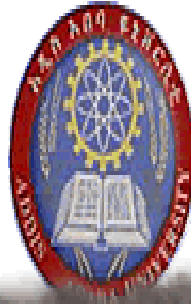


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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES
AND ITS IMPLICATION FOR TEACHER'S JOB
SATISFACION IN SECONDARY SCHOOLS OF EAST
WOLLEGA ZONE

BY GENETI BULTIMUL'ATA

JUNE, 2023

ADDIS ABABA, ETHIOPIA

**PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES AND
ITS IMPLICATION FOR TEACHER'S JOB SATISFACTION IN
SECONDARY SCHOOLS OF EAST WOLLEGA ZONE**

**A RESEARCH SUBMITTED TO DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

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APPROVAL SHEET

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Certification of the Final Thesis

I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated into the final thesis entitled “Principals’ Conflict Management Strategies and Teacher’s Job Satisfaction in Secondary Schools of East Wollega Zone” by Geneti Bulti.

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DECLARATION

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I **Geneti Bulti** hereby declare and affirm that the thesis entitled “PRINCIPALS’ CONFLICT MANAGEMENT STRATEGIES AND ITS IMPLICATION FOR TEACHER’S JOB SATISFACTION IN SECONDARY SCHOOLS OF EAST WOLLEGA ZONE” is my own work conducted under the supervision of my advisor. I have followed all the ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I have adequately cited and referenced all the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and I have not misrepresented, fabricated, or falsified any idea/data/fact/ source in my submission. This thesis is submitted in partial fulfillment of the requirement for a degree from the Post Graduate Studies at Addis Ababa University. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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ABSTRACT

The main purpose of this study was to investigate Principal's conflict Management Strategies and Teacher's Job Satisfaction in Secondary Schools of East Wollega Zone of Oromia regional state. In order to attain the objectives of this study mixed research design which include qualitative and quantitative research approach were used; nine secondary schools were selected by using sampling random sample method. Accordingly, 241 teachers, who were selected by using simple random sample techniques and 9 governmental school principals who were purposively selected from the sampled schools; Regarding instruments, questionnaire and interview were used for the purpose of data collection. The data gathered were analyzed using various statistical tools such as; - frequency, percentage, mean, and standard deviation. As per the analysis made the result have shown that indistinguishable authority, un reasonable dead line, un fair distribution of work, lack of communication, limited resource, deference in attitude, no passing role expectation, unfair treatment between individuals considered as source of organizational conflict in secondary schools. The finding also showed that, collaborative, accommodating, dominating, avoiding and compromising style of conflict management were exercised. From the finding we can conclude that they have a strong relationship between principals 'conflict management strategies and teacher's job satisfactions. Therefore, school principals should be able to increase their experience, knowledge of understanding organizational conflict and possible strategies of managing it in order to increase teacher's job satisfaction.

CHAPTER ONE

INTRODUCTION

This chapter dealt with the problem and the way it was approached. It enclosed a brief formulation of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Back ground of the study

Job satisfaction is influenced by a number of variables, including organizational leadership, the work environment, and the relationship between employees and leaders. Conflict is described by Babyegeya (2002) as a breakdown in communication among team members. He continues by saying that the likelihood of conflict increases the closer people are expected to collaborate. Conflict resolution is then seen as a problem with school administration and has permeated Tanzanian secondary schools and other educational institutions. Conflicts in secondary school administration can take many different forms, and they differ from one institution to the next. Accordingly, depending on the nature of the conflict and how it is handled, conflict may have a positive or negative impact on a student's academic performance (Armstrong, 2009).

Conflicts within an institutional framework are included in intrapersonal conflicts, according to Robbins (2003). Conflicts between school administrators and a particular member or any particular person fall under this category. Conflicts within a group are known as intragroup conflicts. The most vital assets in a school are its teachers. They serve as the focal points for any changes (e.g.reforms in education) are required in classrooms. High-quality teachers are necessary for the provision of a high-quality educational system, according to Jyoti and Sharma (2009). Quality teaching and learning depend on the teachers' high teaching morale, subject-matter expertise, and specialized teaching abilities (pedagogical knowledge) (Bolin, 2007).

A teacher is a practitioner in the classroom who converts educational philosophy and objectives into knowledge and abilities. Teachers assist students in learning in the classroom during formal instruction (Ofoegbu, 2004). As a result, teachers play a crucial role in delivering

education in classrooms. As a result, teachers have the greatest impact on the social and economic development of their students. They must dedicate themselves professionally and offer their knowledge, ability, and attitude. .

To what extent students will benefit from the educational system depends on the caliber of the teachers, their dedication, satisfaction, and motivation. Teachers serve as role models because they are the foundation of society (Jyoti & Sharma, 2009) and help students develop into potential leaders of the next generation who can carry the burden of moving their country forward.

There are significant repercussions if the teaching component is satisfied. The students, parents, and society can gain from the teachers' services if they are content, committed, and happy (Ofoegbu, 2004). It also encourages them to bring their best selves to their classrooms. Like other employees, teachers have a moral duty to promote national development. They want to accomplish that while also feeling satisfied and successful in their work as professionals. According to Jaiyeoba and Jibril (2008), happy and motivated teachers are crucial for any educational system. The success or failure of the educational system largely depends on how satisfied teachers are, but it also depends on how satisfied school managers and administrators are. According to Correnti, Miller, and Rowan (2002) and Jyoti & Sharma (2009), teachers in particular spend a lot of time in class with their students and as a result, have a big impact on students' academic success. Additionally, a teacher's commitment and effectiveness depend on their level of motivation, morale, and job satisfaction. This suggests that teacher job satisfaction and commitment are significant factors for secondary school teachers generally, their employers, and students in general.

Committed and content employees are regarded as one of a company's most valuable assets and are essential to its success.

Teachers, on the other hand, tend to express frustration in the workplace due to their lower job satisfaction. Different situations will cause them to become frustrated. Poor educational quality, according to Pigozzi (2008), undermines efforts to use education as a powerful tool for economic growth and development in this era of accelerating globalization. .

Accordingly, teacher satisfaction has been demonstrated to be a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness, according to Shann (2001). The two main educational issues in schools today that have an impact on students' achievements are a lack of professionally trained human resources and unclear knowledge in school teaching systems (Hargreaves, 2004).

A person's attraction and attachment to their job and their organization are referred to as their commitment. Compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, climate of trust, formal authority, effective communication, and avoidance are some of the management strategies that can be used to resolve conflicts, according to Browarys and Price (2008).

According to Awan and Anjum (2015), properly managed conflict fosters candid communication, group decision-making, regular feedback, prompt conflict resolution, and strengthens working relationships, all of which can boost employee morale.

The job satisfaction and productivity of teachers could be enhanced by consistent feedback and prompt conflict resolution.

Awan and Anjum (2015) made the case that a toxic workplace environment can lead to subpar employee behavior and work performance. Unresolved disputes encourage ineffective staff behavior and dysfunctional communication. One employee's poor performance has the potential to negatively impact employee morale and productivity.

Dana (2000) asserts that conflict is more than mere irritation.

It is expensive, and the expense can be calculated in terms of lost productivity, poor choices, and financial outlays. Unmanaged conflict in the medical field has the potential to harm patients' lives and even their health.

According to Awan and Ibrahim (2015), if a person lacks the interpersonal or communication skills to resolve conflicts, the conflict may escalate and spread to other people.

It is challenging to imagine society or a school without the inherent contradictions and differences that cause conflict. Conflict can be a major issue in any organization. According to Awan and Ahson (2015), conflict should be kept at a manageable level and is a normal and

inevitable part of people working together. In order to achieve its goals, it won't disorganize the school's activities. Conflict, according to Awan et al. (2015), may also be productive for the school if it causes a fundamental change in the power dynamics, interpersonal dynamics, entrenched patterns, and attitudes. Additionally, some conflicts serve a purpose while others do not. When it is linked to decreased teacher satisfaction, insubordination, decreased productivity, leads to financial loss, or fragmentation, it can also have a negative impact on the school. The management has a major duty to keep costs as low as possible so that the school can continue to run successfully (Robbins & Sanghi, 2006).

It is also assumed that conflict is a natural part of contemporary organizations. It is occasionally credited with having a positive impact on the organization due to the problem-solving and prompt decision-making that it entails. As a result, where there are irreconcilable differences, conflict will continue. On both a personal and an organizational level, disputes or disagreements can arise (Erasmus and Awart 2000).

Olaleye and Arogundade (2013) argued that based on their effectiveness or ineffectiveness, various management strategies may result in either desirable or undesirable outcomes. An effective management strategy may lead to desired outcomes such as efficient management, improved discipline, efficient time management, teamwork, and efficient resource use, goal achievement, positive relationships, and high stakeholder value. However, when ineffective management strategies are employed, undesirable outcomes such as strikes, demonstrations, and property destruction, poor performance, emotional stress, incorrect resource allocation, absence, and frustration may occur (Athiambo & Simatwa, 2011).

In light of the aforementioned problems, the researcher decided to look into secondary schools in the East Wollega Zone of Oromia's region's principals' conflict management techniques and teachers' satisfaction levels. The study's objectives include identifying the most common organizational conflict fund in East Wollega Zone and analyzing secondary school principals' conflict resolution practices.

To determine the level of teacher satisfaction in the East Wollega Zone and to comprehend the connection between conflict resolution and teacher satisfaction in the context of the East Wollega Zone secondary school.

1.2 Statement of the Problem

Conflict issues in Ethiopian secondary schools have been noted in numerous publications. When people and groups interact to produce desired results, conflict is an inevitable phenomenon in any organization. Even between individuals or departments that are supposed to work together to achieve organizational goals, it is inevitable. Additionally, it is a necessary aspect of human existence (Ayalew 2000).

Conflicts in schools have been the subject of several studies. Sang (2009), Kogo (2002), and Okotoni (2003) are a few of the studies in this category. However, the reviewed studies did not offer convincing empirical support for the conflict resolution strategies employed by secondary school head teachers.

Legese (2003) also looks into procedures in some secondary schools that lead to disputes between teachers and principals. His findings, however, did not show how an effective conflict management approach contributed to happy teachers. This research gap is what the researcher seeks to close in order to address teacher satisfaction while also creating an environment that is effective and conducive to teaching and learning. Furthermore, no other comparable research has been done in the proposed study area. For this reason, the researcher is interested in learning more about how principals handle conflicts in their schools and how satisfied secondary school teachers are with their workplaces.

Conflict disrupts an institution's social interactions and cooperative efforts. It arises whenever human action occurs, and the severity of the issue is now evident every day in the classroom (Ayalew, 2000).

According to the researcher's personal experiences, there are a variety of things that lead to conflict in schools. Teachers' perceptions of the various conflict management techniques used by school principals vary. Conflict cannot be avoided as long as there are interactions in schools. For the smooth operation of the teaching and learning process in schools, effective management is crucial, and managers or educational leaders are expected to be aware of the factors that cause conflict and potential solutions. When researchers casually observed

complaints and grievances in (9) chosen sample secondary schools in East Wollega, there were conflicts. According to teachers, a lack of conflict management issues may have a negative impact on teachers' "satisfaction and their attitudes toward principals."

Furthermore, according to the researcher's initial observations; there is a significant ideal gap between East WollegaZone secondary school principals, teachers, and students. Lack of a professionally committed educational leader, incompetence of educational leader, inability of educational leaders to manage and solve problems jointly, consideration of any conflict as destructive, competition for leadership positions, knowledge and skill gaps in managing conflict, inability to identify dissatisfied teachers through the conflict management process of school leaders, teachers, and students, and difficulty in selecting the appropriate conflict resolution method were all observed. As a result, the study aims to respond to the following research queries..

1. Which conflict management strategy is predominantly used by principals in secondary schools of East Wollega Zone?
2. What is the level of teachers' satisfaction in secondary schools of East Wollega Zone?
3. What relation exists between conflict management strategies and teachers' satisfaction in secondary schools of East Wollega Zone?

1.3. Objectives of the study

1.3.1. General Objectives

The general objective of this study was to examine the relationship between principals' conflict management practices and teacher's satisfaction in selected secondary schools of East Wollega Zone .

1.3.2. Specific objectives

The specific objectives of the study include;

1. To identify the dominant of conflict management strategies principals used in secondary schools of East Wollega Zone.
2. To investigate the levels of teachers' satisfaction in secondary schools of East Wollega Zone.
3. To finds out the relationship between conflict management strategies andteachers' satisfaction in secondary schools of East Wollega Zone.

1.4. Significance of the Study

Schools are the major institutions where by the teaching learning process takes place. Hence, the peace full co-existence between teachers and principals promotes conducive environment for teaching-learning process (crowing, 1970). In addition to this, principals and teachers need to know; what is conflict means, how to manage it, and how it relates to teacher's satisfaction.

By avoiding or minimizing undesirable conflict and exploring thecauses and benefits of desirable conflict. Therefore, the study would be significant and believed to make some contribution in the following manner.

1. It indicates the sources of conflict that is hidden in secondary schools. It gives directions to principals, teachers and District education officers to work on the problem.
2. It provides some alternative solution or recommendation that might help to resolve conflict in school.

3. Attempt to show the relationship between conflict management strategies and teacher's satisfaction.

1.5. Delimitations of the study

The study would be delimited to selected secondary schools in East Wollega Zone. Conceptually, the study where stress on the principals' conflict management strategies and teacher's satisfaction, in order to make the research manageable, and to complete with in time frame. Particularly, sources of conflict that affects teacher's satisfaction, principal's conflict management strategies that promotes teacher's satisfaction, on principal's conflict management strategies and teacher's satisfaction and the relationship between conflict management and teacher's satisfaction will be treated in this study.

