



**CAUSES OF WORK PLACE CONFLICT AND ITS MANAGEMENT
IN GOVERNMENT SECONDARY SCHOOL OF ARADA SUB CITY
ADDIS ABABA**

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List of Abbreviations and Acronyms

CRE: Conflict Resolution Education

EFDRE: Federal democratic Republic of Ethiopia

MOE: Ministry of Education

MA: Master of Arts

SPSS: Statistical Package for Social Sciences

UNESCO: United Nation Educational, scientific and cultural organization

Abstract

The main purpose of this study was to investigate the causes of work place conflict and its management in government secondary schools of Arada Sub-City. It attempted to identify the causes of work place conflict, teachers' and principals' view on conflict, the effect of conflict on school performance and the strategies used to manage conflict. The study employed both mixed research approach in concurrent design. The research design applied in this mixed approach was descriptive survey. The study was carried out on four secondary schools that were selected using random sampling technique. 155 teachers and 16 principal's respondents were selected through simple random sampling technique. Questionnaire, Interviews and document analysis were the instrument of data collection. Frequencies, percentages, mean and significance were used to analyze quantitative data. Based on the result of the analysis the findings were violation of school rules and workplace ethics, workloads and unfair period allocation and distribution, employee benefit related matters, and unreasonable absence from workplace were the major causes of work place conflicts in the schools. In addition lack of trained conflict settlers, absence of suitable conflict resolution guideline and lack of commitment to resolve conflicts were challenges to the practices of conflict resolution. Based on the analysis of the data the following conclusions were made; the causes of work place conflict between school principals and teachers were, communication problems, bad working conditions, lack of participative decision making, lack of commitment and lack of collaborative problem solving were among the major causes of conflict. The effects of conflicts were poor organizational achievement, lack of motivation, low performance and hostility of the teachers and even the students. The points that suggested as recommendations were: School principals should know the causes of work place conflict and possible means of handling them for smooth operation of school. They should have the necessary knowledge, competence and basic conflict management skills with sufficient experience of principal ship position and also use better mechanisms for the exchange to information concerning the general situation of the school and particular conditioned should be devised in the schools; higher educational officials such as FDRE MOE, Addis Ababa Educational Bureau, Sub cities ,Woredas educational bureau should have to make policies, guidelines, rules and directives clear and workable in order to avoid barriers for effective implementation of educational programs.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problems, objectives of the study, significance of the study, delimitation and limitation of the study, definition of key terms and organization of the study.

1.1. Background of the study

Conflict can be perceived as the opposition of an individual's ideas by another part. Kreps (1990) views conflict process by which individuals express and negotiate their differences. Furthermore, Nyamajiwa (2000) asserts that conflict is an expressed struggle between two or more competing positions held by one or more individuals usually based on incompatible beliefs, ideas or goals. Conflict arises whenever perceived or real interest collide (Hanson, 1991, p. 285).

In Arada sub city most secondary school principals time spent by addressing interpersonal conflicts among principals and teachers. Most conflicts in schools were addressed by using traditional grievance procedures, which rather than removing the conditions that caused the conflict, without compromise, leaves one party feeling shafted. This procedure can severely affect the interpersonal relationships in schools. Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affected student achievement (Walsh, 2005). It shows that Organizational behavior is positively related to organizational output. Workplace conflict is a specific type of conflict that occurs in workplaces. It can be due to personality clash (relationship conflict) or difference of opinion about tasks (task conflict). As part of natural part of life conflict in workplaces is unavoidable. Handling and resolving conflicts that arise in the workplaces is one of the biggest challenges managers and employees face.

On the other hand, while sometimes conflict can lead to a solution to a problem, conflicts can also create problems. Discord caused by enmity between individuals can reduce team cohesion and the ability of team members to work together. Conflicts can create destructions that require time and effort to resolve, which can delay completion of tasks and even put a team's goals at risk. Hence, how we manage conflict determines whether it is functional or dysfunctional, productive or destructive.

Whatever is the source of conflict how simple or severe the conflict is, and whoever be the parties involved in the conflict, it is very crucial to properly resolving workplace conflict as much as possible. The reason is properly managed conflict can improve group outcomes. Maintaining effective conflict management practice in schools can lead to increased social and academic achievement as well as school effectiveness. Therefore, as long as there are interactions in school organization and conflict is unavoidable, effective management is essential and the managers or educational leaders are expected to know the causes of work place conflict and the possible means of handling them for smooth operation of schools. The New Education and Training Policy, M.O.E. in 1994 states on the topic of 3.8 (p6-7) Educational organization and management: Clear guidelines, stating the rights and duties of all involved in education, will be issued to ensure participatory and proper professional relations in their activities; Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training; Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women; Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmers, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students; The management of teachers and other educational personnel will be organized, on the basis of professional principles.

Including professional code of ethics, salary, working conditions, incentives, professional growth and overall rights and duties. To this end, the researcher tries to focus on the major causes that initiate conflicts and its management among 4 secondary schools' teachers and principals and the way conflicts are managed with particular reference to government secondary schools of Addis Ababa.

1.2 Statement of the Problem

Conflict occurs in many different settings. Individuals interact in order to realize educational objectives within schools. There are various reasons for conflicts to occur within the schools. For example, a study by Msila (2012) on conflict management and leadership stated that majority of schools' leaders lack understanding of their leadership roles. However, a study in Malaysia by Salleh (2013) identified insufficient resource such as finances and lack of facilities as well as heavy workload and dissatisfaction with management as some of the causes of conflicts. Besides, the researchers also argued that highly 'connected' teachers break school rules and regulations and absent themselves from school which makes school management a problem for leaders.

Most of studies focusing on conflicts show that working with people in the organizations involves dealing with many different kinds of problems (Okotoni & Okotoni, 2003). Like organizations, the consequences of conflict between teachers and school leaders have been regrettable. Oboegbulem and Alfa (2013, p.91) pointed out that part of the outcome related with conflicts is disruption of academic programs, inadequate staffing due to unplanned transfers, hostility among staff members, suspicion and withdrawal from active participation in school activities. These problems affect professional work of the staff in a way that they are unable to concentrate as they are pre-occupied with other matters.

Researcher such as Fikru (1993) indicated that conflicts are realities in Ethiopian schools. In line with these findings, Fikru (1993:3) based on MOE reports identified the following major conflict generating factors: dissatisfaction of some teachers and other workers, unnecessarily dominating (authoritative) principals, dissatisfaction in performance evaluation systems, improper distribution of class load etc.

Nowadays, it is common to hear of the existence of conflicts between teachers and Principals in Addis Ababa. It would be observed fact that the New Education and Training Policy, which was issued by M.O.E. in 1994 has been challenged and resisted by teachers and other professionals.

In secondary schools Addis Ababa, it is observed that: Teachers have long work experience; almost all are on the verge of retiring, There seems to be an unfair assignment of school principals and other educational managers at various levels, The competitive market situations also negatively contribute to the dissatisfaction of individual teachers, the incompetency of

educational managers to understand the professional problems of teachers and their inability to handle and solve the problems, Lack of professionally committed personnel in the education system, Any challenge (conflict) is seen as destructive.

There are a lot of researches conducted around conflict between principals and teachers for instance Tesfay (2002) A study of factors that generate conflict between government secondary school teachers and educational managers in Addis Ababa Administrative region. Engdawork (2017) had undertaken study on Conflict Management and Resolution Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia and so on. Those researches were more focusing on investigate various strategies used to manage and resolve conflict. While these research were necessary to fill the gaps.

The above researches try to identifying many conflict generating causes, but in this study attention was given to the major one and leaders should give more emphasis to this major causes of work place conflict and how much principals using strategies to manage and resolve such conflicts effectively. Therefore, the major purpose of this study is to investigate the causes of work place conflict and its management between secondary governmental schools of teachers and educational leaders in Arada sub-city Addis Ababa. Efforts would also be made to examine what strategies are employed to handle conflict in schools. Finally, an attempt is made to assess the general view on the concept of conflict. Therefore, attempts will be made to seek answers for the following basic questions.

1. How do secondary school teachers and principals view conflict?
2. What are the cause of workplace conflict between school principals and teachers?
3. What are the effects of conflicts?
4. What strategies do principals use to manage conflict?

1.3 Objectives of the study

The study has both, general and specific objective.

1.3.1 General objective

The general objective of the study is to investigate the causes of work place conflict and its management in government secondary schools of Arada Sub-City.

1.3.2 Specific objectives

1. To identify the view of teachers and principals towards conflict.
2. To identify the major causes of work place conflict between principals and teachers.
3. To indicate the effects of conflicts.
4. To investigate the strategies used to resolve conflicts in the schools.

1.4. Significance of the Study

The study is important in many ways specially to investigate the causes of work place conflict and its management in government secondary schools of Arada sub-city Addis Ababa. Besides, it is aimed at identifying the major sources or causes of conflict encountered by the schools administrators and suggesting remedial that help overcome the identified causes so that proper conflict management strategies would prevail in the schools. Work place conflicts which affect the Smooth operation of the school need to be carefully examined.

Appropriate strategies also need to be assessed in order to overcome disruptive problems. Besides, educational leaders are key people for smooth running of school. They are working constantly with teachers and can only achieve maximum efficiency when the relations with teachers are at satisfactory level. Hence, peaceful coexistence between teachers and educational administrators should be encouraged in order to set up good environment for teaching and learning process. Therefore, it is hoped that, the study would be significant and is expected to contribute to the following:

1. It will indicate the causes of work place conflict so that the concerned authorities can take measure to handle the problem.
2. It is hoped that it will supply the basic data for further in depth study.

3. It may also help practitioners to know the techniques of avoiding undesirable conflicts and exploiting to benefit of the desirable ones.
4. It will help to recommend possible solutions.

1.5. Delimitation of the Study

The study is delimited to governmental secondary schools in the Arada Sub-City of Addis Ababa. Although conflicts are becoming realities at all levels of the school system all over the country, it would be unpractical if attempts are made to examine causes of workplace conflicts and its management at all school level in all regional states of the country for the study will become so as vast to manage. For this reason, it is delaminated to 4 governmental secondary schools found in ten Woredas of the Sub-City which are thought to fairly represent population of the study. Furthermore, the study is delimited to only matters related with conflicts between teachers and principals to make it manageable interims of time cost and energy.

1.6. Limitation of the Study

While conducting the study, the researcher has faced constraints that apparently have been an influence on the study. Due to the shortage of domestic or local reference materials related to the study in Ethiopia, the investigator was forced to depend on foreign sources. Because most of local references materials which is related causes of work place conflict and its management issues depends also on foreign sources. The researcher faced big challenge in collecting the questionnaire from all respondents due to the **global pandemic disease** (covid-19).

1.7. Definition of terms

Conflict: - It is a part of instruction manifested in disagreement, differences and incompatible in interest, desires and wishes between two or more parties with in schools (Hellriegel & slocum, 1982)

Educational leaders: -refers to management committees who are supposed to manage educational institutions at regional, zonal and school levels.

Secondary school: - is a four- year- duration of general and streamered education that ranges from grade 9 to 12 (MOE, 1994:14-15). And the teachers in this case are those who teach at this level and the schools are government schools.

Management: - Administration; the process of practice of managing or the executives of an organization.

1.8. Organization of the study

The final paper will contain five chapters. Chapter one will introduce the study by giving the background information, statement of the problem, objectives, and significance of the study, delimitation, limitation of the study and operational definition of key terms. Chapter two is deals with the review of relevant literature on the research problem. Chapter three will discuss about the research methodology adopted for the study and relevant justifications. Chapter four will deals with analyses, presentation and interpretation of data along with the intensive discussions. Chapter five will presents summary and conclusions that was draw from the research findings and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literatures which have relevance to the problem studied. The review items are taken from different scholarly works and publications that deal with workplace conflict-related issues. It consists of the concept and views of conflict, its causes and effects, types, management strategies, as well as techniques of conflict resolution among others.

