

**CONFLICT AND ITS MANAGEMENT STYLES: TEACHERS, STUDENTS AND
PRINCIPALS PERCEPTIONS, THE CASE OF KOLFE KERANYO SUB-CITY
GOVERNMENT SECONDARY SCHOOLS OF ADDIS ABABA**

BY

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Acronyms/Abbreviations

ANOVA	=	Analysis of Variance
CMS	=	Conflict Management Styles
E.C	=	Ethiopian Calendar
HSD	=	Honestly Significance Difference
MODE	=	Management-of-Difference Exercise
NGOs	=	Non-Governmental Organizations
PSTA	=	Parent-Student-Teacher Association
TKI	=	Thomas-Kilmann's Instrument

Abstract

The purpose of this study was to investigate conflict and its management styles: Teachers, students and principals perceptions, the case of Kolfe Keranyo Sub-City Government Secondary Schools of Addis Ababa. The study attempted to identify the major sources of conflict, perceptions of conflict, frequently used CMS. In order to attain the objective of the study, a descriptive survey design was materialized. Data were gathered from 240 respondents (i.e. 58 teachers, 144 students and 30 administrative staff). Questionnaires and interview were the instruments used for data collection. The data gathered were analyzed using various statistical tools such as frequency, percentage, mean, standard deviation, One-way ANOVA and Post Hoc test. The computed data affirmed that disciplinary problems ranked as the first major source of conflict in the schools. Age-similarity among teachers, students and administrative workers including principals, and sexual harassment were rated as the second & third conflict generating factors in the study area. Apart from this, the collected data through open-ended question and interview asserted that principal(s) were not effective in handling disputes. The finding of the study further showed that majority of the respondents' perceive conflict as bad, negative and destructive that must be avoided rather than managing conflict for benefit. Compromising was the first frequently used conflict management style in the schools under study. The second most prevalent style was avoiding followed by accommodating, collaborating and dominating consecutively. The ANOVA as well as the Post Hoc multiple comparisons test asserted that there was a statistically significant difference in the use of accommodating, compromising and collaborating styles among the three groups. Above all, the study unveiled that the importance of contextual and/or indigenous conflict management mechanisms such as social committee, 'sheemagilies', group-networking, etc. in alleviating conflicts were to some extent put into practice in the schools. As a concluding remark, since school culture is dynamic which is built by people with different family backgrounds, learning experiences and seeing & managing things from their point of view regardless of others, members of school community should accept the inevitability of conflict that could not be avoided at all. Despite these loopholes, principals encountered with frequent disputes and handled it according to their personal feelings and skills. Therefore, it is recommended that seminars, discussions, and symposia should be organized for members of school community on communication aspects, diversity management and conflict resolution strategies by Woreda Education Office, Sub-City Education Office and Addis Ababa Education Bureau.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives, significance, delimitation, limitations, definition of terms and organization of the study.

1.1 Background of the Study

Conflict is widespread and universal in societies and their affairs. It occurs among organizations, within organizations, among the members of an organization and within the personality of each individual because presence of conflict is an everyday reality (Ayalew, 2000). This means, conflict is an inevitable and unavoidable concomitant of choices and decision aspects of human interaction (Miller, 2004). Hence, building healthy environment within schools would be unquestionable.

Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues are some of the factors that can lead to conflict in schools. At the same time, competition for scarce resources, differences in values and inconsistencies among educators and learners may also bring about disagreement between people (Calitz et al, 2002). This phenomenon may affect the educational and social aspects of the country in general and the quality of schools in particular.

Conflict is assumed to be a natural part of modern organizations. The reason behind this involves problem solving, decision making and credited with positive effects upon the organization. Diversity enriches the educational experience. We learn from those whose experiences, beliefs and perspectives are different from ours and these lessons can be taught best in a richly diverse intellectual and social environment in schools. Accordingly, conflict will persist where irreconcilable differences exist (Erasmus and Swart, 2000). On the contrary, it is also clear that “conflict can affect academic achievement as well as social relationships” (Romo, 2001: 16). This means, unless we manage conflicts duly, it will undoubtedly hamper the teaching learning process, the social life of the schools and the society at large.

Furthermore, conflict occurs between people in all kinds of human relationships and social settings because of the wide-range of potential differences that people have. The absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Owens, 1998). Specifically, as far as conflict in schools is concerned, it varies from other conflict situations which appear in other organizations since different individuals and groups such as students, teachers, administrative workers and other stakeholders involve in school activities. All these stakeholders bring different ideas, goals, values and needs to their schools and primarily these differences affect the relationships and functions of school organizations. These differences inevitably lead to conflict. But, this does not necessarily mean that conflicts always result in negative consequences in organizations. They can provide considerable values and benefits to individuals and organizations. Conflicts, if constructively managed: increase cohesion, creativity and innovation, greater effort; improve organizational commitment and; reduce tension (Greenberg, 1996). Moreover, Pondy (1989: 96) expresses the importance of conflict as “conflict is not only functional for the organizational but also essential to its existence”. Besides, the absence of conflict, if it occurs, often indicates the success of status quo interests (Ayalew, 2000).

Conflict is, therefore, quite a pressing problem that must be painstakingly addressed, requires an urgent attention and alleviate it is pretty challenging indeed. Thus, finding ways to promote the common good or positive outcomes and minimize the dysfunctional effects of conflicts is pivotal for the survival of an organization in general and school institutions in particular. To this end, the study attempted to investigate the nature, sources and managing mechanisms of conflicts in government secondary schools.

1.2 Statement of the Problem

Several scholars from different disciplines have conducted research on conflict and its management. For instance, Beck and Betz (1975: 61) made "a comparative analysis on organizational conflict in schools". They analyzed conflict as a function of organizational conditions in relation to school size, teaching specialization and the centralization of authority. The interrelationship among these explanatory variables and two forms of organizational conflict were explored with data from 38 elementary and 15 secondary schools. The researchers

classified conflict as intra and inter-stratum content upon the participants involved in the conflict situation. They found that the major determinant of intra- stratum conflict in elementary schools was the centralization of authority whereas in secondary schools intra-stratum conflict was primarily a function of all variables.

Robert and James (2001: 755) also examined ‘Conflict Across Organizational Boundaries’ specifically the nexus between managed care organizations and health care providers using boundary-spanning theory as a framework. They identified three factors that influence conflict: organizational power, personal status difference of the individuals handling the conflict and previous interactions. According to the researchers, these factors affect the individuals’ behavioral response or emotions. After developing hypothesis, the authors tested the three factors using 109 conflict incidents drawn from different managed care organizations. The result of the study revealed that organizational power affects behavioral responses whereas status differences and negative interactions affect emotions.

According to Edmonds (1979), there are five factors that are believed to be the most important features of effective schools: a strong administrative leadership, high expectations for children’s achievement, an orderly atmosphere conducive to learning, an emphasis on basic-skill acquisition and frequent monitoring of students’ progress. Since these institutions have a great role in psychosocial and economic growth of the country, protecting them from such challenges may have irreplaceable importance to get advantages from them. However, conflict is disturbing the social behavior and cooperation of these institutions.

Though it appears where there is a human interaction, the magnitude of the problem is nowadays painstaking in schools. Hence, the researcher has been puzzled by such issues of conflict. Therefore, this study was guided by the following basic questions:

1. What are the major sources of conflict in Kolfe Keranyo Sub-City Government Secondary Schools?
2. How do members of school community perceive conflict in the schools under study?
3. Which conflict management style is frequently used in Kolfe Keranyo Sub-City Government Secondary Schools?

4. Is there a significant difference between principals, teachers and students in dealing with conflict management styles in Kolfe Keranyo Sub-City Government Secondary Schools?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate conflict and its management styles: Teachers, students and principals perceptions, the case of Kolfe Keranyo Sub-City Government Secondary Schools of Addis Ababa.

1.3.2 Specific Objectives

Specifically the study tries to:

- 1) Identify major sources of conflict;
- 2) Assess how school community members perceive conflict;
- 3) Identify the widely used conflict management styles; and
- 4) Examine the differences in the use of conflict management styles.

1.4 Significances of the Study

The need to know what is conflict and how to manage, minimize undesirable conflict and exploit the benefits of desirable conflict, and its sources made the problem more purposeful. As a result, this study will hopefully have its own contribution to:

1. Unveil some of the sources of conflicts and managing them better in schools.
2. Figure out the current features of Secondary Schools which are included in the study under investigation in particular.
3. Help educational managers to get some insights about the current practices and conflict handling mechanisms in Government Secondary Schools of Addis Ababa in general.
4. Be used as a springboard for Governmental and Non-Governmental Organizations (NGOs) that are concerned about conflict management styles.

5. Provide some alternative solutions or recommendations that might help to minimize conflict generating practices.
6. Pave the way for other researchers.

1.5 Delimitation of the Study

This study was devoted to reveal conflict and its management in five Government's Secondary Schools found in Kolfe Keranyo Sub-City of Addis Ababa. In other words, the study did not encompass Private Secondary Schools in the sub-city under study. Moreover, an attempt has been made to investigate the sources and individuals' perception about conflict and its management mostly at interpersonal level. This means, it does not encompass intrapersonal, intra and inter-group conflicts. The respondents of the study were teachers, students and administrative workers including principals. However, Woreda Education Office authorities, students' parents and other stakeholders were not included in the study for the purpose of its manageability.

1.6 Limitations of the Study

The study has encountered constraints. The prominent limitations were the following:

1. Since school culture is dynamic in its nature, the study of conflict at school level also requires a long time and intensive observation to get the actual problem and its development. To this end, the researcher was forced to stick on the opinions of respondents and interviewees for possible solutions.
2. Even though the researcher planned to examine documents (files and records) in connection with conflict and its management at the proposal stage, school principals were not willing to make accessible documents on it. They said that "it is unethical if a person shows one's document or file for another". So, document analysis was not fully materialized. This in turn seriously affects the triangulation of data for the study. Therefore, because of these shortcomings or drawbacks, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problem of school conflicts in a more detailed and comprehensive manner.

1.7 Definition of terms

Conflict: It is a part of interaction manifested in disagreement, differences and incompatible in interests, desires and wishes between two or more parties with in schools (Hellriegel & Slocum, 1996).

Conflict Management: Refers to the management of conflicts in a constructive way in order to take advantages of them (Ghaffar, 2005).

Indigenous Mechanisms of Conflict Management: Refers conflict management methods that are employed within the context of a given school (Assefa, 2001, Dejene & Yigremew, 2009).

Conflict Management Styles: Personal ways of responding to conflict in the dimension of assertiveness—the desire to satisfy one’s own needs and wishes; and cooperativeness—the desire to satisfy another party’s need and concerns (Thomas, 1976; Szilagyi & Wallace, 1983; Ayalew, 2000; Mozilla, 2010).

1.8 Organization of the Study

The study comprises of five chapters. The first chapter presents introduction to the study. The second chapter focuses on the review of the related literature. The third chapter treats the research design and methodology whereas the fourth chapter asserts data presentation, analysis and interpretation of the major findings. The last chapter provides summary of findings, conclusions reached and recommendations made on the basis of conclusions drawn from the analyzed data.

CHAPTER TWO

2. Review of the Related Literature

This chapter is devoted to highlighting the conceptual aspects related to conflict management styles in secondary schools. On top of this, the main objective of the chapter is, therefore, to backup or trace the basic questions by reviewing different related literatures as vehicles. Thus, the topics dealt with are: the views, dynamic nature, stages, sources, types, consequences and management styles of conflict in general terms.

2.1 Views on Conflict

Different scholars view conflict differently based on their organizational theory. These are the Classical View, Humanistic View, and Modern View.

The classical organizational theorists (Taylor, Fayol, Weber, Gulick, and Urwick) implicitly assumed that conflict was harmful and has a damaging effect on efficiency and therefore, should be avoided (Rahim, 1992). They assumed that conflict is bad, negative and seen synonymously with violence, destruction and irrationality. The proponents of this school of thought argued that since organizational structures, hierarchy and channels of command are prescribed, workers do not have “room” to engage in conflict. However, Mary Parker Follet was an exception in this regard. In her behavioral orientation to management, she noted the value of constructive conflict in an organization. She stated, “We become spiritually more and more developed as our conflict rise to higher levels” (Rahim, 1992: 7). This means, we will be very strong if there is conflict.

The studies of Elton Mayo, who led the human relations movement, emphasized on the minimization or elimination of conflict. To Mayo, conflict was a result of maladjustment of a few men on the labor side and considered conflict as an evil, a symptom of lack of social skills, cooperation, and so on (Rahim, 1992). Generally, except Follet, the classical schools of thoughts ideally view conflict as undesirable and harmful to the organization.

On the other hand, the modern view of conflict is the integrationist philosophy characterized by recognition of the absolute necessity of conflict, clear encouragement, defining its

management, stimulation of management methods and considering the management of conflict as a major responsibility of all administrators. According to this view, conflict in organizations like schools is inevitable and even necessary for no matter how the school is designed and operated (Stoner and Freeman, 1989). This school of thought also believes that a conflict free, harmonious and cooperative organizations tends to become stagnant and no responsive to change and advancement. Therefore, it is necessary for managers to interject minimum level of conflict to maintain an optimal level of organizational performance. In other words, they encourage managers to embrace conflict and use it for continuous transformation (Borisoff and Victor, 1998).

TABLE 1: Comparison between the Classical and Modern Views on Conflict

CLASSICAL VIEW	MODERN VIEW
Conflict is avoidable.	Conflict is inevitable.
Conflict is caused by management errors in designing and managing organizations by trouble makers.	Conflict arises from many sources; including organizational structure, unavoidable differences in goals, in perception and values of specialized personnel, etc.
Conflict disrupts the organization and prevents optimal performance.	Conflict contributes to and detracts from organizational performance in varying degrees.
The task of management is to eliminate conflict.	The task of management is to manage the level of conflict and its resolution for optimal organizational performance.
Optimal organizational performance requires the removal of conflict.	Optimal organizational performance requires a moderate level of conflict.

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

Suppose, let's assume that there is no conflict in a given organization. Thus, organizations which have an experience as like as this, might be referred as "business as usual". On the other hand, if conflicts are reaching at its apex or climax, the reverse is true. In other words, too little conflict may lead to stagnation whereas too much amount of conflict may also lead to confusion and organizational disintegration. Therefore, as to the researcher, a moderate amount of conflict (middle-ground-stand); but managed effectively with problem solving strategy, is essential for attaining and maintaining an optimum level of individual, group, and organizational effectiveness.

2.2 The dynamic nature of Conflict in Schools

Still now, there is no consensus among different scholars on the specific definition of conflict. For instance, Greenberg (1996) defined conflict as a process in which one party perceives another to take some actions that will exert negative effects on its major interest.

