thesis are duly acknowledged.

Name Habtemariam Kassa

Signature 

Date of submission 07/07/2009

This thesis has been submitted for examination by my approval as a university advisor.

Name _____

Signature _____

Date of submission _____