2.1 Definition and Concept of Conflict

Conflict has a lot of definitions. Scholars, educators, and philosophers are at odds with one another over the definition, concept/nature, views, causes and management of conflict. Despite the divergent meanings the term has acquired, several common themes underlie most definitions conflict in the workplace is inevitable, but it doesn't have to bring down morale or affect productivity. However, conflict in the workplace is a painful reality and a key reason for poor productivity and frustration; (Gregory 2007:4)

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

Williams, J. (2001; 9) states that conflict must be perceived by the parties it whether or not conflict exists is a perception issue. If no one is aware of a conflict, then it is generally agreed that no conflict exists. Additional commonalities in the definitions are opposition or incompatibility and some form of interaction. These factors set the conditions that determine the beginning point of the conflict process. We can define conflict, then as a process that begins when one party perceives that another party has negatively affected, or is about to negatively affects something that the first party cares about. It is entirely appropriate to say that there has been "conflict" over the role of conflict in groups and organizations.

There are three transitions in conflict thought. One school of thought has argued that conflict must be avoided- that it indicates a malfunctioning within the group. We call this traditional view. Another school of thought, the human relations view, argues that conflict is a natural and

inevitable outcome in any group and that it need not be evil, but rather has the potential to be a positive force in determining group performance.

The third, and most recent, perspective proposes not only that conflict can be a positive force in a group but explicitly argues that some conflict is absolutely necessary for a group to perform effectively. This school is labeled as the integrationist approach.

Conflict refers to a situation in which persons or group disagree over means or ends and try to establish their views in preference to others (Ayalew, 2000) Kroon, (1991) on the other hand, states that conflict is perceived or experienced incompatible differences within the individual or between two or more individuals which may lead to some or other form of opposition. Furthermore, a conflict may be defined as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other (Rashid, 1983). Similarly, Stoner (1998) views conflict as a disagreement about the allocation of scarce resources or clashes regarding goals, values, and so on, can occur on the interpersonal or organization level.

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

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

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

Conflict in organizations is now seen as inevitable, endemic and often legitimate. This is because the individuals and groups within the human social system are interdependent and constantly engaged in the dynamic processes of defining and redefining the nature and extent of their interdependence. Important to the dynamic of this social process is the fact that the environment in which it occurs is, itself constantly changing (Ownes 1998).

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

In the past time, the existence of conflict is viewed as evidence of breakdown in the organizations, failure on the part of management to plan adequately and /or to exercise sufficient control. In human relations, view, conflict is seen in an especially negative light as evidence of failure to develop appropriate norms in the group (Ownes, 1998). Ayalew (2000) indicated that the human relation movement implied that conflict is inherently undesirable and should be replaced by harmony, cooperation and stability.

Furthermore, for many people, the word conflict has a negative connotation such as war, destruction, aggression, Violence, competition and a malfunctioning of the organization or the individual. For other, the word has a positive connotation, such as excitement, intrigue, adventure and challenge. Other people respond to conflict with mixed feelings, this is probably the most realistic and useful point of view of conflict for a manager (Ayalew, 2000, Hellriegel & Slocum 1982). The School principals in order to get the maximum benefit out of conflict should

have the understanding of conflict as destructive and constructive aspect. Conflict by itself is neither good nor bad, but the way or the manner in which it is handled makes it bad /destructive and good/ constructive. So the school principals should be systematic when to introduce or inject some level of conflict strategically in to organization and careful in handling it properly and efficient in its management to get the maximum benefit out of it.

2.2 Causes of work place Conflict

Conflict in the workplace is a common occurrence which results from certain potential causes. Johnson (2003:24) identifies common causes of workplace conflict. These are: -

2.2.1 Poor Communication

Poor communication is one of the main causes of conflict between employees in the workplace. This can result in a difference in communication styles or a failure to communicate. Failing to communicate in the workplace may cause employees to make incorrect assumptions and believe workplace gossip. Poor communication in the workplace not only causes conflict but decreases productivity and employee morale.

2.2.2 Difference in Personalities

A difference in personalities among employees is another cause of workplace conflict. Employees come from different backgrounds and experiences, which play a role in shaping their personalities. When employees fail to understand or accept the differences in each other's personalities, problems arise in the workplace. For example, an employee may possess a straight forward personality that results in him speaking whatever is on his mind, even if the timing is in appropriate the employee with the straight forward personality may offend a co-worker that does not possess the same type of personality. The co-worker may feel as if the employee is rude or lacks the authority to deal with him in such a straight forward manner.

2.2.3 Difference in Value System

Similar to personalities, the values of employees differ within the workplace. A difference in values is seen clearly when a generational gap is present. Young workers may possess different workplace values than older workers. The difference in values is not necessarily the cause of employee conflict in the workplace, but the failure to accept the difference is when employees fail to accept the differences co-workers may insult each other's character and experiences.

When insults occur, the conflict intensifies until the right solution is offered and accepted.

2.2.4 Competition

Unhealthy workplace competition is a cause of employee conflict some institutions foster competitive environments more than others. When salary is linked to employee production, a workplace may experience strong competition between employees. Competition that is not properly managed can result in employees sabotaging or insulting one another which creates a hostile work environment. Unhealthy workplace competition discourages team work and promotes individualism.

2.2.5 Common Resources

Any time multiple parties must share resources, there is potential for conflict. This potential enhanced when the shared resources became Scarce. One resource often shared by managers is secretarial support. It is not uncommon for a secretary to support ten or more managers, each of whom believes his or her work is most important. This puts pressure on the secretaries and leads to potential conflicts in prioritizing and scheduling work.

2.2.6 Goal Differences

When work groups have different goals, these goals may be incompatible. For example, in one cable television Company, the salesperson's goal was to sell as many new installations as possible. This created problems for the service department, because its goal was timely installations. With increasing sales, the service department's work becomes backed up, and orders were delayed. Often these types of conflicts occur because individuals do not have acknowledged of another department's objectives.

2.2.7 Authority Relationships

The nature of a traditional boss-employee relationship brings to mind a vision of a hierarchy or of a boss who is superior to the employee. For many employees, this relationship is not a comfortable one, because another individual has the right to tell them what to do some people resent authority more than others, and obviously this creates conflicts. In addition, some bosses are more autocratic than others; this compounds the potential for conflict in the relationship. As organizations move toward the team approach and empowerment, there should be less potential for conflict from authority relationships (ibid at PP: 26-28). According to Engdawork, (2017) the

sources of conflict were categorized into three groups, namely: institutional, work, and leadership related conflicts.

1. Institution related causes of conflict includes: -

Some of institutional related causes of conflict are lack of provision of resources on time, Unwise use and unfair allocation of resources, lack of adequate funding, Poor infrastructure in school compound, inadequate reference books, shortage and unfair allocation of resources, Unconducive work environment and none existence of recreation centers, inadequate teaching and learning materials are some of institutional related cause of conflicts.

2. Work related causes of conflict includes: -

Some of work related causes of conflict are lack of preparation of lesson plans, low achievement of school plan, lateness to school and absenteeism from work, lack of trust and co-operation among school members, misunderstanding of educational policies, lack of teaching professional competency, overload of work, unfair scheduling of time table, teachers' dissatisfaction with work, poor accountability and responsibility, lack of rewards systems, absence of tolerance among workers, poor implementation of educational policies and lack of skill training are some of work related cause of conflicts.

3. Leadership related causes of conflict: -

Some of leadership related causes of conflict are the following:- False reports from leaders, lack of implementation of school rules and regulation, poor communication, inferiority complex, lack of commitment of school management committee, misunderstanding, gossip being dishonest, and disrespect, misinterpretation of rules and regulation, false report about teachers, Lack of school leadership competences, absence of participatory decision making, autocratic rule and lacks of openness in school activities, unfair selection of teachers for training, lack of leadership skills, lack of confidentiality, Unfair allocation of leadership positions and lack of understanding of rules and regulations are some of leadership related cause of conflicts.

2.3. Types of Conflict

Work place conflicts could be stratified on the basis of individual, group, and organization at which they occur. In relation to this, (Rahim, 1986; Barki & Hartwick, 2002) recognized four types of conflicts that could occur in organizations. These are intrapersonal, interpersonal, intra and inter-group conflicts. The types of conflicts have been described below.

2.3.1. Interpersonal Conflict

Interpersonal conflict is a conflict that occurs between two or more people. many individual differences lead to conflict between people, including personalities, attitudes, values perceptions and the like.

According to different writers (Ghaffar, 2010) and Barki and Hartwick (2002) Interpersonal conflicts may be further classified in the following ways:

- ✓ **Affective Conflicts:** Occur where negative emotional, social and psychological feelings cause interpersonal clashes between group members (Ghaffar, 2010).
- ✓ **Substantive Conflicts:** defined as differences in ideas and opinions among members of a group in relation to similar tasks being performed (Ghaffar, 2010).
- ✓ **Conflict of Interest:** This type of conflict originates when there is similar understanding of a situation by each party, however, the route of the solution to the problem is viewed through different lens (Ghaffar, 2010).
- ✓ **Conflict of Values:** This is caused by a difference in values, perceptions or ideologies on certain issues between two social issues (Ghaffar, 2010).
- ✓ **Goal Conflict:** This is an inconsistency occurring when two social entities are different in a preferred outcome. Barki and Hartwick (2002) lamented that there may be a one sidedness in the totality of the outcome.
- ✓ **Realistic versus Nonrealistic Conflict:** This conflict is said to emanate from disagreements, which are goal oriented and is not concerned with group or organization. Hence, an end within itself. (Ghaffar, 2010).

2.3.2. Intrapersonal conflict

Intrapersonal conflict arises when tension is experienced within the individual when he or she has to choose from two or more unpleasant choices (avoidance-avoidance conflict) or two equally attractive options (approach-approach conflict). Examples of the three are; (1) taking a cut in pay or resigning, both of which are unattractive choices that one would rather not be called upon to make; (2) Choosing between promotion in the same organization or taking a challenging new job elsewhere, both of which are attractive; (3) Working overtime to augment the income but in consequence having to spend less time with family. i.e. the attractive extra earnings robbing one of time spent with the family (Leedy, 1980).

2.3.3. Intergroup Conflict

When conflict occurs between groups or teams, it is known as intergroup conflict. Conflict between groups can have predictable effects within each group, such as increased group cohesiveness, increased focus on tasks, and increased loyalty to the group. In addition, groups in conflict tend to develop an “us against them” mentality whereby each sees the other team as the enemy, and becomes more hostile, that in turn decreases its communication with the other group. Competition between groups must be managed carefully so that it does not escalate into dysfunctional conflict. Research has shown that when groups compete for a goal that only one group can achieve, negative consequences like territoriality, aggression, and prejudice toward the other group can result.

2.3.4. Intragroup Conflict

Intragroup conflict refers to conflict between two or more members of the same group or team. Intra group conflict may be a natural corollary of the ubiquitous use of work groups and work teams across all levels of organizations, including decision making task forces, project groups, or production teams. There are a number of antecedents of intragroup conflict, including low task or goal uncertainty, increased group size, increased diversity. (i.e. gender, age, race), lack of information sharing and high task interdependence (PP.124-125)

The conflicts we face in organizations may be viewed as stemming from a variety of causes, including both our interactions with other people and with the organization itself. Conflict triggers include ambiguous jurisdictions (unclear job boundaries); competition for scarce resources; status differentials; time pressures; personality clashes; unreasonable standards or rules; communication breakdowns; and unrealized expectations.

Here are just a few of the most common sources of organizational conflict according to Barki and Hartwick (2002).