Conflict is opposition arising from disagreement about goals, thoughts or emotions within or among individuals, teams, departments or organizations (Hellriegel & Slocum, 1996). Conflict refers to a situation in which persons or groups disagree over means or ends and try to establish their views in preference to others. Conflict is universal in human affairs and it is natural. Conflict occurs in different degrees daily in every one's life. Conflict is not necessarily good or bad for an organization or for individuals. It is the way that we handle that makes the outcome positive or negative (Ayalew, 2000). This means, if it is understood in a positive manner, it brings an opportunity to encourage learning and creativity.

School conflict has been a common phenomenon for a long period of time (Fekru, 1993). According to him, the phenomena related to conflict has been thoroughly studied by philosophers, sociologists, political scientists, anthropologists and psychologists. In recent times, researchers have discovered that organizational conflict is considered as legitimate, inevitable and even as a positive indicator of effective organizational management (Rahim, 1986).

School culture is dynamic which is built by people who interact and communicate in a versatile manner. When we say conflict is dynamic, it is not stable or static and follows a dynamic process not a static condition. It has a beginning and it goes through several stages before it ends (Gonie as cited in Tosi et al, 1986; Hanson, 1991). In other words, the several stages constitute latent, perceived, felt, manifest and conflict outcome. Besides, Gonie as cited in Kinard (1988: 304) expresses the dynamic nature of conflict in school organizations like this:

In the same sense that a decision can be thought of as a process of gradual commitment to a course of action, a conflict episode can be thought of as a gradual escalation to a state of disorder. If choice is the climax of decision, then by analogy, open war or aggression is the climax of a conflict episode.

Furthermore, Fleetwood (1987) expressed the nature and magnitude of conflict in academic setting in a very astonishing manner i.e. since academic settings are full of different individuals

such as administrators, teachers, students and parents with different perceptions, then, the occurrence of conflict will be like that of a “daily meal”. He further explained that these parties, particularly administrators and students see one another as adversaries not as those working toward a common goal, as it is generally the case in other organizations. Particularly, general secondary school principals and assistance principals are expected to deal with conflict situations not only in a daily basis, but frequently on an hourly basis. These administrators are primarily responsible for the management of discipline; frequently spending several hours in conference with students who have been referred to the administrator by teachers, parents and administrative workers including guards and janitors.

2.3 The Stages of Conflict

Conflict usually proceeds through five stages. These are: latent, perceived, felt, manifest, and conflict outcome (Ayalew, 2000). Each of these constructs can be described as follows:

2.3.1 Latent Conflict

When we say conflict is latent, it is not yet come to the surface or it has not been recognized. This is a kind of conflict relates to the recognition that potential opposition exists when conditional factors such as insufficient resources or divergent goals that determine conflict is to happen. According to Ayalew (2000), latent conflict often arises when an already overloaded workforce are assigned to do a new task, the direction of an organization changed, etc. In supporting this idea, Henning (2003) expresses the casual mechanisms into five categories: (1) conceptual differences, (2) reward discrepancies, (3) disengagement with rules and policies, (4) competing for limited resources, and (5) power struggles.

2.3.2 Perceived Conflict

Perception of conditions that exist between the parties may enhance the likelihood of conflict or reduce it. The failure to identify potentially conflictive conditions may prevent conflict from developing (Filley, 1975). Therefore, educational leaders should properly identify and manage conflict and reduce its escalation for creating conducive school environment.

According to Pondy (1989), perceived conflict is related to cognitive aspects of awareness about the situation and the manner in which the participants personalize this awareness. Whether or not the level of awareness and emotion connected with the situation is determined

when it comes into existence. In a school setting, two individuals may fall into a conflict by wrong perception of each other even if they are having similar interests; these individuals could be benefited if they discuss their feelings openly.

2.3.3 Felt Conflict

Feelings or attitudes and perceptions may create conflict where rational elements would not be suggested that it must arise. It also plays a part in avoiding conflict where it might be expected to occur. The most important consideration in determining the outcome of conflict is whether the situation is personalized or not. Personalized situations are those in which the whole things of the other party are judged negatively. Personalized situations create tension and anxiety whereas depersonalized situations lead themselves to problem-solving when the parties give value to cooperate and believe that success in their relationship involves the attainment of needs for both (Filley, 1975).

Two staff members who are in conflict may see the dispute between them in personalized or depersonalized conflict. If they see their dispute as personalized, the situation creates worry and tension that has a negative effect on their personal relationship in their social life and even on their daily tasks. On the other hand, if they consider their conflict as depersonalized, it is about an issue, work, idea or procedures of performing a task and has no any relation with each individual or group; and they can solve the problem and get lessons.

2.3.4 Manifest Conflict

Manifest conflict is the overt phase of conflict when aspects of the situation can easily be measured. The actual manifestation of the conflict situation can occur at different levels: within self, between individuals, groups and between organizations (Duke, 1995). Ayalew (2000: 79) explains manifest conflict interestingly as:

...actions can be ranging from minor disagreeing, questioning, and challenging at one end of the conflict-intensity continuum to verbal attacks, threats, ultimatums, physical attacks, and even efforts to destroy the other party at the other end.

This means, the actual behavior of the parties based upon antecedents, conditions, perceptions and attitudes may be exhibited as conflictive or problem solving. When one party works to

block the goal achievements of another party, the behavior may be considered to be conflictive while the parties make conscious attempts to achieve the goals of both by supportive efforts, the behavior is said to be problem solving.

2.3.5 Conflict Outcome

This stage centers on the resolution of conflict. The outcome can be either positive or negative which is often determined by the perceived level of satisfaction regarding the consequences of the resolution as held by the disputants (Robbins, 1991; Weeks, 1994). This means, resolving a conflict before outburst and puts a negative scar on the schools' environment is very crucial. Because schools are special organizations that need harmony and teamwork i.e. schools are grounds in producing educated citizens for other sectors.

TABLE 2: Summaries on the Stages of Conflict.

STAGES OF CONFLICT	DESCRIPTION
LATENT CONFLICT	Situational conditions that can trigger conflict, but may not be perceived.
PERCEIVED CONFLICT	Parties become aware that actual or potential conflict is present (cognition).
FELT CONFLICT	Parties react with feelings of tension, fear, mistrust, anxiety and frustration.
MANIFEST CONFLICT	Parties take action to defend them or to have an impact on the other party. Arguments, aggressions or problem-solving can occur (behavior).
CONFLICT OUTCOME	One party can defeat another (conditions) i.e. win-lose, lose-lose, and win-win.

Source: Gonie as cited in Tosi et al, 1986: 468

Nevertheless, school contexts don't necessarily follow the stages of conflict as stated above. This is to say that teachers, principals, school guards and janitors may accidentally cause physical attacks on students' (manifest conflict) in spite of following the other stages of conflict.

2.4 Sources of Conflict

Different authorities and researchers in the field of conflict management have categorized the sources of conflict in different ways. According to Robbins (1989), all the factors that are related to the issues of conflict are grouped under three categories. These are communicational, structural and personal. He explained the factors that are included in each of the category as:

1. **Communicational:** includes insufficient exchange of information, noise and the semantic differences that arise from selective perception and differences of background.
2. **Structural:** includes the goal incompatibility of members of the group, jurisdictional clarity and leadership style.
3. **Personal factors:** includes individual value systems and personality characteristics.

On the other hand, Greenberg (1996) classified the major sources of conflict in organizations into two groups: (1) factors relating to organizational structure or functioning and (2) factors relating to interpersonal relations. Besides, the factors that are relating to interpersonal relations are identified as: lasting grudges (making people angry and look foolish publicly), faulty attributions (errors concerning the sources behind others' behavior), faulty communication, distrust and personal characteristics.

According to Wiley and Sons (1996) and Greenberg (1996) organizational sources of conflicts were stated as (1) competition over scarce resources, (2) ambiguity over responsibility and jurisdiction, (3) interdependence and events stemming from it, (4) reward systems, (5) differentiation within organization, and (6) power differentials between organization members.

Szilagyi and Wallace (1983) on their part identified three prevalent sources of conflict: (1) goal incompatibility, (2) decision making requirements, and (3) performance expectations. Ayalew (2000: 79) also condensed the sources of conflict into five general categories: goal incompatibility, structural design, role expectation, degenerative climate and personal differences.

There are three conflict-promoting interactions that take place between or among groups and individuals. These are competition, domination and provocation (Nye, 1973).

Competition: when individuals or groups are involved in competition, each side is attempting to gain something that the other side wants.

Domination: when interactions involve domination, one or more persons or groups are trying to control the beliefs or behaviors of one or more other persons or groups.

Provocation: an interacted situation that involving intentional or unintentional harms which takes credit in the form of insult, deception and physical injury (Nye, 1973). Nye further strengthened this idea like interactions involving competition, domination and provocation can

occur at all levels of interpersonal and intergroup relations from situations involving individuals to situations involving the member of cultural groups.

Besides, Kreitner and Kinick (1992) identified about twelve categories of sources of conflict: (1) incompatible personalities or value systems, (2) overlapping or unclear job boundaries, (3) competition for limited resources, (4) inadequate communications, (5) interdependent tasks, (6) organizational complexities (conflicts tend to increase as the number of hierarchical layers and specified tasks increase), (7) unreasonable and unclear policies or standards or rules, (8) unreasonable deadlines or extreme time pressure, (9) collective decision making (the greater the number that individuals participating in decision making, the more prone or susceptible to conflict), (10) decision making by consensus (reckless or full of ridiculous decision making), (11) unmet expectation—individuals who have unrealistic expect about job assignment, payment or promotion are more prone to conflict, and (12) unresolved conflicts.

On the other hand, in the context of schools, there is conflict generating factors: disciplinary problems such as failure to do homework, absenteeism, not to listen to teachers (disturbing during class), sexual harassment, discrimination due to ethnicity, religion, friendship, etc.

Furthermore, there are factors that are contributing more issues for the growth of conflicts in secondary schools as depicted by Landau et al (2001). These are (1) workforce diversity, (2) age diversity, (3) profession differences, (4) background differences, (5) increased interdependence and (6) globalization influences. Regardless of the many factors that generate as sources of conflict, the above factors as depicted by Landau et al (2001) will be explained in detail below.

1. Workforce Diversity

As mentioned in the previous section, diversity enriches the educational experience. We learn from those whose experiences, beliefs and perspectives are different from ours. Consequently, these lessons are being realized in a richly diverse intellectual and social environment in schools (Erasmus and Swart, 2000). However, since these various individuals and groups such as students, teachers, administrative staffs, and other stakeholders involve in school activities, conflict would persist where irreconcilable differences exist. Because all these stakeholders are coming from different cultural backgrounds with different ideas, values, needs and goals that are

working together. Therefore, the occurrence of conflict is inevitable and more frequent within such diversified workforce.

2. Age Diversity

According to Landau (2001), people working together are with different age groups. The way these different age groups communicate, wear, see issues may also differ. This could in turn be a source of conflict. For instance, there are practices when a beginner teacher is conflicting with a very experienced teacher or a teacher waiting his/her retirement that seeing and entertaining different issues differently. Most importantly, however, these parties are having greater respects among each other in a give-and-take manner.

As opposed to Landau, nowadays, almost all schools under investigation are full of young teachers, students, administrative workers and principals (including the researcher) who do not markedly differ in age. The nearer in their ages, the more unleash relationships among them. There is disrespect, insulting, and even physical confrontation among teachers, teachers and learners, and teachers and principals. Therefore, it is obvious that the occurrence of conflict is quite simple. Thus, from this one can understand that conflict occurs not only by age diversity but also by age similarity. This is why “every conflict resides in an environment or context” (Wall and Callister, 1995: 534).

3. Differences in Profession

Nowadays, the working forces of secondary schools are consisting of different professionals from different fields of study. Consequently, they see things according to their individual perception and sometimes have difficulty in accepting the others point of view. This could be a source of conflict that arose between and among parties.

4. Background Differences

Although diversity enriches the educational experience, it also affects the smooth relationship between the workforces of secondary schools. It is common knowledge that the workforces of secondary schools are coming from diverse parts of the country and with the variety of beliefs, traditions, expectations, norms, values, cultures and behaviors that could have a great potential

to generate conflict. Individuals reflect their own culture and background experiences as they grownup and interpret those events in various ways because of their social influences. Our culture, neighborhood, schools, religious experiences, family background, and language have a significant effect in our ways of communication, interaction and developing different behaviors (Cheryl, ---). There is time when principals, teachers, students and administrative workers who came from the “countryside” speak languages shaped by their social influences. Inversely, school community members may take a “mood” because of the individuals “faulty accent”. Conversely, other individuals could feel hot tempered. As a result of this, conflict can occur very easily in school settings.

5. Increased Interdependence

The increasing workforce in schools necessitates departments, teams, groups and hierarchical setups such as principals, vice principals, various committees to lead people with differing professions. However, these groups may have their own objectives, priorities or values which adversely lead to dispute. As the number of hierarchical structures increases, individuals feel guilty. As a result, conflict is inevitable (Baron, 1985).

6. Globalization

In fact, when globalization increases, the interaction between and among people from different parts of the world will also increases. In this regard the literature postulates that considering “the world as one” is the order of the day because of technological advancement i.e. phone, internet, face book, Skype, etc. Given the fact, people who grownup in different cultures with different experiences and orientations working together would undoubtedly are vulnerable to misunderstanding, looking issues differently, and even give meanings for an issue which is completely different from others due to globalization influences (Mozilla, 2010). This could also be another source of conflict in the schools.

2.5 Types of Conflicts in Schools

Different authorities and researchers classify conflicts differently based on their own concerns. Conflicts are classified as destructive and constructive. Destructive conflicts divert energy from real task, destroy morale, polarize individuals and groups, deepen differences, obstruct cooperative actions, produce irresponsible behaviors, create suspicion and distrust and decrease

productivity. On the other hand, constructive conflicts open up an issue in a confronting manner, develop clarification of an issue, improve problem solving quality, increase involvement, provide more spontaneity in communication, initiate growth, and strengthen a relationship and increase productivity (Ratzburg, 2005).

On the other hand, school 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 intra-personal, interpersonal, intra and inter-group conflicts. The types of conflicts have been described below.

2.5.1 Intra-personal Conflict

Intra-personal conflicts are conflicts within the individual and are value-related conflicts. They occur when the expected roles of an individual do not conform to the values and beliefs held by the individual. According to Fekru (1993), these conflicts occur when a school member is required to perform certain tasks and to play roles which do not match with his/her expertise, interests, goals and values. A person has specific needs and tendencies to act in specific ways. People have selective perception; they may only see what their particular background and experiences enable them to see. Internal conflict can cause uncertainty, hesitation, stress, anxiety, sleeplessness and depression.