1.6. Operational definitions

Principals' Conflict management strategies: is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently in school.

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feelings teachers have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Aremstrong, M. 2006).

1.7. Organization of the study

This thesis would be organized into five chapters. The first chapter dealt with the introduction that includes back ground of the study, statement of the problems, objective of study, significant of the study, Delimitation of the study, and operational definition. The second chapter would be all about review of related literature. Chapter three; would comprise research design and methodology and fourth chapter dealt with analysis, presentation and discussion of the major findings. Finally, the last chapter would provide summary of finding, conclusions and recommendation on the basis of the conclusions derived from the data that would be analyzed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the research question is starting to take shape with the help of the literature review. This literature review helps to give a clear picture of what to expect in the investigation of the principal's conflict management techniques and teacher satisfaction in a chosen

secondary school in the East Wollega Zone. A literature review may reveal that someone else has already done essentially the same research, which is the goal of this chapter, which aims to provide a clear understanding of the nature of the problem being investigated and how conflict arises between teachers, students, and principal in secondary schools (Smit, 2003). This will offer significantly better understanding of the problem's dimensions, complexity, and elements like conflict management abilities. Additionally, it provides a thorough justification of the next steps for the research as well as a realization of how crucial it is for people to comprehend the research (Devos, 2000). The concept or nature of conflict, the types of conflicts that arise, their sources, resolution methods, and teacher satisfaction will all be covered in this section of the course. In the Oromia Regional state, conflict between educators and teachers is a common occurrence. (Manual for the Oromia Educational Festival and Training, 2002). The following major causes of conflict were determined based on the reports. Disciplinary issues arise from an unnecessary relationship between teachers and students. In particular, East WollegaZoneWamaHagalo was found to be affected by this factor as a major source of conflict. In addition, conflict between teachers and students' principals is frequent in East Wollega Zone WamaHagalo (according to the education department of East Wollega Zone WamaHagalo's fourth quarter yearly report from 2014)..

2.1. The Concept of Conflict

Prior to reviewing the pertinent body of knowledge, this section of the study will concentrate on the concept or nature of conflict as described by other researchers to see how other scholars conceptualized this concept. Scholars, educators, and philosophers will then engage in discussion about the definition, concept, narrative, views, causes, and management of conflict as well as teachers' satisfaction.

People have different needs, ideas, views, and values, according to Deutsch and Coleman's (2000) argument. In order for those involved to benefit from the experience in all kinds of interpersonal relationships and social contexts, it is important that schools and the larger community figure out effective conflict management strategies. Absence of conflict typically indicates the absence of meaningful interaction when there are additional, significant potential differences between people. Conflict on its own has no inherent good or bad. But whether a conflict is constructive or destructive depends on how it is handled.

Conflict, according to Nyamajiwa (2000), is when people or groups have opposing interests, opinions, or goals.

Organizational conflicts, however, are neither necessary nor undesirable and can occur for any reason.

Conflict is characterized by a breakdown in the usual mechanisms of decision-making, which makes it difficult for an individual or a group to choose an alternative, according to Ayalew (2000). Conflict is universal in human affairs and it is natural conflict to dissenting decrees occurs every day in every person's life. Conflict is not always bad for an organization or for an individual; it depends on how it is handled as to whether the results are positive or negative. If handled well, conflict can be a good learning experience; if handled poorly, it can result in physical and emotional violence (Ayalew, 2000). Teachers are under pressure from principals to implement a plan that has been approved by the authorities.

Anderson (2001) defines job satisfaction as a pleasant or positive emotional state brought on by an evaluation of one's job or work experience. Since both cognition (appraisal) and affect (emotional state) are included in the definition, Anderson (2001) assumes that job satisfaction is the result of the interaction between cognition and affect, or, to put it another way, thoughts and feelings. In line with Anderson (2001), Robbins (2005) defines job satisfaction as a group of attitudes a person has toward their work. A person who is highly satisfied with their job has positive feelings about it, whereas a person who is not satisfied with their job has negative feelings about it. Thus, the overall response to a job determines job satisfaction.

A worker's sense of achievement and success at work is reflected in their level of job satisfaction, which is defined as the difference between what they expect and what they actually receive. In general, it is thought to have a direct impact on both personal happiness and productivity. The key components of job satisfaction are having a job you enjoy, doing it well, and getting paid for it. Further implication of job satisfaction is enthusiasm and happiness with one's work. In order to achieve recognition, money, promotions, and other objectives that result in a sense of fulfillment, one must first have a job they are happy with, according to Kaliski (2007). According to Statt (2004), a worker's level of satisfaction with the benefits of their job, particularly in terms of intrinsic motivation, can also be referred to as their level of job satisfaction. in the workplace.

2.2. Views on Conflicts

In the past, the presence of conflict was seen as a sign of organizational breakdown, management incompetence, or a lack of sufficient control. In human relations, conflict is viewed in a particularly negative light as a sign that the group hasn't established the proper norms (Ayalew, 2000). The human relations movement implied that conflict was inherently undesirable and should be replaced by other forms of communication.

A lot of people also associate the word conflict with negative concepts like war, destruction, aggression, violence, competition, and the way an organization or individual functions for others.

The most realistic and helpful point of view of conflict for an angry person is likely one with connotations like excitement, intrigue, adventure, and challenge—other people are in conflict with each other while feeling conflicted (Ayalew, 2000).

Conflict is generally destructive when it intensifies or perpetuates social disorganization or when it harms people's personalities. When conflict can spur improvement in interpersonal relationships and result in desired change, it is constructive.

2.2.1. The Traditional Views of Conflict

The conventional viewpoint was the early approach to conflict, which presupposed that it was bad. In fact, conflict was frequently used as a synonym for violence and destruction, making it harmful and best avoided (Robbins 2000). The ideal of a well-functioning organization with

harmony, unity, coordination, efficiency, and order has been strongly favored by traditional administrative theory. By fostering a positive work environment, strong organizational control, and happy and cordial work groups, they hope to achieve this (Owens, 1998).

In contrast to Stoner and Fisher (2000), most principals have historically seen conflict as a problem that needs to be avoided, according to Swart (1998). Dispute the conventional wisdom that conflict is harmful and unnecessary. They thought that only when a principal failed to implement the conflict management principle would there be conflict.

The earlier theory of conflict held that agitators and troublemakers were responsible for causing conflict, which was preventable. In order to avoid conflict, managers were expected to follow all rules and regulations exactly (Ayalew 2000).

When a principal tries to avoid conflict rather than manage it, even conflict becomes dangerous and disruptive.

2.2.2 Constructional views of conflict

Conflict is inevitable and even necessary in organizations like schools, regardless of how they are set up and run (Stoner and Freeman 1989). This is the current or construction list point of view on conflict.

According to Murphy (1994), teachers are starting to recognize the benefits and drawbacks of conflict. Conflict frequently spurs desirable educational innovations. The political activities that keep a social system in a state of dynamic equilibrium among its various components—actions that are frequently accompanied by conflict—are what keep a social system alive. A state of dynamic equilibrium makes it easier to accomplish desired organizational goals and to make system members happy. In a social system, conflict can be both constructive and destructive (Morphet, Johns, and Roller, 1982).

Furthermore, Morris and Evered (1990). suggests that disagreement in an open discussion is not only possible but also a valuable aspect of life. It helps to ensure that numerous options are taken into account, and additional courses of action may be developed from the discussion of already available options.

According to the construction list perspective, a conflict-free, harmonious, and cooperative organization tends to become stagnant and unresponsive to change and advancement. They advocate for not only tolerating but also fostering conflict. In order to maintain a minimum level of organizational performance, managers must introduce some level of conflict. They contend that conflict is a prerequisite for both individual and organizational advancement. According to Boris Off and Victor (1998), they urge managers to welcome conflict and use it as a tool for ongoing change.

The following comparisons of the traditional and constructional points of view on conflicts are shown in the figure below.

Traditional view	Construction list view
Conflict as avoidable	Conflict in inevitable
Conflict is caused by management errors in designing and managing organizations by trouble marker.	Conflict in arises from many causes including organizational structure.
Conflict disrupts the organization and prevents optional performance.	Conflict contributes to and detracts from. Organizational performance in varying degrees.
The task management is to eliminate conflict.	The task at net is to manage the level of conflict.
Optional organizational performance requires the removal of conflict.	Optimal organizational performance requires a moderate level of conflict.

Source; old & current conflict (Stoner and Freeman 1989).

In the researcher's opinion, for school principals to benefit the most from conflict, they should understand both its negative and positive aspects. Conflict by itself is neither good nor bad. However, how it is handled determines whether it is good, destructive, or both. Therefore, to get the most out of conflict, the school principal should be methodical about when to introduce or inject it into the organization. He or she should also be careful about how to handle it and effective at managing it.

2.3. Potential source of conflict

Authorities and educators have divided the reasons why conflicts arise in organizations into various categories. Therefore, there are various paths for conflict in organizations. Conflict doesn't just happen, claims Robbins (2000). It has led to these courses being controlled,

whether positively or negatively, consciously and unconsciously. Bankouskaya (2012) identifies eight organizational structural elements that are known to be the root of conflict: Specialization, common resources, goal discrepancies, interdependence, authority relationships, status discrepancies, jurisdictional ambiguities, roles and expectations. According to Gray and Stark (1984), there are six potential sources of conflict. These include a lack of resources, interdependent work activities, activity differentiation, communication issues, perceptual differences, and the organizational environment.

Another source of conflict is when one person's actions or performance in a group affects how the other members perform later on (Makaye and Ndofirepi, 2012). Conflict between groups can occur when there are competing goals, task dependence, different work orientations, competition for scarce resources, and competitive reward systems (Adler, 2008). Group performance is typically hampered by interpersonal conflicts brought on by personality traits like dislikes, mistrust, or prejudice (Nzuve, 2007). People are more focused on getting the upper hand over others during interpersonal conflict than they are on doing their jobs well. Ayalew (2000) identified five broad categories of causes of conflict, including incompatibility of goals, decision-making demands, and performance expectations. These include differences in personal preferences, structural layout, role expectations, and goal compatibility. Conflict can occur both before and during negotiations, in addition to being the precursor to them (Msila, 2012). Goal incompatibility, lack of resources, performance expectations, and organizational structures are just a few of the sources of conflict mentioned by Msila (2012).

According to him, goal incompatibility happens when there is disagreement over how to assess task completion. An organization's most frequent source of conflict is thought to be this one. Individual teachers may bring with them different time and goal orientations to an organization like a school, which could lead to a high level of differentiation. Furthermore, Nyamajiwa (2000) acknowledges that competition for scarce resources can lead to conflict within an organization. He claims that in a school, for example, there are frequently not enough books or furniture. Additionally, Kreitner and Kinicki (1992) identified about twelve different categories of conflict-causing factors. These include conflicting personalities or worldviews, overlapping

or interdependent tasks, competition for scarce resources, poor communication, and interdependent tasks. Unreasonable or unclear policies, standards, or rules, unreasonable deadlines, or intense time pressure, collective decision-making, the greater the number of people participating decision, the greater the potential for conflict to decision-making by consensus, agreement is frequently impossible to achieve without much arguing, unmet expectations, employees who have them, and organizational complexity, conflicts tend to increase as the number of hierarchical layers and specialized tasks increase..

2.4. Roles of heads of school

According to Robbins et al. (2004), a manager should increase motivation's positive aspects to make workers feel compelled to complete their work and should resolve any conflicts that might prevent them from doing so. Implementing educational policies, keeping tabs on all school activities, and ensuring that everything runs smoothly are all tasks that fall under the purview of school heads. There are two main categories of duties for a school's head of school: leadership and instructional. The leadership role mainly entails personnel management (both students and teachers) and decision-making, whereas the instructional role focuses on the training and education of children by developing engaging and difficult activities that help children develop into productive citizens (Hargreaves and Fink 2003). According to Sergio Anni et al. (2004), a school principal's role is to coordinate, direct, and support the work of others by setting goals, assessing progress, allocating resources, creating a positive psychological climate, interacting with parents, organizing schedules, managing finances, resolving teacher conflicts, handling student issues, and other duties. For the purpose of achieving desired educational objectives, school leaders are mandated with the duty to organize and coordinate all available resources. To ensure that all students achieve high standards, they are crucial in raising the teaching and learning standards in their schools (Mpokosa, 2008).

2.5 Conflict management

According to Moran (2001, in Ghaffar 2005), the term "conflict management" refers to programs that teach individual concepts and skills for preventing, managing, and peacefully resolving conflicts. In this section of the study, the researcher will discuss conflict management as practiced by principals in schools.

Conflict as a concept never remains positive or negative but has always been as a fundamental and result-oriented part of life.

Conflict management is a philosophy and asset of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives.

According to (Robbin 2000), conflict management entails maintaining the ideal level of conflict in the group; too little conflict leads to stagnation, and too much conflict results in disruption and indigestion. Both of these are dysfunctional because they impair group performance.

The better educators and students understand the nature of constructive conflicts, which frequently occur in competitive as well as cooperative context in the organization, but it varies depending on the situation problems exist in managing conflict when the context is competitive/individualistic or when the context and conflict resolution procedures are incongruent. According to Gaffer (2005), a peer mediation and conflict resolution program may not be very effective.

