ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

A STUDY ON TEACHER-PRINCIPAL CONFLICTS IN AMHARA REGIONAL STATE SECONDARY SCHOOLS

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ABBREVIATIONS

The following acronyms were used in the study.

ANOVA —— Analysis of Variances

DF ——— Degree of Freedom

E.C. ——— Ethiopian calendar

Fr ——— F-ratio

M.O.E ——— Ministry of education

MS ——— Mean of squares

P' ——— Probability

r ——— coefficient of relation

SD ——— Standard Deviation

SS ——— Sum of squares

t' ——— t-value

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ABSTRACT

The primary concern of this study was to examine teacher-principal conflicts in secondary schools of the Amhara Regional State. The study also aimed to discover the views of teachers and principals concerning the nature of conflict, major causes and types of conflict, and ways of conflict management. To this end, descriptive survey method was employed, and the effects of personal attributes were treated.

The study was conducted in 8 secondary schools selected from the region using random sampling. The subjects of the study were 200 respondents (184 teachers and 16 principals) and 33 interviewees. Information was solicited from the subjects through a survey questionnaire and interview, besides examining documents. Various statistical tools such as, frequency distribution, percentage, mean, standard deviation, t-test, coefficient correlation, one way ANOVA and rank order were used to analyze the data.

The findings of the study revealed that there was a wider gap between the number of females and males in secondary schools staff. Conflict is dynamic in nature and has both positive and negative outcomes. The prevalence of conflict was in the form of personal (intrapersonal and interpersonal) and group (intragroup and intergroup) types due to major causes and specific factors. Among the major causes the practice of the new teachers performance evaluation system and career development plan were crucial. There were also differences among types of conflicts in their degrees of occurrences. The mechanisms that were used to control and minimize conflicts were avoiding, accommodating, competing, compromising and collaborating. There were a positive relationships between major causes and types, and mechanisms and types of conflicts under study.

The results of the study indicate variations in terms of certain personal attributes. Others have contributed for the development of some types of conflicts among/between teachers and principals.

The findings of the study further show that though disciplinary measures were used at the schools, in general, due to various reasons, principals did not play their prominent roles in conflict management in secondary schools. At the end, based on the findings and conclusions drawn, recommendations were made.

CHAPTER I

1. THE PROBLEM AND ITS APPROACH

This Chapter deals with the background of the study, statement of the problem, significance of the study, delimitation of the study, limitations of the study, the research design and methodology, definition of key terms, and organization of the study.

1.1 BACKGROUND OF THE STUDY

A school is a complex social system. It has subunits in which a wide range of activities takes place to seek specific goals (Mathur and Sayeed, 1983:175). The main participants in the school system are parents, students, teachers, principals and other staffs with different backgrounds and interests. However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious, and conflicts may be some of the outcomes. Wherever there is interaction, there may be conflict. So the participants have the potential for producing both highly constructive and destructive consequences for school functioning (Robey, Farrow and Franze, 1989:1172). Whenever individuals with varying needs, values, personalities come together within school structure, conflict is inevitable (Johnson, Johnson and Johnson, 1976:147; Rashid and Archer, 1983:311; and Kinard, 1988:303).

Conflict can be defined in many ways. It can be considered as expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding. It is also associated with situations that involve contradictory or irreconcilable interests between opposing parties, (Holt, 1993:491; and Chandan, 1994:271).

Based on the consideration of Perkins, Parker and Daste (1980:44) and Mathur and Sayeed (1983:175-176) conflict is dysfunctional and disruptive and also disregarded as it has no positive

functions. It appears to them as partly avoidable, partly inevitable and endemic form of sickness in the 'body social'. They also considered conflict exclusively as a dissociative and disinteractive phenomenon. At the other extreme is the Marxist dialectical theory which holds that conflict is desirable and inevitable. Marx felt that the discord between production relations and material forces leads to class conflict (Perkins, Parker and Daste, 1980:44 and Mathur and Sayeed, 1983: 175-176).

Conflict is indeed a category of school system and it is furthermore seen as a fundamental and constructive part of school organization. So conflict is not just an inevitability of school life but may be seen as a process through which school grows and develops overtime (Kinard, 1983:303; Rashid and Archer, 1983: 311; and Boyd-Barneet in Ball 1993:19). As Coser (1956:19) said that conflict is ranked among few basic forms of human interaction and is thus an inevitable and integral part of life, including school life.

Thus, the notion that good school is one where there is no conflict should be challenged (Filder, 1969:18). On the other hand, according to classical management theory, the existence of conflict represents a breakdown in the function of the school, and therefore it is considered as a failure of management. Efficient management should ensure the required cooperation among individuals and bring about harmony. In contrast, modern writers view conflict within a school as a normal and acceptable state of affairs. In fact, too little conflict in a school can cause stagnation while uncontrolled conflict can cause chaos (Pittigrew, 1968:205; and Rashid and Archer, 1983:311). This indicates that conflict in a school needs effective management. As in most areas of management, each conflict situation must be dealt with individually according to its unique characteristics. No one best style will work in all situations, even within a single school (Rashid and Archer, 1983:323; and Mathur and Sayeed, 1983:175).

Organizational conflict, a subset of social conflict has been susceptible to rigorous analysis. Over the years the phenomena relating to conflicts have been studied by anthropologists, sociologists, economists, political scientists and psychologists. Management scholars became interested in

studying these phenomena in organizations only in recent times (Rahim, 1979:97). Studies in organizational conflict have been mainly concerned with problems of industry and government. Academic institutions were largely left out of these studies though in recent years, several studies were conducted in academic institutions. But much remains to be done.