- ✓ **Grudges:** All too often, conflict is caused when people who have lost face in dealing with someone attempt to "get even" with that person by planning some form of revenge. Employees involved in this kind of activity are not only going out of their way to harm one of their coworkers, but by holding a grudge, they are wasting energy that could be devoted to more productive organizational endeavors.
- ✓ **Malevolent Attributions:** Why did someone do something that hurt us? To the extent that we believe we are harmed by an individual's malevolent motives (e.g., the desire to hurt us), conflict is inevitable. However, whenever we believe that we suffered harm because of factors outside someone's control (e.g., an accident), conflict is less likely to occur. As you might imagine, it can be problematic if we falsely attribute the harm we suffer to another's negative intent when, in reality, that person's behavior was caused by external factors.
- ✓ **Destructive Criticism:** Communicating negative feedback in organizations is inevitable. All too often, however, this process arouses unnecessary conflict. The problem is that some people make the mistake of using destructive criticism that is, negative feedback that angers the recipient rather than helps this person do a better job. The most effective managers attempt to avoid conflict by using constructive criticism instead that is, criticism that can be used effectively by the recipient to improve his or her performance.
- ✓ **Distrust:** The more strongly people suspect that some other individual or group is out to get them, the more likely they are to have a relationship with that person or group that is riddled with conflict. In general, companies that are considered great places in which to work are characterized by high levels of trust between people at all levels.

- ✓ **Competition over Scarce Resources:** Because organizations never have unlimited resources (such as space, money, equipment, or personnel), it is inevitable that conflicts will arise over the distribution of those resources. This occurs in large part because of a self-serving tendency in people's perceptions that is people tend to overestimate their own contributions to their organizations. Believing that we have made greater contributions than others leads us to feel more deserving of valued resources than they are inevitably, conflict results when the others involved do not see it this way. Expanding the pool of scarce resources permits both managers to achieve their objectives without having to give up anything of value. Thus, each side wins.

2.4 Effects of Conflict

Conflict can bring about a number of consequences. The effects of conflict management can be positive or negative. According to Stephen P. (2006:59), conflict can be positive, when it encourages creativity, new looks at old conditions, the clarification of points of view and the development of human capabilities to handle interpersonal differences. Conflict can be negative when it creates resistance to change, establishes turmoil in organization or interpersonal relations fosters distrust builds a feeling of defeat, or widens the chasm of misunderstanding. Unfortunately, the term “conflict” has only the connotation of “bad” for many people; so much so that they think principally in terms of suppression giving little or no attention to its more positive side. Unmanaged conflicts may lead to non-productive results in the schools. Ramani and Zhimin (2010) pointed out that successful conflict resolution involves listening and providing opportunities to address the needs of all parties, and adequately addressing their interests to find a win-win outcome for the parties involved. Ramani and Zhimin (2010) stated that in case of schools, clear-cut policies and mechanisms ought to exist to provide guidance on how to resolve conflicts. However, numerous regulatory mechanisms have been developed such as; negotiation, collective bargaining, and mediation to resolve disputes in schools (Mapolisa & Tshabalala, 2013; Ramani & Zhimin, 2010). Based on literature, a number of factors may create conflict between teachers and school leaders and if not addressed they may lead to low school performance, absenteeism, under achievement of school plans, unfavorable work environment and mistrust among workers.

2.5 Conflict Management in Schools

The term “conflict management” refers to processes and programs that teach individuals concepts and skills for preventing managing and resolving conflicts non-violently. Conflicts management programs can teach life skills, “win-win” negotiation strategies, mediation skills, and violence prevention strategies. They are implemented in elementary, middle and high schools to help students, teachers, administrators and parents resolve conflicts effectively. Conflict management programs can help create safer more supportive learning environments for schools where all students can learn and succeed. In order to do this, there are some basic principles for schools conflict management programs, (Gray & Edward 2002).

Individuals can learn new skills: Although conflict is a natural part of human existence, many children and adults lack the skills necessary to effectively resolve conflicts. However, children and adults can learn new conflict skills and can learn to rely up on them when in conflict situations. Young people and adults can quickly learn to use effective problem solving concepts and skills, if they are given an opportunity to practice the new skills are encouraged to use their new skills in authority modeling effective problem solving skills. The acquisition of conflict management skills empowers individuals to take responsibility for their own conflicts and for the resolution of those conflicts.

Ideally, all students, school personal, and community members who work with youth should receive conflict management skills training: although this goal cannot be accomplished immediately, it should be a long term goal of school and community leaders. The more individuals who possess conflict management skills, the more likely it is that the skills will be valued, modeled, encouraged, and used by individuals in conflict situations. Conflict Resolution Education (CRE) should be culturally sensitive: Some people assume that conflict management can only work in certain cultures and certain school populations. The research demonstrates that many CRE programs are equally effective in a variety of cultural contexts. However, programs may be more effective and more readily adopted by students and staff if they are clearly sensitive to the school culture and the student’s culture. In some schools this may mean that an Afro-centric approach to CRE is used. In alternative education or special needs populations where ERE has proven very effective, this could mean tailoring the program training or content to the special needs students, (Gray & Edward PP:61-62)

2.6 Conflict Management Styles

Tesfay (2002) considers problem solving as a scientific approach which establishes the realization that a problem exists; then collects facts pertaining to it, and classifies the information; establishes one or more hypothetic solutions then selects each solution and assesses its feasibility. Every individual has the ability to choose a conflict management style when confronted with a conflict situation. Some individuals rely on their favorite conflict management style to react to most conflicts. Other individuals analyze the conflict and make a conscious decision about what conflict management style to use for the specific conflict.

The key to preventing, managing and resolving conflict effectively is the ability to respond appropriately to the situation, (Fred 2004:73)

Five conflict management styles have been identified by researchers: accommodating, avoiding, co-operative problem solving also referred to as (collaborating or consensus building), compromising and competing. All five of these styles are appropriate at times and all five styles are inappropriate at times. Individuals must choose the style that is appropriate for the conflict situation. An individual's choice of style in a conflict situation will vary depending on a variety of factors, the relationship between the disputants and the importance of the subject of the conflict to each individual. Tesfay (2002) citing Ramini(2010)described five styles for managing interpersonal conflicts. Included are: Avoiding, accommodating, competing, compromising, and collaborating.

1. Accommodating

This is when you cooperate to a high-degree, and it may be at your own expense, and actually work against our own goals, objectives and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.

2. Avoiding

This is when you simply avoid the issue. You are not helping the other party reach their goals, and you are not assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly. It is also very effective when the atmosphere is emotionally charged and you need to create some space.

Sometimes issues will resolve themselves, but hope is a strategy, and in general, avoiding is not a good long term strategy.

3. Collaborating

This is when you partner or pair up with the other party to achieve both your goals. This is how you break free of the win-lose paradigm and seek the win-win. This can be effective for complex Scenarios where you need to find a novel solution. This can also mean re-framing the challenge to create a bigger space and room for every body's ideas. The downside is that it requires a high-degree of trust and reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all the ideas.

4. Competing

This is winning -lose approach. You act in a very sensitive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach.

5. Compromising

This is the lose-lose scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals. The trap is to fall in to compromising as an easy way out, when collaborating would produce a better solution.

According to Chandan (1994:279-281) there are four guiding principles that are used for the management of conflicts.

1) Preventing conflict: - According to Schein in Chandan (1994:279), four preventive measures are taken in the management of conflict. These are: -

A. Goal structure: - Goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified.

B. Reward system: - fair compensation system must be there in order not to create individual competition or conflict within units of the organization.

C. Trust and communication: - The greater the trust among members of unit, the more honest and open the communication among them would be. Individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary.

D) Coordination: - properly coordinated activities reduce conflict.

2) Resolving Behavioral Conflict: - Here, five primary strategies for dealing with and reducing the impact of behavioral conflict are identified. These are

a. Ignoring the quarrel: - In certain situations, it may be advisable for managers to play a passive role and avoid it all together. The parties involved in the conflict may themselves prefer to avoid conflict.

b) Smoothing: - This simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself.

c) Compromising: - In dealing with compromising each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies.

d) Forcing: - This is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party. This technique is effective in situations, such as firing a trouble-maker and conflict creating managers by the president of the company.

e) Problem solving: - This technique involves "confronting the conflict" in order to seek the best solution to the problem. This approach objectively assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved, through discussions and respect for differing viewpoints. In general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based on differing value systems, where it may even intensify differences and disagreements.

3) Resolving structural based conflicts: -

This can be solved or prevented by redesigning organizational structure and work -flow. A general strategy would be to move towards as much decentralization as possible so that most of the disputes can be settled at the lower levels in the organization.

4) Stimulating conflict: - It is pointed out earlier that under certain circumstances conflict is necessary and desirable in order to create changes and challenges within the organization. In such situations, management would adopt a policy of conflict stimulation so that it encourages change and innovation. Some of the factors that stimulate or create conflict are: Too much satisfaction with the status quo, low rate of employee turnover, shortage of new ideas, strong resistance to change, friendly relations taking precedence over organizational goals and excessive efforts at avoiding conflict. Robbins in Chandan (1994:283) suggested some specific techniques for inducing conflict written as follows:

a) Appoint managers who support change: Some highly authoritative managers are very conservative in their outlook and tend to suppress opposing viewpoints. Accordingly, change-oriented managers should be selected and placed in such positions which encourage innovation and change from the status quo.

b) Encourage competition: - competition; if managed properly can enhance conflict which would be beneficial to the organization- such competition can be created by giving incentives to performance, recognition of efforts, bonuses for higher performance and status enhancement.

c) Manipulate scarcity: - this would cause conflict and make the individuals and groups do their best in order to fully utilize such resources.

d) Play on status difference: - sometimes, ignoring the senior staff members and giving visible responsibilities to junior members can cause a conflict requiring senior members to work harder to prove that they are better than the junior staff members. Having dealt with the general approaches for managing conflicts, an attempt will be made to treat the types of conflict and their management techniques one by one.

1. Managing Intrapersonal Conflict

Intrapersonal conflict is the conflict within an individual. Unless it is carefully handled, it can cause a person frustrations, tension and anxiety (Rashid and Bonoma 1983:312). Its management involves matching the individual goals and role expectations with the needs of the tasks and with the role demand in order to optimize the goal of the individual and the organization as well.

Individual conflict can sometimes be resolved by reassessment and new ranking of the values in the choice situations. This results because of either a change in the situation or development of new insight or understanding on the part of managers.

2. Managing Interpersonal Conflict Different strategies may be used to handle Interpersonal conflict. Blake and Mounton in Rahim and Bonoma (1979:1326) presented five styles for managing this type of conflict. These are: avoiding, accommodating, competing, compromising and collaborating. Other writer such as filley in Rashid and Archer (1983:322) listed three possible strategies that are used to manage interpersonal conflicts.

1. Win-lose strategy: - In this approach only one person wins while the other person suffers from the humiliation of losing. In such a situation there is little room for compromise. But there are cases where personal dominance by the boss, rule by majority, and or rule by powerful minority use this strategy for the proper management of this type of conflict.

2. Lose- lose strategy: - This is a "compromising" technique in which everyone gains a little but lose a lot-by compromising standards, qualities, and other important values; but resolving the conflict to a certain extent.

3) The win-win strategy: - This states that "everybody can win and nobody loses." This involves realistic, goal oriented, problem-solving efforts leading to discussions by consensus. In this case, people tend to be problem-centered than ego-centered. They carry out open and honest transactions with each other, focusing on goals and using an integrative strategy so that both parties stand to gain. Interpersonal styles of handling conflicts may be used when the school leaders, individuals, or groups enter conflict or when they are coming in conflict situation. In order to seek solution for this type of conflict, Rahim (1985:83-85) Suggested five styles. These are:

1) Integrating: - This involves openness, exchange of information, and examination of differences to reach a solution acceptable to both parties. It involves problem solving which may lead to creative solutions (Rahim and Bonoma, 1979:1327).