2.5.2 Interpersonal Conflict

Interpersonal conflicts are conflicts that arise between individuals. These types of conflicts occur when different situational conditions such as scarce resources and personal conditions like pre-historic conflict and personal diversity exist (Barki & Hartwick, 2002). Interpersonal conflicts become highlighted when they are based on opinions rather than facts (Chandan, 1994). This means, facts are generally indisputable resulting in agreements whereas opinions are mainly personal and subjective which may expose someone for criticism and disagreements i.e. policy matters in the school.

According to Fekru (1993), this kind of conflict can be happened between fellow educators, educator and learner, director and vice director at school level. Because

'...no one lives in vacuum, people interact with each other in fact, this is how develop values, perceptions, attitudes, and to a large degree personality' (Hodget, 1993).

This means, conflict will be intensified when we make interaction with people whose values, perceptions, attitudes and personalities are different or opposite from ours.

2.5.3 Intra-group Conflict

Groups, be they formal or informal, have their own norms and standards of behavior that members are expected to adhere to. Individuals and groups come into conflicts when members do not abide by the groups' rule (Rahim, 1986). According to him, there are several sources of such conflict: leadership style, group composition and size, cohesiveness and group-think, external threats and their outcomes.

2.5.4 Intergroup Conflict

This kind of conflict refers to the disagreement or differences between two or more units or groups (departments) in an organization. Such conflict is generated from differentiation of tasks, differences in "culture" across groups (departments), need for joint decision making, dependence on shared resources, communication difficulties, ethnic or racial backgrounds (Hellriegel and Slocum, 1982). On the other hand, Jehn and Mannix (2001) proposed three types of conflict in workgroups in general: relationship, task and process conflict.

Relationship Conflict: It is an awareness of interpersonal incompatibilities includes affective components such as feeling, tension and friction. This type of conflict involves issues such as dislike among group members and feelings such as annoyance, frustration and irritation.

Task Conflict: This is an awareness of differences in viewpoints and opinions pertaining to a group task. Similar to cognitive conflict, it pertains to conflict about ideas and differences of opinion by the given task.

Process Conflict: It is defined as an awareness of controversies about aspects of how task accomplishment will proceed. It pertains to issues of duty and resource delegation such as who should do what and how much responsibility different people should get. It also relates to how the work gets done.

2.6 Consequences of Conflict

Consequences of conflict can be classified as positive and negative. Positive conflicts open up an issue in a confronting manner, develop clarification of an issue, improve problem solving quality, increase involvement, provide more spontaneity in communication, initiate growth, and strengthen a relationship and increase productivity. On the contrary, negative conflicts divert energy from real task, destroy morale, polarize individuals and groups, deepen differences, obstruct cooperative actions, produce irresponsible behaviors, create suspicion and distrust and decrease productivity (Ratzburg, 2005). These effects could be described in detail here under.

2.6.1 Conflict—Positive Schools

Today, there is a general recognition that conflicts often serve useful function for excellence and creativity. It should be noted that conflicts are not always dysfunctional. In this regard, Dahrendorf (1959: 208) described constructive conflict as: “...it is a condition necessary for life...” This means, conflict is useful and desirable not only for organizational change but also for personal life.

In a similar view, Deutsch (1969: 19) also expressed the importance of conflict as: “...it prevents stagnation, stimulates interest and curiosity; it is a medium through which problems can be aired and solutions arrived at; it is the root of personal and social change...”. According to Hellriegel and Slocum (1982), conflict can indicate the need for adjustments in managerial process such as organizational structures, decision systems, planning processes or goals; or in behavioral process such as motivation, communication, or leadership patterns. Above all, it provides information about operations and shows where corrective actions might be needed for managers and administrators.

Thomas (1976) also portrayed the usefulness of interpersonal and intergroup conflicts. He listed out a number of aspects that characterize the conflict-positive schools:

1. Conflict can serve to maintain optimal levels of stimulation in condition of boredom and low tension where people may welcome divergent opinions, competition and at times overt hostility.
2. The confrontation of divergent views can produce new perspective and more comprehensive views that lead to superior decisions. If conflict is effectively managed, it is a necessary precondition for creativity.

3. Aggressive behavior is necessarily irrational in conflict situations and the aggressive pursuit of apparently conflicting goals by parties may well-lead to constructive outcomes.

According to Wiley and Sons (1996), constructive conflict results in (1) increased creativity and innovation, (2) greater effort, (3) increased cohesion, and (4) reduced tension. Greenberg (1996) also forwarded six important benefits of conflict-positive schools:

1. Conflict serves to bring problems that previously ignored out into the open. Hence, it is a necessary first step to their solution.
2. Conflict motivates people on both sides to know and understand each other's position more fully. It also fosters open-mindedness.
3. Conflict often encourages the consideration of new ideas and approaches to facilitate innovation and change.
4. Conflict can lead to better decisions.
5. Conflict enhances group loyalty, increases motivation and performance within the groups or units involved.
6. Conflict, especially cognitive conflict, enhances organizational commitment.

According to Anderson et al (1999), conflict can be constructive if it (1) helps the parties to adapt and change, (2) focuses attention on problems that may inhibit performance, (3) gets the parties re-examine their goals, policies and practices, (4) energizes staff by actively involving them in the life of the school, (5) brings an individual's problems into the open surface, and (6) provokes an evaluation of organizational structure.

To sum up, "effective management of conflict can lead to outcomes that are productive and enhance the health of the organization over time" (Owens,1987: 247). It is impossible to avoid conflicts, but the challenge is to learn how to handle them effectively. The conflict-positive outcomes should be encouraged for the overall development of the organization in general and members of the school community in particular.

2.6.2 Conflict—Negative Schools

Although there are conflict-positive schools in one side of the coin, conflict-negative schools are also quite obvious on the other side. According to Hunt (1992), there are about six consequences that would be the characteristics of conflict-negative schools. These are (1) preventing members

from seeing tasks at all, (2) dislocating the entire groups and produce polarizations, (3) subverting the objectives in favor of sub-goals, (4) leading people to use defensive and blocking behavior, (5) resulting in the disintegration of the entire group, and (6) stimulating a win-lose conflict.

Any destructive conflict can reduce the effectiveness of individuals, groups and organizations. They described the disadvantages that include (1) lost productivity, (2) lower job satisfaction, (3) unnecessary or overpowering stress and (4) decreased concern for a common goal (Wiley and Sons, 1996). Rahim (1986) further strengthens this idea that (1) people may feel defeated, (2) distance between people can be increased, (3) introspective withdrawal and resistance to teamwork prevailed due to the dysfunctional outcomes of conflict. Greenberg (1996: 399) identified three negative effects produced by conflict that includes: (1) it often produces strong negative emotions and thus can be quite stressful, (2) conflict frequently interferes with communication between individuals, groups or divisions, and (3) it diverts attention and need energies away from major tasks and efforts to attain key organizational goals.

Greenberg (1996) also discussed other negative effects of conflict which are somewhat more subtle and are sometimes easily overlooked. These are (1) conflict between groups often encourages their leaders to shift from participative to authoritarian styles, (2) it increases the tendency of both parties to engage in negative stereotyping, and (3) it leads each side to close ranks and emphasize loyalty to their own department or group.

Besides, Lilaroja (2010) identified several negative effects of conflict: (1) divert time and energy from the main issues, (2) delay decisions, (3) create deadlock, (4) drive unaggressive committee members to the sideline, (5) interfere with listening obstruct exploration of more alternatives, (6) decrease or destroy sensitivity, (7) cause members to dropout or resign from committees, (8) arouse anger that disrupts a meeting, (9) interfere with empathy, (10) leave losers resentful, (11) incline underdogs to sabotages, (12) provoke personal abuse, and (13) cause defensiveness.

2.7 Conflict Management

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

a concept never remains positive or negative but it has always been as a basic and result-oriented part of life (Ghaffar, 2005).

According to Owens (1998), effective management of conflict such as treating it as a problem to be solved and emphasizing on the collaborative essence of organizational life can lead to the outcomes that are very productive and supportive to the health of the organizations. However, ineffective management of conflict such as a hard noised rules or guidelines of punishment for offenses gets tough practices in the name of administering the negotiated contract and emphasizing on the adversarial relationship among teachers, teachers and learners, teachers and principals can lead to a climate that exacerbates the situation and likely developed a downward spiral of mounting frustration, deteriorating organizational climate and increasing destructiveness.

Thus, educational leaders should think about conflict whether it is potentially benefitted to the organization or not. Tilahun as cited in Owens (1987) stated that frequent and powerful conflict can have a devastating effect on the behavior of people in organizations. Such conflict results in physical and psychological withdrawal and is a widely occurring phenomenon in schools that is often written as laziness on the part of teachers, students, administrative workers and other stakeholders who have been spoiled by “soft” administrative practices. So, managing conflict in a better way should be given for them to play an irreplaceable role. Therefore, the better educators and students understand the dynamic nature of conflict, the more they able to manage it constructively.

2.7.1 Scientific methods of Conflict Management Styles

When we talk about conflict management styles, we are referring to the responses that people produce to handle the situation that is considered detrimental to the attainment of a desired goal. Humans generate two typical forms of responses as they deal with people i.e. assertiveness and cooperation (Thomas, 1976).

Assertiveness is the attempt to satisfy one’s own needs and desires at the expense of the other persons (organizational demand in the case of administrators) whereas cooperation is a manner to satisfy the desires or needs of the other’s people (individual needs of the members). Thus, attempting to satisfy organizational demands can be viewed along from assertive to unassertive continuum while attempting to satisfy individual needs can be conceptualized from uncooperative to cooperative. The interplay of the two orientations determines the specific

behavioral patterns that people follow in managing conflicts (Szilagyi & Wallace, 1983). These conflict management styles are explained below as:

1. Avoiding

This style of handling conflict is developed from unassertive and uncooperative disposition. It is a method of neglecting both one's own and other concerns by side stepping or avoiding conflict. In other words, conflict avoidance occurs when one party has a potential that can ignore the conflictive issues or denies the significance of the issue in their life. It is a way of not addressing the conflict or tactical way of postponing the conflict for a better time. Avoidance techniques do not actually resolve the situation but attempt to evade it. Conflict avoidance is a dangerous way of responding to a conflict, even if it guarantees some immediate sanity (Ayalew, 2000)

2. Dominating

This style of handling conflict is derived from assertiveness but uncooperative in attempts to resolve conflict. There is a high concern for self and low concern for others. In a given conflict, one party that is assertive tries to totally eclipse the other party. Power is used to achieve submission to win. This approach in handling conflict can hardly lead to a lasting resolution of the conflict. Even if the assertive person "succeeds" in "winning" the case, there is a tendency that the "resolution" will leave behind "grudges" in the other party. This approach may be appropriate when quick, decisive action is needed during emergency, urgent cost cutting and inappropriate in an open and participative climate. It is also known as a win-lose approach (Mozilla, 2010).

3. Accommodating

In this situation, parties dealing with conflicts come from a high degree of cooperation but low assertiveness. There is a conscious which attempts to neglect one's needs but wants to satisfy the others. This implies that accommodating style may merely involve into another's wishes in its simplest form. Accommodation may be a reflection of the desire that ensures personal and social harmony and preserves relationships at one's cost or sacrifice. This method is appropriate when people realize that as they are wrong, an issue is more important to the other party and important for preserving future relations between the parties. Like the case of avoidance, it has short-term benefit to settle conflicting issues (Szilagyi & Wallace, 1983).

4. Compromising

It focuses on negotiating, looking for the middle ground, trading off, and searching for solutions that entail in a give-and-take approach. It is imposed when there is a balance of power between organizational and individual needs and interests. This style is used when the goals of both parties have equal importance. In other words, there is win in some situations and lose in others. In this case, compromise may be succeeding in reducing the intensity of the conflict but not totally resolving it. To conclude, a party is partially assertive and partially cooperative under compromising (Thomas, 1976).

5. Collaborating

It is a style of handling conflicts that are coming from the disposition of being assertive and cooperative. Here, the parties do not avoid the conflict rather working together to find out a solution that is satisfactory for both. It is a form of dialogue in which the parties listen actively and gain understanding of the other party as well as their own. This style is more socially adaptive as it leads to a solution that is acceptable to the parties' involved. It makes sure that the parties exercise control over the process as well as the outcome. It is often described as a win-win scenario and appropriate when the issue under considerations are complex (Ayalew, 2000).

2.7.2 Prominently Used Conflict Management Styles

No consensus reached among different authorities and researchers regarding to the results that obtained from the use of conflict management styles. For example, a study was employed to compare and contrast the prevalent conflict management style chosen by students in nursing and those chosen by students in allied health professions (Sportsman and Hemilton, 2007). They took 126 sample students in a Comprehensive University completed the Thomas-Kilmann Conflict Mode Instrument (TKI) which requires respondents to choose behaviors most characteristic of their response to conflict and classifies those behaviors as one of the five styles. The result confirmed that mean difference was observed between the prevalent conflict management styles chosen by graduate and undergraduate nursing students and those in allied health. The prevalent style for nursing students was compromising followed by avoiding. However, the prevalent style for allied health students was avoiding followed by compromising and accommodating.

Conflict Resolution in the Families of Nine Ethnic Groups in Ethiopia revealed that women were more collaborative than their men counterparts (Habtamu, 1998).

A study was conducted to examine Workplace Conflict Management Styles among Employees of Debre Berhan Blanket Factory by Setegn (2007). The result of the study affirmed that employees at the factory used collaborating, compromising, accommodating, dominating and avoiding as their most prevalent style consecutively.

Another study was conducted to examine Conflict Management Styles among administrative workers, teachers and students at Gunchire and Meki High Schools by Tiglu (2008). The result of the study affirmed that members of school community used collaborating, compromising, accommodating, dominating and avoiding as their most prevalent style respectively.

A research was also conducted on the relationships between conflict management styles preference of District Directors in the Cooperation Extension Service North Central Region, Ohio (Earnest and McCaslin, 2000). The result of the study shows that the participants viewed their most prominent style was collaborating, compromising, accommodating, dominating and avoiding styles respectively.

2.7.3 Indigenous Mechanisms of Conflict Management

In one hand, “every conflict resides in an environment or context” (Wall & Callister, 1995: 534). On the other hand, “there is no correct solution to conflict that applies to every person in every situation” (Cheryl, ---: 18). Most importantly, this might be to say that every conflict management mechanisms might be resided in context. Thus, for the purpose of this study, the term indigenous is used to refer traditional or contextual conflict management strategies that are employed to minimize conflicts in the school settings.