A school principal's duties now include managing conflict rather than trying to suppress or end it. According to Owen (1998), productive outcomes can result from effective conflict management, such as treating it like a problem that needs to be solved and enforcing the collaborative nature of organizational life. However, effective conflict management techniques, such as a strict policy of punishment for offenses get high practices in the same of administering the negotiated contract, and emphasizing the adversarial relationship between teacher and administration, can frequently lead to acclimate that exacerbates the situation and likely developed adown word spared of mounting frustration deteriorating organizational climate and internship destructions..

2.5.1. Condition for effective conflict management

Traditional conflict resolution does not examine whether an organization's processes and structure are flawed, which is why function conflicts continue to exist today.

It attempts to reprimand or lessen interpersonal conflict between parties at the micro-level within the current system. Effective conflict management in the organization affects change at

the macro level, minimizing affective conflict at the individual, group, intergroup, and organizational levels. An organization's leadership, culture, and design must change in order to accomplish this. Studies on the management of organizational conflict have taken two different approaches. Some researchers have attempted to measure the amount or intensity of conflict at different organizational levels and to investigate the sources of such conflict. Implicit in these studies is the idea that a moderate amount of conflict may be maintained for increasing organizational effectiveness by changing the source of conflict. The distinction between the "amount of conflict" at various levels and styles of handling interpersonal conflict "inessential for a nature of conflict management" is clear from this discussion. Others have made attempts to relate the different interpersonal conflict handling methods used by organizational participants and their effects on the effectiveness of problem solving or the achievement of social system objectives.

1, Amount of conflict

The previous discussion was mainly based on the nature of the amount of conflict. In recent years some researchers have used the indices of incompatibility, annoyance, disputes, disagreement, to measure the intensity of conflict at various levels, these are measures of the amount of conflict, which are quite distinct from the styles of handling conflict.

2, Substantive and Affective conflict: -Organizational

Conflicts, whether they are emotional or substantive, can be categorized as intra-organizational (i.e. e., conflict that occurs between organizations (i.e. e. Conflict between two or more people is divided into levels (individual, group, etc.).) at which it happens. Based on this, intra-organizational conflict can be divided into interpersonal, group, and intergroup categories. Interpersonal conflict, also known as dyadic conflict, refers to a lack of agreement or compatibility between two or more organizational members, whether they are from the same or different hierarchical levels or units. Also referred to as intra departmental conflict, group conflict occurs when two or more subgroups within a larger group disagree on the group's objectives, practices, etc. In relation to the group's objectives, assignments, processes, etc. Conflict between two or more units or groups within the same organization is referred to as intergroup conflict, also known as inter departmental conflict.

The management of conflict primarily entails the diagnosis of an intervention in these factors to lessen affective conflict and to achieve and maintain a moderate amount of substantive conflict

at each level. There are many processes and structures that have an impact on substantive and affective conflict at these three levels

2.6. Styles of handling Conflict

He did not recognize compromise as a unique style and instead engaged in conflict, yielding, problem-solving, inaction, and contending. On two fundamental dimensions—concern for oneself and concern for others—Rahim and Bonoma (1979) differentiated conflict resolution approaches. The first dimension explains the extent (high or low) to which a person tries to allay his or her own conflicting international concerns. It should be noted that these dimensions depict the motivational orientation of a given individual during conflict studies by Ruble and Thomas (1976) and van Deliver and Kabanoff (1990). The second dimension explains the degree (high or low) to which a person attempts to satisfy the concern of others. The combination of these two dimensions produces five distinct styles of handling interpersonal conflict, which has received general support.

The contingency approach, also known as the situational approach, which is the hallmark of contemporary management, has replaced the simple "one best" approach. Take, for instance, the decision theory of leadership, which states that each of the five leadership styles (1=Autocratic ---5=participative) is appropriate depending on the situation.

The theory takes into account two circumstances when evaluating decision quality. The impact it will have on significant group processes.

Employee commitment and decision acceptance are key factors in how well it is carried out.

According to the theory, leaders should adopt a participative style when decision quality and acceptance are both high. If we can successfully match our leadership style with the circumstances, we will be able to exercise effective leadership. It is possible to develop a contingency theory of conflict management by taking inspiration from the contingency approach. For instance, a conflict situation marked by poor decision quality and acceptance of the dominant styles may be justified. The integrating styles should be used when the conditions are reversed (high decision quality and high decision acceptance).

Fielder's (1967) contingency theory of leadership, the 1997 Path Goal Theory of Leadership, and Vroom and Yetton's (1973) Decision Theory of Leadership are used to illustrate how the strategies for managing conflict in this paper are consistent with current leadership theories in organizations. According to those theories, there is no one best way to handle various situations; rather, the situation will determine whether a particular leadership style is appropriate (or not). Theory of conflict management presented above is flexible interim of situation or factors to be considered in selecting and making use of a conflict effective formulation and solution to a problem.

Despite the fact that some behavioral scientists contend that managing conflict or integrating is best done through problem-solving methods.

In general, integrating to some extent compromising style is appropriate for dealing with strategies issues. The learning style can be used to deal with tactical or day to day problem. A summary of style handling interpersonal conflict and the situation in which those are have been presented in table.

1. **Integrating Style** (high concern for self and others) is associated with problem solving. i. e the diagnosis of and intervention in the right problems the use of this style involves openness exchanging information, looking for alternative and examination of differences to research an effective solution acceptable to both parts. This is use full for effectively dealing with complex problem when one part alone can not solve the problem.

when the synthesis of ideals is needed to come up with better solution to a problem.

This style is appropriate. It is uses full in utilizing the skills information and other resource processed by different parts to defined or redefine a problem and to formulate effective alternative solution for it, and commitment is needed from parts for effective implementation of solution. This can be done provide that there is enough time for problem solving. Found this mode style to be more effective than others in attaining integration of the activities of different subsystems in organization. Pruitt and Carnevale (1993) provide some evidence from laboratory studies that problem solving style is the best in managing social conflict. This style is appropriate for dealing with the strategic issues pertaining to and organization's objective and policies long range planning.

2. **Obliging style** (low concern for self and high concern for others) is associated with attempting to play down the differences and emphasizing commonalities. It satisfies concern of the other party. An obliging person neglects his or her own concern to satisfy the concern of others parties. (Blake & Mouton, 1964, Likert and Likert 1976), it has been indicated by other that or conflicts to be managed functionally one style my more appropriate than other depending up on situation (Rahim, 2001 Rahim, & Bonoma 1979 Thomas 1977)..

Table 1 Styles of handling interpersonal conflict and its situation

Conflict style	Situation where appropriate	Situation where inappropriate
Integrating	<ol style="list-style-type: none"> 1. Issue is complex. 2. Synthesis of idea is needed to come up with better solution 3. Commitment is needed from other parties for successful implementation. 4. Time is available for problem solving. 5. One party alone cannot solve the problem. 6. Resources passed by different parties are needed to solve the common problem. 	<ol style="list-style-type: none"> 1. Task or problem is simple 2. Immediate decision is required 3. Other parties are unconcerned about out comes 4. Other parties do not have problem solving skill.
Obliging	<ol style="list-style-type: none"> 1. You believe that you may be wrong. 2. Issue is more important to the other party. 3. You are willing to give up some things in exchange for some things from the other party in the future. 4. You are dealing from a position weakness. 5. Preserving relationship is important. 	<ol style="list-style-type: none"> 1. Issue is important to you 2. You believe that you are right 3. The other parties wrong or un ethical.
Dominating	<ol style="list-style-type: none"> 1. Issue is trivial 2. Speedy decision is need 3. Unpopular course of action is implemented 4. Necessary to overcome assertive subordinates 5. Unfavorable decision by the other party may be costly to you. 6. Subordinate lack expertise to make technical 	<ol style="list-style-type: none"> 1. Issue is complex 2. Issue is not important to you 3. Both parties are equally powerful 4. Decision does not have to be made quickly. 5. Subordinate process high

	decisions. 7. Issue is important to you	degree of competence
Avoiding	<ol style="list-style-type: none"> 1. Issue is trivial 2. Potential days functional effect of confronting the other party outweighs benefits of resolution 3. Cooling off period is needed 	<ol style="list-style-type: none"> 1. Issue is important to you 2. It is your responsibility to make decision. 3. Parties are unwilling to defer issue must be resolved 4. Prompt attention is needed
Compromising	<ol style="list-style-type: none"> 1. Goals of parties are mutually exclusive 2. Parties are equally powerful 3. Consensus cannot be reached 4. Integrating dominating style is not successful 5. Temporary solution to a complex problem is need 	<ol style="list-style-type: none"> 1. One part is more powerful 2. Problem is complex enough needing problem solving approach.

This style is useful when party is not familiar with the issue involved in a conflict or the other party is right and the issue is much more important to the other party. This style may be used as a strategy when party is willing to give up some things with the hope of getting benefit from the other party when needed this style many be appropriate when a party is dealing from position of weakness or believe that preserving relationship is important. This style is inappropriate if the issue involved in a conflict is important to party and the party believes that he/she right. It is also inappropriate when a party believe that she/he right. It is also inappropriate when a party believe that the other party is wrong or UN ethical.

3. Dominating style (high concern for itself and low concern for other) has identified win-lose orientation or with forcing behavior to win one’s position. A dominating or competing person goes all out to win his or her objective and as a result, exam often ignores the needs and expectations of the other party.

This style is inappropriate when the issue involved in conflict is complex and there is enough line to make a good decision when both parties are equally powerful using this style by one or both parties may lead to stalemate. Unless they change their styles, they may not be able to break the dead lack. This style is inappropriate when the issues are not important to the party

subordinate who passes high degree of competence may not like a supervisor who uses this authoritarian style.

4. Avoiding style (low concern for self and others) has been associated with withdrawal, back passing, side stepping, and situations. An avoiding person fails to satisfy his or her own concern as well as the concern of the other party. This style may be used when the potential day's functional effect of confronting the benefit of the resolution of conflict, this may be before a complex problem can be effectively dealt with. This style is inappropriate when the issue is important to party. This style is also inappropriate when it is the responsibility of the party to make decision when the parties are unwilling to waits or when prompt action is required.

5. Compromising style (intermediate in concern for self and others) involves give and take where by both parties give up something to make a mutually acceptable decision. This is style is useful when the goals of the conflicting parties are mutually exclusive or when both parties e.g. labor and management, are equally powerful and have reached an impasses in their negotiation process this can be used when consensus cannot be reached the parties need a temporary solution to a complex to be in effective in dealing with issues effectively. This style seams most useful for avoiding protracted conflict.

This style is in appropriate for dealing with problems needing problem solving approach unfortunately, very often management practitioners use this style to deal with complex problems and as a result, fail to identify real problems and formulate effective solutions to these problems. This style may be inappropriate if a party is more powerful than another and believes that his or her position is right.

2.7. Integrative and Distributive Dimensions

Prein and Thomas (1976) made the suggestion that organizing the five styles of handling interpersonal conflict in accordance with the integrative and distributive dimensions of labor management could provide more insight into the five styles of handling interpersonal conflict.

The integrative dimension—integrating style less avoiding style—represents a party's level of concern (high–low) for both self and others. In terms of a party's concern (high vs. low) for

oneself or another, the distributive dimension of Dominating style minus Obliging style represents this. The pursuit of one's own and other concerns is represented by these two dimensions in the problem-solving style, whereas the pursuit of one's own or another concern is represented by the bargaining style. When the problem-solving approach is used, an effort is made to increase both parties' level of satisfaction by coming up with original, mutually agreeable solutions to the problem. A. The use of the bargaining style is either high or low, indicating an effort to satisfy one's own concerns while addressing the concerns of others to a lesser extent. When this style is used infrequently, it indicates.

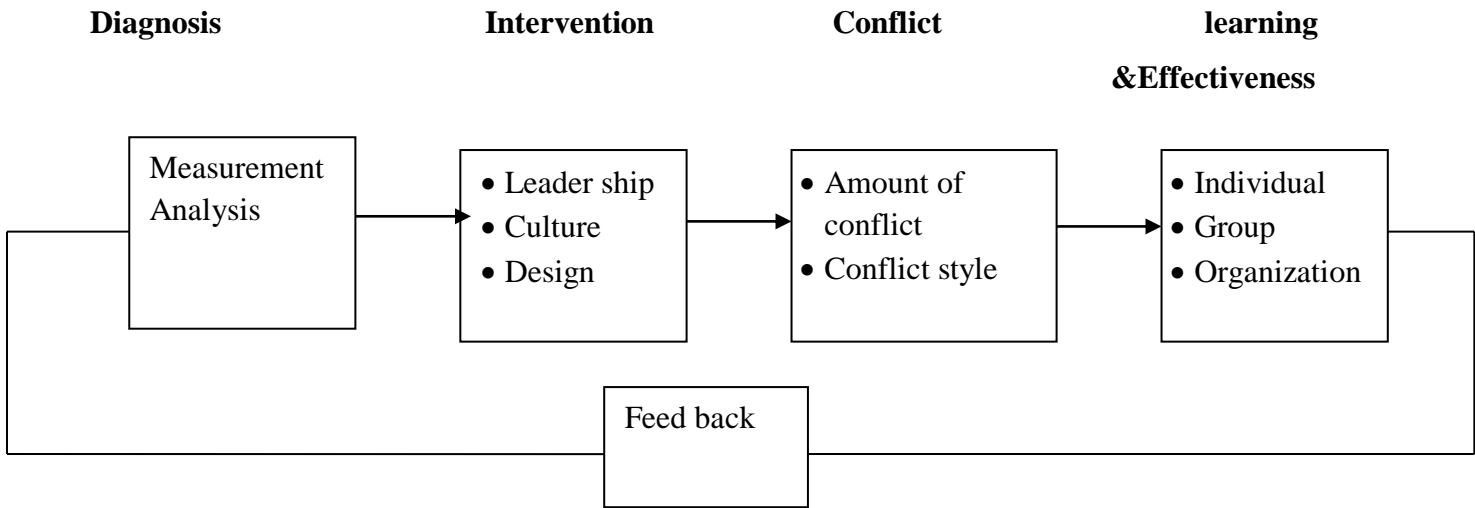
The point where the two dimensions converge are attempts to obtain the opposite compromising. That is a middle ground stance where a party has a moderate level of self- and other-care concerns. For improving the effectiveness of double-loop organizational learning, the problem-solving dimension is appropriate for managing strategic conflict. The dimension of bargaining is suitable for many tactical or everyday conflicts. This method of handling conflicts will keep learning in a single loop. To summarize, the design for conflict management discussed above suggests that effective management of conflict involves the following process: organizational members should learn to select and use each of the five styles of handling conflict depending on the nature of the situations. A moderate amount of substantive conflict should be attained and maintained for non-routine tasks

2.8 Conflict Management process

The management of organizational conflict involves the process of diagnosis of and intervention. This process shows in figure.