2) Obliging: - It is also called smoothing, which refers to the tendency to minimize or suppress the open recognition of real or perceived differences in conflict situations while emphasizing common interest (Hellriegel and Slocum, 1982:658). In this case, the leader acts as though the conflict will pass with time and appears to the need for cooperation. This style is effective on a short-term basis.

3) Dominating: - This is similar to win lose orientation or forcing behavior to win one's position (Rahim, 1985:84). Hellriegel and Slocum (1982:659) pointed out that, the successful use of dominating style results in outcomes that are satisfactory to only one of the parties. According to him this style is applied when there are extreme emergencies and quick action is necessary's unpopular course of action must be taken for long term organizational effectiveness and survival and when others are trying to take advantage of someone, and the person needs to take quick action for self-protection.

4) Avoiding: - This is the tendency to withdraw from or remain neutral in conflict situations.

5) Compromising: - refers to both parties give up something to make a mutually acceptable decision (Rahim and Bonoma, 1979:1327). This is a give- and take approach involving moderate concern for both self and others (Krietner and Kinicki, 1992:382)

6) Problem-solving: - This is a mechanism in which the cases are looked into and eliminated through corrective action.

Scientific approach to problem solving and its steps are elaborated by UNESCO (1980:23) as follows: Recognize that the problem exists; Collect facts(information) pertaining to it; Analyze and classify information; Establish one or more hypothetic solutions; Select each one and assess feasibility; Select the optimal solution and try it; and Check and make adjustment if necessary.

Thus, conflict-resolution is an important aspect of problem- solving. But, Rahim and Bonoma (1979:1328) suggested that there is no best style for handling conflict-it all depends on the situation.

3. Managing Intragroup Conflicts

It is suggested that team building is the prominent method among others to manage intragroup conflict. It helps the group members to learn the integrative or collaborative styles of behavior in handling disagreements (Rahim and Bonoma, 1979:1325). It was also noted that negotiation is another technique that can be effectively used together with team building (Harrison in Rahim and Bonoma, 1979:1325).

Intragroup conflict can be reduced by transferring one or more of the conflicting members to other units. This type of conflict may also be reduced by making a group more cohesive and homogeneous through interventions for organizational development. To do so, effective managers of relevant qualification are needed.

The head of the department or the manager can also affect the amount of conflict by altering the reward system, rules, procedures, and goals (Rahim and Bonoma,) 1979:1336).

4. Managing Intergroup Conflicts

The most effective ways of managing intergroup conflicts are collaboration and compromise. Conflict can also be minimized by the changes in the organization's reward system, better personnel selection and other effective training programs (Hellriegel and Slocum, 1982:668).

According to them variety of other mechanisms such as interventions by superiors, use of super ordinate goals (shared goals of groups that can be achieved only through cooperation), separate integrating groups, and standardized practices are used to manage intergroup conflicts. Ivancevich and Matteson (1990:308) listed seven styles of managing intergroup conflict through resolution. These are: 1) problem solving (face to face discussion), 2) super ordinate goals, 3) expansion of resources; 4) avoidance, 5) forcing, 6) smoothing (de-emphasizing their difference), and 7) compromise (no distinct winner or loser). These writers also pointed out for strategies for managing intergroup conflicts through stimulation.

These are: 1) Communication or information, 2) Bringing outside (new) individuals into the group, 3) Altering the organization's structure, and 4) Stimulating competition. There are also other tactics used to resolve intergroup conflicts. These are: identifying subordinate goals, interchanging group members, identifying a common enemy (external threats), reward cooperation, and involve the third party as a facilitator (Hunt, 1992:104).

2.7. Summary of Literature Review

The purpose of this review of related literature is to give a clear understanding of the nature of the problem being investigated is the causes of conflict and its management in secondary schools. The literature study forms a fundamental and integrated part of planning and understanding of the research project (Smit, 2003). A literature review may disclose that somebody else has already performed essentially the same research. This has provided substantially better insight in to the dimensions and complexity of the problem and aspect such as conflict management skills. It also equips the researcher with a complete and thorough justification of the subsequent steps as well as with a realization of the importance of undertaking of the research (Devos, 2000).

Consequently, this part of the study focuses on the concept or nature of conflict, effects of conflict, type of conflict, sources and management strategy of conflict. Thus, the review of literature shows that there have been several studies around the globe focusing on cause of work place conflict and its management and also the effects of conflict. However, very limited numbers of studies have been conducted on the cause of conflict between teachers and principals in secondary schools and on the use of conflict managing strategies by secondary school principals in context of Ethiopia.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter consists of the Research Design, source of data, the study population sample and sampling technique, instrument of data collection procedure and data gathering, data Analysis and Ethical consideration.

3.1 Research design and Method

To conduct this study both quantitative and qualitative approaches (mixed approach) was applied in concurrent design. The basic premise of using this method is that such integration permits a more complete and synergetic utilization of data than do separate quantitative data collection and analysis, moreover, qualitative data is complimentary for quantitative data (AHR2013).

The major aim of quantitative research method is to test pre-determined hypotheses and produced generalized results using statistical methods; the result of quantitative analysis can confirm or refute hypotheses about the outcome of a problem and ensuring needs of the affected population (ACAPS, 2011)

Qualitative methods of research and analysis provide added value in identifying and exploring intangible factors such as cultural expectations, gender role, ethnic and religious implications and individual feelings(ACAPS,2011)

The study also employed descriptive survey research design. The reason this survey method was used, because the nature of the problem needs a wide range of description and investigation. It helps to make detailed analysis of existing phenomena with the intent of employing data to justify current conditions. Besides, this method is important and useful method of data collection it also provides opportunities to investigate the causes of work place conflict and its management in realistic settings. Best and Kahn (1999) confirmed that descriptive survey helps to describe and interpret the trend of event that exist now and existed in the historical research and that influence on the present situation. Similarly, it is important when a researcher wants to adopt for collecting the relevant data at a particular point in time and use it to describe the nature of existing conditions as well as the techniques to be used on the current status of the phenomenon that cannot be directly observed. The other reason that this method was used is due to the fact that it is a research method characterized by different principal research producers and relies on a

direct appeal to representative sample of participants drawn from a clearly defined population from whom data will be gathered for the study. Besides employing this method allowed the sampling, data gathering and the instrumentation techniques to be used emphasize validity and reliability.

Therefore, by making use of this method, a great deal of efforts was exerted to answer the basic questions and to meet the objectives of the study. And also the researcher has used both quantitative and qualitative methods to find out the major causes of work place conflicts and its management in government secondary school of Arada sub city.

3.2 Sources of Data

To collect data for the study the researcher used both primary and secondary sources of data.

3.2.1 Primary sources

These data was gathered from school teachers and principals. The information require for the study on *the causes of work place conflict and its management*. The existing situations explored by using the primary data collection methods. The major sources of data for this study were the available secondary schools and the sample teachers and principals.

3.2.2 Secondary sources

The secondary sources of data were documents. This is related to school discipline committee disciplinary case records.

3.3 Sample Population and Sampling Techniques

3.3.1 Sample Population

The target population of the study was teachers and principals. Arada Sub City has 6 target high schools. In these schools, there were 365 teachers. 4 secondary governmental schools were selected and there were 254 teachers and 16 principals. Among these 155 teachers were selected through the formula of sampling size determination. To achieve fair representation, simple random sampling technique was employed. It was assumed that taking a sample from these 4 schools fairly represents the government secondary schools of Arada Sub-City. For determining the sample size, the researcher used the following formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where, n= Sample size

N = Population size

e = 0.05, (level of confidence 95 %)

Source: - Israel 2012, sampling size determination formula.

Table 1 Total Number of teachers and principals in the schools

S.N	Participants	Population by school												Total sample		
		W/ro kelemework			Tikur Anbessa			Betelhem			Agazian					
1	Principal	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
				3	1	4	3	1	4	3	1	4	3	1	4	12
2	Teacher	32	8	40	33	7	40	32	8	40	30	5	35	127	28	254/155 simple random
3	Total population	35	9	44	36	8	44	36	9	44	33	6	39	139	32	171

3.3.2 Sampling Techniques

The sample population of this study was selected by using simple random sampling techniques. In this method every member of the population has an equal and independent chance of being selected for the sample. In this research putting the names of all population members in list and then the serial numbers of the list was taken through lottery techniques drawing some out as the sample. Finally the researcher selects 155 teachers out of 254 teachers by listing the name of

teachers randomly. Because the researcher considered the teachers and principals population were many and it is difficult to manage, that is why sampling size determination were needed.

It was also decided to simple random selection was done for selecting the schools. Questionnaires were distributed within each randomly with respect to their sample sizes. On the other hand, all principals from the sample schools were participated. The researcher has selected some principals by simple random sampling method to incorporate in the study in order to conduct interview to collect further data for the study. In addition to this relevant document analysis were reviewed and analyzed.

3.4 Instruments and Procedure of Data Collection

3.4.1 Data Collection Instruments

In order to gather the data for the study the researcher used questionnaires, interview and document analysis for teachers and principals related to *causes of work place conflict and its management*.

3.4.1.1 Questionnaire

The questionnaires were both close-ended and open- ended item was developed based on the research objectives. The number of items contained in the principals and teachers questionnaires were 31. The questionnaires designed for principals and teachers were written in English. Questions were designed by researcher and employed from review literature with some modification.

171 questionnaires were distributed to teachers and principals. Among these 127 were filled out and returned. As I mentioned above in my limitation topic because of corona virus I faced challenges to collect all the questionnaires. In addition the researcher was prepared both close-ended and open-ended questionnaires to gather data from teachers and principals. These questionnaires were used to make items convenient for the secondary schools teachers and principals.

At the end of the questionnaire there were open-ended items that give a chance for the respondents to give their suggestions, opinions or comments. The open ended questionnaires consisting of three items were included in the questionnaire in order to investigate *the causes of work place conflict and its management between teachers and principals view positively or*

negatively. They were also request to give views on what should be done to make the current practice of conflict management.

3.4.1.2 Interview

To make the study more comprehensive and reliable semi-structured interview were administered to principals and record their response through digital recorder materials. Due to global pandemic disease and the status they possess, the interview was considered as better instrument for principals. In addition due to prohibitions of assembly at the time, it was impossible to perform focused group discussion. But it was greatly compensated by the deep and wide interviews.

3.4.1.3 Document Analysis

In order to strengthen the study with further supporting data, attempts were made to analyze relevant documents. The documents were reviewed the schools' discipline committees' disciplinary case records.

3.4.1.4 Validity

The issue of validity is the most important concept that researchers are required to deal critically with. The design of the measuring instrument must be valid so that the collected data was lead to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133).

Validity is the extent to which the measuring instrument (e.g., a questionnaire) researcher is using essentially measures the characteristic or dimension they intend to measure. This implies, if a questionnaire designed to measure teacher satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction.

In this research validity was addressed as follows:

Content validity, as defined by Cohen et al. (2007:137) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables.

These variables included Structural conflict generating Factors, Personal conflict generating Factors and external conflict generating factor.

Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test. Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity was judged by the researcher.

3.4.1.4 Reliability

Reliability, as defined by Cohen, and others (2007:146), is the consistency, dependability and reliability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant.

3.4.2 Procedure of Data Collection

Questionnaires items were prepared and submitted to the advisor for approval. Then, pilot testing were held for 10 teachers and 5 principals to cross-check the clarity of the questionnaire and improvement was made if needed. All the questions were pilot tested. They were distributed only first to 10 teachers and 5 principals at Arada Sub City Secondary School. This was done to make a pilot survey the aim of pre-testing the survey questionnaire. In pre testing questionnaire, the main concern was to detect problem which may cause confusion to the respondents, which is to identify ambiguous or biased item in the questionnaire for elimination and suitability for collecting the required data. It was also needed to improve the format of the questionnaire to facilitate understanding. The pilot survey was used to determine whether the words in each question contained an adequate range of response categories. From the questionnaire two questions was corrected to make clear to the respondent depending on the feedback obtained. After correction had been made to the questionnaire, it was distributed to teachers and principals in selected schools. After two weeks the respondents returned back the questionnaire and depending on their response analysis had been made.