Traditional mechanisms of conflict management are widely used and popular in almost all parts of Ethiopia (Assefa, 2001). Professor Yishak (as cited in Tarekegn and Hannah, 2008) stated that traditional mechanisms have been used for the prevention and resolution of conflicts that arise between opposition parties and the central government, ethnic groups and within a single social group in Ethiopia.

According to Assefa (2001) and Dejene and Yigremew (2009), these methods of conflict management have many advantages such as responding quickly to crisis, reducing regular court case loads, saving public resources, giving access to many people who do not find the modern system of conflict resolution affordable, comfortable or suited to their need, giving chance to

the conflict parties to participate actively in handling their affairs. In other words, indigenous mechanisms of conflict management are less complex, time saving and participatory in the sense that parties may participate in resolving their problems by themselves as compared to non-traditional mechanisms.

Likewise, school contexts show that there is a time when conflict occurs among teachers, teachers and learners, teachers and principals. Especially when teachers severely conflicting with students, consequences of physical confrontation like bleeding and other damages will follow. Meanwhile, some students brought the issue to the Court in order to protect their rights being unbeaten rather than waiting decisions that will be made by discipline committee. However, by the mediation of elder teachers and members of PSTA, issues will be quelled.

Then, the consensus they reached on will be informed to the Court and finally, the case would be closed. Concerning to this, William (1991: 113) defined mediation like this:

It is a voluntary process in which the parties retain control over the outcome although it may include positive and negative inducements.

This means, mediation is an informal and voluntary process undertaken by an external party that fosters the settlement of differences or demands between directly invested parties. According to Shedrack (2000), mediation is a neutral, balanced, supportive and non-judgmental process that tries to drive the parties towards win-win as opposed to win-lose outcomes.

According to Mozilla (2010), arbitration is the use and assistance of a neutral third party who hears the evidence from both parties and thereafter renders a decision which is expected to be binding on the parties. "Conflict is an unpleasant fact of life" (Cheryl, ---: 18), "conflict is an everyday reality that all managers face" (Ayalew, 2000: 71), "conflict is an inevitable aspect of human interaction and unavoidable concomitant of choices and decisions" (Miller, 2004: 8).

Therefore, how much contextual conflict management mechanisms are vital in the process of creating conducive environment for the attainment of the intended objectives in schools? According to Habtamu (1998) and Dejene and Yigremew (2009), those traditional methods of conflict resolution such as '*sheemagilies*' or negotiators are so important for binding disputants. In other words, only following rules and regulations as a strategy of handling conflicts will destroy trust, love, respect and increases suspicion between parties. According to William

(1991), these kinds of phenomenon ends up in a win-lose outcomes where the winner appears to take all and the loser with nothing. Above all, it would undoubtedly hamper the teaching learning process and the social life of schools as well as the society at large. However, this does not necessarily mean that leaving everything without bridle or harness rather to say finding other options of conflict management mechanisms as like as indigenous might be crucial.

2.7.4 Principles of Conflict Management

According to Walters (2000), conflict management is the integral process in creating programs that can disseminate ideas and skills for averting, overseeing and resolving conflicts. Conflict management is a process that uses a strategy or series of strategies to support individuals or groups in learning about conflict situations so that transformative action can take place (Tschannen, 2001).

Conflict management often consists of different types of prevention or resolution strategies. Subsequently, conflict resolution can be viewed as procedures operating within the conflict management model (Henning, 2003). These days, numerous studies have investigated the process of conflict management used by organizations (Rahim, 2001).

Effective performance of the conflict management process such as negotiation, mediation, or consensus decision-making requires an understanding of the following four essential principles (Fisher et al, 1991; Boulle et al, 1998). These include:

1. Separate People from the Problem

Every problem involves both substantive and relationship issues. By separating these issues, individuals come to see themselves as working side by side, attacking the problem, not each other. Astonishingly, Fisher et al (1991) explained this concept as:

...Where perceptions are inaccurate, you can look for ways to educate. If emotions run high, you can find ways for each person involved to let off steam. Where misunderstanding exists, you can work to improve communication...

2. Focus on Interests, not on Positions

Understanding between positions and interests is decisive to problem solving. Interests, not positions, define the problem. Positions are something that individuals decide what they want

whereas interests are the underlying motivations behind the positions they take. Again, these authorities expressed this idea as “compromising between positions is not likely to produce an agreement which will effectively take care of the human needs that led individuals to adopt those position”. Where such interests are not identified, temporary agreements may be reached, but typically they are not long lasting because the real interests have not been addressed.

3. Invent Options for Mutual Gain

Disputants focus on identifying options for resolving the conflict without pressure to reach a decision. A brainstorming process is used to create a wide range of options that move forward mutual interests and creatively reconcile differing interests. The key ground rule to brainstorming is to postpone criticism and evaluation of the ideas being generated. To widen their options, those in a dispute think about the problem in different ways; and build upon the ideas presented.

4. Use Objective Criteria

It ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Using objective criteria mean that neither party needs to give into the other; rather they can differ to a fair solution. Disputants based on fair standards and procedures determine objective criteria.

2.7.5 Outcomes of Conflict Management

According to Rahim (1986) and Ayalew (2000), there are three basic outcomes of conflicts. These are win-lose, lose-lose and win-win outcomes.

WIN-LOSE OUTCOME is an outcome with which a conflict is concluded with one party being a winner and the other party a loser. In most cases, this creates a “we versus them” perception on the parties’ side because each side sees the issue of conflict from his/her own point of view i.e. “I want to win, but I want you to lose”.

LOSE-LOSE OUTCOME: occurs when both parties lose. This outcome results from the fact that there is little time to find a solution through discussion and mutual problem solving or when neither side can come into agreement. Because the involved parties focus on whose idea is superior rather working to find solution to the problem i.e. “I want to lose, and I want you also to lose”.

WIN-WIN OUTCOME: is a result coming from ending conflict by accepting a mutually satisfying solution reached through a step-by-step problem solving. This is the end result to listen all sides, defining basic issues and creating trustful atmosphere between parties involved. Finally, a solution is given to the problem that caused the conflict which in turn all parties can accept it i.e. “I want to win, and I want you also to win”.

To summarize, different scholars and authorities discussed about views, dynamic nature, stages, sources, types, consequences and management strategies of conflict in different way. "Conflict is an everyday reality that all managers face" (Ayalew, 2000: 71), "conflict is an inevitable aspect of human interaction and unavoidable concomitant of choices and decisions" (Miller, 2004: 8). According to Walters (2000), conflict management is the integral process in creating programs that can disseminate ideas and skills for averting, overseeing and resolving conflicts. On top of this, according to Habtamu (1998) and Dejene and Yigremew (2009), contextual and/or indigenous methods of conflict resolution such as 'sheemagilies' or negotitars are so important for binding disputants. In other words, only following rules and regulations as a strategy of handling conflicts will destroy trust, love, respect and increases suspicion between parties. Hence, the researcher focused on conflict management strategies in general and contextual and/or indigenous conflict management strategies in particular to sustain school benefits for the society.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Design

The purpose of the study was to investigate Conflict and its Management Styles in Government Secondary Schools of Addis Ababa, specifically in Kolfe Keranyo Sub-City.

This study adapted a descriptive survey design where the researcher conducted a field survey in the selected Government Secondary Schools of Kolfe Keranyo Sub-City. The survey was employed to gather and analyze the data through questionnaire from the participants. It was used to investigate the state of affairs on spot. The relevance of this design has been noted by Kerlinger (1986). According to Ezeani (1998) as cited in Adeyinka (2007) descriptive survey design is used to collect detailed and factual information that describes an existing phenomenon such as current conditions, attitudes, interests, feelings and characteristics. Thus, the researcher applied this design to investigate the current situation in conflict management strategies through the study. In addition, it was adopted because it allows the collection of large amounts of data from the target area.

According to Kgomo (2006), qualitative research design is appropriate as people involved in school settings are studied and understood through their own experience they report to the study. Hence, the qualitative design was applied to obtain and interpret information from major respondents through interview because it is useful to discuss bits of conflict more thoroughly and exhaustively with them.

3.2 Sources of Data

Both primary and secondary sources were used to collect data from the schools under study. Primary sources of data were obtained from: teachers, students and principals. The reason behind

selecting these as a source of data was to get first hand information about the research problem since the respondents have a direct relation and experience about conflict management strategies in the schools under study. Secondary sources such as different journals, related literatures and magazines were reviewed and analyzed in order to substantiate the information gathered from primary sources.

3.3 Sampling Techniques

Researchers raise an assumption that a given thesis should constitute 5%, 10%, 15%, etc. sample respondents as a criterion. Nevertheless, in practice, this is not necessarily true in all situations because context matters. For instance, it will be very difficult to take 10% of sample respondents from a total population of 90,000 (Yalew, 2011).

Having this in mind, Six Government Secondary Schools (Asco,Ayer-Tena,Ewket-Lefre, Kolfe,Repi and Yemane-Berhan) found in Kolfe Keranyo Sub-City of Addis Ababa were considered. These schools have a total population of 100 (male=36 and female=64) administrative workers including principals, 295 (male=211 and female=84) teachers and 5075 (male=2535 and female=2540) students who are currently attending their education.

Thus, out of these schools, five of them were selected for the main study and one school for the pilot study. Accordingly, Asco Secondary School was taken for the pilot study and others for the main study. Besides, from a total of 100 administrative staff (including principals), 30 (30%) and from 295 teaching staff, 58 (20%) respondents were selected for the study. Moreover, from a total of 5075 students, 144 (3%) respondents were selected for the study. In addition, 8 individuals (2 principals, 2 discipline committees,2 teachers' association and 2 PSTAs) were also selected for the study as interviewees. Therefore, the grand total of respondents was 240. The researcher believed that the number of samples designed would have represented the population of the study and assumed to be manageable for the research operations.

TABLE 3: Summary on Sample Respondents

No	Sample Respondents	Name of Secondary Schools														
		Ayer-Tena			Ewket-Lefre			Yemane-Birhan			Kolfe			Repi		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Principals	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
2	Teachers' Association	-	-	-	-	-	-	1	-	1	-	-	-	-	1	1

3	Discipline Committee	-	-	-	-	-	-	-	1	1	-	-	-	-	1	1
4	PSTA	-	-	-	-	-	-	1	-	-1	-	-	-	1	-	1
5	Administrative Workers	5	1	6	2	4	6	1	5	6	3	3	6	1	5	6
6	Teachers	11	1	12	6	5	11	5	6	11	9	3	12	8	4	12
7	Students	15	14	29	12	17	29	14	15	29	13	16	29	18	10	28
	TOTAL	31	16	47	20	26	46	23	27	50	25	22	47	29	21	50

To select individual sample respondents of the study, different techniques were employed. Sample schools were selected based on the following criteria: availability and proximity to the researcher's working place.

Respondents such as teachers, students and administrative workers were selected by using random sampling technique with the assumption that it could help to avoid bias. Nevertheless, two school principals, two chairpersons of discipline committee, teachers' association and parent-student-teacher association (PSTA) were selected for the study as interviewees using purposive sampling method since all of them are highly involved in the maintenance of a working relationship at schools. Particularly, officials are key individuals who play a paramount role as an agent of communication that all other stakeholders in the school management interact via them. They are acting as negotiators when conflict occurs among teachers, teachers and learners, and other stakeholders. Moreover, they are facilitators, decision makers and above all, they are conflict managers. On top of this, De Vos and others (2002: 207) state purposive sampling most importantly as: "...it is based entirely on the researcher's decision in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population."

3.4 Data gathering Tools

Relevant information for the study was collected through three instruments: questionnaire, document analysis and a semi-structured interview. Questionnaire was prepared and administered for three groups: teachers, students and administrative workers. The questionnaire has the following four broad topics:

1. Respondents background information;
2. Major sources of conflicts;
3. Views of respondents concerning the nature of conflicts; and

4. Describing conflict management styles.

The first section of the questionnaire contained 5 questions which dealt with participants' demographic information such as school name, sex, age, educational level and work experience. The second part included items related to the sources of conflict in schools. It has 15 different items with a five-point Likert rating scale system. Under this part of the questionnaire, one open-ended question was provided to the participants in order to get other sources of conflict, if any, which were not included in the items. The third part of the questionnaire consisted of 10 items which were designed to measure respondents' perception on the functions of managed conflict in schools. The last section comprised of 40 items each of them describing one of the five conflict management styles based on Thomas-Kilmann's (1976), Management-of-Differences Exercise (MODE).

The responses from the pilot study was computed to find out the reliability of the instruments or items designed to measure the sources, individuals' perception about conflict and the predominantly used conflict management styles by using Cronbach Alpha(at 0.7). The coefficient should be greater or equal to 0.70 to be reliable (Dejene, 2011).

Accordingly, as it was mentioned earlier, data was collected from Asco Secondary School; from 30 sample respondents (5 administrative workers, 10 students and 15 teachers) for the pilot study. The result affirmed that the reliability coefficient of items on the sources of conflict and views on the functions of conflict were 0.97 and 0.97 respectively. The Cronbach Alpha measured for the five conflict management styles: avoiding, dominating, accommodating, compromising and collaborating were: 0.96, 0.96, 0.97, 0.96 and 0.97 respectively. Some modifications were made on items after the pilot study particularly on dominating and compromising items which were found to be less in reliability. The item correlation coefficients of the modified item for dominating were 0.50 whereas 0.51 and 0.53 were found for compromising items. Based on this, items were designed and distributed to the participants to measure their views on the functions of conflict. It contains both positive and negative consequences of conflict in schools. From the ten items given, five questions (1,3,5,7,9) deals with conflict-negative schools while the rest (2,4,6,8,10) represents conflict-positive schools. All of the items were a five-point Likert Scale and developed based on the review of literature.

The tools used to measure the participants' personal conflict management style were adapted from Thomas-Kilmann's Conflict Mode Instrument (1976). Forty questions which contains equal number of items (8 items for each conflict management style) in a five-point Likert Scale (5=always, 4=usually, 3=sometimes, 2=rarely and 1=never) were prepared. Accordingly, items such as 1, 6, 11, 16, 21, 26, 31 and 36 were prepared to measure avoiding style whereas 2, 7, 12, 17, 22, 27, 32 and 37 were designed to measure dominating. Besides, items including 3, 8, 13, 18, 23, 28, 33 and 38 were related to accommodating while items such as 4, 9, 14, 19, 24, 29, 34 and 39 concerned with compromising. Moreover, other items such as 5, 10, 15, 20, 25, 30, 35 and 40 were related to collaborating style.