Figure

Process of Conflict Managing



Diagnosis: As was previously mentioned, recognizing the problem is the first step in solving it. Problem formulation and problem sensing are involved in this. The field of management has created solutions for many issues, but it has neglected to research and develop the process of problem recognition, which calls for an accurate diagnosis of the issues—a step that is often skipped in modern organizations. As a result, recommendations for intervention are frequently made without a proper understanding of the nature of the issues. This might produce useful results.

Prior to any intervention intended to manage the conflict, it is necessary to identify or diagnose the problems with conflict in the organization. Several authors have specifically mentioned the need for the diagnosis of conflict through some formal and informal approaches (Rahim 2001). A correct diagnosis of the causes and effects of various types of conflict in an organization is crucial because its underlying causes and effects may not be what they seem to be on the surface.

We also need to know (a) whether an organization experiences too little, moderate, or a lot of affective and substantive conflict, and (b) whether its members are properly choosing and applying the five conflict-handling modalities to various contexts. A change agent may attempt to solve the wrong problem if an intervention is made without a proper conflict diagnosis. This could result in a type III error. According to French and Bell (1999) and Burke (1994), the management researchers and practitioners have particularly neglected the diagnostic aspect of conflict management. Organizational conflict management involves a systematic diagnosis of the issues in order to minimize the type III error of organization development.

Measurement: A thorough diagnosis includes this measurement, as well as the sources of conflict, the effectiveness of the individual groups and the organization as a whole, the amount of substantive and affective conflict at the interpersonal intragroup intergroup level, and the style of handling interpersonal intergroup and intergroup conflict by organizational members.

Analysis: The analysis of the data gathered above should include: The amount of substantive and affective conflict and style of handling conflict classified by departments, units, and divisions, and whether they differ from their corresponding national norms; the relationship between the amount of conflict and conflict styles to their sources; and the results of the diagnosis should indicate whether there is any need for and the types of intervention necessary for managing conflict. With the aid of an outside expert who specializes in conflict research and training, a representative group of managers who are concerned with the management of conflict should discuss the results of the diagnosis.

This discussion should enable the managers to identify the conflict problem, if any, that should be effectively managed. The method described above can be used to conduct a thorough conflict diagnosis, but not every organization needs one. It is up to management, a practitioner, or a consultant to determine when and how much of a diagnosis is required for a conflict problem to be understood. At the interpersonal, intragroup, and intergroup levels, affective and substantive conflicts must be measured in order to perform a systematic diagnosis of conflict. To measure substantive and effective conflicts at the group level, Jehn (1994) developed an

instrument that can be used. To measure these conflicts also at the interpersonal and intergroup levels, the items on this instrument can be changed.

Intervention: A proper diagnosis should be able to determine whether any intervention is necessary as well as the specific type that is needed. If there is an excessive amount of affective conflict, insufficient or excessive substantive conflict, or ineffective conflict management among organizational members, intervention may be necessary. To further assess the efficiency of the organizational members' interpersonal conflict management strategies, data from in-depth interviews is also required. Beer and Walton (1987) described these as human process and techno structural approaches of intervention for organization development. A process is a series of events or activities that are undertaken to bring about some desired outcome. For example, there are certain processes in an organization such as communication, decision making, leadership, etc. which are required for the social system to function.

To achieve an organization's goals, both process and structure must be properly integrated.

Structure is the stable arrangement of task, technological, and other factors that enables organizational members to collaborate productively.

Process: By increasing the intensity of real and significant conflicts, this intervention seeks to increase organizational effectiveness. The process approach is primarily made to help organizational participants learn how to match the five different ways to handle interpersonal conflict depending on the circumstances. Changes in organizational leadership members' newly required conflict management skills will be necessary due to variations in the levels of affective and substantive conflict. Applied behavioral scientists have created organizational development strategies and techniques for enhancing organizational effectiveness (Beer & Walton, 1987; Burke, 1994; French, Bell, and Zawacki, 1989; Golembiewski, 1998), which may be modified for managing organizational conflict. Organization development is a sustained effort to enhance an organization's visioning, empowerment, learning, and problem-solving processes. It is defined by French and Bell (1999) as being led and supported by top management. through an ongoing, collaborative management of organizational culture, with a focus on the culture of intact work teams and other team configurations, using the consultant facilitator role and the theory and technology of applied behavioral science, including action research.

Leadership: Senge (1990) asserts that a different set of leadership roles will be required, with a focus on the role of the leader as a designer and teacher to followers. These business leaders "Articulate a clear and challenging vision for their company based on their insights into key industry trends that can be the catalyst for redefining the foundation of competition".

Organizational Culture: -Conflict management requires an environment that encourages experimentation, risk-taking openness, diverse viewpoints, ongoing questioning and inquiry, as well as the sharing of information and knowledge. This suggests that employees would be encouraged to accept responsibility for their mistakes and not hold others accountable for their mistakes or incompetence. Such a culture would encourage substantive or task-related conflict and discourage affective or emotional conflict. For instance, Honda Corporation holds sessions where employees can openly (but politely) question managers and challenge the status quo. "This is not an empty ritual but a vital force in keeping Honda on its toes," Honda says of its encouragement of employees to explicitly surface and handle conflict in a constructive way.

Organizational structural design elements, such as differentiation and integration mechanisms, hierarchies, and procedure reward systems, are changed as part of this intervention in an effort to increase organizational effectiveness. The main goal of this strategy is to manage conflict by changing how organizational members perceive the level of conflict intensity. By making the necessary changes to the organization's design, conflict that arises from its structural layout can be effectively managed..

2.9. Conflict Management and Teacher's satisfaction

Since there is little research on conflict management in public sector organizations like municipalities, it is clear from the literature and survey that this is true. Previous research identified various conflict-related aspects that apply to larger private sector business organizations or groups from financial institutions affiliated with tertiary education (Havege, 2002). Unnecessary or insufficient stages of conflict hinder the effectiveness of group

members, which may cause lower levels of satisfaction, more absences and turnover, and ultimately lower levels of productivity. By fostering a challenging and inquisitive environment with a vitality that makes work interesting, motivation should be increased while conflict is at

its best level, satisfaction and apathy should be reduced, and conflict should be minimized (Robbins, Odendaal, & Roodt, 2003).

Conflict phenomena, according to (Hussein & Hussein2007), is a natural process and behavioral organizational continuity is a result of the interaction between individuals and institutions. It is also an unavoidable result of growing organizations, more employees, and a diversity of backgrounds, abilities, and behavioral patterns. Managing conflict is the act of preventing conflict and confrontation between individuals or groups that might happen at the school.

According to Kashlaf (2009). Organizational conflict is a crucial topic for managers and scientists who are interested in the nature of organizational behavior and process.

The recognition of the types of conflicts that could be harmful and those that could be beneficial to both individual and group performance, however, was a necessary component of conflict management.

This can be accomplished by reducing affective conflict at different levels, achieving and maintaining a moderate level of substantive conflict, and choosing and utilizing the right conflict resolution techniques (Rahim, 2002).

Organizational conflict is a measure of how frequently and predictably human relations occur within any organization (Balawi, 2009). Conflict between an individual and a group of people occurs when the individual is unable to match the values of the group (Bruce, 2009). Every group has its own traditions and customs. In order to produce the school supplies, the individual will become aggravated and engage in conflict with the group if they don't agree with his personal goals or if he is subjected to demands. According to Al-otaibi and Munira, BintNayef (2007), this kind of conflict does not last for a very long time.

Analyze the level of conflict in relation to the direction it is going. The handling of conflict is crucial to maximizing academic success. Additionally, Kim, Jackson, Conrad, and Hunter (2008) have made note of it. Depending on how powerful a party is in the conflict, people will employ a different conflict management style. Employees who are particularly advanced are more likely to strengthen their relationships with coworkers and peers, whereas subordinates prefer to forego their benefits Shalabi (2011). When conflict levels rise above what is desired, it

has been observed that individuals experience varying degrees of difference at work. Management therefore intervenes by lowering it to the desired level, and when it drops below the desired level, management steps in to reactivate the desired level (Rifai, 2009).

Al-otabi (2006), Yusuf and Muhammed (2004), and Beard Well and Hoiden (2001). It was acknowledged that resolving the conflict at the school was necessary to help the employees and school achieve their objectives. According to Mayer (2001), there are numerous theories attempting to explain the origins of conflicts and they have a great deal of extraction. Contrarily, conflict results from basic human instincts as a result of rivalry for resources and dominance. based on research done to identify the causes of conflict and the design of the institutions and societies that people build. Through the course of a conflict, a map of that conflict can be produced.

The importance of conflict with various scientific references through conflict instruments to adjust and survive, when the existence of conflict in originations and discovery makes it imperative for the administration to confront and deal with, which prompts them to be able to express that through the organization.

2.10. Teacher's Job satisfaction

The difference between what one expects and what one actually receives in the workplace is used to measure the job satisfaction of teachers. Job satisfaction is described by Hewstone and Stroebe (2001) as a response to a job that comes about as a result of the incumbent comparing the results they receive to what they had hoped for. In this sense, a person's expectations and aspirations in terms of reward considerations and fulfillment needs must be met in order for them to perform well on the job. If these needs are met, employees will be satisfied with the results of their work and greater satisfaction will typically motivate employees to perform their tasks more efficiently, increasing the productivity of the organization.

Job satisfaction is described by Saiyadain (2007) as the final emotional state experienced when a task is completed. Depending on how the task was completed, this feeling might be either negative or positive. Similar to this, people's feelings and beliefs about their current jobs make up their job satisfaction. Extremes of both satisfaction and dissatisfaction in one's job are possible for individuals. People may also have opinions about their pay, their coworkers, their managers, or other employees, as well as the nature of the work they do (George, J.M., and Jones G. R 2008) .

Darboe (2003) defined job satisfaction as the degree to which an employee has favorable or positive feelings about their job or the workplace, but Faragher, Cass, and Copper (2005) added another dimension by defining it as the positive emotional response and attitudes that people have toward their jobs.

Work performance that results in a pleasant emotional state is referred to as job satisfaction (Simatwa, 2011). Different levels of job satisfaction exist among employees. High-level job-satisfied employees devote more time, effort, and energy to their work, which leads to high productivity (Scott, 2004).

Schmidt (2007) found that when positive and negative outcomes are compared, an individual's perception of the degree of attractiveness of a job is what is meant by job satisfaction. A person's comparison of the actual results with those that are expected, desired, or deserved causes them to have an affective reaction to their work (Okpara, 2006).

Worker success and accomplishment are measured by job satisfaction.

It is typically believed to have a direct connection to both personal happiness and productivity.

Job satisfaction is the result of having a job that one enjoys, performing it well, and getting paid for it. Further implication of job satisfaction is enthusiasm and happiness with one's work. Job satisfaction is a crucial factor in achieving other goals that result in a sense of fulfillment, such as recognition, money, promotions, and career advancement (Kaliski, 2007). The degree to which an employee is content with the benefits of his or her job, particularly in terms of intrinsic motivation, can also be referred to as job satisfaction (Statt, 2004).

Additionally, emotional, cognitive, and behavioral factors all contribute to job satisfaction (Bernstein and Nash, 2008). The emotional component refers to feelings about the job, such as boredom, anxiety, or excitement. Beliefs about one's job, such as the notion that it is mentally demanding and challenging, are examples of the cognitive component of job satisfaction. The behavioral component also includes how people behave in relation to their work, such as being late, staying late, or making up an illness in order to skip work (Bernstein & Nash, 2008).

Based on the degree of feelings that employees have about their jobs, there are two types of job satisfaction. The first, and most researched, is overall job satisfaction, which refers to how people feel about their jobs in general (e. g. "I enjoy my work generally," Mueller and Kim (2008). The second is job facet satisfaction, or how one feels about particular aspects of one's job, like pay, benefits, and the caliber of relationships with coworkers (e. g. "Overall, I love my job, but managing my schedule is challenging" (Mueller & Kim, 2008). According to Zamblyas and Papanastasiou (2004), the perception of the relationship between a teacher's wants and what is available to them is what determines how happy they are in their jobs as teachers.