An interview conducted from selected principals and also document analysis used to strengthen the data. Finally, responses from questionnaires, interview and document analysis were analyzed.

3.5. Methods of Data Analysis

Depending on the nature of the basic questions to be addressed and variables to be treated, the following statistical tools were used. A percentage (%) and frequency distributions were used to determine the personal characteristics of respondent and analyze their responses. Mean value was used to see where the average of the response lies. And P-value was also used to check whether or not there exists a significant difference between the groups of respondent's, i.e, principals and teachers. This statistical test is chosen since the two groups (Teachers and principals) are independent, and the data are in terms of frequencies in discrete categories. Since it includes all the rating scales possible, it can reasonably show the relationship between the two independent groups. The interview response was transcribed and analyzed qualitatively using words and document analysis used also to strengthen the data. Generally the data analysis was made using the Statistical Packages for Social Science studies (SPSS).Frequencies, significance, Percentage, mean, standard deviation used to describe mean value difference of variables. The overall data was interpreted under each basic question and conclusions were drawn.

3.6 Ethical Considerations

The purpose of the study was clearly explained to all concerned bodies and participants of the study. Before administering the questionnaire and conducting interviews, participants were briefed on the purpose of the study, the process of data collection, the confidentiality of the information they gave. To ensure confidentiality, the data collected were protected from access by unauthorized reach. Study guides were anonymous, and only an identity number was used. Only analyzed and reconstructed data was published instead of direct inferences.

Therefore, the research participants were ensured that there would be no risk or harm against them due to participating in this research project.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents various data obtained from the research participants. It consists of characteristics of the respondents in terms of their sex, age, educational qualification, and work experience. Besides, it contains data obtained by making use of questionnaire, interview and document analysis with detailed interpretation of all the collected data.

4.1. Respondents` Characteristics

Table 4.1 displays characteristics of the respondents who participated in the study. All of them were chosen from government general secondary schools in the ‘Arada’ Sub-City. They were different personal characteristics and background.

The respondents’ demographic data were collected because the researcher thought the data might be useful for readers to have clear image of the respondents’ demographic distribution in the schools from various aspects, and be able to take their own judgments on the data they could possibly provide about matters related with causes of work place conflict and its management.

Table-4.1 A table that shows respondents’ characteristics

Characteristics		No of respondents	Percentage
Sex	Male	94	74.0%
	Female	33	26%
	Total	127	100%
Age	Below 20	-	-
	21-30	39	30.7%
	31-40	47	37.0%
	41-50	24	18.8%
	51 & above	17	13.1%
	Total	127	100%
	Diploma	----	----
Educational qualification	Degree	85	67%
	MA/MSA	42	33%
	Total	127	100%
	Teacher	111	87.4%
Job position	Principals	16	12.6%
	Total	127	100%
	Below 1 year	-	-
Work experience	1-5 years	14	11.0%
	6-10 years	31	24.4%
	11-15 years	26	20.4%
	16-20 years	14	11.0%
	21-25 years	22	17.2%
	26-30 years	11	8.6%
	31 and above	9	7.0%
	Total	127	100%

Source of data from researcher school survey data, 2020 G.C

The table 4.1 shows that the total number of respondents was 127. Accordingly, the number of male respondents was 94 (74.0%), and the number of female respondents was 33 (26%). Besides, they were found in various age groups and educational qualification. The table shows that 39 (30.7%) of them were between 21-30 years old while 47(37.0%) were between 31-40 years old. On the other hand, 24(18.8%) were in the age of 41-50, and remaining 17 (13.1%) were 51 and above years old.

The respondents' educational qualification, 85(67%) had a first degree educational qualification. The rest 42(33%) were qualified in master degree.

The research participants also had different job responsibilities in their respective schools. Accordingly, 111(87.4%) of them were classroom teachers, whereas, 16(12.6%) were principal and v/principals.

In addition, the respondents had varied periods of work experiences. Table, 1 showed 14 (11.0%) had 1-5 years of work experience 31(24.4%) had 6-10years, 26(20.4%) had 11-15 years, 14 (11.0%) had 16-20 years, 22 (17.5%) had 21-25 years, 11(8.6%) had 26-30 years and 9(7.0%) also had 31and above years of work experience. In this context experienced teachers are few in numbers than others.

4.2. Views of respondents on conflicts and conflict management

Key: - SA = Strongly Agree A = Agree N = Neutral D = Disagree

SD = Strongly Disagree Fr = Frequency % = Percent, SD=Standard deviation

P= significance

Table 4:2 Analysis of teachers and principals' responses on the view of conflict

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig. P
			N	%	Mean	SD	N	%	Mean	SD	
1	Conflicts are viewed as constructive	SA	12	10.8	2.666 667	0.8 2	3	18.8	2.437 5	0.8 8	0.42
		A	21	18.9			2	12.5			
		U	19	17.1			0	0.0			
		D	36	32.4			5	31.3			
		SD	23	20.7			6	37.5			
		TOTAL	111	100			16	100			
2	Workplace competition is healthy	SA	23	20.7	2.738 739	0.9	1	6.3	1.875 5	1.1 2	0.17
		A	20	18.0			1	6.3			
		U	4	3.6			0	0.0			
		D	33	29.7			7	43.8			
		SD	31	27.9			7	43.8			
		TOTAL	111	100			16	100			
3	The school's conflict settlers have adequate conflict management skills	SA	9	8.1	2.387 387	1.2 1	2	12.5	2.562 5	1.0 5	0.66
		A	18	16.2			3	18.8			
		U	12	10.8			0	0.0			
		D	40	36.0			8	50.0			
		SD	32	28.8			3	18.8			
		TOTAL	111	100			16	100			
4	There is good conflict resolution culture in the school	SA	11	9.9	2.126 126	0.9 3	1	6.3	2.375 5	0.8 4	0.25
		A	7	6.3			4	25.0			
		U	0	0.0			0	0.0			
		D	60	54.1			6	37.5			
		SD	33	29.7			5	31.3			
		TOTAL	111	100			16	100			
5	Differences are well accepted in the work place	SA	9	8.1	2.324 324	1.1 8	4	25.0	2.75 5	1.2 4	0.18
		A	16	14.4			2	12.5			
		U	6	5.4			1	6.3			
		D	51	45.9			4	25.0			
		SD	29	26.1			5	31.3			
		TOTAL	111	100			16	100			

6	Conflicts often bring about positive effects	SA	17	15.3	2.405 405	1.0	2	12.5	1.875	1.2 3	0.14
		A	15	13.5			1	6.3			
		U	8	7.2			0	0.0			
		D	27	24.3			3	18.8			
		SD	44	39.6			10	62.5			
		TOTAL	111	100			16	100			
7	Conflicts never remain unsolved	SA	6	5.4	2.117 117	0.8	2	12.5	2.375	0.9 6	0.21
		A	8	7.2			2	12.5			
		U	14	12.6			1	6.3			
		D	48	43.2			6	37.5			
		SD	35	31.5			5	31.3			
		TOTAL	111	100			16	100			
8	Conflicts mostly end peacefully	SA	4	3.6	1.972 973	0.7 8	0	0.0	1.625	0.7 5	0.33
		A	7	6.3			1	6.3			
		U	9	8.1			0	0.0			
		D	53	47.7			7	43.8			
		SD	38	34.2			8	50.0			
		TOTAL	111	100			16	100			

Table 4.2. The above portrays data provided to principals and teachers in response to arguments they were presented regarding their views on the nature of the conflicts. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on whether conflicts are viewed as constructive was 2.66 with a standard deviation at 0.82 among teachers and 2.44 with standard deviation at 0.88 among the principals, both below the reference mean score 3. This implies that conflicts in schools were not viewed as constructive by many of the study participants.

The calculated significance $P = 0.42$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on whether Workplace competition is healthy was 2.74 with a standard deviation at 0.9 among teachers and 1.88 with standard deviation at 0.12 among the principals, both below the reference mean score 3. Therefore, one can understand from this that workplace competitions more of seem to be unhealthy in the schools under study.

The calculated significance $P = 0.17$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on if The school's conflict settlers have adequate conflict management skills was 2.39 with a standard deviation at 1.21 among teachers and 2.56 with standard deviation at 1.05 among the principals, both below the reference mean score 3. This implies that conflict settlers in the schools were not viewed to have adequate conflict management skills by many of the study participants.

The calculated significance $P = 0.66$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on whether there is good conflict resolution culture in the school was 2.13 with a standard deviation at 0.93 among teachers and 2.38 with standard deviation at 0.84 among the principals, both below the reference mean score 3. The implication of this data is that there was no good culture of resolving conflicts as perceived by many of the respondents.

The calculated significance $P = 0.25$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 5 shows that the mean score of the view on whether Differences are well accepted in the work place was 2.32 with a standard deviation at 1.18 among teachers and 2.75 with standard deviation at 1.24 among the principals, both below the reference mean score 3. Therefore, this proves the fact that differences among individuals and/or groups were not well accepted in the school.

The calculated significance $P = 0.18$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 6, the mean score of the view on whether Conflicts often bring about positive effects was 2.41 with a standard deviation at 1.0 among teachers and 1.88 with standard deviation at 1.23 among the principals, both below the reference mean score 3. Thus, most respondents believe that conflicts often brought about negative effects rather than positive.

The calculated significance $P = 0.14$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 7, the mean score of the view on if conflicts never remain unsolved was 2.12 with a standard deviation at 0.8 among teachers and 2.38 with standard deviation at 0.96 among the principals, both below the reference mean score 3. Based on this data, it can be understood that the presence of conflicts remained unsolved.

The calculated significance $P = 0.21$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 8, the mean score of the view on whether Conflicts mostly end peacefully was 1.97 with a standard deviation at 0.78 among teachers and 1.63 with standard deviation at 0.75 among the principals, both below the reference mean score 3. Here, the majority agreed that conflicts were mostly do not end peacefully.

The calculated significance $P = 0.33$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Table 4.3: Analysis of teachers and principals' responses on institutional related cause of conflict

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig.
			N	%	Mean	SD	N	%	Mean	SD	
1	Lack of provision of resources on time	SA	44	39.6	3.630 631	1.17	6	37.5	3.875	1.22	0.28
		A	29	26.1			7	43.75			
		U	7	6.3			0	0			
		D	15	13.5			1	6.25			
		SD	16	14.4			2	12.5			
		TOTAL	111	100.0			16	100			
2	Shortage and unfair allocation of resources	SA	32	28.8	3.306 306	1.1	8	50	4.062	0.93	0.09
		A	31	27.9			5	31.25			
		U	6	5.4			0	0			
		D	23	20.7			2	12.5			
		SD	19	17.1			1	6.25			
		TOTAL	111	100.0			16	100			
3	Un-conducive work environment	SA	41	36.9	3.738 739	1.06	5	31.25	3.687	0.91	0.11
		A	39	35.1			7	43.75			
		U	2	1.8			0	0			
		D	19	17.1			2	12.5			
		SD	10	9.0			2	12.5			
		TOTAL	111	100.0			16	100			
4	Inadequate teaching and learning materials	SA	33	29.7	3.342 342	1.29	2	12.5	2.375	1.18	0.04
		A	26	23.4			3	18.75			
		U	20	18.0			0	0			
		D	10	9.0			5	31.25			
		SD	22	19.8			6	37.5			
		TOTAL	111	100.0			16	100			

Table 4.3: The above portrays data provided to principals and teachers in response to arguments they were presented regarding their views on institutional related causes of conflict. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on whether lack of provision of resources on time is a cause for conflict was 3.63 with a standard deviation at 1.17 among teachers and 3.88 with standard deviation at 1.22 among the principals, both above the reference mean score 3. Thus, it can be understood that the presence lacks provisions of resources on time as institutional causes of conflict in schools.