Document analysis was another method of data collection that is concerned with the classification, quantification, and comparison of the content of documents and their communication (Koul, 1996). From the five schools under study, three of them (randomly selected) were used for document analysis with the assumption that it avoids bias.

Apart from this, an interview was held with two school principals, two chairpersons of discipline committee, teachers' association and parent-student-teacher association (PSTA). This is because it was assumed by the researcher that they usually serve as mediators when conflicts arose between different parties in schools. Interview was used in order to get other contextual conflict management mechanisms, if there are, and for the purpose of triangulation. From the five schools under study, two of them (which were not used for document analysis), were used for the purpose of interview.

The collected data was categorized into groups for analysis. The data regarding sex was categorized as male and female while information on educational level contained Secondary Education, Diploma, BA/BSC/BED, MA/MSc and Others. On the other hand, the age level was categorized into four ranges: below 20, 21-30, 31-40, and 41&above years. In similar manner, participants' work experience (except students) was grouped into four ranges: 1-5 years, 6-10 years, 11-15 years, 16 & above years of service.

3.5 Data gathering Procedures

The researcher adjusted time to administer and provide orientations to participants for the study under investigation. The selected students were met in a class to clarify the instructions on how to complete the questionnaire. Besides, teachers and administrative workers were also requested

to complete the questionnaire honestly and persistently. Moreover, with the help of colleagues in the schools under study, the data collection was carried out.

3.6 Methods of Data Analysis

Respondents' demographic information, sources of conflict, participants' perception on the functions of conflict and identification of the most prevalent conflict management style were entertained respectively. The respondents' demographic information was analyzed based on the raw data given by them. However, the organization of the items related to sources of conflict, participants' perception about the functions of conflict and identification of the most prevalent conflict management style were based on the five-point Likert Scale (Armstrong and Dowson, 1985: 34) i.e. strongly agree, agree, not decided to agree or not, disagree and strongly disagree were used for the first and second parts of the questionnaire while always, usually, sometimes, rarely and never were used for the third part of the questionnaire. The scores were determined by counting the frequencies of responses before computing those using SPSS (Statistical Package for Social Science) Version-20 program. On the other hand, the tallied and collected responses were entered into the SPSS program for analysis. To interpret the responses obtained from the questionnaires, the following methods were employed:

1. Descriptive statistics was used to show the proportions of demographic variables, the extent of agreement on the sources and perceptions about conflict, and to find out the most prominently used conflict management styles. The methods used were frequency, percentile, mean and standard deviation.
2. The significance of mean difference among the three groups: teachers, students and administrative workers were computed by using One-way ANOVA (Analysis of Variance) for unequal sample size (Dejene, 2011 as cited in Pearce). This is because designs that can be analyzed with single factor ANOVA models are completely randomized designs, where there is no restriction on the random allocation of sampling units to factor levels.
3. Since the groups were significantly different in their choices of styles, Post Hoc test was used to see the differences between and among the three groups on each style.
4. Alpha 0.05 was employed for all significant tests.
5. Responses collected through interview were analyzed by the researcher.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

The purpose of this chapter is to present the research data which were gathered through questionnaire, document analysis and semi-structured interview held with School Principals, Teachers' Association, Discipline Committee and Parent-Student-Teacher Association (PSTA). The issues included in this section were carried out in accordance with the theories and principles that have been discussed in the review of literatures part.

The research tools were concentrated on five basic themes which deal with participants' background information, the sources of conflict, perceptions on the functions of conflict; prominently used conflict management style and the mechanisms that were used to handle conflicts in secondary schools under study were presented and analyzed respectively.

Data collected on the use of conflict management styles among the three groups was organized by comparing Mean of the groups and interpretation of the five-point Likert Scale, for this section, were made based on the following Average Mean score ranges: mean<3 (Low), mean=3 (Moderate) and mean>3 (High).

4.1 Description on the nature of Respondents

This part verifies respondents background information obtained through questionnaire and interview. It focuses on sex, age, educational background and work experience. Besides, 232 participants filled out the questionnaire. Thus, their demographic information is presented in table 4 below.

TABLE 4: Respondents Background Information (N=232)

Variables	Level	Respondents							
		Administrative Workers (N=30)		Teachers (N=58)		Students (N=144)		Total	
		N	%	N	%	N	%	N	%
Sex	Male	12	40.0	39	67.2	72	50.0	123	53.0
	Female	18	60.0	19	32.8	72	50.0	109	47.0
Age	Below 20	-	-	-	-	144	100.0	144	62.0
	21-30	12	40.0	44	75.9	-	-	56	24.2
	31-40	9	30.0	3	5.2	-	-	12	5.2
	41 & above	9	30.0	11	19	-	-	20	8.6
Educational Level	Secondary Education	8	26.7	-	-	144	100.0	152	65.5
	Diploma	17	56.6	-	-	-	-	17	7.3
	BA/BSC/BED	5	16.7	58	100	-	-	63	27.2
	MA/MSC	-	-	-	-	-	-	-	-
	Others	-	-	-	-	-	-	-	-
Work Experience	1-5	12	40.0	30	51.7	-	-	42	47.7
	6-10	8	26.7	10	17.2	-	-	18	20.5
	11-15	4	13.3	7	12.1	-	-	11	12.5
	16 & above	6	20.0	11	19.0	-	-	17	19.3

Note: N=Number of respondents

As it can be seen from table 4, the age level was divided into four parts. Accordingly, most of the respondents were under the category of below 20 years (62%) of the sample size. This is so because most of the time school practices show that students were below 20 years old. Besides, 24.2% of the participants fall under 21-30 years level. Apart from this, 5.2% and 8.6% were under the age level of 31-40 and 41& above respectively. Thus, from this one can easily understand that majority of the participants were young. This might imply that the younger in their ages, the more prone to conflict.

As far as educational level was concerned, participants were sub-divided into five categories: Secondary Education, Diploma, Degree, MA/MSC/ & others. As it can be understood from the given table, 8(26.7%) administrative workers were at secondary education while 17(56.6%) of them were diploma holders. Only 5(16.7%) of them were degree holders. Besides, 27.2% of the samples were degree holders and surprisingly, no one could have second degree or MA/MSC among the participants. As to the researcher, there are two facets here. On the one hand,

teachers and administrative workers seem to be “as they are” (without upgrading) while the technology advances. If so, it might be very difficult to address quality of education as we aspire too since technological advances and recent innovations have a direct contribution to timely changes that in turn affects quality education.

The table also portrays that there were four levels of work experience based on service years. Most of the respondents (47.7%) had 1-5 years of service. Besides, 20.5% of them had 6-10 years of service and 12.5% had 11-15 years of service whereas 19.3% had 16 & above years work experience. This refers that 68.2% of them had below 10 years of service i.e. the lesser work experience, the more susceptible to conflict so does.

Apart from this, an interview was held with two school principals, two chairpersons of discipline committee, teachers’ association and parent-student-teacher association (PSTA) for the purpose of triangulation. Accordingly, five of them were males while three of them were females. It also illustrates that all of the interviewees were under the age level of 21-30. Moreover, they were degree holders and below 10 years of service as similar as majority of the respondents that completed the questionnaire. This implies that age-similarity and the lesser work experience they have, could unleash relationships among the three groups. This might also hastened the occurrence of conflict in one hand and difficult to handle it on the other.

4.2 Analysis on the Sources of Conflict

The responses obtained on the sources of conflict are given in table 5 below. Frequency and percentage of scores for each item was computed to examine the extent to which occurrence of the sources of conflict at schools. Thus, the result is described in table 5 below.

TABLE 5: Frequencies and Percentage on the Sources of Conflict

N o	SOURCES OF CONFLICT	RATING SCALES									
		5		4		3		2		1	
		N	%	N	%	N	%	N	%	N	%
1	Incompatible goals, values, beliefs, etc.	67	28.9	74	31.9	5	2.2	86	37.1	-	-
2	Distrust	43	18.5	58	25.0	10	4.3	41	17.7	80	34.5
3	Misunderstanding	76	32.8	74	31.9	9	3.9	30	12.9	43	18.5
4	Age similarity among teachers, students administrative workers including principals	96	41.4	123	53.0	-	-	7	3.0	6	2.6
5	Sleeping during class, disturbing the class	71	30.6	103	44.4	-	-	35	15.1	23	9.9
6	Age similarity between teachers, students & administrative workers including principals	28	12.1	40	17.2	20	8.6	102	44.0	42	18.1
7	Dominating power	9	10.2	17	19.3	-	-	23	26.1	39	44.3
8	Discrimination (due to ethnicity, religion friendship, etc)	99	42.7	106	45.7	8	3.4	13	5.6	6	2.6
9	Overlapping responsibility (ambiguity over responsibility)	12	13.6	23	26.1	6	6.8	24	27.3	23	26.1
10	Aggressive behavior	72	31.0	72	31.0	7	3.0	38	16.4	28	12.1
11	Unmet expectation about job assignment, promotion or incentive	38	43.2	26	29.5	3	3.4	10	11.4	11	12.5
12	Disciplinary problems (violating code of ethics, absenteeism, not to be punctual, etc.	97	41.8	129	55.6	-	-	6	2.6	-	-
13	Provocation (intentional or unintentional harms in the form of insult, physical injury	99	42.7	86	37.1	8	3.4	11	4.7	28	12.1
14	Failure to do homework	94	40.5	49	21.1	-	-	61	26.3	28	12.1
15	Sexual harassment	98	42.2	117	50.4	5	2.2	9	3.9	3	1.3

Note: N=Number of respondents

Frequency and percentage of the items in the above table show the comparative values of sources of conflict in the schools. As indicated in item twelve from table 5 above, 97.4% of the respondents agreed that disciplinary problems contributed as the first major sources of conflict in schools under investigation. Disciplinary problems such as leaving school grounds without permission, violating code of ethics, absenteeism, not to be punctual, etc. are its major sources of conflict. That is why majority of the respondents rated this item. However, from table 5, 2.6% of the participants were not convinced by the item.

Item 4, age-similarity among teachers, students and administrative workers including principals was given as the second source of disagreement. To this effect, 94.4% of the participants agree with the item that it aggravates conflict in their schools. On the other hand, 5.6% of them were disagreeing with the item that it couldn't lead to conflict. Therefore, as it was mentioned in chapter 2, it can be said that the nearer in their ages (94.4%), the more unethical relationships among the three groups is true.

Astonishingly, sexual harassment (item 15) was taken as the third major source of conflict. From the total respondents, 92.6% of them replied that sexual harassment creates conflict. But, 5.2% of the participants complained about the existence of conflict due to sexual harassment. Apart from this, 2.2% of the respondents were 'undecided' in such a way that whether or not sexual harassment is a source of conflict. As to the researcher, it may be the nearer in their ages pushes individuals to express their feelings for their "age-mates" very easily and at the same time, conflicted each other badly.

Discrimination (item 8) due to ethnicity, religion, friendship, etc. was considered as the fourth source of conflict in the schools. Accordingly, 88.4% of the participants affirm their state of agreement with the item. Yet, 8.2% of the participants were not satisfied by the item as a source of conflict. Besides, 3.4% of them were confused to decide. In relation to this item, most of the interviewees underlined that discrimination come across due to friendship rather than ethnicity and religion.

Item 13, provocation (intentional or unintentional harms in the form of insult, physical injury) was rated as the fifth source of conflict by respondents. From the sample population, 79.8% of them address their state of agreement with the item. Nevertheless, 16.8% of the participants were against the idea. Also, 3.4% of them were in dilemmas. Implicitly however, school contexts show that most of the conflicts are existed in the form of insult and physical confrontations; in spite of the subjects' response.

Besides, the table indicates that disturbing during class (75% agree & 25% disagree), unmet expectation about job assignment, promotion or incentive (72.7% agree & 23.9% disagree), misunderstanding (64.7% agree & 31.4% disagree), aggressive behavior (62% agree & 28.6% disagree), failure to do homework (61.6% agree & 38.4% disagree) and incompatible goals,

values and beliefs (60.8% agree & 37.1% disagree) were awarded as sources of conflict by participants consecutively.

Moreover, distrust (43.5% agree & 52.2% disagree), ambiguity over responsibility (39.7% agree & 53.4% disagree), dominating power (29.5% agree & 70.4% disagree) and age-gap between teachers, students & administrative workers including principals (29.3% agree & 62.1% disagree) were also considered as sources of conflict in secondary schools under investigation by respondents.

Furthermore, the table reveals that some individuals (2.2%, 3%, 3.4%, 3.9%, 4.3%, 6.8% and 8.6%) were 'undecided' in such a way that whether or not incompatible goals, aggressive behavior, unmet expectation about job assignment, promotion or incentive, misunderstanding, distrust, ambiguity over responsibility and age-gap between teachers, students & administrative workers including principals are the sources of conflict.

In general terms, options rated as 'strongly agree' and 'agree' in most of the items as described in the above table are much greater than that of respondents who are rating 'disagree' and 'strongly disagree'. Therefore, the findings and responses are in line with the factors as it was mentioned in the review part i.e. Nye (1973), Szilagyi and Wallace (1983), Kreitner & Kinick (1992), Wiley & Sons (1996) and Greenberg (1996); together with school practices and experiences.

On top of this, information was collected through open-ended question and interview concerning the sources of conflict other than factors given in the table. Thus, some of the factors that the evidence gathered as sources of conflict were grouped into four categories-concerning bodies as:

1. School Principals

Respondents stated that conflict generating factors concerning school principals: "accepting rules and commands that are coming from higher bodies without any hesitation and/or modification, underestimating others' effort (no motivation), unfair measure of efficiency for teachers, incentives such as training, invigilator, supervisor & chief- for national examinations are given to "the same face" whom are "friends" of principals, and so on. Moreover, "principal(s) are not effective in handling disputes, as they should have to be".

2. Teachers

In similar manner, participants express other sources of conflict in relation to teachers: “lack of accepting school principals as they are leaders of the school, disobedience and lack of respect for principals, leaving school grounds without permission, lack of preparation and subject matter knowledge, insulting students, kicking students, late submission of tasks such as grade reports, lesson plans” and so on.

3. Students

“Absenteeism in the afternoon due to economic problem, disobedience and lack of respect for teachers and administrative workers including principals, lack of interest for learning, using the school as a means of spending time, listening music using ear-phones rather than attending the lesson during class”.

4. The Sub-City and/or Addis Ababa Education Bureau

Respondents also assure that the “absence of professional guidance and counselors in the maintenance of student’s behavior aggravates for the occurrence of conflicts in almost all secondary schools under study”.

Therefore, since it is very difficult to incorporate every factor as a source of conflict in table 5, there are no doubts that school practices also affirms the occurrence of conflict due to the various factors that were grouped under four categories—concerning bodies.