According to Sharma and Ghosh (2006), job situational factors and a person's dispositional traits both affect job satisfaction, which is a complex variable. It is a nuanced and intricate idea that can have various meanings to various individuals. Normal correlations between motivation and job satisfaction are murky, however. Motivation and satisfaction are not the same thing. More of an attitude or internal state, job satisfaction. Finally, in the researcher's opinion, there is still no consensus on what constitutes job satisfaction. It might, for instance, be connected to a subjective sense of achievement, whether quantitative or qualitative (Mullins, 2005:74). Because contented workers represent positive public relations assets for the company, job satisfaction is a crucial factor.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, methods, sources of data, sampling and sampling techniques, instruments of data collection and methods of data analysis, validity and reliability check, and ethical consideration.

3.1 The Research Design.

The research design used for this study was concurrent nested research. From a conceptual standpoint, a concurrent nested approach can give one method precedence while another was an embedded strategy (Creswell, 2002). This design helped the researcher to describe the nested situation regarding practice of principals' conflict management strategies and the teachers' job satisfaction in the school. Moreover, concurrent nested research design makes possible the prediction of future on the basis of findings on prevailing conditions, it also helped to draw valid general conclusions.

3.2. The Research Method.

In this study, the research methods used both quantitative and qualitative approaches, but more focus on quantitative one. Because the major goal of this study was to describe the principals' conflict management strategies and the teachers' job satisfaction, as it exists at present, it is also relevant to gather detailed information concerning nested status of the principals' conflict management strategies and the teachers' job satisfaction. The data obtained through quantitative would be analyzed by descriptive statistics. Data that would be collected through interview and questionnaire analysis would be categorized and analyzed.

3.3 .Sources of Data

In order to the findings of the research the relevant data for the study were collected from both primary and secondary sources. These are:-

3.3.1. Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the principal's conflict resolution techniques and teachers' job satisfaction. The major source of primary data were teachers, principals, unit leaders and heads of department) of government

secondary schools because they were the implementers of the principal's conflict resolution techniques and teachers' job satisfaction at nearby of East Wollega Zone.

3.3.2. Secondary Source of Data

The secondary sources of data were the schools “documented records of principal's conflict resolution techniques and teachers' job satisfaction. These principal's conflict resolution Techniques and teachers' job satisfaction files were observed to strengthen the data obtained through questionnaires and interviews. Supervision documents were included in the study as secondary source of data

3.4. Sample and Sampling Techniques

According to Kombo and Tromp (2006) population is an entire group of persons who have characteristic common to entire group. Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008, p.130). Therefore, the target population of this research are all teachers in 9 secondary schools of East Wollega Zone; specifically, secondary school teachers (241), and principals (9), a total of 250. The population of the study included the entire secondary schools of East Wollega Zone. In this regard the statistical information from East Wollega Zone 74 government secondary schools, 9 schools were selected by simple random sampling techniques.

Because; it gives equal chances of being selected form the samples. Namely: Mote, Ifa Hagalo, Kesso,Wayu Tuqa,Sibu Sire, Sasiga,Diga, Chingi and Bata Weni Schools were selected based on availability method.

All teachers in the school were involved in filling on questionnaires using comprehensive sampling techniques. There were 9 schools, 9 principals, and 241 teachers. These selected schools have 241 teachers, 9 school principals. And all teachers (250) were included by comprehensive sampling.

Generally, 9 schools 241 teachers, and 9, principals, were included in the study and totally 250 respondents were included in the studies.

Table Samples and Distribution of total Population

No	Woredas	Schools	Teachers'		Principals		
			P	S	P	S	%
1	W/Hagalo	Mote	41	27	1	1	100
		BataWeni	30	27	1	1	100
		Ifa hagalo	29	26	1	1	100
		Kesso	32	27	1	1	100
2	Sibu Sire	Chingi	66	27	1	1	100
		Sire	49	27	1	1	100
3	Sasiga	Sasiga	32	27	1	1	100
4	Wayu Tuka	Gute	33	26	1	1	100
5	Diga	Diga	35	27	1	1	100
	Total		347	241	9	9	100
	sampling method		simple random sampling			Availability	

Source: from documents of the sampled schools in 2015`.

NB: P=population, S= sample, %= percentage

3.5. Instruments of Data Collection

In order to get important and relevant information from the sample population questionnaire, and interview, were used as data collection tools.

3.5.1. Questionnaires

Both open ended and close ended questionnaire were prepared standardized questionnaire and distributed to teachers, and principals. Close ended questions types such as multiple choice and Likert rating scale types were used because they were more suitable for large scale survey as they are quick for respondents to answer and are easy to analyze using statistical techniques, Enabling comparison to be made across groups. Opened ended questions were used because they are suitable to give a free response in a continuous text and it's more appropriate to elicit sensitive information and (Lewin) 2005).

The questionnaire consisted of four major parts. Part one, Background information of respondent Part two; Principal's conflict management practices that promote school effectiveness in which respondents were requested to indicate their response on a five-point Likert scale ranging from 1 to 5 where:1. Strongly disagree2. disagree3. undecided 4. Agree 5. Strongly agree.

Part three of major Cause of Conflict that hinder teacher's satisfactions in which respondents were asked to indicate the degree to which they were agreed.

To this end, respondents indicated their answers on a five-point Likert scale. Part four was, about perception of teachers on principal's conflict management and teacher's satisfaction in which respondents were asked to rate their response on a five-point rating scale ranging from 1 to 5, 1 very low 2, low 3, moderate 4, high 5 very high.

3.5.2. Interviews

In order to get information from principals semi-structured interview were prepared and for this purpose an interview guide (a written list of open questions) with Afan Oromo language to make clearer for respondent and prepared and presented to the interviewee in a face-to-face interaction. This method was selected because it provides a free response which assures the comparability of the data (Kumar, 1999).

From East Wollega Zone 74 government secondary schools, 9 schools, 9 principals, and 241 teachers were selected purposely and interviewed. They were interred about how conflict is perceived, defined, diagnosed and managed in their school.

3.6 Reliability and Validity of the research

Before the final questionnaires were administrated, pilot testing was conducted in Mote, Ifa Hagalo, Kesso, Wayu Tuqa, Sibu Sire, Sasiga,Diga,Chingi and Bata Weni secondary schools of East Wollega Zone. It helps ensure that the respondent underst and what the questionnaire Wants to address and be able to do with the objective of checking whether or not the items contained in the instruments, it can enable the researcher together relevant information. To identify the eliminate problem in collecting data from the target population the draft questionnaires would be distributed to 30 teachers randomly selected from above stated secondary schools.

After the questionnaire were filled and returned, the reliability & validity of items were measured by using Cronbach's Alpha method by the help of SPSS version 20. The reliability of instrument was confirmed by examining the individual test item. Using the Cronbach's alpha (Bryman&Cramer, 2009).

Validity refers the extent to which the research instrument measured what it is supposed to measure (Habe&Lobiondo wood 2006). To ensure the validity of instrument researcher invited research adviser, senior colleges to provide their comment, and then, the instruments were checked (questionnaire, interview guide) by experienced teachers, experts and research adviser for further assessment and consideration before the actual use content, language modification and changes. Clarity of item and layout of questionnaire indicated by pilot study were incorporated into the final instruments based on their reflection and the instruments were improved before they were administered to the main participant's the study.

3.7. Methods of Data Analysis

The data that were collected through questionnaire were, tabulated, analyzed and interpreted, by using descriptive statistics techniques such as, mean and standard deviation by using SPSS version20, computer software. T.test was used to see significance level of two means score. And standard deviation was used to measure of dispersion of series. The data obtains through semi-structured interview and document analysis will be categorized, interpret and analyzed qualitatively.

Data sources: -questionnaires, and interview

Data Analysis

Data was analyzed by descriptive statistics such as mean, standard deviation by using SPSS computer software. Categorized interpreted, analyzed qualitatively. Categorized, interpreted, analyzed qualitatively by correlation spearman.

Table; summery of research question, data sources, and Analysis.

No	Research question	Data sources	Data Analysis
1	Which conflict management strategies is predominantly used by principals in secondary schools of East Wollega Zone?	Questionnaires	By descriptive statistics such as mean, standard deviation by using SPSS computer software.
2	What is the levels of teachers' satisfaction in secondary schools of East Wollega Zone?	interview	Categorized interpreted, analysis qualitatively.
3	Is there significant relationship between conflict management strategies and teachers' satisfaction in secondary schools of East Wollega Zone?	semi-structured, interview	Categorized interpreted, analysis qualitatively.
4	Are there significant difference among schools on principal's conflict management strategies and teachers' satisfaction in secondary schools of East Wollega Zone?	questionnaires	Categorized interpreted, analysis qualitatively. By correlation spearman

3.8. Ethical consideration of the study

The study observed all issues pertained to research ethics, the process of collecting data with high confidently to avoid any sort of disruptions, risk and biasness to the respondents' ethics were monitored. Research Permission letter was obtained from Addis Ababa University, which presented to Wama Hagalo District Educational office. Second the subjects were asked their consent before taking part in the research. They assured of confidentiality of the data they provided. Before data collection consent of participants was obtained, the objectives of the study were told to the participants. All the resources were used in this research were acknowledged. Any conclusion and recommendation of the study were done depend up on the data obtained from respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the thesis dealt with analysis presentation and interpretation of the data. Accordingly, presentation, analysis and interpretation were made by making use of the data gathered from nine government secondary school teachers and principals. This chapter has two major parts. The first part dealt with characteristics of respondents' data presentation analyzed, and interpretation of data. Out of 250 questionnaires distributed to respondents, 232 (92.8%) were returned.

4.1 Demographic Characteristics 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. Background information of the respondent was gathered through instruments designed for this purpose.

As given in Table 4.1 above concerning the two respondents, 209 (83.6%) were males and 41 (16.4%), females. This indicates that there were more male teachers than females in the sample secondary schools. Nine school principals' respondents were male. Based on the data female teachers' participation in the school principal position was absent. This indicates that East Wollega zone education department does not empower female teachers in secondary school principal leadership position.

Table 4: 1. Demographic Characteristics of the Respondents

No	Items	Background of respondents'	Frequency	Percent	Valid Percent	Cumulative Percent
Valid		Sex				
	Male		222	81.0	81.0	81.0
	Female		28	19	10.2	10.2
	Total		250	100	100	100
Valid	20-25	Age	23	10.2	9.2	9.2
	26-30		62	24.3	24.8	24.8
	31-35		85	32.7	34.0	34.0
	36-40		48	19.3	19.2	19.2
	41 > above		32	13.5	12.8	12.8
	Total		250	100	100.0	100.0
Valid	Diploma	Qualification	46	19.7	18.4	18.4
	Degree		112	43.8	44.8	44.8
	MA/MSc		92	36.5	36.8	36.8
	Total		250	100	100.0	100.0
Valid	1-5	Experience	38	15.6	15.2	15.2
	6-10		46	18.6	18.4	18.4
	11-15		62	24.4	24.8	24.8
	16-20		68	26.6	27.2	27.2
	21 \geq above		36	14.8	14.4	14.4
	Total		250	100	100.0	100.0
Valid	Principals	Position	241	88.0	96.4	96.4
	Teachers		9	12	3.6	3.6

	Total		250	100	100.0	100
Valid	Mote	Schools	28	11.2	11.2	11.2
	Bata Weni		27	10.8	10.8	10.8
	IfaHagalo		28	11.2	11.2	11.2
	Kesso		28	11.2	11.2	11.2
	Billo		28	11.2	11.2	11.2
	Sibu Sire		28	11.2	11.2	11.2
	Sasiga		28	11.2	11.2	11.2
	Gute		27	10.8	10.8	10.8
	Diga		28	11.2	11.2	11.2
	Total		250	100	100.0	100

Regarding the age of respondents, the above Table 4.1 showed that 61 (24%) of teachers and principals were between 20 and 25 years old, and 87 (34%) of teachers and principals were between 26 and 30 years old. 46 (18.4 percent) teachers and principals were in the age range of 36 to 40 years old, while 56 (22.4 percent) teachers and principals were between the ages of 31 and 35. Thus, the data indicated that the majority of teachers and principals were between the ages of 26 and 30. This suggests that a sizable portion of the teachers who responded were in the youthful, active age

group. This suggests that they were immature and unable to resolve conflicts at school.

There is no diploma holder from both teachers and principals in table 4.1 regarding the respondent's educational background. Eighty-one percent (80%) of the 202 teachers are degree-holders. However, only 48 teachers and principals (19.2 percent) hold a second degree.

These results show unequivocally that the teachers who responded were highly qualified, able to appreciate a challenging situation, and able to respond to it appropriately.

Principals lacked the requisite training.

This proved that second-degree holders were required for secondary principal positions.

The fact that all nine (100%) of the school principals held a second degree demonstrated the requirement for second degree holders in the position of secondary school principal.

Table 4.1 shows that 241 respondents (96.4%) held the position of teacher, and 9 respondents (3.6%) held the position of principal. The analysis of the data revealed that teachers held the majority of the positions held by the respondents.