Studies of organizational conflict have taken two directions:
1) some researchers have attempted to measure the amount of conflict experienced by the organizational participants and to explore the source of such conflict. 2) others have attempted to relate the various conflict handling styles of the organizational participants and their effects on quality of solutions to problems or attainment of social objectives. Unfortunately the two approaches to studying conflict have not be interpreted for improving the quality of the management of organizational conflict (Rahim and Bonoma, 1979:1325).

One of the major weaknesses of these studies was that multivariant statistical techniques were not used in data analysis to discern the complex relationship between interpersonal (intragroup and intergroup) conflict and the main and interaction terms of variables which correlate with conflict (Rahim, 1980:117).

Due to the dynamic nature of conflicts (Hanson, 1991:274), when one source of conflict is removed it will be replaced by another (Houghes, Robbins and Thomas, 1985:252), though continuous research activities were required in the area, local researches on conflicts that arose in schools are limited. Bekele (1985) and Lellissa (1993) have analyzed conflict generating factors between teachers and principals, and students and teachers in Addis Ababa secondary schools. Fikru (1993) also investigated strategies for conflict resolution in primary teachers training institutes. Ayalew (1991) reported administrative problems that confront teachers and conditions that cause grievances for them. Except for these studies, analysis of conflicts in schools is an untouched area, particularly at regional level outside of Addis Ababa.

Therefore, the condition calls for study teacher-principal conflicts in secondary schools, which is

crucial and timely. The 1997 annual conference of the Ministry of Education (M.O.E) in Bahir Dar town has decided that the principle of teachers career ladder should be revised. The decision has been reached because at the conference, it has been recognized that there are grievances and conflicts among teachers, principals, students, school committee/parents/ that resulted from the teachers' performance evaluation system, the practicality of career development and other reasons (*Addis Zemen* : 2 Sept, 1997). This can be an indication that teacher-principal conflicts in secondary schools are crucial and timely. The aim of the study is to shade light on the current conflicts that arise in schools.

1.2 STATEMENT OF THE PROBLEM

Bekele (1985), Firew (1990), Lellissa (1993) and Fikru (1993) have indicated that conflicts are realities in Ethiopian schools. In line with these findings, Fikru (1993:3) based on M.O.E reports stresses the following major conflict generating factors: dissatisfaction of some teachers and workers, unnecessarily dominating (authoritative) principals, dissatisfaction in performance evaluation system, lack of fulfilling transfer requests of staff, interference of educational authorities, improper distribution of class load of among the teaching staff, over-loading with co-curricular and vocational subjects on the staff etc.

Nowadays it is common to hear of teacher-principal conflicts in schools through the mass media, especially since the recent changes. The social change with respect to the schools has resulted in a new education and training policy, which has been formulated by M.O.E in 1994. As Pestron and Zirmmerer (1978:331) point out a serious problem that often accompanies change is conflict; it may, in fact, even be desirable for promoting change and growth in the school.

In addition, teachers have been exposed to the new teachers performance evaluation system and at implementing the new career ladder for teachers (M.O.E., 1996). But conflicts may arise when this is not processed in the right way. *Addis Zemen* and *Bekur* newspapers indicate that teachers were against the practice of the new evaluation system and career development. The career

development has not treated teachers equally, lacks justice, etc., were some of the criticisms of teachers (*Addis Zemen*, 25 and 26 August 1997). *Bekur* (6, January, 1998) also indicates that the practices of the career development is not based on the policy, professional competence, and teaching learning process. On the contrary, it gives more attention to other criteria: settling of house rent (kebele's), political opinion, super-ordinate and subordinate relationships, teachers participation at various meetings, and individual characteristics (alcoholism, gambling, sexual indulgences, etc.) (*Bekur*, 12 Sept 1997). These and other reasons restrict them to performing their daily tasks. As a result conflict may arise between/among teachers and principals in secondary schools. However, timely the problem is, no effort has been made to investigate conflicts that arise in schools. Therefore, the general purpose of the study is to examine teacher-principal conflicts in secondary schools, while the specific objectives are to:

1. examine the nature and types of conflict in secondary schools;
2. explore common areas of conflict in secondary schools;
3. identify major causes of conflict in secondary schools; and
4. seek possible ways for handling conflicts in secondary schools.

In order to carry out the above objectives attempts were made to find possible solutions to the following basic questions.

1. How do teachers and principals view conflict in secondary schools?
2. What are the major causes of conflict in secondary schools?
3. What are the major types of conflict in secondary schools?
4. How are conflicts handled in secondary schools?
5. Do principals play a prominent role in managing conflict in secondary schools?

1.3 SIGNIFICANCE OF THE STUDY

As indicated earlier, the study is designed to examine teacher-principal conflicts in secondary

schools. Therefore, the findings of such a study could provide the following benefits.

1. Generate essential data that could be employed to devise appropriate strategies and measures to address the causes of teacher-principal conflicts in secondary schools.
2. Identify the problem and investigate the relationship between variables which will help to recognize the problem thoroughly.
3. Provide insight to educational policy makers, practitioners, school principals, teachers and concerned educational authorities on the magnitude of the problem and help them to identify causes and adopt appropriate strategies to manage conflicts effectively.
4. Assist in highlighting areas of focus for further research on conflicts that arise in schools.