The calculated significance $P = 0.28$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on whether Shortage and unfair allocation of resources is a cause for conflict was 3.31 with a standard deviation at 1.1 among teachers and 4.06 with standard deviation at 0.93 among the principals, both above the reference mean score 3. This reveals that Shortage and unfair allocation of resources was one of institutional related cause of conflict in schools.

The calculated significance $P = 0.09$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on if un-conducive work environment was a cause of conflict was 3.74 with a standard deviation at 1.06 among teachers and 3.69 with standard deviation at 0.91 among the principals, both above the reference mean score 3. This indicates that an un-conducive work environment was institutional related cause of conflict in schools.

The calculated significance $P = 0.11$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on whether Inadequate teaching and learning materials is a cause of conflict was 3.34 with a standard deviation at 1.29 among teachers and 2.38 with standard deviation at 1.18 among the principals. This implies, most teachers pointed out that inadequate teaching and learning materials was the major causes of institutional related conflict. But according to the data, a few principals believe that this might not be the case.

The calculated significance $P = 0.04$ was greater than 0.05. Therefore, there was statistically significant difference among the mean scores of the teachers and principals. This shows that there was a statistically significant difference between the perceptions of the two groups.

Generally, the data indicated that the major causes of institutional related causes of conflict; un-conducive work environments of teachers and principals, lack of provision of resources on time and shortage and unfair allocation of resources were the major causes of institutional related causes of conflict are agreed upon well by both the principals and teachers. While, the views of principals and teachers over inadequate teaching and learning materials as a cause of conflict did not coincide with each other.

Table 4.4 Analysis of teachers and principals' responses on work related cause of conflict

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig.
			N	%	Mean	SD	N	%	Mean	SD	
1	Lack of preparation of lesson plan	SA	51	45.9	3.810 811	1.11	6	37.5	3.56 25	1.02	0.56
		A	27	24.3			5	31.25			
		U	5	4.5			0	0			
		D	17	15.3			2	12.5			
		SD	11	9.9			3	18.75			
		TOTAL	111	100			16	100			
2	Lateness to school and absenteeism from work	SA	30	27.0	3.558 559	0.91	5	31.25	3.25	1.17	0.62
		A	37	33.3			3	18.75			
		U	14	12.6			2	12.5			
		D	25	22.5			3	18.75			
		SD	5	4.5			3	18.75			
		TOTAL	30	100			16	100			
3	Unfair scheduling of time table	SA	44	39.6	3.783 784	0.88	7	43.75	3.75	0.99	0.45
		A	40	36.0			4	25			
		U	0	0.0			0	0			
		D	13	11.7			4	25			
		SD	14	12.6			1	6.25			
		TOTAL	111	100			16	100			
4	Poor accountability and responsibility	SA	32	28.8	3.396 396	0.87	2	12.5	2.37 5	0.94	0.11
		A	36	32.4			3	18.75			
		U	9	8.1			0	0			
		D	12	10.8			5	31.25			
		SD	22	19.8			6	37.5			
		TOTAL	111	100			16	100			
5	Unfair rewards systems	SA	51	45.9	3.954 955	0.82	9	56.25	3.81 25	1.13	0.17
		A	30	27.0			2	12.5			
		U	12	10.8			0	0			
		D	10	9.0			3	18.75			
		SD	8	7.2			2	12.5			

		TOTAL	111	100			16	100			
6	Unfair decisions	SA	62	55.9	4.063 063	0.71	4	25	3.43 75	1.02	0.21
		A	27	24.3			5	31.25			
		U	0	0.0			3	18.75			
		D	11	9.9			2	12.5			
		SD	11	9.9			2	12.5			
		TOTAL	111	100			16	100			
7	Punishment	SA	35	31.5	3.639 64	0.95	5	31.25	3.43 75	0.88	0.41
		A	31	27.9			5	31.25			
		U	20	18.0			0	0			
		D	20	18.0			4	25			
		SD	5	4.5			2	12.5			
		TOTAL	111	100			16	100			

Table 4.4: The above portrays data provided to principals and teachers in response to arguments they were presented regarding their views on work related cause of conflict. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on whether lack of preparation of lesson plan is a cause for a conflict was 3.81 with a standard deviation at 1.11 among teachers and 3.56 with standard deviation at 1.02 among the principals, both below the reference mean score 3. Thus, as most respondents agree, lack of preparation of lesson plan was the major causes of work related causes of conflict.

The calculated significance $P = 0.56$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on if lateness to school and absenteeism from work are causes of conflict was 3.56 with a standard deviation at 0.91 among teachers and 3.25 with standard deviation at 1.17 among the principals, both below the reference mean score 3. This indicates that lateness to school and absenteeism from work was one of the major causes of work related cause of conflict in schools.

The calculated significance $P = 0.62$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on if Unfair scheduling of time table causes a conflict was 3.78 with a standard deviation at 0.88 among teachers and 3.75 with standard deviation at 0.99 among the principals, both below the reference mean score 3. This reveals that unfair scheduling of time table was one of the causes of work related causes of conflict.

The calculated significance $P = 0.45$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on whether poor accountability and responsibility causes a conflict was 3.40 with a standard deviation at 0.87 among teachers and 2.38 with standard deviation at 0.94 among the principals, both below the reference mean score 3. This shows that most of the teachers believe that there is poor accountability and responsibility in schools and it is the main source of conflict in the schools. But unlike the teachers the principals don't seem to give as much value to it.

The calculated significance $P = 0.11$ was greater than 0.05 but seems to be too close. Although it could be concluded that there was no statistically significant difference among the mean scores of the teachers and principals, it is obvious that it should be considered softly.

Item 5 shows that the mean score of the view on whether Unfair rewards systems cause conflicts, was 3.96 with a standard deviation at 0.82 among teachers and 3.82 with standard deviation at 1.13 among the principals, both below the reference mean score 3. This reveals that unfair rewards systems were the major causes of work related causes of conflict.

The calculated significance $P = 0.17$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 6, the mean score of the view on whether Unfair decisions are sources of conflict was 4.06 with a standard deviation at 0.71 among teachers and 3.44 with standard deviation at 1.02 among the principals, both below the reference mean score 3. This indicates that unfair decisions were the major causes of work related cause of conflict between teachers and principals in schools.

The calculated significance $P = 0.21$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 7, the mean score of the view on if punishment is a cause of conflict between the two parties was 3.64 with a standard deviation at 0.95 among teachers and 3.44 with standard deviation at 0.88 among the principals, both above the reference mean score 3. Thus, most respondents pointed out that punishment were one of the causes of work related causes of conflict in schools.

The calculated significance $P = 0.41$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Generally, analyzed responses from the above table of data showed that unfair decisions of principals were the major causes of conflict at first. Then unfair scheduling of time table and unfair rewards systems follow as the other major causes of work related causes of conflict.

Table 4.5 Analysis of teachers and principals' responses on leadership related cause of conflict

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig.
			N	%	Mean	SD	N	%	Mean	SD	
1	False reports from leaders	SA	26	23.4	3.378 378	1.2 1	7	43.7 5	4	0.8	0.56
		A	37	33.3			6	37.5			
		U	14	12.6			0	0			
		D	21	18.9			2	12.5			
		SD	13	11.7			1	6.25			
		TOTAL	111	100.0			16	100			
2	Poor communication	SA	43	38.7	4	0.9 1	8	50	3.875	0.96	0.72
		A	42	37.8			4	25			
		U	16	14.4			0	0			
		D	3	2.7			2	12.5			
		SD	7	6.3			2	12.5			
		TOTAL	111	100.0			16	100			
3	Misinterpretation of rules and regulation	SA	30	27.0	3.315 315	1.1 3	4	25	3.187 5	1.04	0.22
		A	30	27.0			4	25			
		U	11	9.9			2	12.5			
		D	25	22.5			3	18.7 5			
		SD	15	13.5			3	18.7 5			
		TOTAL	111	100.0			16	100			
4	Lack of school leadership competences and skills	SA	42	37.8	3.720 721	1.0 1	8	50	4.062 5	0.91	0.24
		A	33	29.7			5	31.2 5			
		U	7	6.3			0	0			
		D	21	18.9			2	12.5			
		SD	8	7.2			1	6.25			
		TOTAL	111	100.0			16	100			
5	Absence of participatory decision making process	SA	31	27.9	3.468 468	1.2 1	6	37.5	3.437 5	1.2	0.74
		A	29	26.1			4	25			
		U	22	19.8			0	0			
		D	19	17.1			3	18.7 5			

		SD	10	9.0			3	18.7			
		TOTAL	111	100.0			16	100			
6	unfair selection of teachers for training	SA	28	25.2	3.351	0.9	5	31.2	3.625	1.09	0.44
		A	33	29.7	351		6	37.5			
		U	13	11.7			1	6.25			
		D	24	21.6			2	12.5			
		SD	13	11.7			2	12.5			
		TOTAL	111	100.0			16	100			

Table 4.5: The above portrays data provided by principals and teachers in response to arguments they were presented regarding their views on leadership related cause of conflict. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on whether false reports from leaders is a cause for a conflict was 3.38 with a standard deviation at 1.21 among teachers and 4 with standard deviation at 0.88 among the principals, both above the reference mean score 3. This indicates that false reports from leaders were one of the major causes of leadership related cause of conflict in schools.

The calculated significance $P = 0.56$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on whether Poor communication is a cause of conflict was 4 with a standard deviation at 0.91 among teachers and 3.8 with standard deviation at 0.96 among the principals, both above the reference mean score 3. This reveals that poor communication was one of the causes of leadership related conflict.

The calculated significance $P = 0.72$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on if Misinterpretation of rules and regulations caused conflict was 3.31 with a standard deviation at 1.13 among teachers and 3.19 with standard deviation at 1.04 among the principals, both above the reference mean score 3. This indicates that misinterpretation of rules and regulation as leadership related cause of conflict between school principal and teacher was agreed.

The calculated significance $P = 0.22$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on whether Lack of school leadership competences and skills is a cause of conflict as 3.72 with a standard deviation at 1.01 among teachers and 4.06 with standard deviation at 0.91 among the principals, both above the reference mean score 3. This indicates that lack of school leadership competences and skills were one of the major causes of leadership related cause of conflict in schools.

The calculated significance $P = 0.24$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 5 shows that the mean score of the view on whether Absence of participatory decision making process is a cause of conflict was 3.47 with a standard deviation at 1.21 among teachers and 3.44 with standard deviation at 1.2 among the principals, both above the reference mean score 3. Thus, this shows that most respondents believe that absence of participatory decision making process were one of the causes of work related causes of conflict in schools.

The calculated significance $P = 0.74$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 6, the mean score of the view on whether unfair selection of teachers for training is a cause for conflict was 3.35 with a standard deviation at 0.9 among teachers and 3.62 with standard deviation at 1.09 among the principals, both above the reference mean score 3. This reveals that unfair selection of teachers for training was one of the causes of leadership related conflict.

The calculated significance $P = 0.44$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

As a result of the above tables of data analysis, we can easily conclude that the major causes of conflict between teachers and principals were primarily poor communication. Secondly, lack of school leadership competences and skills and thirdly, false reports from leaders as leadership related causes of conflict.