Table 4:1 shows that 39 respondents had service years that were between 1 and 5, 81 respondents had service years that were between 6 and 10, 78 respondents had service years that were between 11 and 15, 35 respondents had service years that were between 16 and 20, and 17 respondents had service years that were between 21 and over. As a result, this data's findings indicated that the respondents' service years ranged from 6 to 10 years

4.2 Predominant Conflicts in Secondary Schools

Attempts were made to gather on type of organizational conflict predominant in the schools. Based on this, respondents asked to give their viewed concerning type of organizational conflict in the school. To this end six items were presented to examine type of organizational conflict in the school and it is summarized in table 4.2 below.

Table:4.2 Organizational Conflict Predominant in Secondary schools

Items	N	Mini mum	Maxi mum	Mean	Std. Deviation
There is inter personal conflict in the school	241	1	5	3.03	1.41
There is intra personal conflict in the school	241	1	5	3.09	1.48
There is intra personal conflict in the school	241	1	5	2.93	1.46
There is inter group conflict in the school	241	1	5	2.59	1.42
There is intra group conflict in the school	241	1	5	3.56	1.36
Grand mean	241			3.04	1.43

The George.G and Malley, T. (2003) "Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

According to table 4.2 above, the median response from respondents who said there was interpersonal conflict in the school was 3.03, which is considered to be moderate; the median response from respondents who said there was intrapersonal conflict in the school was 3.09, which is considered to be moderate; the median response from respondents who said there was intrapersonal conflict in the school was 2.59, which is considered to be poor; and the median response from respondents who said there was intragroup interpersonal conflict was 3.03, which is considered to. As a result, this data's findings showed that a high level of intragroup conflict exists in the school, as indicated by the respondents' average response of 3 out of 56.

Six of the nine school principals who were questioned about organizational conflict in their institutions said: "There are a number of organizational conflicts in our institution, some of which are an interpersonal conflict, an intrapersonal conflict, an intrapersonal conflict in the institution, and an intragroup conflict in the institution, with conflicts between school principals and teachers being the most prevalent."

According to three principals, the most common organizational conflicts in their schools are the lack of communication between principals and teachers, unfair treatment of staff members, a lack of clear roles and expectations for each staff member, and a lack of resources to carry out tasks."

4.3. Conflict management Strategies

4.3.1. Cooperative Handling of Conflict Style

Cooperative style of handling conflict is aimed at satisfying the needs and concerns of both teachers and school principals. Cooperative means collaborating, acknowledging each other's needs concerns and goal identifying alternative resolution that meets the needs, concerns and accomplishes the goal of each part. There were six items asked the respondents to rate on avoiding style of their schools in table below.

Table 4.3 Cooperative management Strategies

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Principal wants to find appropriate solution with staff to all problems faced by staff.	241	1	5	2.47	1.28
Principal works with teachers in the administration try to correct understanding of the school problems.	241	1	5	3.11	1.37
Principal exchanges ideas with teachers to understand the attitudes and perspectives of them.	241	1	5	3.17	1.35
Principal explains clearly the problems of work to understand before they start to solve it.	241	1	5	3.00	1.34
Principal encourages teachers a policy of give and take.	241	1	5	3.03	1.36
Principal shares experience between the functional and experience of others in order to reach a decision.	241	1	5	2.91	1.34
I am satisfied with availability of cooperation of work for further professional development opportunity	241	1	5	3.07	1.40
Grand mean	241			2.97	1.35

The George.G and Malley, T. (2003) “Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

As we can see from table 4.3 above, the mean of the respondents replied that their principal wants to find appropriate solution with staff to all problems faced by staff were 2.47 which mean that poor;

the mean of the respondents replied that Principal works with teachers in the administration try to correct understanding of the school problems were 3.11 which mean that moderate; the mean of the respondents replied that the principal exchanges ideas with teachers to understand the attitudes and perspectives of them were 3.17 which mean that moderate; the mean of the respondents replied that the principal explains clearly the problems of work to understand before they start to solve it were 3.00 which mean that moderate; the mean of the respondents replied that the principal encourages teachers a policy of 'give and take' were 3.03 which mean that moderate; the mean of the respondents replied that the principal shares experience between the functional and experience of others in order to reach a decision were 2.91 which mean that poor; the mean of the respondents replied that they were satisfied with availability of cooperation of work for further professional development opportunity were 3.07 which mean that moderate; and the grand mean of the respondents were 2.97 which means that moderate. Therefore, the majority of this result of data indicated that the principal exchanges ideas with teachers to understand the attitudes and perspectives of them were 3.17 which mean that moderate.

4.3.2 Dominating Conflict Management Strategies

The dominating style of conflict management strategies concern for self and low concern for others in given conflict and power is used to achieve submission to win. There were five items to examine dominating style of sampled schools used were presented in the table below.

Table 4.4 Dominating Styles of Conflict Management Strategies

	N	Mini mum	Maxim um	Mean	Std. Deviation
Principal uses force to solve conflict in your school.	241	1	5	3.04	1.36
Principal looks only his/her own idea in the conflict resolution processes.	241	1	5	3.37	1.34
Principal gives none participative decision with staff member in the school.	241	1	5	3.06	1.29
Principals used punishment to solve conflict in the schools	241	1	5	2.80	1.26
Teachers are good relationship with management team.	241	1	5	2.80	1.03
Principal reduce the opposing view point inside the schoolwork unit.	241	1	5	2.87	1.13
Grand mean	241	1	5	2.99	1.24

The George.G and Malley, T. (2003) “Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

From table 4.4, above, in item one both teachers and school principals of the respondents rated that 3.04 mean which means that moderate of principal uses force to solve conflict in their school; in item two 3.37 mean which means that moderate of principal looks only his \her own idea in the conflict resolution processes; in item three 3.06 mean which means that moderate of principal gives none participative decision with staff member in the school; in item four 2.80 mean which means that moderate of principals used punishment to solve conflict in the schools and in item five 2.80 mean which means that moderate of teachers are good relationship with management team. In item six 2.87 mean which means that moderate of principal reduce the opposing view point inside the schoolwork unit. Finally, the grand mean of the respondents was 2.99.

4.3 Avoidance Style Conflict Management Style

Depend up on the data collected from respondents the relationship between avoidance of inter personal management style with teacher’s job satisfaction in the sampled secondary schools were presented in the table below.

Table 4.5 Avoidance Conflict Management style

	N	Mini mum	Maxim um	Mean	Std. Deviation
Principal reduce the opposing view point inside the schoolwork unit.	241	1	5	2.87	1.13
Principal alleviating deference through ignorance.	241	1	5	3.47	1.18
Principal reduce things that cause conflict in the school.	241	1	5	3.01	1.17
Principal communicate his responsibility to make appropriate decision.	241	1	5	2.56	1.18
Grand Mean	241			2.97	1.32

The George.G and Malley, T. (2003) ‘Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

As we can see from table 4.5 above, the mean of the respondents(teachers) replied that their principal reduce the opposing view point inside the schoolwork unit were 2.87 which mean that moderate; the mean of the respondents replied that principal alleviating deference through ignorance were 3.47 which mean that high; the mean of the respondents replied that their principal reduces things that cause conflict in the school were 3.01 which mean that moderate; the mean of the respondents replied that principal communicate his responsibility to make appropriate decision were 2.56 which mean that poor and the grand mean of the respondents were 2.97 which means that moderate. Therefore, the majority of this result of data indicated that the mean of the respondents’ replied principal alleviating deference through ignorance were 3.47 which mean that high.

4.3.4 Accommodating Style Conflict Handling Style

Accommodating conflict management handling style neglect ones needs but wants to satisfy the others. Accommodation may be a reflection of the desire that ensures personal and social harmony. Four items were asked the respondents about accommodating style of their school in the table below.

Table: 4.6 Accommodating style

	N	Min	Max	Mean	Std. Deviation
Principal start by asking the other parties what they have done wrong.	241	1	5	3.02	1.19
Principal makes the teachers feel happy when they are creating conflict.	241	1	5	2.93	1.11
Principal did not say sorry for raised conflict in the staff.	241	1	5	2.84	1.16
Principal play down the important of conflict for searching solution.	241	1	5	2.73	1.25
Grand mean	241			2.88	1.18

The George.G and Malley, T. (2003) “Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

From table 4.6, above, in item one the respondents rated that 3.02 mean which means that high of principal start by asking the other parties what they have done wrong; in item two 2.93 mean which means that moderate of principal makes the teachers feel happy when they are creating conflict; in item three 2.84 mean which means that moderate of principal did not say sorry for raised conflict in the staff and in item four 2.73 mean which means that moderate of principals play down the important of conflict for searching solution. In the end, the grand mean of the respondents was 2.88 which means that moderate. Then, the outcome of this data analysis pointed out that 3.02 mean which means that moderate of principals’ starts by asking the other parties what they have done wrong.

4.3.5 Compromising Style of Inter Personal Conflict Management

Depend up on the data collected from both teachers and school principals' respondents, the relationship between compromising styles of inter personal management style with teacher's job satisfaction in the sampled secondary schools were presented in the table below.

Table 4.7 Compromising Style of Conflict Management Style

	N	Min	Max	Mean	Std. Deviation
Principal search a solution for mutual benefit of two parties	241	1	5	2.87	1.19
Principal understands power of all the parties which plays role in conflict.	241	1	5	3.44	1.12
Principal understand the complexity of problem in order to handling conflict effectiveness.	241	1	5	3.10	1.28
Principal splits the difference of ideas exist between the parties.	241	1	5	3.69	1.26
Principal gives way on some issues in return for other.	241	1	5	3.05	1.14
Grand mean	241	1	5	3.23	1.19

The George.G and Malley, T. (2003) "Mean Average Range of Likert Scale computed as follows. $1 \leq 1.8$ very poor, $1.8 \leq 2.6$ poor, $2.6 \leq 3.4$ moderate, $3.4 \leq 4.2$ high, $4.2 \leq 5$ very high.

From table 4.7, above, in item one the respondents replied that 2.87 mean which means that moderate of principal search a solution for mutual benefit of two parties; in item two 3.44 mean which means that high of principal understands power of all the parties which plays role in conflict; in item three 3.10 mean which means that moderate of principal understand the complexity of problem in order to handling conflict effectiveness and in item four 3.69 mean which means that high of principals splits the difference of ideas exist between the parties; in last item 3.05 mean which means that moderate of Principal gives way on some issues in return for other. In the end, the grand mean of the respondents was 3.23 which means that moderate. Then, the outcome of this data analysis pointed out that 3.69 mean which means that high of principals' splits the difference of ideas exists between the parties.

Table 4.8 Average Mean Ranks Conflict Management Style

Item	No of Respondents	Grand Mean	Std. Deviation	Predominant Level
Cooperative Style	241	2.97	1.35	2 nd
Domination Style	241	2.99	1.24	1 st
Avoidance Style	241	2.97	1.32	2 nd
Accommodation Style	241	2.88	1.18	4 th
Compromising Style	241	3.23	1.19	5 th
Average		3.01	1.26	

4.5 The Relationship between Conflict Handling Style and Teachers' Job Satisfaction

The variable used in this study consisted were managing conflict as the independent variable with five constructs measured included: Avoiding, dominating, compromising, accommodating and collaborative as well as the dependent variable which was fluctuated as the value of independent variable changed was teacher's job satisfaction. Depend up on the data collected from respondents the relationship between over all of interpersonal handling styles with teacher's job satisfaction in the sampled secondary schools were presented below.

4.4. Teachers' satisfaction in secondary schools of East Wollega Zone

Table 4.9 The level of teachers' satisfaction in secondary schools of East Wollega Zone

Types of conflict resolution strategies	Level of teachers' job satisfaction			Mean
	High (frequency)	Moderate (frequency)	Poor (frequency)	
Cooperative Style	3.17	3.00	2.47	2.88
Domination Style	3.37	2.87	2.80	3.01
Avoidance Style	3.47	3.01	2.56	3.01
Accommodation Style	3.02	2.93	2.73	2.89
Compromising style	3.69	3.10	2.87	3.22

According to table 4.9 above, the frequency of conflict resolution strategies used by cooperative styles in item one was 3.17 (high frequency), 3.00 (moderate frequency), 2.47 (poor frequency), and the mean was 2.88; the frequency of conflict resolution strategies used by domination styles in item two was 3.37 (high frequency), 2.87 (moderate frequency), 2.80 (poor frequency), and the mean was 3.01; and the frequency of conflict resolution strategies used by avoidance styles in item. As a result, the results of this data analysis showed that the compromising style used conflict resolution techniques 3.69 (high frequency) frequently, 3.10 (moderate frequency) frequently, 2.47 (poor frequency) frequently, and 3.22 (mean) frequently.

In order to find out how conflict resolution techniques affect secondary school teachers' job satisfaction, the school principals were interviewed using the following four (4) questions as a guide.

What kinds of organizational conflict are most common in your school?

According to six school principals, "In our school, when conflict was properly managed, all staff members were motivated to carry out school tasks, create new ways of doing their jobs, and increase school performance. From this, we can conclude that managing conflict has an impact on teachers' job satisfaction. On the other hand, three school principals who were contacted in response stated: "Managing conflict and teacher's job satisfaction has a relationship because when conflict is not resolved in the classroom, teachers are demoralized and less motivated to carry out their assigned tasks, which negatively impacts teaching and learning and, ultimately, the academic performance of students.

Six school principals were asked, "When conflict occurred in our school, first, we came with face to face with person who created conflict between them, and then we discussed the problem and negotiated with concerned body finally we selected one conflict management style which is more suitable with the situation.

".Three principals of different schools agreed: "When a conflict arose in our institution, we investigated the matter and gathered information and proof about it. We can examine it from various angles that are appropriate for the circumstances, after which we chose one of the avoiding, dominating, accommodating, or collaborative styles."