1.4 DELIMITATION OF THE STUDY

Conflicts are currently problems at all levels of school systems all over the country. However, this study involved government secondary schools in the Amhara regional state. Amhara Region is divided into eleven zones. For the purpose of this study it may be appropriate to take into consideration only four zones. The zones were selected randomly. These include Eastern Gojam, Bahir Dar, Southern Gondar and North Gondar.

Although conflicts can take place in secondary schools between students, teachers, principals, and administrative staff at individual and group levels, in order to make the research manageable, only teacher-principal conflicts are studied. To this end, intrapersonal, interpersonal, intragroup and intergroup conflicts and strategies for conflict management are included.

1.5. LIMITATIONS OF THE STUDY

This study has encountered constraints. The prominent limitations are the following.

1. The study of conflict, as managerial problems on individual, group and school levels requires a long time and intensive observation to get the actual problem and its development. Nevertheless, the researcher was forced to stick to the opinions of respondents, and interviewees for possible solutions.

2. Documentary analysis was not fully used, because officers were not willing to supply documents freely. At the same time they were not also willing to make accessible documents on conflicts.

3. Some education officers were not willing to provide required information. Moreover, some officers do not seem knowledgeable to give the required information about the secondary schools;

i.e. they are newly assigned.

4. Technical terms used in the questionnaires could not be understood easily by the respondents. Thus there was some reluctance to fill and return the questionnaires.

Therefore, because of these basic shortcomings, 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.

1.6 THE RESEARCH DESIGN AND METHODOLOGY

The study uses a descriptive survey method in order to reveal the current problem of teacher-principal conflicts in secondary schools. The relevance of this approach for a purpose has been noted by Hopkins (1980:270), Miskel and Sandlin (1981:2), Kerlinger (1986:377), and Seyoum and Ayalew (1979:17).

The selection of sample schools, sources and methods of data collection and analysis are described as follows.

1.6.1 POPULATION AND SAMPLING PROCEDURES

The universe of this study covers the whole secondary schools in Amhara Regional State. There are eleven zones in the region. Currently there are seventy-seven secondary schools in these zones. Four zones were selected randomly, and from the selected zones eight secondary schools, two from each zone were selected based on the following criteria.

1. Transport availability
2. Size of the school
3. Proximity of education offices.

The following table depicts the area of the study.

TABLE-1. The area of the study

Ser. No	ZONES	SECONDARY SCHOOLS
1	East Gojam	Gojam Ber and Debre Markos
2	Bahir Dar	Tana Haique and Ghion
3	South Gondar	Theodore II and Addis Zemen
4	North Gondar	Fasiladas and Dabat

The study has been initiated based on reports of MOE and education bureaus at various levels, and the mass media on conflicts that arose in schools among/between teachers and principals recently. Hence, it was hoped that teachers and principals in secondary schools would give relevant and reliable descriptive information since most of them had understanding about the problem under study.

Due to the large number of teachers within the sample schools, a simple, stratified random sampling procedure was employed to draw out the necessary number of respondents among teachers. Thus to make the sample representative 234 teachers were randomly selected from the sample schools. To obtain the reliable information, the principals (the heads and the assistants) of all sample schools were included by using available sampling techniques. Their size was thus to be 16 in number. In accordance with the views expressed by some authorities like Coolican (1994:42) "the larger the sample size is likely the smaller the sampling bias" and Kerlinger (1973:127) "....the larger the sample size is the smaller the error." Hence, to minimize the sampling bias and error a sample size of 250 respondents, secondary schools' teachers and principals were taken. To substantiate the data about 33 (81.25%) interviewees, of all the four zones, eight *weredas*, eight secondary schools higher education officers and experienced teachers have given

available information.

There were 479 teachers and principals in the sample schools. The sample population was 42% of the target population. This is the large representation. Among the respondents, 184 teachers and 16 principals, totally, 200 (80%) of the respondents filled the questionnaire properly and returned it. On the other hand, 17 (6.8%) of them did not fill the questionnaire according to the instructions. So this amount of the questionnaire was void. Among the participated respondents 33 (13.2%) of teachers did not return the questionnaire to the researcher due to different reasons. However, it is possible to say that the sample population who were subjects of the study could represent the population of the sample areas.

In addition, 40 interviewees were expected to be participants in the study. Only 33 (81.25%) of them participated in the interview, whereas 7 (18.75%) did not participate due to various constraints. Thus the participants could represent the expected sample subjects.

1.6.2 INSTRUMENTS AND METHODS OF DATA COLLECTION

The necessary data for the study was collected using three instruments: questionnaire, documentary analysis, and interview.

1. Questionnaire. Since the purpose of the study was to investigate teacher-principal conflicts in secondary schools the questionnaire was prepared and administered for teachers and principals. The instrument contains two parts, the first part was filled in by both groups and the second one only by teachers.

The questionnaire called on respondents to address the following five broad topics.

1. Respondents' background information
2. Views of respondents concerning the nature of conflicts
3. Types of conflicts
4. Major causes of conflicts, and
5. Conflict management

The organization of questionnaire items were based on using the five points forced choice i.e. "Likert type rating scale system" (Armstrong and Dowson, 1985:34, Bordens and Abbot, 1988:17) and "Rank order type" Thorone (1989:305). The responses were also given in the form of always, usually, sometimes, seldom and never, and very high, high, moderate, low and very low. Thus the analysis was based on the above categories.