Table 4.6 Analysis of teachers and principals' responses on the effects of conflict

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig. P
			N	%	Mean	SD	N	%	Mean	SD	
1	They have the effect on students' achievement	SA	29	26.12 613	3.558 559	0.8 4	8	50	4.187 5	0.8	0.26
		A	41	36.93 694			6	37.5			
		U	14	12.61 261			0	0			
		D	17	15.31 532			1	6.25			
		SD	10	9.009 009			1	6.25			
		TOTAL	111	100.0			16	100			
2	Reduce teachers motivation	SA	33	29.72 973	3.738 739	0.7 7	8	50	3.937 5	0.7 6	0.46
		A	43	38.73 874			4	25			
		U	15	13.51 351			1	6.25			
		D	13	11.71 171			1	6.25			
		SD	7	6.306 306			2	12.5			
		TOTAL	111	100.0			16	100			
3	Decreased over all school performance	SA	40	36.03 604	3.621 622	1.0 3	6	37.5	3.937 5	0.8 2	0.13
		A	30	27.02 703			6	37.5			
		U	10	9.009 009			2	12.5			
		D	21	18.91 892			1	6.25			
		SD	10	9.009 009			1	6.25			
		TOTAL	111	100.0			16	100			
4	Increased hostility and aggressive behavior	SA	32	28.82 883	3.558 559	0.8 8	7	43.7 5	3.937 5	0.8 3	0.36
		A	34	30.63 063			5	31.2 5			
		U	17	15.31 532			1	6.25			

		D	20	18.01 802			2	12.5			
		SD	8	7.207 207			1	6.25			
		TOTAL	111	100.0			16	100			
5	Decrease co-operative learning	SA	31	27.92 793	3.846 847	0.9 2	6	37.5	4.125	0.9 8	0.58
		A	48	43.24 324			8	50			
		U	22	19.81 982			0	0			
		D	4	3.603 604			2	12.5			
		SD	6	5.405 405			0	0			
		TOTAL	111	100.0			16	100			
6	Development of frustration	SA	29	26.12 613	3.567 568	1.2	5	31.2 5	3.625	1.1 1	0.09
		A	43	38.73 874			6	37.5			
		U	13	11.71 171			1	6.25			
		D	14	12.61 261			2	12.5			
		SD	12	10.81 081			2	12.5			
		TOTAL	111	100.0			16	100			

Table 4.6: The above portrays data provided to principals and teachers in response to arguments they were presented regarding their views on the effects of conflict. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on if they have the effect on students' achievement was 3.55 with a standard deviation at 0.84 among teachers and 4.19 with standard deviation at 0.8 among the principals, both above the reference mean score 3. Thus, we can deduce that students' achievement is affected by teacher principal conflicts.

The calculated significance $P = 0.26$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on the effect reduce teachers' motivation was 3.73 with a standard deviation at 0.77 among teachers and 4.93 with standard deviation at 0.76 among the principals, both below the reference mean score 3. This implies the teachers' motivation is significantly affected by such conflicts.

The calculated significance $P = 0.46$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on the effect of decreased over all school performance was 3.62 with a standard deviation at 1.03 among teachers and 3.93 with standard deviation at 0.82 among the principals, both below the reference mean score 3. This shows that the overall school performance is affected by the teachers' principals conflict.

The calculated significance $P = 0.13$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on the effect of Increased hostility and aggressive behavior was 3.56 with a standard deviation at 0.88 among teachers and 3.94 with standard deviation at 0.83 among the principals, both below the reference mean score 3. So, this refers that the high hostility and aggressive behavior is a side effect of conflicts.

The calculated significance $P = 0.36$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 5 shows that the mean score of the view on the effect of decrease in co-operative learning was 3.84 with a standard deviation at 0.92 among teachers and 4.125 with standard deviation at 0.98 among the principals, both below the reference mean score 3. This implies conflicts between teachers and principals affect the co-operative learning process.

The calculated significance $P = 0.58$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 6, the mean score of the view on the effect of conflict on development of frustration was 3.57 with a standard deviation at 1.2 among teachers and 3.62 with standard deviation at 1.11 among the principals, both below the reference mean score 3. Therefore, conflict causes a development of frustration.

The calculated significance $P = 0.09$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Considering the statistical data, there is huge belief that the teacher principal conflict is a big issue and has a significant effect on achievements, motivation, performance and hostility of the teachers and even the students.

Table 4.7 Analysis of teachers and principals' responses on Conflict management strategies

S.N	ITEM	SCALE	TEACHERS(N) 111				PRINCIPALS(N) 16				Sig. (P)
			N	%	Mean	SD	N	%	Mean	SD	
1	Using Competition (a win-or loss style) as the conflict management strategy	SA	45	40.5	3.747 748	1.1 3	5	31.3	3.687 5	1.0 2	0.23
		A	33	29.7			7	43.8			
		U	0	0.0			0	0.0			
		D	26	23.4			2	12.5			
		SD	7	6.3			2	12.5			
		TOTAL	111	100			16	100			
2	Does principal use Collaboration (a Win-win style) as conflict management strategy	SA	38	34.2	3.504 505	1.2 2	4	25.0	3.187 5	1.2 4	0.88
		A	24	21.6			5	31.3			
		U	17	15.3			0	0.0			
		D	20	18.0			4	25.0			
		SD	12	10.8			3	18.8			
		TOTAL	111	100			16	100			
3	Does principal use Compromising (a Lose-lose style) as conflict management strategy	SA	13	11.7	2.558 559	1.1 8	2	12.5	2.187 5	1.0 2	0.18
		A	19	17.1			2	12.5			
		U	12	10.8			0	0.0			
		D	40	36.0			5	31.3			
		SD	27	24.3			7	43.8			
		TOTAL	111	100			16	100			
4	Does principal use Avoidance (ignorance) as conflict management strategy	SA	55	49.5	3.882 883	0.9 4	7	43.8	3.5 7	0.9 7	0.43
		A	21	18.9			3	18.8			
		U	14	12.6			0	0.0			
		D	9	8.1			3	18.8			
		SD	12	10.8			3	18.8			
		TOTAL	111	100			16	100			
5	Does principal use Accommodation (high cooperation and low confrontation) as conflict management strategy	SA	21	18.9	2.792 793	1.2 7	5	31.3	3.687 5	1.0 1	0.09
		A	24	21.6			6	37.5			
		U	7	6.3			2	12.5			
		D	29	26.1			1	6.3			
		SD	30	27.0			2	12.5			
		TOTAL	111	100			16	100			
6	Principals do not use any of the above strategy to manage conflict	SA	21	18.9	3	1.2	3	18.8	2.562 5	1.1 8	0.12
		A	19	17.1			2	12.5			
		U	20	18.0			0	0.0			
		D	41	36.9			7	43.8			
		SD	10	9.0			4	25.0			
		TOTAL	111	100			16	100			

Table 4.7: The above portrays data provided to principals and teachers in response to arguments they were presented regarding their views on Conflict management strategies. Here below is the analysis and interpretation of data they provided. P-value was calculated to see the significant difference between the teachers and the principals. The references mean score will be 3.0.

Item 1 shows that the mean score of the view on whether they use Competition (a win-or loss style) as the conflict management strategy was 3.747 with a standard deviation at 1.3 among teachers and 3.687 with standard deviation at 1.2 among the principals, both over the reference mean score 3. This implies that competition is one conflict management strategy among both parties.

The calculated significance $P = 0.23$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 2 shows that the mean score of the view on whether the principal use collaboration (a win-win style) as conflict management strategy was 3.504 with a standard deviation at 1.2 among teachers and 3.187 with standard deviation at 1.24 among the principals, both over the reference mean score 3. This result also implies that the principals use collaboration as a conflict management strategy when it occurs in their school.

The calculated significance $P = 0.88$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 3, the mean score of the view on whether the principal use Compromising (a Lose-lose style) as conflict management strategy was 2.558 with a standard deviation at 1.18 among teachers and 2.187 with standard deviation at 1.02 among the principals, both below the reference mean score 3. This implies that the principals don't compromise in order to manage a conflict.

The calculated significance $P = 0.18$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 4, the mean score of the view on whether the principal use avoidance (ignorance) as conflict management strategy was 3.882 with a standard deviation at 0.94 among teachers and 3.5 with standard deviation at 0.97 among the principals, both above the reference mean score 3. This critical response shows that the principals mostly try to avoid or simply ignore conflicts instead of dealing with them.

The calculated significance $P = 0.43$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

Item 5 shows that the mean score of the view on whether the principal use accommodation (high cooperation and low confrontation) as conflict management strategy was 2.792 with a standard deviation at 1.27 among teachers and 3.687 with standard deviation at 1.01 among the principals. This implies that although the teachers believe that the principals don't use accommodation well enough to resolve such issues, the principals believe that they are managing the conflicts through accommodation.

The calculated significance $P = 0.09$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

In Item 6, the mean score of the view on if principals do not use any of the above strategy to manage conflict was 3.0 with a standard deviation at 1.2 among teachers and 2.562 with standard deviation at 1.18 among the principals. Here also there is a slight difference between the views of the principals and teachers. Few teachers believe that the principals are not using well the above stated strategies which were the reason why the mean among the teachers is slightly higher than the principals. Other than that both parties seem to believe that the strategies are not well used.

The calculated significance $P = 0.12$ was greater than 0.05. Therefore, there was no statistically significant difference among the mean scores of the teachers and principals. Therefore, it could be concluded that there was no statistically significant difference between the perceptions of the two groups.

4.3. Analysis and Interpretation of Qualitative Data

4.3.1 Interview analysis

Several useful data were obtained from the research participants by making use of interviews. Questions that related with causes of workplace conflict and its management were raised during these sessions. The questions mainly focused on their views about workplace conflict and the justifications to their perceptions. Besides, questions were raised about the causes of work place conflict and the factors that triggered them, the procedure involved in the management of conflict, the challenges encountered while resolving the conflicts, as well as what the rate of conflict was when it remain unsolved. The participants provided responses to all the questions that focused on the above mentioned causes of workplace conflict and its management issues.

A question was raised during the interview on how the informants viewed workplace conflict. As the result, a few of them responded that they perceived workplace conflict as a normal and in available occurrence in various aspects of social interaction. Some of these respondents, on their part, responded they viewed workplace conflict as destructive and that created stress on employees.

As to the respondents' remark, conflict yields constructive result if it is properly handled, or else the outcome becomes negative (destructive effect). As cited earlier, it is the way that conflict is handled that makes the outcomes positive or negative. Because, conflict is in and of itself is not necessarily good or bad.

The respondents also justified the basic ground for their perceptions towards workplace conflict. Accordingly, some of them remarked their perception about conflict as normal and positive was because the conflicts might be a risen for seeking change and bringing about better performance and work outputs. In contrast, many of them justified the reason they viewed conflict as destructive and stressful to be in the fact that when conflicts frequently occurred, employees felt a sense of insecurity which led team to job dissatisfaction and psychological stress. The data obtained with respect to workplace conflict reveal that the perception towards conflict varied a lot among the school community under study. However, many of the participants viewed it as negative occurrence in social interaction. The data obtained from participants reveals that conflicts in the secondary schools resulted in both, positive and negative impacts.

According to the respondents, the causes of work place conflict were employees benefit, period allotment and workload, as well as non-performance of occupational obligation. They also added that unequal treatment of employees by school administrators, misbehavior and violation of workplace ethics were the other sources of conflict.

Moreover, poor communication between the staff and the school administrators, lack of motivation to achieve shared goods, as well as poor management and decision making skills demonstrated by the school leadership were known to the causes of work place conflict. In addition, they stated that disrespect and poor collegial relationships among school community were other sources from which conflicts were emanated.

4.3.2 Document analysis

In order to strengthen the study with further supporting data, attempts were made to analyze relevant documents. The documents were reviewed the schools' discipline committees' disciplinary case records.

In particular employees' grievance and complaints letters presented to the schools' management bodies as well as minutes of decisions passed by discipline committees for each claims were analyzed. As the result, the most frequently presented cases were proved to be dissatisfactions on workloads and requests for reduction of classroom periods, benefit related as well as grievances presented on performance evaluation results. Besides, prior notices written and issued to some employees for non-performance of occupational duties were observed. Moreover, fine

punishments imposed on some employee for their absence from workplace, and not discharging occupational responsibilities were also observed in the documents.