4.3 Respondents’ perception on the functions of Conflict

Responses regarding the participants’ perception on the functions of managed conflict were analyzed by using frequency and percentage. As it was mentioned in chapter 2, since conflicts are composed of positive and negative elements, participants were requested to inform how they perceived it. As it was also indicated in chapter 3, the items were ten: item 1,3,5,7 & 9 characterizes conflict–negative schools while item 2, 4, 6, 8 &10 are conflict–positive schools. To this end, the computed result of descriptive statistics is given in table 6 below.

TABLE 6: Respondents' Perception on the Functions of Conflict (N=232)

N o	MEASURES ON PERCEPTIONS OF CONFLICT	RATING SCALES									
		5		4		3		2		1	
		N	%	N	%	N	%	N	%	N	%
1	I feel that conflict is always bad, negative and destructive.	142	61.3	74	31.9	-	-	8	3.4	8	3.4
2	There are times when conflict can be desirable.	18	7.8	49	21.1	8	3.4	126	54.3	31	13.4
3	I believe that conflict can be avoided at all.	76	32.8	137	59.1	4	1.7	6	2.6	9	3.9
4	I believe that if conflict is effectively managed, it is a necessary pre-condition for creativity.	8	3.4	57	24.6	5	2.2	106	45.7	56	24.1
5	I feel that conflict can prevent members from doing tasks at all.	82	35.3	102	44.0	7	3.0	38	16.4	3	1.3
6	I believe that conflict fosters open-mindedness.	12	5.2	53	22.8	2	0.9	118	50.9	47	20.3
7	I feel that in conflicts, someone will always get hurt.	125	54	85	36.6	4	1.7	10	4.3	8	3.4
8	I believe that conflict can be a medium through which problems can be aired and solutions arrived at.	37	15.9	56	24.1	7	3.0	102	44.0	30	12.9
9	I am always afraid to enter into confrontation.	94	40.5	114	49.1	12	5.2	9	3.9	3	1.3
10	I feel that conflict may facilitate change.	18	7.8	51	22.0	6	2.6	117	50.4	40	17.2

Note: N=Number of respondents

As indicated in table six, 93.2% of the participants felt that conflict is always bad, negative and destructive. In other words, even though 6.8% of individuals were unsatisfied by the item, majority of the respondents recognized conflict as dysfunctional rather than a functional and positive experience.

Item 2, describes about the desirability or necessity of conflict. Unfortunately however, 28.9% of the raters agree with the item and only 3.4% of the participants were in doubt whether conflict can be desirable or not. This means, 67.7% of the respondents were not convinced by the necessity of conflict.

On the other hand, item 3 implies that conflict can be avoided at all. Accordingly, 91.9% of the samples indicated the extent of their agreement whereas 6.5% of them do not support the idea. Besides, 1.7% of individuals were in a state of confusion to accept it. From this evidence, one may say that most of the respondents did not understand the importance of conflict. Hence, they view it as negative that needs to be avoided.

Item 4 stresses that if conflict is effectively managed, it will be a necessary pre-condition for creativity. Yet, the result revealed that 69.9% of the samples opposed the item. On the other side of the coin, 28% of them believe that duly managing conflict is a pre-condition for creativity. Moreover, 2.2% of them were not sure to decide. Thus, based on the response of the majority, it might be concluding that members of school community do not aware of conflict management.

Item 5 asserts that conflict can prevent members from doing tasks at all. To this effect, 79.3% of the samples agree with the item. On the contrary, 17.7 % of them did not advocate the concept. Besides, only 3% of the participants were undecided. Thus, the result obtained in this item clearly verifies respondents' negative attitude towards conflict.

Item 6 refers the functions of conflict that it can foster open-mindedness. From the total respondents, 28% of them positively replied to the item. Inversely, 71.2% of individuals were not willing to appreciate the idea. Also, only 0.9% of them were confused to decide. So, from here one may say that still majority of the participants never view conflict as a positive indicator to think beyond.

Item 7 on its part postulates that in conflicts, someone will always get hurt. Majority (90.6%) of the respondents agree whereas 7.7% of them were disagreeing with the item. From the total sample, only 1.7% of them were undecided. Therefore, according to the majority response, it might be said that conflict is understood as a negative phenomena.

Item 8 affirms that conflict can be a medium through which problems can be aired and solutions arrived at. Replying to the item, 40% of the raters agree with this positive effect of conflict while 3% of them were in dilemmas to decide. Nevertheless, more than half (56.9%) of the respondents do not accept conflict as a medium through which problems can be aired and solutions arrived at.

Item 9 addresses that conflict is harmful and evil. It stated as 89.6% of the informants were afraid of to enter into confrontation. In this case also, 5.2% of them were undecided as well as disagreeing in the same way. So, as far as the evidence is concerned, it seems that most of the raters want to be "untouched".

Last, but not least, item 10 illustrates that conflict may facilitate change. To this end, 67.6% from the total sample feel that conflict doesn't facilitate change, and 2.6% of the samples were undecided. Apart from this, 29.8% of them strongly claim the prolific issue of conflict. Therefore, from here, we can deduce two things: (1) majority of the participants needs to keep the status quo, business as usual, etc. whereas (2) only one-third from the total informants feel that conflict is used to facilitate change.

On top of this, the researcher also requested the interviewees to inform the functions of conflict—how they perceive it. As it was mentioned by them, 5 individuals were not aware about positive outcomes of conflict. They simply forwarded the destructiveness of conflict rather than its fruit. However, three of them believe that conflict may have function if and only if systematically managing the issue before it reaches at the apex /climax/ or uncontrollable margin is administered.

Generally speaking, items such as 1, 3, 5, 7, & 9 (conflict–negative schools) rated as ‘strongly agree’ and ‘agree’ are much greater than that of items such as 2, 4, 6, 8, & 10 (conflict–positive schools) rated as ‘disagree’ and ‘strongly disagree’. Therefore, one can simply concludes that majority of the respondents perceive conflict as destructive and dysfunctional regardless of its credit. In other words, most of the participants view conflict as like as the Classical perspective rather than the Modern one.

4.4 The frequently used Conflict Management Style

Each individuals score on each style is the number of times he/she selects statements representing that style over other statements. To determine the most prominently used conflict management style in the schools, descriptive statistics such as mean and standard deviation were used. The computed result is drawn in table 7 as follow:

TABLE 7: The frequently used Conflict Management Style (N=232)

CMS	N	Mean	Standard Deviation
AVOIDING	232	3.38	1.2125
DOMINATING	232	2.55	1.2693
ACCOMMODATING	232	3.12	1.4287
COMPROMISING	232	3.45	1.4388
COLLABORATING	232	3.02	1.4592

Note: N= Number of respondents

From the items designed for CMS in the questionnaire, 1, 6, 11, 16,21,26,31 and 36 for avoiding, 2, 7, 12, 17, 22, 27, 32 and 37 for dominating, 3, 8, 13, 18, 23, 28, 33 and 38 for accommodating, 4, 9, 14, 19, 24, 29, 34 and 39 for compromising and 5, 10, 15, 20, 25, 30, 35 and 40 for collaborating styles were computed in frequency first, and then their respective mean values and standard deviation also computed in the table 7 above.

As described in table 7 above, a difference was observed within the mean of each of the five conflict management styles. As seen from the table, compromising with a mean value of 3.45 and standard deviation of 1.43 was the first prominently used style of interpersonal conflict management in the schools under study. In other words, compromising refers that a party is partially assertive and partially cooperative.

The second mostly used style was avoiding with a mean score of 3.38 and standard deviation of 1.21. Accommodating with mean value of 3.12 & standard deviation of 1.42 and collaborating with mean score of 3.02 & standard deviation of 1.45 were the third and fourth styles in the schools consecutively. The last, but not least, frequently used conflict management style was dominating with a mean value of 2.55 & standard deviation of 1.26.

To sum up, in relation to the most prominently used conflict management style, the result of the present study is not in line or coincided with the previous study as discussed so far in the review part. For instance, a study conducted by Tiglu (2008), asserts that participants select collaborating & compromising as their most style while the present study affirms compromising & avoiding as the first and second style respectively. Besides, the former addresses that accommodating, dominating and avoiding as the third, fourth and fifth styles whereas the latter verifies that accommodating, collaborating and dominating used as the third, fourth & fifth styles. Yet, both studies have similarity only in accommodating style. Therefore, as to the researcher, these differences might be happen due to the dynamic nature of conflicts, the uncertainty of things and since policy exists in context.

4.5 The Use of Conflict Management Styles among the three Groups

In order to see the difference between and among administrative workers, teachers and students on the preference of the five conflict management styles, comparing the statistical means by using One-way ANOVA and then descriptive statistics such as mean and standard deviation were employed. The result is described in table 8 below.

TABLE 8: The use of Conflict Management Styles among the three Groups (N=232)

ANOVA

Conflict Management Styles	Respondents	Mean	Standard Deviation	F	Sig.
AVOIDING	Administrative	3.54	1.13	1.039	.498
	Teachers	3.44	1.14		
	Students	3.32	1.25		
DOMINATING	Administrative	2.42	1.12	1.49	.304
	Teachers	2.56	1.25		
	Students	2.57	1.29		
ACCOMMODATING	Administrative	2.56	1.32	33.14	.000
	Teachers	4.04	1.05		
	Students	2.86	1.33		
COMPROMISING	Administrative	2.38	1.20	64.06	.000
	Teachers	2.42	1.39		
	Students	4.10	1.04		
COLLABORATING	Administrative	4.20	1.02	16.68	.000
	Teachers	2.50	1.39		
	Students	2.90	1.41		

Note: N=Number of respondents

As it can be seen from the table, administrative workers, teachers and students fall under high mean scores in avoiding than dominating. This means, administrative workers (mean score of 3.54), teachers (mean value of 3.44) and students (mean score of 3.32) were greater than 3. Likewise, as revealed from the ANOVA, no statistically significant difference was observed between and within the three groups in the use of avoiding—indicating agreement of responses in the three groups. Because their F-value was negligible and P-value was greater than the standard significance level at 0.05 i.e. (F=1.039 & P=0.498).

As far as dominating style was concerned, although there was low mean value among the three groups, still there was no statistically significant difference seen among the three groups since $P > 0.05$ i.e. ($P = 0.304$). Thus, as to the researcher, no matter how the mean score was high or low that never determines there was statistically significant difference or there was no statistically significant difference between and within the three groups rather they must be in different categories.

However, groups attention was diverted at accommodating in such a way that administrative workers (mean score of 2.56) and students (mean result of 2.86) were categorized under low mean value while teachers (mean score of 4.04) was high. This refers that they were not in the same category. Thus, in this situation, one can say that there was a statistically significant difference among the three groups since $P < 0.05$. i.e. ($F = 33.14$ & $P = .000$).

The same is true in the use of compromising style. That is, administrative workers and teachers fall under the category of low mean values at (2.38 & 2.42) respectively. Contrary to this, students fall under high mean result at (4.10). Therefore, we can say that there was a statistically significant difference in the use of compromising due to $P < 0.05$ i.e. ($F = 64.06$ & $P = .000$).

Moreover, teachers and students grouped under low mean values (2.50 & 2.90) whereas administrative workers were at high mean score (4.20) in the use of collaborating. Here again, there was a statistically significant difference between and within the three groups since $P < 0.05$ i.e. ($F = 16.68$ & $P = .000$).

Generally, the computed data addresses that there was no statistically significant difference seen among administrative workers, teachers and students in using avoiding and dominating as compared to accommodating, compromising and collaborating conflict management styles in the schools under study. In other words, indicating agreement of responses in using avoiding and dominating while indicating their state of disagreement in accommodating, compromising and collaborating conflict management styles in the three groups.

Apart from the ANOVA result, multiple comparisons in the use of conflict management styles was made to examine the differences between and among the three groups by using Post Hoc test. Therefore, its result was demonstrated in table 9 as follows:

TABLE 9: Multiple Comparisons in the Use of Conflict Management Styles

Post Hoc-Tukey HSD

Conflict Management Styles	(I) code of respondents	(J) code of respondents	Mean Difference (I-J)	Standard Error	Significance
AVOIDING	Administrative	Teachers	.099	.272	.811
		Students	.217	.243	.594
	Teachers	Administrative	-.099	.272	.811
		Students	.118	.188	.682
	Students	Administrative	-.217	.243	.594
		Teachers	-.118	.188	.682
DOMINATING	Administrative	Teachers	-.143	.284	.601
		Students	-.153	.254	.396
	Teachers	Administrative	.143	.284	.601
		Students	-.072	.197	.646
	Students	Administrative	.153	.254	.396
		Teachers	.072	.197	.646
ACCOMMODATING	Administrative	Teachers	-1.478	.286	.113
		Students	-.297	.255	.213
	Teachers	Administrative	1.478	.286	.113
		Students	1.181*	.197	0.04
	Students	Administrative	.297	.255	.213
		Teachers	-1.181*	.197	0.04
COMPROMISING	Administrative	Teachers	-.032	.262	.53
		Students	-1.712*	.232	0.02
	Teachers	Administrative	.032	.262	.53
		Students	-1.679*	.181	0.00
	Students	Administrative	1.712*	.232	0.02
		Teachers	1.679*	.181	0.00
COLLABORATING	Administrative	Teachers	1.661*	.308	0.00
		Students	1.226*	.274	0.02
	Teachers	Administrative	-1.661*	.308	0.00
		Students	-.434	.213	0.26
	Students	Administrative	-1.226*	.274	0.02
		Teachers	.434	.213	0.26

*The mean difference is statistically significant at 0.05

As far as Post Hoc test was concerned, multiple comparisons was made between and among the three groups on the choice of the five conflict management styles. Accordingly, a statistically significant difference was not observed between and among administrative workers, teachers and students in the selection of avoiding and dominating styles; since $P > 0.05$ indicating agreement of responses in the three groups.

However, a statistically significant difference was seen between teachers and students ($P = 0.04$) in the use of accommodating style; in spite of teachers and administrative workers ($P = 0.113$). Also, it was seen in the use of compromising between administrative workers & students

($P=0.02$) and teachers & students ($P=0.00$). Nevertheless, no statistically significant difference was found between administrative workers & teachers in compromising because ($P=0.53$).

Likewise, a statistically significance difference was not visualized between teachers and students ($P=0.26$) in the use of collaborating whereas a statistically significant difference was observed between administrative workers and teachers ($P=0.00$) & administrative workers with students ($P=0.02$) in this style.