2. Documentary analysis. Files, records which were documented in schools and education offices on the issues of teacher-principal conflicts in secondary schools were analyzed by the researcher because they had genuine information.

3. Interview. Interview was administered to school principals and teachers, officers and education officers (supervisors, experts, authorities). Education officers were selected for the interview because it was assumed by the researcher that they usually serve as mediators when conflicts arose between different parties in schools.

1.6.3 DATA GATHERING PROCEDURES

Questionnaire and interview questions were administered to respondents and interviewees by the researcher. And documentary analysis was carried out by the investigator. This helped gathering accurate and unambiguous information within the possible economy of time and expenses.

1.6.4 METHOD OF DATA ANALYSIS

Depending on the nature of the basic questions and data collected, the following statistical techniques were employed.

A percentile (%) and frequency distribution were used to determine the rate of participation of respondents according to the following personal characteristics, i.e., in sex, age, marital status, religion, ethnicity, place of graduation, educational level, field of study, service year and status.

Mean scores were calculated in order to know whether respondent groups differ in their opinions about conflict. So the mean rating of 3.00 was considered as an average. Then the differences of the mean scores were examined through t-test. Besides, paired t-test was also used to detect whether there was mean difference among types of conflicts. The mean rating was also used to examine the rank order of principals duties in conflict management, i.e. it was thus, from the lower mean to the higher one.

Standard deviations were calculated to justify how mean ratings deviated from the grand mean i.e. they indicated how dispersed the responses were.

One way ANOVA and Tukey-HSD test were employed to determine the significance differences of respondents by their background variables concerning the types and ways of handling conflicts.

The coefficient of correlations were employed to inspect whether there was a relationship between major causes and types of conflicts, and ways of handling and types of conflicts.

In all the above cases, the existing differences were tested for statistical significance at 0.05 level.

1.7 DEFINITION OF TERMS

Assistant principal: an officer who is designated as an assistant to the principal of secondary school, (Good, 1973:436).

Career development: is the process of assignment or reassignment of a person within a given career field to acquaint him with occupations within that field and establish a ground work for his advancement (Good, 1973:80).

Conflict: is an interactive state manifested in incompatibility, disagreement, or difference within or between social entities, (Hanson, 1991:273).

Conflict management : is a way in which principals or others take an active role and intervene in the conflict episode in secondary schools

Disciplinary measures: are ways to control or correct an individual who committed mistakes in secondary schools

Ombudsman/woman: is a person who is assigned a special responsibility to hear complaints and mediate disputes between parties in an organization (Tosi and others, 1986:494).

Principal: an administrative and supervisory officer in charge of secondary school, giving to administrative duties full time in large and carrying a teaching load in small ones, (Good, 1973: 436)

Resources: are money, materials, equipment, instructional supplies, buildings, facilities, and other secondary schools properties.

Region, Zone, Wereda: are administrative levels of the present Ethiopian government.

School conflict: is a conflict that occurs within or between teachers and principals in the school

Secondary School: School that enrolls pupils from grade nine to twelve.

Status: is a position (rank) of an individual teacher or principal within the career structure

1.8 ORGANIZATION OF THE STUDY

The study is organized into four major chapters. The first chapter deals with the problem and its approach. Chapter two and three deal with the review of the related literature, and presentation and analysis of data, respectively. Chapter four includes the summary, conclusions, and recommendations of the study.

CHAPTER II

2. REVIEW OF THE RELATED LITERATURE

This chapter is devoted to treating some important topics which are related to organizational conflicts in general and that of school teacher-principal conflicts in particular. The topics dealt with are: the nature of conflict, major causes of conflict, types of conflict, and conflict management in secondary schools, and the role of principals in managing conflict.

2.1. THE NATURE AND CONCEPTS OF CONFLICT IN SCHOOL ORGANIZATION

2.1.1. THEORETICAL OVERVIEWS OF CONFLICT

Theorists are at odds with one another over the nature, definition and management of conflict (Eilon, 1979:101; Perkins, Parker and Daste, 1980:43; Mathur and Sayeed, 1983:175; and Holt, 1993:491).

Eilon (1979:101) notes that there are five conflict theories the one happy family theory, seeks to avoid it either by denying its existence or by trying to dismiss its implications; the paternalistic theory, views conflict generally involves two very unequal contestants, so unequal that one can be completely crushed by the other; the consensus theory, looks for a resolution of conflict in a way that is generally thought to be fair; the conflict resolution theory, we can solve conflict in the same way that we solve mathematical problems under given premises; and the continuing conflict theory, points out that a conflict is never finally resolved, that as soon as a solution is adopted for a given situation, new problems arise, and either the conflict re-emerges under a new guise or new conflicts are generated.

It is, therefore, idle to pretend that any given conflict is an isolated static affair, it is but an element in an evolutionary process, and hence it follows that whatever method is used to resolve a particular conflict, any bargaining that is employed, any consensus that is sought, should take account of the dynamic nature of conflict development and the changing forces that shape it (Pondy, 1967:300; Eilon, 1979:101; Tosi, Rizzo and Carroll,1986:468; and Kinard,1988:304).