Most of the recorded documents revealed the kind of cases that teachers and other supporting staff members committed. The documents also contained statements about the evidences gathered that proved the fact that there were violations of school discipline by the people in conflict. Besides, many of the documents contained a statement on whether the person admitted the reality of the case investigated, the consensus arrived in the dealing of the disciplinary case, and the kind of decision passed as well as the punishment imposed on the wrong doer. Moreover, efforts were exerted to analyze the types of disciplinary cases decided by the discipline committees and which type of case was repeatedly occurred. As the result, it was identified that the documents showed that decisions were passed on matters related to violation of professional/work ethics, unreasonable absence from workplace, non-performance of one's occupational duties and responsibilities, and frequent late coming to school among others. However, of all the disciplinary cases resolved, the reviewed documents showed that unreasonable absence from work was the most repeated case to which decisions were passed by the concerned school committees.

4.4. Result and Discussion

The researcher realized that occurred at the workplace conflicts were interpersonal conflict in nature. However intra-group and intergroup conflicts were also existed to a certain extent. In connection with the causes of work place conflict, the respondents indicated the factors that triggered the workplace conflicts. As the result, they mentioned that individual's personal interest employee feeling of job dissatisfaction and lack of commitment towards the realization of shared goals were triggering factors to many of the conflicts.

On top of this, they indicated that unfair competition among employees and decisions made by school management bodies were the triggers to some conflicts. They also added that disrespect between individuals and failure to accept differences were among the factors that triggered workplace conflict in their respective schools. Discussion was also held on the procedure involved in conflict resolution. The respondents explained that in most cases, the procedure established in the conflict management guideline was followed to resolve conflict. However, in

many of the schools this guideline was not strictly followed in the settlement of workplace conflict.

According to the research participants, the first step in the management of conflict was identifying the causes or source and gathering evidences. Then, investigation of the positions of the disputants on the conflict was carried out. After that, conflict settlers held discussions on the matter to analyze who was innocent and/or who was guilty or to be blamed. As a final step of conflict management procedure, attempts were made the parties in conflict to be able to compromise their disputes, or else other options would be chosen and efforts would continue to resolve the conflict.

Moreover, during the interview, the respondents were asked a question to indicate the challenges encountered in the process of conflict resolution. They responded the major challenge to be lack of adequate conflict management skills by conflict settlers and absence of a clearly defined conflict management procedure. In addition, they disclosed they disclosed that reluctance of parties to negotiate their disputes.

With respect to the fate of conflicts that remained unsolved, participants pointed out long lasting hatred would prevail between conflicting parties. Moreover, they responded that workplace co-operation became poor. In some cases, it might lead parties to tend to resolve the conflict through violence and physical action.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the major findings of the study and draw conclusion from these findings. It will indicate whether or not the research problem has been answered and present alternative recommendations informed by the research findings.

5.1. Summary

The study was conducted with the view of investigating the causes of work place conflicts and its management in selected government secondary schools of Arada sub-city, Addis Ababa. A great deal of efforts was exerted to address the following basic questions:

1. How do secondary school teachers and principals view conflict?
2. What are the cause of workplace conflict between school principals and teachers?
3. What are the effects of conflicts?
4. What strategies do principals use to manage conflict?

The total numbers of respondents were 127. Accordingly, the numbers of male respondents were 94 (74.0%), and the number of female respondents was 33 (26%). This clearly shows the number of male respondents greater than female this needs another research. Besides, they were found in various age groups and educational qualification. The table shows that 39 (30.7%) of them were between 21-30 years old while 47(37.0%) were between 31-40 years old. On the other hand, 24(18.8%) were in the age of 41-50, and remaining 17 (13.1%) were 51 and above years old. These indicates most teachers were adult than others.

The respondents' educational qualification, 85(67%) had a first degree educational qualification. The rest 42(33%) were qualified in master degree. This result clearly shows that most teachers' educational qualification was degree.

The research participants also had different job responsibilities in their respective schools. Accordingly, 111(87.4%) of them were classroom teachers, whereas, 16(12.6%) were principal and v/principals.

In addition, the respondents had varied periods of work experiences. Table, 1 showed 14 (11.0%) had 1-5 years of work experience 31(24.4%) had 6-10years, 26(20.4%) had 11-15 years, 14 (11.0%) had 16-20 years, 22 (17.5%) had 21-25 years, 11(8.6%) had 26-30 years and 9(7.0%) also had 31and above years of work experience. In this context experienced teachers are few in numbers than others.

Conflicts in the schools under study occurred in a variety of ways. It was found out that interpersonal, intergroup and intra-group conflicts were common types of conflicts arisen in the schools at different times. The result of study also reveals that interpersonal conflict was the most frequently occurring type of conflict in the schools.

Conflicts in the schools rise from a number of causes. In this regard, violation of school rules and workplace ethics, workloads and unfair period allocation and distribution, employee benefit related matters, and unreasonable absence from workplace were the major causes of conflicts in the schools.

Regarding strategies of conflict resolution used in the schools, the methods used to be employed varied depending on the kind of conflict occurred, severity of the conflicting situations, and the parties involved in the conflict. The result of the study reveals that conflict resolution strategy in the schools under study took two forms. These were identified to be formal and informal ways of conflict resolution.

Accordingly, the finding of the study shows that the informal practices of conflict resolution was resolving conflict with the interference of colleagues and without the involvement of school discipline committee or conflict settlers. In this case, conflicts were collegially resolved through negotiation or mediation. On the other hand, when the conflicting situation was found to be discipline related case, it was resolved by the involvement of school management or discipline committee. When this was the case, conflicts were used to be resolved based on the provisions stipulated in the school administration and discipline guideline.

Moreover, the finding reveals that, the practices of conflict management in the secondary schools were bound with a number of challenges. As the result, it was identified that lack of trained conflict settlers, absence of suitable conflict resolution guideline and lack of commitment to resolve conflicts were challenges to the practices of conflict resolution. Besides, the result shows that mediators' intuitive behavior or personal bias, misunderstanding and negative attitudes between parties were identified to be among the challenges of conflict management in the schools.

5.2 Conclusion

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

In study it is seen that conflicts in the schools were resolved in both formal and informal ways. Informally, conflicts were resolved with the interference of colleagues and without the involvement of school discipline committee or conflict settlers through negotiation and/or mediation. When the conflicting situation was found to be discipline related case, the strategy used to resolve the conflict was by applying the provisions stipulated in the school administration and discipline guideline with the involvement of school management and discipline committee.

In addition, communication problems, bad working conditions, lack of participative decision making, lack of commitment and lack of collaborative problem solving were among the major causes of conflict.

5.3 Recommendation

Schools are special organizations that need harmony and teamwork. They are also grounds in producing educated citizens for other sectors. Although conflicts are inevitable the bigger responsibility of resolving them lies on the principals. Principals should design proper plans and follow correct procedures in managing conflict in the school effectively. They should have the necessary knowledge, competence and basic conflict management skills with sufficient experience of principal ship position. School principals should also know the causes of work place conflict and the possible means of handling them for smooth operation of schools. For this reason, the assignment of principals should take in to account qualification in the areas of management and experiences as the main criteria. School principals should allow and encourage teachers to participate in decision making process to decide on matters that concern them. In addition to this, higher educational officials' such as FDRE MOE, Addis Ababa Educational Bureau, Sub cities, Woredas educational bureau should formulate policies, guidelines, rules and directives clear and workable in order to avoid barriers of for effective implementation of educational programs.

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Appendix I

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

(EDUCATIONAL LEADERSHIP)

This questionnaire is to be filled by government secondary school of Arada sub-city teachers and principals.

Dear respondent,

I am Selam Tegegne, a student studying for MA in Addis Ababa University, College of educational and Behavioral Studies. The objective of my study is to collect data from school principals and teachers regarding to the causes of work place conflict and its management. Therefore, you are kindly requested to fill the questionnaires and give the necessary information on the issues. The data you provide will have a great importance to meet the objectives of the study.

The Information you are providing is strictly confidential and anonymous. No result of the survey will be analyzed or published at an individual level.

Please don't hesitate to contact me if you need to obtain more information. I appreciate your participation in the study.

Gratefully,

Selam Tegegne

Email- shalomtege@gmail.com

PART ONE: - Supply your personal information by putting a tick mark in the boxes.

1. sex: - Male
Female
2. Age: Below 20
21-30
31-40
41-50
51 and above

3. Edu. Qualification
- Diploma
Degree
MA/MSC
Other, Specify -----

4. Job Description
- Teacher
Edu. administrator
Adm. Personnel
Other, Specify
5. Work Experience
- Below 1 year
2-5 years
6-10 years
11-15 years
16-20 years
21-25 years
26-30 years
31 and above

PART TWO - consist of item that show the cause of workplace conflict, effects of conflict and conflict management strategies in your school. Each table contains five responses. Please indicate the extent to which each statement represents your school by putting tick marks ✓ in one of the boxes against each item.

Rating scale: 5=Strongly Agree (Very High), 4= Agree (High), 3= Undecided (Medium), 2=Disagree (Low), 1= Strongly Disagree (Very Low)

2.1 The view of teachers and principals towards conflict

Indicate the extent to which the view of teachers and principals towards conflict

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	Conflicts are viewed as constructive					
2	Workplace competition is healthy					
3	The school's conflict settlers have adequate conflict management skills					
4	There is good conflict resolution culture in the school					
5	Differences are well accepted in the work place					
6	Conflicts often bring about positive effects					
7	Conflicts never remain unsolved					
8	Conflicts mostly end peacefully					

2.2 Causes of workplace conflict between principal and teacher

1) Indicate the extent to which Institutional related cause of conflict between school principal and teacher

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	Lack of provision of resources on time,					
2	Shortage and unfair allocation of resources					
3	Un-conducive work environment					
4	Inadequate teaching and learning materials					

2) Indicate the extent to which work related cause of conflict between school principal and teacher

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	Lack of preparation of lesson plans					
2	Lateness to school and absenteeism from work					
3	Unfair scheduling of time table					
4	Poor accountability and responsibility					
5	Unfair rewards systems					
6	Unfair decisions					
7	Punishment					

3) Indicate the extent to which leadership related cause of conflict between school principal and teacher

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	False reports from leaders					
2	Poor communication					
3	Misinterpretation of rules and regulation					
4	Lack of school leadership competences and skills					
5	Absence of participatory decision making process					
6	unfair selection of teachers for training					

1. Can you list other sources of conflict between teachers and school principals? _____

2.3 The effects of conflicts between principal and teacher

Indicate the extent to which the effects of interpersonal conflicts between principals and teachers in secondary schools?

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	They have the effect on students' achievement					
2	Reduce teachers motivation					
3	Decreased over all school performance					
4	Increased hostility and aggressive behavior					
5	Decrease co-operative learning					
6	Development of frustration					

1. Can you list other effects of conflict between teachers and school principals? _____

2.4 Conflict management strategies

Which conflict management strategy used by principals to establish and maintain positive interpersonal relationships with teachers and to manage conflicts in their schools effectively?

S/N	ITEM	RESPONSE				
		SA=5	A=4	UD=3	DA=2	SD=1
1	Using Competition (a win-or loss style) as the conflict management strategy					
2	Does principal use Collaboration (a Win-win style) as conflict management strategy					
3.	Does principal use Compromising (a Lose-lose style) as conflict management strategy					
4.	Does principal use Avoidance (an ignorance) as conflict management strategy					
5.	Does principal use Accommodation (high cooperation and low confrontation)as conflict management strategy					
6.	Principals do not use any of the above strategy to manage conflict					

1. In your experience, and opinion how principals manage conflict between school principal and teacher in the secondary school? _____

Appendix II

Interview Questions

Interview Questions for school principals and Teachers

1. How do you view workplace conflict?
 - Justify why?
2. What are the major causes of work place conflict?
 - What triggers them?
3. What are the effects of conflicts?
4. What are the challenges encountered during the process of conflict resolution?
5. What is the fate of conflicting situations if remain unsolved within the school?