According to Thomas (1976), Van Devliert and Kabonoff (1990), among others, these five interpersonal conflict handling styles are supported by a number of researchers. Additionally, an open-ended questionnaire about conflict management was used to gather information from teachers and principals about how they dealt with disputes at their institutions. Because the strategies they suggested were nearly identical to those stated in the close-ended questionnaires, it was possible to conclude that compromise was the most effective approach. Respondents from principals did not, however, make this suggestion.

Since negotiation, face-to-face discussion, and problem solving were the most frequently used methods of conflict resolution, this data analysis revealed what style of conflict management they mostly use in their schools. Additionally, they suggested that other techniques like forcing and ignoring were also used, depending on the circumstance and severity of the issue. This shows that there isn't a single best method for handling all conflict situations.

Do you think that there is a relationship between conflict management and teacher satisfaction? Three of the school principals were asked this question, and six of them responded "Yes," stating that there is a relationship between the two.

Three school principals responded "No," stating that managing conflicts does not have a significant negative impact on preserving the relationship with teachers' job satisfaction and ensuring that their tasks are completed in a polite manner.

As a result, the analyses revealed that the majority of respondents agreed that conflict management does indeed affect teachers' satisfaction and facilitate the successful completion of their tasks.

Question 4: Do you think there is a relationship between conflict management and teacher satisfaction?

Three school principals were asked whether there was a connection between conflict management and teacher job satisfaction, and they said that there was a moderate connection.

Six school principals, however, were asked whether there was a relationship between conflict resolution and teacher job satisfaction, and they said that there was.

The results of the analyses thus indicated that conflict resolution and teacher job satisfaction had a positive relationship with one another.

The assumption was supported by a number of studies: Al-Otabi (2006) recognized the school's goal of achieving employee and school success and acceptance in resolving conflicts; Hunter (2008) noted that people use various conflict resolution techniques depending on the degree of

Influence of the parties involved in a conflict, with employees more likely to cooperate with peers than subordinates who preferred to work around their own interests.

Interview tips for school administrators on how to handle conflicts and the job satisfaction of secondary school teachers.

All of the school principals who were questioned about the presence of conflict in their institution gave a positive response to the first question. This demonstrated the possibility of conflict in the classroom.

Six of the principals were asked, "Is there a conflict management committee in the school?" Of the nine six principals, the majority of the school has a conflict management committee, according to Question 2.

When asked if there was a conflict management committee in the school in Question 3, nine of the principals said "Yes," which satisfied teachers because it meant the school had clear rules and regulations in place. However, 3 (or 33.3%) of them responded "No," stating that the existence of clear school-based rules and regulations satisfied teachers. This demonstrated that there are clear school-based rules and regulations that are acceptable to teachers in most of the schools.

Question 4: "Are teachers satisfied with the implementation of rule and regulation within the school?" was posed to the principals of the schools, and nine of them gave this response. This demonstrated that teachers across all schools are happy with how rules and regulations are implemented in the classroom.

In order to learn more about conflict resolution techniques and secondary school teachers' job satisfaction, the school principals were interviewed using the following four (4) questions as a guide.

In your school, what kinds of organizational conflicts are most common?

According to six school principals, "In our school, when conflict was handled well, all staff members were motivated to carry out school tasks and develop new work practices, increasing the school's performance and hastening the teaching and learning process. From this, we can infer that handling conflict has an impact on teachers' job satisfaction. In contrast, three school principals who were contacted in response stated that there is a connection between managing conflict and teachers' job satisfaction. This is because when conflicts are not resolved in the classroom, teachers are demoralized and less motivated to carry out their assigned tasks, which has a negative impact on how well students perform academically."

Six school principals were asked, "When conflict occurred in our school, first, we came with face to face with person who created conflict between them, and then we discussed the problem and negotiated with concerned body finally we selected one conflict management style which is more suitable with the situation."

Three school principals stated: "When a conflict arose in our school, we investigated the matter and gathered information and proof about it. We can examine it from a variety of angles that are appropriate for the circumstances, and from among the avoidance, dominating, accommodating, and collaborative styles, we chose one."

According to Thomas (1976), Van Devliert and Kabonoff (1990), among others, these five interpersonal conflict handling styles are supported by a number of researchers. Additionally, an open-ended questionnaire about conflict management was used to gather information from teachers and principals about how they dealt with disputes at their institutions. Because the strategies they suggested were nearly identical to those stated in the close-ended questionnaires, it was possible to conclude that compromise was the most effective approach. However, respondents who were principals did not opine this.

Since negotiation, face-to-face discussion, and problem solving were the most frequently used methods of conflict resolution, this data analysis revealed what style of conflict management they mostly use in their schools. Additionally, they suggested that other techniques like forcing and ignoring were also used, depending on the circumstance and severity of the issue. This proves that there isn't a single best method for handling all conflict situations.

Six of the school principals answered "Yes" to the third question, stating that they believed conflict management to be related to teachers' satisfaction and to the ease with which their tasks were completed. However, three of the school principals responded "No," stating that maintaining the relationship with teachers' job satisfaction and ensuring that their work goes smoothly in polite manners does not have such detrimental effects. As a result, it was clear from the analyses that the majority of respondents agreed that conflict management does, in fact, have a connection to teachers' satisfaction and helps their work flow more easily.

When asked whether there was a relationship between conflict management and teacher job satisfaction, three school principals responded that they believed there was a moderate relationship between the two.

Six of the school principals, however, were questioned about the relationship between conflict resolution and teachers' job satisfaction, and they all said that there is a good one. Thus, it was evident from the analyses that effective conflict management and teacher job satisfaction had a positive relationship.

The assumption was supported by a number of studies: Al-Otabi (2006) recognized the school's goal of achieving employee and school success and acceptance in resolving conflicts; Hunter (2008) noted that people use various conflict resolution techniques depending on the degree of influence of the parties involved in a conflict, with employees more likely to cooperate with peers than subordinates who preferred to work around their own interests.

Interview guide for school principals regarding the principal's conflict management strategies and secondary school teacher's job satisfaction.

Question 1, Is there conflict in the school? All of Schools principals were interviewed confirmed with the availability of conflict in their school. This showed that there is the availability of conflict in the school.

Question 2, is there conflict management committee in the school? Six principals of them were interviewed with question “Is there conflict management committee in the school?” and among nine six of them, majority of the school there is conflict management committee in the school.

Question3, the schools’ principals were interviewed with question “Is there conflict management committee in the school?” and among nine of them replied that “Yes”, the presence of clear school-based rule and regulation satisfied teachers. However, 3(33.33%) of them replied that “No”, the presence of clear school-based rule and regulation satisfied teachers. This showed that in the majority of the school there is the presence of clear school-based rule and regulation satisfied teachers in the school.

Question 4, the schools principals were interviewed with question “Are teachers satisfied with implementation of rule and regulation within school?” and nine of them replied that “Yes”, Teachers are satisfied with implementation of rule and regulation within school. This revealed that in the all schools teachers are satisfied with implementation of rule and regulation within school.

Table: 4.10 The relationship between conflict management strategies and teachers’ job satisfaction

Correlations

		Teachers’ Job Satisfaction	Conflict Management Strategies
Teachers’ Job Satisfaction	Pearson Correlation	1	.985****
	Sig. (2-tailed)		.000
	N	250	250
Conflict Management Strategies	Pearson Correlation	.985**	1
	Sig. (2-tailed)	.000	
	N	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

One of the purposes of the research was to examine the relationships between teachers' job satisfaction, and conflict management strategies. Pearson correlation coefficient indicated that conflict management strategies related significantly with teachers' job satisfaction ($r=.985^{**}\alpha=0.00$). This indicates that the conflict management strategy is positively related to the teachers' job satisfaction. As conflict management strategies becoming effective in settling disputes, the teachers' job satisfaction could be highly improved. If there is lack of effective conflict management strategies, the teachers' job satisfaction detorate in secondary schools of east wollega zone.

4.6 The difference in Conflict Management Strategies and Teachers' Job Satisfaction among secondary schools

Table 4.11 Variance in teachers' job satisfaction and conflict management strategies

Secondary Schools		Mean	Std. Deviation
Mote	Teachers' Job Satisfaction	2.7634	.1657
	Conflict Management Strategies	3.2581	.06813
	Valid N (list wise)		
Bata Weni	Teachers' Job Satisfaction	3.2266	.07057
	Conflict Management Strategies	3.1811	.02781
	Valid N (list wise)		
Ifa Hagalo	Teachers' Job Satisfaction	3.2389	.00102
	Conflict Management Strategies	3.3631	.01818
	Valid N (list wise)		
Kasso	Teachers' Job Satisfaction	3.4671	.08472
	Conflict Management Strategies	3.4273	.02218
	Valid N (list wise)		
Chingi	Teachers' Job Satisfaction	3.4130	.01010
	Conflict Management Strategies	3.4010	.02173
	Valid N (list wise)		

Sibu Sire	Teachers' Job Satisfaction	3.6536	.09552
	Conflict Management Strategies	3.4632	.01682
	Valid N (list wise)		
Sasiga	Teachers' Job Satisfaction	3.7011	.00010
	Conflict Management Strategies	3.5943	.03821
	Valid N (list wise)		
Gute	Teachers' Job Satisfaction	3.9658	.08713
	Conflict Management Strategies	3.7014	.12624
	Valid N (list wise)		
Diga	Teachers' Job Satisfaction	3.8767	.07614
	Conflict Management Strategies	3.6934	.12713
	Valid N (list wise)		

To explore the differences in practice of conflict management strategies and teachers job satisfaction in secondary school descriptive analysis undertaken. The results showed that, teachers job satisfaction among nine sampled secondary schools of east wollega zone Gute secondary school comprises the most satisfied teachers with a mean value of (M=3.9658 SD.08713). On the other hand, the least teachers job satisfaction among sampled secondary schools was identified as Mote secondary school with values (M=2.7634, SD.1657).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the research processes, the main findings obtained in relation to each basic research questions and conclusions. Finally, the chapter identifies the necessary recommendations to improve principals' conflict management strategies to get satisfied teachers in their job treated in this study.

5.1. Summary

The purpose of the study was to investigate the principal's conflict management strategies and teacher's job satisfaction in nine (9) selected governmental secondary schools of East Wollega Zone. In addition, the study was aimed at a devising the proper way of effectiveness management of conflict in the secondary school of East Wollega zone. The study also aimed at assessing the general views on conflict management and teacher's job satisfaction. To this end basic question were raised which addressed the areas such as the nature, views, type of organizational conflict, handling style, extent of teacher's job satisfaction and relationship between conflict management strategies and teacher's job satisfaction. Accordingly, the following findings were obtained in relation to the designed basic research questions.

1. Which conflict management strategy is predominantly used by principals in selected secondary schools of East Wollega Zone?
2. What is the level of teachers' satisfaction in secondary schools of East Wollega Zone?
3. What relation exists between conflict management strategies and teachers' job satisfaction in selected governmental secondary schools of East Wollega Zone?

Concurrent mixed research design particularly that used dominant quantitative and qualitative research method was carried out for detailed analysis of data. The study was conducted in nine governments Secondary Schools. The subjects of the study were 74 governmental schools and 347 teachers in the total school. Among these nine (9), principals, and 241, teachers were selected on the bases of simple random sampling method as used because it provides fair

respondents. The data were collected through closed-ended and open-ended, questionnaires, and an interview.

The data analysis descriptive statistics such percentage, frequency distribution, mean, stranded deviation, and level of significant were used. The data analysis descriptive statistics such percentage, frequency distribution, mean, stranded deviation, and level of significant were used.

According to the result of the data analysis the major findings of the study were the following.

There was a wider proportional variation between male and female of the sample population i. e., 80% of teachers and all 100% school principals were males. Regarding their age, the majority, 87 (34.8 %) both of teachers and principals were from age range of 26-30 years and 56 (22.4%) both of teachers and principals were age ranges 31-35 years.

Concerning their educational qualification the majority of respondents positions were 241(96.4%) of their and 9 (3.6%) of their position were principals and majority of the positions of them were teachers. As well as 202 (80.8%) of the teachers were degree holders. 48(19.2) of the teacher's and principals both of them were second degree holders.

The predominant conflict management strategies used by secondary schools were identified accommodation style. While the other types of conflict management techniques rated as collaborative the second major dominant, compromising the third, dominating the fourth and avoidance rated as the rarely used type of conflict handling in secondary schools of east Wollega zone.

The Study finding showed that the relationship between conflict management style and teacher's job satisfaction. From the finding, based on the data collected from teachers and leaders respondents respectively were indicated that conflict management and teacher's job satisfactions have a moderately relationship. But conflict management was no significant effect on teacher's job satisfaction.

The variable used in this study consisted were managing conflict as the independent variable with five constructs measured included: Avoiding, dominating, compromising, accommodating and collaborative as well as the dependent variable which was fluctuated as the value of

independent variable changed was teacher's job satisfaction. Depend up on the data collected from respondents the relationship between over all of interpersonal handling styles with teacher's job satisfaction in the sampled secondary schools were computed.

As the result of data obtained through questionnaire from teachers pointed out about types of organizational Conflicts Predominant in Secondary Schools were indicated that because of the students showed misbehave highly, Also the yielded data which obtained through interview from the schools principals indicated about types of organizational conflicts predominant in secondary schools were indicated that there are several organizational conflict in their school; some of them were unfair treatments among the school members, lack of passing role and expectation of each school members, limited school resource to implement the school task, lack of communicating between school principal and teachers were most popular school conflict.