Likewise Holt (1993:491) describes four distinct views of conflict: traditional view, argues that every conflict leads to mistrust, poor communication, and lack of cooperation. The view believes that conflict must always be stopped as soon as possible. Behavioral view argues that conflict is an inevitable consequence of group and organizational behavior. Because it cannot be eliminated, proponents argue it must be accepted and should be encouraged as a way of broaching carefully protected issues that need airing and resolution. Interactionist view, suggests that an unusually harmonious environment is not conducive to growth because it makes individuals overly tranquil. Creating anxiety will be necessary to instigate changes. Finally, an emerging view recognizes that individual imperfections make conflict inevitable, but feels that it is inexcusable not to control it. In contrast, the view see harmony and tranquility as inherently good. According to Holt, behaviorists, interactionists and emerging views of conflict accept the inevitability of conflict, they differ in the ways of treating it.

In addition, Mathur and Sayeed (1983:175 -176) also see the conflict from the two perspectives of classical and neoclassical schools. And Perkins, Parker and Daste (1980:43-44) explain the theoretical background of conflict from the points of view of semanticists and dialectical theorists.

From various theoretical overviews we can conceptualize two different groups of outlooks. The first group said that conflict is undesirable and it exists only as a result of misunderstandings. These misunderstandings are seen as a consequence of breakdowns in communication and lead to a deterioration of the subtle web of interaction that constitutes a social system or prevents the integration of such system (Bernard in Perkins, Parker and Daste, 1980:43-44). According to Mathur and Sayeed (1983:175), classical school believed that if conflicts were raised, they were

either avoided or suppressed.

Spika in Rahim, (1986:2) indicates among the classical philosophers, Plato and Aristotle asserted that:

> *An absence of conflict is indispensable for the accomplishment of the just form of life in the city state. To Plato and Aristotle, "order makes the good life and disorder the opposite; conflict is a threat to the success of the state and should be kept of an absolute minimum, and removed altogether if possible".*

The classical organizational theorists, Fayol, Gulick and Urwick, Tylor and Weber (in Rahim, 1986:7) did not appreciate different impacts that conflict can have on organizations. They believed that members of organizations would be unlikely to engage in conflict because they prescribed organizational structures, rules, and procedures, hierarchy, chain of command, etc.

The neoclassical school (human relations) also preferred to avoid or eliminate the conflict. Mayo saw conflict as a "social disease and advocated that it should be avoided (in Coser, 1956:24) and in Mathur and Syeed 1980:163). Parson (1949) and Warner (1974) considered conflict as dysfunctional and disruptive, dissociative and disintegrative. Conflict appeared to them as avoidable (in Mathur and Sayeed ,1983:176). According to traditional view of conflict, must always be stopped as soon as possible (Holt, 1993:491).

The second group viewed conflict as legitimate, an inevitable and even a positive indicator of organizational effectiveness if it is managed properly. Desirable or not, however, it is obvious that conflict is an integral part of our daily lives. Among the proponents of this view , perhaps Karl Marx was one. He felt that with the continuous development of forces of production the harmony with social relations would be disrupted. This results in the hindrance of social relations of

production, creating a progressively greater inequity between the societies members. This leads to class conflict between the social relations and the force of production (Perkins, Parker and Daste, 1980:44; and Hughes, Ribbins and Thomas, 1985:250).

Nevertheless, a synthesis of classical and dialectical (modern) view points has brought the opportunity to determine that conflict is inevitable and integral part of organizational life including school. We should not attempt to avoid it or suppress it even though it can be destructive as well as constructive. As Tosi, Rizzo and Carroll (1986:471) indicated, the inevitability of conflict in organizations (schools) has a number of reasons. Schools have multiple goals, not all of which are compatible with one another. The goal of reducing costs is often in conflict with goals that call for innovation and keeping educational standard . School design also leads to conflict. Teachers are grouped into departments of subject specialists, each with its own point of view.

Finally, conflicts among teachers, principals and between teachers and principals are inevitable in school context. And "trying and failing to prevent it may be more frustrating than the conflict it self" (Tosi, Rizzo and Carroll, 1986:471). The best approach is to accept and manage it properly depending on the situations. As Williams (1978:346) noted, the schools' goal should be to manage conflict rather than eliminate it.

2.1.2. VIEWS CONCERNING NEGATIVE AND POSITIVE OUTCOMES OF CONFLICT IN SCHOOL ORGANIZATION

To many, the word "conflict" indicates negative connotations: war, destruction, aggression, violence and competition. On the contrary, for others, it has positive conditions: adventure, excitement, challenge. On the other hand, there is probably the more acceptable and useful point of view, in which others respond to conflict with the synthesis of two feelings (Hellriegal and Solcum, 1982:637).

In recent years, however, both operating managers and theorists have discovered the positive and negative aspects of conflict. These will be described next.

2.1.2.1. NEGATIVE OUTCOMES OF CONFLICT

These are called destructive forms or dysfunctional outcomes of conflict by various scholars in different contexts. The negative views of conflict are generally quite obvious. Most people can think of conflict situations in their organizations that have diverted time, energy, and money away from the organizations goals. Moreover, it is entirely possible for such a situation to turn into continuous conflict and cause further harm to the organization (Williams, 1978:139). Likewise, Campbell, Carbally and Nystrand (1983:189) indicate that most administrators are attuned to the dysfunctions than the functions of conflict and thus they view is that conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and interferes with the achievement of goals. Their view is fed by the knowledge that conflict has led to the firing, resignation, or premature retirement of many school administrators.