On top of this, in order to substantiate the identification of the most frequently preferred conflict management styles as it was computed in the data, an interview was employed to find out other conflict management mechanisms, if there are, in the schools under study. In this regard, the interviewees were requested to indicate practices that are applying to manage conflict in their school contexts. According to them, regardless of decisions made by principals and discipline committee based on rules and regulations upon school community members, there are contextual practices that are used as conflict management mechanisms at school level. These are described as follows:

1. Social Committee as a Conflict Management Mechanism

It is obvious that different committees with different responsibilities are established in the schools at the beginning of the year. Among others, social committee is the one. The prominent task of this committee is trying to keep school community members to have smooth relationships regardless of their differences, preparing welcome notes for newly deployed teachers in a coffee ceremony held and organize the staff to ask female workers when they give birth. Above all, they are responsible to mediate when disagreement occurs among teachers, between teachers and principals and other stakeholders within the school compound.

2.' Sheemagilies' as a Conflict Management Mechanism

According to the informants, school community members traditionally elect persons that comprised of very experienced teachers and administrative workers to serve as '*sheemagilies*' or negotiators when conflicts arose between parties involved. Besides, the collected data through interview affirmed that almost in all secondary schools under investigation, these persons play a pivotal role in creating “balanced” school environments including the issue of conflicts. In line with this, Dejene and Yigremew (2009) state the importance of indigenous mechanisms of

managing conflicts as less complex, time saving and participatory in the sense that parties may participate in resolving their problems by themselves as compared to non-traditional mechanisms.

3. Teachers' Association as a Conflict Management Mechanism

Teachers have their own representatives that are participating in discipline committee, management committee and as a member of teachers' association at school level. The association ardently has the responsibility in organizing and motivating teachers to play their own active role in the maintenance of the teaching-learning process. In addition, they work with the promotion of teachers based on the career ladder; and most importantly in alleviating conflicts among parties as they are confronting with.

4. Parent-Student-Teacher Association (PSTA) as a Conflict Management Mechanism

Parent-Student-Teacher-Association plays a paramount role in giving backups in different aspects for schools. As it is known, schools do not have enough budgets to accomplish their day-to-day activities as much as they can; so as to need the help of the association i.e. fulfilling educational materials, keeping school environments conducive and preparing capacity building for concerning about Continuous Professional Development. Beyond this, when conflicts arose between individuals, they intervened quickly and try to quell the issue before it reaches to the discipline committee where the rules and regulations of the school obeyed.

5. Students' Council as a Conflict Management Mechanism

These are representatives of students in order to give services as membership of discipline committee and PSTA on behalf of all students. As a result, the council works in negotiating conflicting parties as per students are involving.

6. Group-Networking as a Conflict Management Mechanism

Nowadays, one-to-five group networking is workable between & among students and teachers in the schools respectively. Prominently, members of the group are not only sharing knowledge and experiences but also discussing about conflicting issues, if it occurs, among them. By doing so, conflicts are managed in a better way in the schools.

Generally, according to the informants, by applying these contextual and/or traditional methods of conflict management strategies, serious conflicting consequences (physical injuries) were

settled aside from rules and regulations. Therefore, as to the researcher, seeking only commands and principles is not always a guarantee for managing conflicts. So, it might be essential to apply other alternatives such as contextual and/or indigenous mechanisms of managing conflicts.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

As far as conflict management strategies are concerned, a review of related literatures on the theoretical and conceptual considerations of conflict was done. In relation to this, instruments were developed to measure the sources of conflict, individual's perception about the functions of conflict and how conflicts are managed in the schools. The tools for measures of conflict generating factors and perceptions about conflicts were developed based on Authorities, School of Thoughts and Contextual School Practices respectively.

Moreover, the instruments used to assess the most prominently chosen conflict management styles were designed and adapted from Thomas-Kilmann (1976); who analyzed conflict behaviors or orientations—assertiveness (the desire to satisfy one's own needs and wishes) and cooperativeness (the desire to satisfy another party's need and concerns). Consequently, with the help of all these instruments, the study was aimed at to investigate solutions to the basic questions described here under:

1. What are the major sources of conflict in Kolfe Keranyo Sub-City Government Secondary Schools?
2. How do members of school community perceive conflict in the schools under study?
3. Which conflict management style is frequently used in Kolfe Keranyo Sub-City Government Secondary Schools?
4. Is there a significance difference among principals, teachers and students in dealing with conflict management styles in Kolfe Keranyo Sub-City Government Secondary Schools?

To interpret the data, both quantitative and qualitative approaches were materialized. The basic questions were answered by assessing and collecting data from 240 sample respondents (30 administrative workers, 58 teachers and 144 students) in Kolfe Keranyo Sub-City Government Secondary Schools of Addis Ababa. Besides, 8 interviewees (principals, teachers' association, discipline committee & PSTA) 2 of each were participated in the study. Therefore, the findings of the study are presented as follows:

1. Disciplinary problems (97.4%) contributed as the first major sources of conflict followed by age-similarity among teachers, students and administrative workers including principals (94.4%). Sexual harassment (92.6%) was taken as the third persuasive factor for conflict in the schools. Discrimination due to ethnicity, religion, friendship (88.4%) and provocation—intentional or unintentional harms in the form of insult, physical injury (79.8%) were rated as the fourth and the fifth sources of conflict consecutively. Apart from this, regardless of the many factors as noted by the interviewees, insulting students immorally and absence of professional guidance and counselors in the maintenance of students' behavior are impressive factors that can be considered as sources of conflict in almost all secondary schools.
2. Despite the fact that conflict has its own positive parameters, respondents view conflict as destructive and dysfunctional. In other words, majority of the participants do not convinced by the positive outcomes of conflict.
3. Compromising and avoiding were ranked as the first & the second prominently used conflict management styles in the schools under study respectively. In contrast, accommodating, collaborating and dominating were conceptualized as the third, fourth and fifth styles consecutively.
4. The ANOVA result revealed that there was a statistically significant difference in the use of conflict management styles among administrative workers (including principals), teachers and students. Accordingly, administrative workers preferred collaborating style while teachers and students were very much attracted by accommodating and compromising respectively.
5. According to multiple comparisons of Post Hoc test, a statistically significant difference was observed between teachers and students ($P=0.04$) in the use of accommodating style whereas administrative workers & students ($P=0.02$) and teachers & students ($P=0.00$) in the use of compromising. Besides, a difference was resulted between administrative workers and teachers ($P=0.00$) & administrative workers with students ($P=0.02$) in the use of collaborating.
6. Regardless of the decisions made by principals and discipline committee based on rules and regulations upon school community members, contextual and/or indigenous mechanisms of managing conflicts such as social committee, '*sheemagilies*', group-networking, etc. in alleviating conflicts were to some extent put into practice very anxiously.

5.2 Conclusions

Based on the major findings, the following conclusions were drawn:

Sex, age, qualification and work experience might form diversities in personalities. These might also constitute to emanating conflict among teachers, students and administrative workers including principals; as the result of different individuals coming from different family backgrounds and learning experiences.

Responses from interview indicated that the less competent assigned principal(s) might be in one way or another is/are source of conflict in the schools. In one hand, teachers and administrative workers may think that they are guided by people who have no necessary competence. That is why respondents replied that their principal(s) were not effective in handling disputes, as they should have to be. On the other hand, principal(s) may feel inferiority complex because there may be competent staff members with better performance and work experience who are more able to manage schools than he/she/them. Therefore, the assignment of less competent educational leaders could be another blow conflict generating factor in secondary schools.

Educational leaders could have the opportunity to apply different conflict resolution strategies. Besides, they might know that conflict is the basis of organizational change and development. On the contrary, majority of sample respondents feel that conflict is avoidable and hence, they view it as bad, negative and destructive; despite the fact that considering it as positive indicator of innovations and development.

Since school culture is dynamic which is built by people who came from different family backgrounds and learning experiences, the inevitability of conflict is unquestionable. In due courses, it would be also challenging to treat each group satisfactorily. This implies that the necessity of new methods and strategies to overcome the equivalent personal and institutional problems caused by conflict and how to handle it in a better way are mandatory in the schools.

Experience is one source of knowledge. Thus, it could be obvious that the current features of secondary schools under study might be used as an asset for other sub-cities to learn from it; since school-based conflicts are similar in natures. In other words, knowing the sources of conflict before happening is better to handle the issues of conflict before it reaches at the apex.

5.3 Recommendations

The following recommendations were forwarded based on the findings and conclusions reached:

1. The development of healthy social institutions, services and relations are essential in creating a stable society. Education has long been viewed as unambiguously positive force. Nevertheless, education intentionally or unintentionally may result in violence. The question of what education and school should be is at the center of political, ideological, moral and cultural debates in many contexts. The increasing number of school community as well as diversity among them shows an alarming potential to conflict. Parents, teachers, students, administrative workers and other community members have their own constructs about the current sources of conflicts and its resolution strategies exercised by schools. These complications need the education system to incorporate another conflict resolution policy in addition to discipline committee in schools.

2. The notion of conflict is versatile. It is impossible to stop it over a short period of time rather to minimize it over a long period of time. Therefore, it might be important that understanding its nature and seeks continuous follow-ups. So, school principals together with members of school community should give peculiar attentions to disciplinary problems since they were found to be the major sources of conflict in the schools. To do so, consensus building programs should be arranged by school principals and Woreda Education Office; so as to minimize these problems.

3. Sexual harassment is a persuasive conflict generating factor in the schools under study. Its implications are also hazardous. As it is known, nowadays, sexually transmitted diseases are serious issues all over the country. So that members of school community might be vulnerable to this agenda. Thus, the Sub-City Women Affairs should take the responsibility in preparing and organizing a panel-discussion among teachers, students and administrative workers including principals about the issue at large.

4. Teachers as well as guidance and counselors are the backbones of a given school. The mandate to hire these professionals is given to the Sub-City and Addis Ababa Education Bureau unlike in schools. Because of the absence of professional guidance and counselors in

the maintenance of students' behavior by giving advice, schools are at risk due to conflict and other relating issues. Therefore, the Sub-City together with Addis Ababa Education Bureau should hire these professionals as soon as possible in order to fill the gap.

5. Participants knew that conflict creates bad feelings, affect relationships, low morale, causes dissatisfaction and make workers less cooperative rather than it can become a source of innovation and development. Thus, members of school community should be aware of it and accept the inevitability of both positive and negative consequences. In one side of the coin, they shall appreciate conflict as positive indicator for change, and on the other side, it leads to organizational disintegration unless it is properly managed. Therefore, seminars, conferences, and symposia should be organized for members of school community on communication aspects, diversity management and conflict resolution strategies at School and Sub-City level.

6. Boldly, respondents indicated that their principal(s) were less competent in handling disputes. Therefore, on-job and in-service training courses should be given for principals so as to improve their self-esteem problems and conflict handling strategies by Addis Ababa Education Bureau in collaboration with Addis Ababa University.

7. There is no one best way of conflict management strategy that fits to all situations. So, it is advisable for educational managers and leaders to have cooperative, collaborative and consultative conflict management skills that fit and satisfy a particular situation at a particular time. Moreover, apart from scientific methods of conflict management styles, it might be better in applying other contextual and/or indigenous mechanisms of managing conflicts such as social committee, '*sheemagilies*', group-networking, teachers' association, students' council and Parent-Student-Teacher Association (PSTA) in alleviating conflicts. Hence school principals in collaboration with school community should practice using contextual and/or indigenous conflict management strategies to sustain school benefits.

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APPENDICIES

APPENDIX - A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TEACHERS, STUDENTS AND PRINCIPALS

General Introduction

As we all know, school systems are public institutions found to achieve the desired educational goals and purposes by a variety of people including students, teachers, administrative workers and the community at large. These stakeholders have their own needs, concerns, goals and priorities regardless of others to be fulfilled. As a result, conflict might arise between people as they interact with. Thus, understanding towards conflict and its management in secondary schools is not a matter of choice rather a matter of necessity.

Therefore, the purpose of this questionnaire is to gather relevant information on conflict and its management: Teachers, students and principals' perception, the case of Kolfe Keranyo Sub-City Government Secondary Schools of Addis Ababa. I would like to assure you that this research is purely for academic purpose (Partial Fulfillment of the Requirements for the Degree of Master of Arts) and hence would not affect any one in any way as all the information will be kept confidential. Thus, your genuine response is crucial for the quality of the study. Therefore, the researcher kindly requested your cooperation to respond to the questions raised responsibly and honestly.

With Great Respect!

GENERAL DIRECTION

Dear respondent! Please note that:

- ❖ Don't write your name
- ❖ Put (√) or (×) mark in the box to indicate your response
- ❖ Write additional opinion, if any, on the space provided
- ❖ Please follow instructions provided for each part.

1. Demographic Information

1. School Name: _____

2. Sex: Male , Female

3. Age: Below 20 , 21-30 , 31-40 , 41 & above

4. Educational Level: Secondary Education , Diploma BA/BSC/BED MA/MS others

5. Work Experience (except students): 1-5 5-10 10-15 , & above

2. Sources of Conflict Assessment

There are lists of statements describing the sources of conflict in the school organizations perceived by individuals here under. Thus, please indicate that to what extent you find each of them to be the sources of conflict. Give your best choice by putting (√) or (×) under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No	Sources of Conflict	5	4	3	2	1
1	Incompatible goals, values, beliefs, etc					
2	Distrust					
3	Misunderstanding					
4	Age-similarity among teachers, students and administrative workers including principals					
5	Sleeping in class, disturbing the class, etc.					
6	Age-similarity between teachers, students and administrative workers including principals					
7	Dominating power					
8	Discrimination (due to ethnicity, religion, friendship, etc)					
9	Overlapping responsibility (ambiguity over responsibility)					
10	Aggressive behavior					
11	Unmet expectation about job assignment, promotion or incentive					

12	Disciplinary problems (violating code of ethics, absenteeism, not to be punctual, etc)						
13	Provocation (intentional or unintentional harms in the form of insult, physical injury, etc)						
14	Failure to do homework						
15	Sexual harassment						

❖ You are kindly requested to add further information on the sources of conflict on the space below :

3. Perception on Conflict Assessment

Here are lists of statements that are intended to assess your view towards conflict. Please put (√) or (×) in front of each statement under your appropriate choice of numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree

No	Views on Conflict	5	4	3	2	1
1	I feel that conflict is always bad, negative and destructive.					
2	There are times when conflict can be desirable.					
3	I believe that conflict can be avoided at all.					
4	I believe that if conflict is effectively managed, it is a necessary pre-condition for creativity.					
5	I feel that conflict can prevent members from doing tasks at all.					
6	I believe that conflict fosters open-mindedness.					
7	I feel that in conflicts, someone will always get hurt.					
8	I believe that conflict can be a medium through which problems can be aired and solutions arrived at.					
9	I am always afraid to enter into confrontation.					
10	I feel that conflict may facilitate change.					