As the result of data obtained through questionnaire from teachers pointed out about the style of school principal's conflict management strategies the majority of this result of data indicated that the principal exchanges ideas with teachers to understand the attitudes and perspectives of them were 3.17 which mean that moderate.

Also the result of data which obtained through interview from the schools principals indicated about types of organizational Conflicts Predominant in Secondary Schools were indicated that because of in their school when conflict managed correctly, all the staff members motivated to implement school task, create new way of doing job performance of school was increased teaching and learning process become fast.

Regarding the result of data obtained through questionnaire from teachers pointed out about the dominating styles of conflict management strategies that 3.52 mean of the principal gives none participative decision with staff member in the school.

Based up on the result of data obtained through questionnaire from teachers and school principals indicated about the avoidance style interpersonal conflict management style that 3.40 mean of the moderate of principal alleviating deference through ignorance.

As the result of data obtained through questionnaire from teachers pointed out that level of teachers' job satisfaction frequency of conflict resolution strategies were 3.69 (high frequency)

were used by compromising style; 3.10 (moderate frequency) were also used by compromising style, 2.47 (poor frequency) were used by cooperative style and the mean was 3.22 by compromising style.

One of the purposes of the research was to examine the relationships between teachers' job satisfaction, and conflict management strategies. Pearson correlation coefficient indicated that conflict management strategies related significantly with teachers' job satisfaction ($r=.951^{**}\alpha=0.00$). This indicates that the conflict management strategy is positively related to the teachers' job satisfaction. As conflict management strategies becoming effective in settling disputes, the teachers' job satisfaction could be highly improved. If there is lack of effective conflict management strategies, the teachers' job satisfaction deteriorates in secondary schools of east wollega zone.

5.2 Conclusion

Based on the finding obtained from this study, the following conclusion was made. Sex, age, experience, qualification might form diversities in personalities. In addition, professional competence and training condition of individual respondents may also contribute for conflict management and teacher's job satisfaction. The finding implied that different respondents gave different response on the same issue under study because of their deference in their background knowledge, age and experiences.

From the result one can concluded that most respondents agreed that unclear authority of school structure, unreasonable dead line of time pressure on school work, unfair distribution of work load, lack of commitments of teachers and school principal, interdependence of work of teachers inadequate communication limited school resource difference in attitude, lack of passing role and expectation were rated as organizational conflict.

Based on data one concluded that East Wollega zone secondary school principals have been used avoiding, dominating, accommodating, compromising and cooperative style at different time and situation.

Particularly, based on data one concluded that East Wollega zone secondary school principals, the level of teachers' job satisfaction frequency of conflict resolution strategies highly were

used by compromising style; moderately were used by compromising style, poorly were used by cooperative style and the mean was showed by compromising style.

Based on data that conflict management was a positive and a moderate relationship with teacher's job satisfaction, but it indicated that conflict management statically not significant effect on teacher's job satisfaction.

The relationships between teachers' job satisfaction, and conflict management strategies. Pearson correlation coefficient indicated that conflict management strategies related significantly with teachers' job satisfaction. This indicates that the conflict management strategy is positively related to the teachers' job satisfaction. As conflict management strategies becoming effective in settling disputes, the teachers' job satisfaction could be highly improved. If there is lack of effective conflict management strategies, the teachers' job satisfaction deteriorates in secondary schools of Eat Wollega Zone.

5.3. Recommendation

On the basis of the finding and conclusion, drown the following recommendation are given Conflict play vital role in an organization like a school, so school principals need to accept the fact that conflict is alive and well and there to stay. They need to understand that conflict must be deal it with in collaborative and cooperative way rather than to be avoided. Organizational conflicts refer to ideal disagreement between organizational members. School principal recommended that need more detailed investigation to identify organizational conflict in

secondary school. In order to manage conflict effectively to make the teacher's job satisfaction and efficient for work it is needed to know type and means of handling conflict.

In general, to make conflict management more effective and efficient in secondary school the following recommendations are suggested for:

1. It is advisable giving orientation on right duties and responsibilities of individuals teachers, principals and vice principals' continuous assessment on the type of conflict and proper ways of managing conflict, equal treatment of teacher's organization of suggestion boxes, establishment of social service for all individuals, preparing awareness raising workshops,

seminars and conference on over all aspect of conflict management strategies by woreda educational office and School Principals.

2. School principals managed interpersonal conflict correctly, promote cooperation work, collaborative decision making, team work, promote change increase teachers satisfaction, school performance, students' academic achievements, therefore the following suggested for school principals able to understand conflict and possible means of handling it in effective and efficient way. And fair and equal treatment among school members.
3. There is no one best conflict management strategy that fits all situation so it is advisable for educational director to have cooperative, collaborative, and consultative conflict management styles that can fit and satisfy a particular situation at a particular time.
4. The teachers' activities in the school play a great role. In order to make the teacher's job satisfaction and efficient for teaching-learning process, wored a educational offices need to motivate and encourage of teachers by giving training on different item of work that help them on their subject area knowledge and teaching methodology will increase teachers, ability produce lesson plan. Work sheet, teaching aid, curriculum evaluation, teaching and learning advising counseling and parental conference, conducting an action research will increase teacher's job satisfaction.
5. As understood in the study, when conflict managed effectively, it has a positive outcome for both schools principal and teachers. Therefore, it is suggested that educational leaders and principals should have the necessary knowledge, competence of educational qualification and basic conflict management skill with sufficient experience of principals should take into account qualification in the areas of management, personal qualities and experience as the main criteria.
6. The existence of relevant and necessary information system at right time and place in secondary school could help to minimize the possible cause of conflict arising from communication between teachers and principals. Therefore, it is suggested that better mechanism such as min-media, well prepared notice board for the exchange of information concerning the conflict management situations in the schools by school principals.
7. Lastly the researcher recommends more detailed investigation to understand organizational conflict, style of managing interpersonal conflict, and the relationship with conflict management.

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**ADDIS ABABA UNIVERSITY
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EDUCATIONAL PLANNING AND MANAGEMENT**

**PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES AND ITS IMPLICATION
FOR TEACHER'S JOB SATISFACION IN SECONDARY SCHOOLS OF EAST
WOLLEGA ZONE**

MA QUESTIONNAIRES

BY GENETI BULTI MUL'ATA

**NOVEMBER, 2022
ADDIS ABBABA, ETHIOPIA**

Questionnaire to be filled out by Secondary School Teachers

The objective of this questionnaire will be to investigate Conceptions and Challenges of Conflict Management Strategies and Teacher's Job Satisfaction in Secondary School East Wollega Zone for the research purpose. Your genuine answer to each item has significance value for the successful competition of the study. There for you are kindly requested to fill out all the items honestly. Your responses will be treated with utmost Confidentiality.

Instruction:

This questionnaire consists of three parts. Part I deals with the general background information of respondents. The other parts contains items designed to measure Conflict Management Strategies and Teacher's Job Satisfaction on at School level

Thank you in advance for your participation

General Direction: Indicate your response by marking thick (√) sign

1. Part I Back Ground Information of Respondents.

2. Part I.

3. General information and personal data

4. Indicate your response by using "√" in the box provided.

5. 1.School_____

2. Sex:- Male Female

6. 3. Work experience: 1-5 years 6-10 years 11-15 years 16-20 years

7. 21-25 years 26-30 years 31 and above years

8. 4. Educational background: Diploma First degree MA degree

9. 5. Current work position: Teacher School principal Secondary School Supervisor

1.5. Qualification and areas of qualification: 1, Diploma_____ 2, First degree_____

3, Second degree_____

1.6. Your present position, 1, Teacher_____ 2, Principal_____ 3, Others_____

1.7. District_____ School Name_____

Part I. Conflict diagnosis and management questionnaires For Teachers

Please use the following scale and indicated your response by tick mark (√)

SD=Strongly Disagree D=Disagree UN= Undecided A=Agree SA=strongly agree

No	Items on Conflict Perception	Level of agreement				
		SD	D	UN	A	SA
1	Teachers in our school perceive conflict as positive					
2	Teachers in our school try to avoid conflict					
3	Our principal perceive conflict as positive					
4	Our principal diagnosis the existence of conflict well					
5	Teachers sense and tell when there is conflict					
6	Teachers in our school satisfied with involvement of decision in their school.					

Organizational Conflict Predominant in Secondary schools

Organizational conflict refers to ideal disagreement between organizational members. In the school environment, there are many types of organizational conflicts regarding the type of organizational conflict in the school. Please indicate your level of agreement with the following items by put '√' in the box which best represents your answer.

No	Items	Level of agreement				
		1	2	3	4	5
1	There is noted conflict between teachers over resources					
2	There are frequently clashes between teachers and students in classroom because the students misbehave					
3	There are frequently clashes between teachers and students in classroom because teachers are less prepared and equipped					
4	There are frequently clashes between teachers and principals over respecting rule					
5	There are frequently clashes between teachers and principals because the principals is over restrictive					
6	Organizational conflict raised by inadequate communication between teachers and school principal.					
8	Organizational conflict created due to through difference in attitude of teachers and school principal.					

If you have other information on the type of organizational conflict please list down on the space

provide. _____

Part II: Questionnaire for teachers“

Please, respond to all items given below by putting a tick (√) in the appropriate space using the following scales: 1= strongly disagree, 2 = disagree, 3 = Undecided, 4 = agree and 5 = strongly agree.

Teachers’ satisfaction in secondary schools of East Wollega Zone

Types of conflict resolution strategies	Level of teachers’ job satisfaction			Mean
	High (frequency)	Moderate (frequency)	Poor (frequency)	
Cooperative Style				
Domination Style				
Avoidance Style				
Accommodation Style				
Compromising style				

Part III Conflict Management Strategies And Teacher's Jobs Satisfaction

Dear participant;- when organizational conflict managed effectively, open communication, collaborative decision making ,regularly giving feedback and timely resolution of conflict, catalyst for changes have positive impact on teachers satisfaction and performance of school.

Please indicate the correct level that fits your opinion by putting '√' in the box provided.

Key1-Very Low, 2-Low 3-Moderate 4-High 5-Vary High

No	Items on Conflict management and Teacher's jobs Satisfaction	Level of agreement				
		1	2	3	4	5
I	cooperative style					
1	Principal seeks to find appropriate solution with staff to all problems faced by staff.					
2	Principal encourages teachers in the administration try to correct understanding of the school problems.					
3	Principal tries to understand the attitudes and perspectives of teachers.					
4	Principal makes sure you have a good understanding of problem of work before you start to solve it.					
5	Principal encourages a policy of give and take.					
6	Principal brings experience between the functional and experience of others in order to reach a decision.					
II	Dominating style					
1	Principal uses force to solve conflict in your school.					
2	Principal looks only his \her own idea in the conflict resolution processes.					
3	Principal gives none participative decision with staff member in the school.					
4	Principals used punishment to solve conflict in the schools					
5	Teachers are good relationship with management team.					
III	Avoidance style					
1	Principal reduce the opposing view point inside the schoolwork unit.					
2	Principal alleviating deference through ignorance.					
3	Principal reduce things that cause conflict in the school.					
4	Principal communicate his responsibility to make appropriate decision.					
IV	Accommodating style					
1	Principal start by asking the other parties what they have done wrong.					
2	Principal makes the teachers feel happy when they are creating conflict.					
3	Principal did not say sorry for raised conflict in the staff.					
4	Principal play down the important of conflict for searching solution.					
V	Compromising style					
1	Principal search a solution for mutual benefit of two parties					
2	Principal understands power of all the parties which plays role in conflict.					
3	Principal understand the complexity of problem in order to handling conflict effectiveness.					
4	Principal splits the difference of ideas exist between the parties.					
5	Principal gives way on some issues in return for other.					
If you have additional information about relationship between conflict management and teacher's satisfaction. _____						

ADDIS ABABA UNIVERISY

SCHOOL GRADUATE STUDIES

DEPARTMENT OF EDUCATION

Interview guide for school principals regarding the principal's conflict management strategies and secondary school teacher's satisfaction

Thank you in advance for your kindly cooperation

Back ground information of the interviewees

1, Sex;- 1, male___ 2, female___

2, Age;-1, 20-25 2, 26-30 3, 31-35 4, 36-40

3, Service years;- 1,1-5 2,6-10 3,11-15 4,16-20 5, 21-and above

4, Qualification;- 1, diploma 2, first degree 3, second degree

5, your specialization-----

6, your present position -----

Direction;-The purpose of the interview is to gather information pertinent principal conflict management strategies and secondary schools teacher's jobs satisfaction, hence the above cited education manager are kindly requested to share your experience and suggestion up on the problem below. Your responses will be used only for academic purposes and remain confidential.

1, what types of organizational conflict is predominantly found in your school?

2, what conflict management styles do your school principal employ to handle interpersonal conflict? _____

3, do you think that conflict management has relation with teacher's satisfaction?

Interview

No	Items check list	Level of agreement	
		Yes	No
1	The availability of conflict in this school.		
2	The availability of organizational conflict like shortage of resources, unfair distribution of class load, inter dependence of work of teachers, lack of communicating role and expectation of staff.		
3	Is there conflict management committee in the school?		
4	Teachers are satisfied with implementation of rule and regulation within school		
5	The presence of clear school based rule and regulation satisfied teachers.		