According to Davis and Newstorm (1989:257), if the conflict lasts for a long period of time or becomes so intense that it has negative effects. At the interpersonal level, co-operation and team work may deteriorate and distrust may grow among people who need to cooperate in their efforts. For individuals, some may feel defeated, while the self-image of others will decline. Predictability and the motivation level of some employees will be reduced. Williams (1978:139) again noted that conflict may cause one or more employees to leave the organization. It can adversely affect the health of the involved parties. Intense conflict can lead to sabotage, stealing, lying, distortion of reality (information), and similar behavior that can have a disastrous effect on the organization.

Hellriegal and Solcum (1982:638) also describe the negative aspects of conflict from a decision making standpoint - intense conflicts often lead to biased perception and goals distortion. This can cause managers to make a decision that increase conflict rather than reduce or resolve it. They also see it from control standpoint - managers might dislike conflict because they believe it interferes

with productivity and efficiency.

In general, as Hunt (1992:101) indicated, the negative aspects of conflict are the following. It may:

1. prevent members from 'seeing' task at all;
2. dislocate the entire group and produce polarizations;
3. subvert the objectives in favor of sub-goals;
4. lead people to use defensive and blocking behavior in their group;
5. result in the disintegration of the entire group; and
6. stimulate a win-lose conflict, where reason is secondary to emotion.

To negative oriented people, conflict is seen in especially negative light and as evidence of failure to develop appropriate norms in the organization (Owens, 1987:244).

2.1.2.2. POSITIVE OUTCOMES OF CONFLICT

Today, there is a general recognition that conflicts often serve useful function for excellence and creativity. Thomas in Mathur and Sayeed (1983:177) summarized the benefits of conflict as follows:

> *The confrontation of divergent views coming out from the parties to the conflict produce ideas of superior quality. These views are generally based upon one's own orientation, different evidence, different considerations, different insights and different frames of reference. This helps one to take comprehensive view of things by synthesizing the elements of his own and of others in a more fruitful way. In the same way, knowledge can be gained by exchange of ideas.*

In short, Thomas noted that fruitful ideas and knowledge could be generated from the views of conflicting parties. So conflict is useful. Frequently it brings forth the need for coordination; which approach to coordination should be taken often is determined by the nature and source of conflict (Miner and others, 1985:256).

According to Davis and Newstrom (1989:257), one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas. Another benefit is that once hidden problems are brought to the surface they may be confronted and solved.

Researchers from a variety of perspectives show that conflict and disagreement between decision makers can improve organizational decision making (Schwiger and others in Schwenk, 1990:436), because conflict may result in better choices. Conflict can stimulate managers to search ways to reduce or resolve the disagreements, and this process often lead to innovation and change (Luthans, 1981:383 and Hellriegal and Solcum, 1982:638). Similarly, Thompson in Paltridge (1971:36) also holds that:

> *The inability to legitimize conflict depresses creativity. Conflict generates problems....diffuses ideas....implies pluralism...and forces search for solutions. Conflict, therefore, encourages innovations.*

According to Hellriegal and Solcum (1982:638), from control stand point, conflict can indicate the need for adjustments in managerial process (such as organizational structure, decision systems, planning process or goals) or in behavioral process (such as motivation, communication, or leadership patterns). In addition, conflict provides managers or administrators with information about their operations and show where corrective actions might be needed.

Bourgeois(1985) in Schwenk (1990:439) on the basis of the result of the study of 99 executives in 20 firms, suggests that executives in organizations with declining performance may attempt to

suppress differences and disagreements and encourage consensus which they feel is necessary for improved performance. Nevertheless, the results of the study support his assertion that complete agreement may be more deleterious than helpful and actually impedes performance. On the other hand, it is expected that a more positive climate will reduce the amount of intrapersonal, intragroup, and intergroup conflicts experienced by organizational members. The point here is not necessarily that a more favorable climate reduces conflict, but it is channeled into productive as opposed to unproductive (Rahim in Fikru, 1993:17).

In general, conflict has the following benefits(Williams, 1978:349; Rue and Byars, 1989:139 and Hunt, 1992:101).

1. Conflict usually causes changes;
2. Conflict activates people;
3. Conflict is a form of communication;
4. Conflict can be healthy in that it relieves pent-up emotions and feelings;
5. Conflict can be educational; and
6. The aftermath of conflict can be a stronger and better work environment.

The positive view point toward conflict is that it is a necessary condition for the attainment of individual and organizational goal. As Owens (1987:247) said, "effective management conflict can lead to outcomes that are productive and enhance the health of the organization over time".

2.1.2.3. THE BALANCED VIEWS ON OUTCOMES OF CONFLICT

Although conflict itself is most likely to have negative consequences, it is important to understand that it can be closely tied to other organizational processes which yield positive outcomes. Davis and Newstrom (1989:257) say that conflict is often seen by participants as destructive, but that this is limited view. In fact, one observer notes that "by adeptly avoiding conflict with co-workers, some executives eventually wreak organizational havoc". Conflict is not all bad, but rather may

result in either productive or non-productive outcomes. A more positive view, then, is to see conflict as nearly inevitable and search for ways in which it can result in constructive outcomes.

Likewise, Hunt (1992:100-101) describes the view. Conflict is highly desirable and constructive in any social system, whether itb be an organization, a group, a family or a friendship. Constructive conflict energizes relationships; they might wither and die if we were able to eliminate conflict. This is not to say that all conflict is constructive. Destructive conflict is injurious to social systems, and we should aim to eliminate the negative forms of conflict which pervade any work of organizations. He also notes that it is difficult in analyzing organizations to know when conflict is destructive. Sometimes, what seem to be very hated and destructive conflicts have very positive outcomes.