4. Conflict Management Styles Assessment

Consider situations in which you find your wishes and goals differing from those of others. How do you respond to such situations? Reflect on such conflict situations you have had with others in your school organization. Several statements describing possible behavioral responses based on Thomas-Kilmann's Conflict Mode Instrument (1976) were given below. For each statement, please put (√) or (×) mark to show your choice below the numbers which represent: 5=always, 4=usually, 3=sometimes, 2=rarely, and 1=never at all.

No	When I come across with differences, disagreements or conflict incidents in my school:	5	4	3	2	1
1	I try to avoid creating unpleasantness for myself.					
2	I try to dominate the other party.					
3	I try not to hurt others' feelings.					
4	I express anger constructively.					
5	I attempt to deal with others' and my concerns.					
6	I avoid open discussion of my differences with others.					
7	I try to show others the logic and benefits of my position.					
8	If the others position seems important to them, I would try to meet their wishes.					
9	I try to find a fair combination of gains and losses for both of us.					
10	I attempt to immediately work through our differences.					
11	I try to postpone the issue until I have had some time to think it over.					
12	I am usually firm in pursuing my goals.					
13	If it makes the other person happy, I might let them maintain their views.					
14	I propose middle ground.					
15	I share my positive attitude, hoping they will do the same.					
16	There are times when I let others take responsibility for solving problems.					
17	I feel that only my needs are important.					
18	Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.					
19	I try to reach a common solution in a quarrel.					
20	I can accept criticism from others.					
21	I avoid taking positions that would create controversy.					
22	I find it easy to quarrel.					
23	When in a conflict with someone, I ask them to explain their position.					

24	I will let another have some of their positions if they let me have some of mine.						
25	I tell another my ideas and ask them for third.						
26	I try to do what is necessary to avoid tension.						
27	I feel the need to control an argument.						
28	I try to satisfy the expectations of others.						
29	I try to solve problems with mutual agreement.						
30	When I start to discuss a conflict with others, I choose my opening statement carefully to establish positive realistic expectations.						
31	When dealing with a conflict, I have a pre-determined solution to the outcome. I try to avoid upsetting my colleagues.						
32	I make some effort to get my way.						
33	At the end of a conflict, it matters to me that the other persons needs have been met.						
34	I feel for a relationship to last, the needs of both parties must be considered.						
35	I seek others' help in working out a solution.						
36	I feel that differences are not always worth worrying about.						
37	I find it necessary to overpower others to get my own way.						
38	I sacrifice my own wish for the wishes of the other persons.						
39	I try to investigate an issue with others to find a solution acceptable to us.						
40	I listen with an open-mind to alternative options.						

✓ If you practice another system of conflict management styles when you come across with differences, disagreements or confliction incidents in your school, please list down here :

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Thank You!

APPENDIX-B
GUIDING INTERVIEW QUESTIONS

Question to be answered by School Principals, Discipline Committees, Teachers' Association and Parent-Student-Teacher Association (PSTA).

I. Demographic Information

1. School name: _____

2. Sex: Male Female

3. Age: Below 20 , 21-30 31-40 , 41 & above

4. Educational Level: Secondary Education Diploma A/BSC/BED A/MSc , rs

5. Work Experience (by year ranges): 1-5 6-10 11-15 16 & above

II. Guiding interview Questions regarding on the Sources of Conflict, Perceptions about the Functions of Conflict and its Handling Mechanisms.

1. From your experience, could you tell me the major sources of conflict in your school?

2. Do you think that conflict can have functions? If your answer is “yes”, how? Or if “not” why?

3. From your experience, how conflict is managed in your school? Is there any sort of conflict management style which can use in your school?

4. If you have any comments or suggestions concerning about conflict management practices in your school, please tell me?

Thank You!

APPENDIX-C

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ትምህርት ጥናት

የትምህርትና ባህሪ ጥናት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል

በመምህራን፣ ተማሪዎችና ር/መምራን የሚሞላ መጠይቅ

አጠቃላይ መግቢያ

ሁላችንም እንደምናውቀው ትምህርት ቤቶች የተመሰረቱበት ዋና ዓላማ የተጣለባቸውን ዜጋ የመቅረዕ ኃላፊነት ዳር ለማድረስ ነው። ይህን ዓላማ ከግብ ለማድረስ ደግሞ ባለድርሻ አካላት ማለትም ተማሪዎች ፣ መምህራን ፣ አስተዳደር ሰራተኞች ፣ ህብረተሰቡና አጋር ድርጅቶች በአንድ ላይ ሆነው መረባረብ ይጠበቅባቸዋል። ነገር ግን እነዚህ አካላት ሌሎችን አካላት ከግምት ውስጥ ሳያስገቡ የራሳቸውን ግብ ፣ ፍላጎትና ዕምነት ለማሳካት ጥረት በሚያደርጉበት ወቅት ከሌሎች አካላት ጋር ግጭት ይፈጠራል። ለዚህም ነው በሁለተኛ ደረጃ ትምህርት ቤቶች ግጭትና የግጭት አፈታት ሁኔታን መረዳት ምርጫ ሳይሆን አንገብጋቢ ችግር ነው የሚባለው።

ስለዚህ የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ አስተዳደር በኮልፌ ቀራንዮ ክፍለ-ከተማ በሚገኙ የሁለተኛ ደረጃ ትምህርት ቤቶች ግጭትና የግጭት አፈታት ሁኔታ ለተሠኘ ለሁለተኛ ዲግሪ ጥናታዊ ርዕስ ትክክለኛ መረጃ ለማሰባሰብ ነው። ከሁሉ አስቀድሜ የሚረጋግጥልዎት ነገር ቢኖር የሚሰጡት መረጃ ለዚህ ጥናት ብቻ እንጂ ለሌላ ጉዳይ አይውልም። ከዚህ በተጨማሪ የሚሰጡት ምላሽ ሚስጥራዊነቱ እጅግ የተጠበቀ ነው። ስለዚህ የእርስዎ እውነተኛ ምላሽ ለጥናቱ ጥራት በእጅጉ አስፈላጊ ነው። ስለሆነም ለእያንዳንዱ ጥያቄ ትክክለኛ ምላሽ በመስጠት መጠየቁን ይሞሉ ዘንድ በትህትና እጠይቃለሁ።

ከአክብሮት ጋር !

አጠቃላይ አቅጣጫ

የተከበሩ ምላሽ ሰጭ! እባክዎ ከዚህ በታች ለተዘረዘሩት ቁም ነገሮች አትኩሮት ይስጡ።

- ስምዎትን አይጻፉ
- መልስዎን ከእያንዳንዱ ዓረፍተ ነገር ፊት ለፊት ከሚመርጡት ሳጥን ወይም ቁጥር ስር የ(✓) ወይም (X) ምልክት በማድረግ ይምረጡ።
- ተጨማሪ ሃሳብ ካለዎት በተሰጡት ባዶ ቦታዎች ላይ በመጻፍ ይመልሱ።
- እባክዎ እያንዳንዱን ትዕዛዝ በትክክል ይከተሉ።

ተ.ቁ	በ በትምህርት ቤቱ ውስጥ ልዩነቶች ፣ አለመግባባቶችና ግጭቶችን ፈታበት ጊዜ፡-	5	4	3	2	1
1	የሚያስከፋኝን ነገር አስወግዳለሁ።					
2	ሌሎችን ለመጫን እሞክራለሁ።					
3	የሌሎችን ስሜት ላለመጉዳት እሞክራለሁ።					
4	ቁጣዬን በተገቢ ሁኔታ እገልጻለሁ።					
5	እኔንና ሌሎችን የሚያመለክቱ ጉዳዮችን እመራመራለሁ።					
6	ከሌሎች ጋር ያለኝን ልዩነት በግልፅነት ከመወያየት እቆጠባለሁ።					
7	ለሌሎች የእኔ አቋም ተገቢና ጠቃሚ መሆኑን ለማሳየት እጥራለሁ።					
8	ሌሎችን የሚጠቅም ከሆነ ፍላጎታቸውን እጠብቅላቸዋለሁ					
9	አስታራቂ መፍትሄ ለመፈለግ እጥራለሁ።					
10	በልዩነቶች ላይ ወዲያውኑ ለመነጋገር እጥራለሁ።					
11	የግሠቢያ ጊዜ እንዲኖረኝ ጉዳዩን ለሌላ ጊዜ አስተላልፈዋለሁ።					
12	ሁሉ ምኞቴን ለማሟላት እጥራለሁ።					
13	ሌሎችን የሚያስደስት ከሆነ አመለካከታቸውን እንዲያራምዱ አደርጋለሁ።					
14	ሚዛናዊ ሐሳብ አቀርባለሁ።					
15	ሌሎች ቀና አስተሳሰባቸውን ያጋሩኛል ብዬ ተስፋ በማድረግ ቀና አስተሳሰቤን አጋራቸዋለሁ።					
16	ሌሎች ችግሩን እንዲፈቱ ኃላፊነት የምሠጥበት ጊዜ አለ።					
17	የእኔ ፍላጎቶች ብቻ አስፈላጊ እንደሆኑ አምናለሁ።					
18	ከማልስማማባቸው ነገሮች ላይ ከምደራደር ይልቅ በምስማማባቸው ጉዳዮች ላይ እደራደራለሁ።					
19	የጋራ ስምምነት ላይ ለመድረስ እሞክራለሁ።					
20	ነቀፌታ ሲገጥመኝ እቀበላለሁ።					
21	ተቃርኖ ሊፈጥሩ ከሚችሉ አመለካከቶች እቆጠባለሁ።					
22	በቀላሉ እጣላለሁ።					
23	ከሰዎች ጋር በግጭታችን ላይ ስንነጋገር ሃሳባቸውን እንዲያብራሩ እጠይቃለሁ።					
24	አቋሜን እንደይዘ ሲፈቀድልኝ ሌሎችም ሃሳባቸውን እንዲያራምዱ አደርጋለሁ።					
25	ሃሳቤን ለሌሎች በመንገር ሶስተኛ ወገን ጣልቃ እንዲገባ እጠይቃለሁ።					
26	ውጥረትን ለማስወገድ አስፈላጊውን ሁሉ አደርጋለሁ።					
27	ውይይትን የመቆጣጠር ፍላጎት አለኝ።					
28	የሌሎችን ፍላጎት ለማሟላት እሞክራለሁ።					
29	ችግሮችን በጋራ ስምምነት መሠረት ለመፍታት እጥራለሁ።					
30	ከሌሎች ጋር ስለግጭታችን መወያየት ስጀምር ቀናና ዕውነተኛ ስሜት ለማሳደር የምጠቀማቸው ቃላቶችን በጥንቃቄ እመርጣለሁ።					
31	ግጭትን ለመፍታት ከሌሎች ጋር ስወያይ ለውጤቱ ቀድሞ የተወሰነ መፍትሄ ይኖረኛል። ጓደኞቼንም እንዳላስቀይማቸው እጠነቀቃለሁ።					
32	የራሴን አቋም ለማሳካት እጥራለሁ።					
33	በግጭቱ መቋጫ ወቅት የሌሎችም ፍላጎቶች ካልተሟሉ ያሳስበኛል።					
34	ግንኙነታችን ዘላቂ እንዲሆን የሌሎችንም ፍላጎት ከግንዛቤ ውስጥ ማስገባት እንዳለብኝ አምናለሁ።					
35	መፍትሄ ለመፈለግ የሌሎችን ድጋፍ እሻለሁ።					
36	ልዩነቶች ሁልጊዜ አያስጨንቁኝም።					
37	የራሴን አቋም ለማሳካት ሌሎችን መጫን አስፈላጊ ሆኖ አገኘዋለሁ።					
38	የሌሎችን ፍላጎት ለማሟላት የራሴን ፍላጎት መስዋዕት አደርጋለሁ።					
39	ተቀባይነት ያለው መፍትሄ ለመሻት ጉዳዩን ከሌሎች ጋር እመረምረዋለሁ።					
40	አማራጭ ሃሳቦችን በስፋት አቀርባለሁ።					

❖ ከላይ ከተዘረዘሩት በተጨማሪ በትምህርት ቤቱ ውስጥ ልዩነቶች ፣ አለመግባባቶችና ግጭቶችን በምፈታበት ጊዜ ሌሎች ዘዴዎችን ወይም የግጭት አፈታት ስልቶችን እጠቀማለሁ ካሉ እባክዎ በተመለከቱት ላይ ቦታዎች ላይ ይዘርዝሩ።

ሀ. _____

ለ. _____

ሐ. _____

መ. _____

ሠ. _____

አመሠግናለሁ!

APPENDIX-D

ቃለ-መጠይቅ

ከርዕሳን-መምህራን ፣ ከዲ.ሲ.ፕሊን ኮሚቴ ፣ ከመምህራን ማህበርና ከወላጅ ተማሪ መምህር ህብረት (ወ.ተ.መ.ህ) አባላት ጋር የሚደረጉ የቃለ መጠይቅ ጥያቄዎች ከዚህ ቀጥለው ይቀርባሉ።

1. ግለ-መረጃ

1. የትምህርት ቤቱ ስም _____
2. የታ _____
3. ዕድሜ _____
4. የትምህርት ደረጃ _____
5. የስራ ልምድ (ይህ ተማሪዎችን አይመለከትም) _____

2. ከዚህ በታች የሚቀርቡት የቃለ-መጠይቅ ጥያቄዎች የሚያተኩሩት የግጭት መንስኤዎች ምን ምን እንደሆኑ ፣ በግጭት ላይ ያላቸውን አመለካከትና የግጭት አፈታት ስልቶችን የሚዳሰሱ ይሆናል።

1. ካለዎት ልምድ አንጻር በእርስዎ ትምህርት ቤት ዋና ዋና የግጭት መንስኤዎችን ምን ምን እንደሆኑ ሲነግሩኝ ይችላሉ?
2. በእርስዎ አመለካከት ግጭት ጠቀሜታ አለው ብለው ያምናሉ? ጠቀሜታ አለው ካሉ እንዴት? ወይም ጠቀሜታ የለውም ካሉ ለምን?
3. ካለዎት ልምድ አኳያ በእርስዎ ትምህርት ቤት ግጭቶች እንዴት ይፈታሉ? የምትጠቀሙባቸው የግጭት መፍቻ ዘዴዎች ወይም ስልቶች በእናንተ ትምህርት ቤት አሉ? ካሉ ምን ምን ናቸው?
4. ግጭትና በግጭት አፈታት ዙሪያ ተጨማሪ አስተያየት አለኝ ካሉ እባክዎት ይንገሩኝ?

አመሠግናለሁ!