Hellriegal and Solcum (1982:638) also remind us that conflict has both positive and negative outcomes. Supporting this, Robbins (in Kreitner and Kinicki, 1992:377) said that:

> *Some types of conflicts support the goals of the organization and improve performance; there are functional, constructive forms of conflict. They benefit or support the main purposes of organization. Additionally, there are those types of conflict that hinder organizational performance; these are dysfunctional or destructive forms. They are undesirable and the manager should seek their eradication.*

Therefore, conflict needs serious attention and management. Proper attainment and management of conflict can minimize the negative consequences and maximize the positive effects to support the goals and performance of the organization.

According to the scholars mentioned above, the balanced view is at the heart of the "contingency" model of conflict. The contingency model of conflict management suggests that different conflict management approaches are appropriate for different forms of conflict. Thus, the importance of the issue is not to eliminate conflict but, rather, to manage conflict so that it can help groups and individuals perform better.

2.1.3. THE DYNAMIC NATURE OF CONFLICT IN SCHOOL

One way to understand conflict is to view it as dynamic rather than stable or static. As Tosi, Rizzo and Carroll (1986:468) indicate, conflict is a dynamic process, not a static condition. It has a beginning and it goes through several stages before it ends. Parties can go through the conflict process in many different ways, and they can go through it more than once.

Pondy in Kinard (1988:304) said about the dynamic nature of conflict:

> *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.*

The conflict process, in other words, can be thought of as consisting of a series of episodes, each with its beginning and ending (Katz and Kahn, 1978:616).

There are several good approaches to describing the conflict process. A composite of these different approaches is shown in the following figure. The figure will be the basis of our discussion.

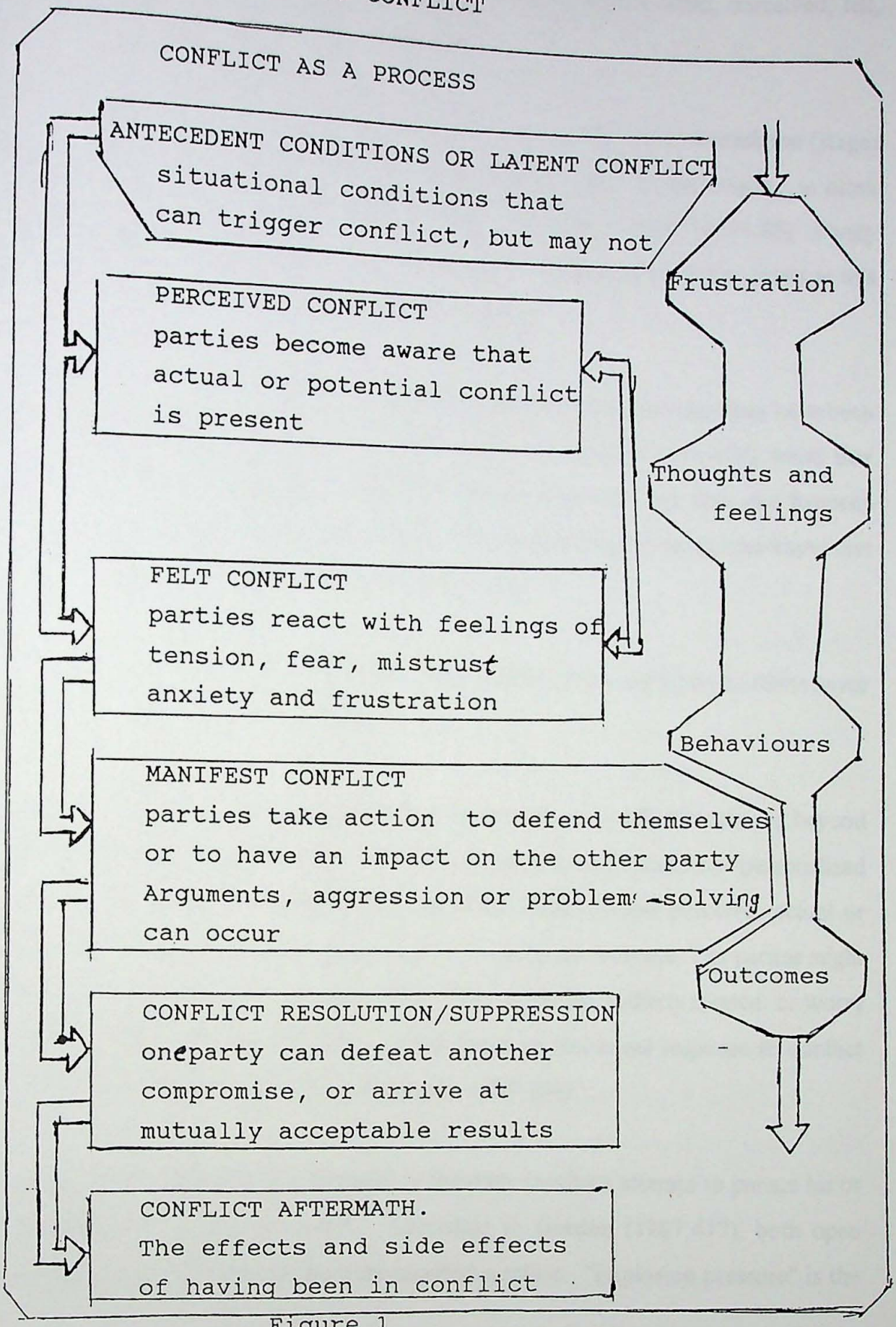


Figure 1

(Adapted from Tosi and others, 1986:468)

As the model depicts, a sequence of conflict episodes have five stages: latent, perceived, felt, manifest and aftermath. These are described as follows.

1. Latent conflict. Conflict can be subtle, not very obvious on the surface. At this condition (stage) the conflict process might or might not start. As Paltridge said "latent conflict is often imperceptible and the result of discordant points of view of personal tension" (1971:86). Pondy in Kinard (1988:304) also said that conflict begins when the condition for conflict exists at this stage. Role conflict is regarded as an example of this situation.

2. Perceived conflict. For conflict to progress, the parties must become aware that they have been threatened in some way (Kinard, 1988:304). Tosi, Rizzo and Carroll (1986:469) noted that without awareness one party might act to the disadvantage of another, but little else happens because the act is unnoticed or is not viewed as threat. This means individuals or groups know that there is existence of conflict at this stage (Gordon, 1987:477).

Perceived conflict does not necessarily emerge from latent conflict, for some latent conflicts never reach the level of awareness (Kinard, 1988:304).

3. Felt conflict When one party or more parties feels tense or anxious, conflict has moved beyond the perceived stage to the felt stage (Paltridge, 1971:86). Here the conflict becomes personalized to the individuals or groups involved (Gordon, 1987:476). When people perceive actual or potential disagreement, tension, frustration, anger, fear, or anxiety can increase. The parties might start to question how much they can trust each other. They might feel unfairly treated, or worry about their ability to cope with the difficulty. In this stage an emotional response to conflict occurs, (Tosi, Rizzo and Carroll, 1986:469; and Kinard, 1988:304).

4. Manifest conflict. Observable behavior designed to frustrate another's attempt to pursue his or her goals is the most overt form of conflict. According to Gordon (1987:477), both open aggression and withdrawals of support illustrate manifest conflict. "Explosion pressure" is the

name given by Boulding (in Dennison and Shenton, 1987:89) to the condition which turns the potential into actual conflict. Kinard (1988:304) also noted this by saying "the resulting behaviors can range from physical or verbal attack to refusal to work."

5. Conflict Aftermath. When conflict is resolved, there are feelings which remain. If suppressed, the latent conditions for conflict still remain to flare up again at a later date. This type of conflict can result in poor working relationships. If hard feelings and resentment persist, these could be latent conditions for the next conflict episode (Tosi, Rizzo and Carroll, 1986:468).

Therefore, the above mentioned phases of conflict episodes however, may be readily identified in secondary schools involving teachers and principals.

2.2. MAJOR CAUSES OF CONFLICT IN SCHOOL ORGANIZATION

Authorities have categorized causes of conflict in various ways. Chandan (1994:276) notified that the causes of conflict fall into three distinct categories: communication aspect; behavioral aspect, and structural aspect. Griffin (1993:435) described some of the causes of conflict in organization as the result of organizational design; others pertain to the individual or the group. According to him causes of conflict are interdependence, differences in goals, resource competition, and interpersonal dynamics. Tosi, Rizzo, and Carroll (1986:473) grouped into three major categories: the characteristics of individuals; some general conditions that arise between peoples and groups; and the design and the structure of the organizations.

Generally, the major causes of teacher-principal conflicts in secondary schools may be categorized into three aspects: individual characteristics; situational factors; and the structural factors. Accordingly factors which can generate conflicts can be restructured and placed into one of these categories.

1. Individual characteristics. There are individual differences between people that make some more

likely than others to engage in conflicts. These conflicts arise out of human thoughts and feelings, emotions and attitudes, values and perceptions and reflect some basic traits of personalities. Thus, some people, values or perceptions of situations are particularly likely to generate conflict with others (Chandan, 1994:277).

According to Wilemon (1973:291), Tosi, Rizzo and Carroll (1986:474) and Chandan (1994:277), the major causes of conflict grouped under individual characteristics are values, attitudes and beliefs; needs and personality; and perceptual difference.

2. Situational Factors. Situational conditions can encourage conflict. They can foster conflict on a street corner, in a neighbor's home, in a complex organization, or in international relations (Tosi and others, 1986:476).

The following factors are the major causes of conflict categorized under situational factors such as, opportunity and need to interact; need for consensus; dependency of one party on another; status differences; communication barriers; and ambiguous responsibilities and jurisdiction (Anderson, 1968:126; Wilemon, 1973:292; Rue and Byars 1989:142; Griffin, 1993:435 and Chandan, 1994:270).

3. Structural Factors. Conflicts arise due to issues related to the structural design of the organization as well as its subunits. When a large number of people join together in an organization, many things can lead to conflict. Some of the structurally related factors that cause conflict are size of the organization; specialization and differentiation; task interdependency; participation; goal setting; role ambiguity; scarce resources; multiple authority and influence; policies; procedures and rules and rewards (Anderson, 1968:122; Wilmon, 1973:290-294; Tosi and Others, 1986:477-480 and Chandan, 1994:277-279).

2.3. TYPES OF CONFLICTS IN SCHOOL

Managing conflicts begins with an understanding of situations in which it can occur. Before looking at the actual management side of conflict, it is proper to see the distinct types of conflict. However, scholars have divided the types of conflict differently according to their points of view.

Rue and Byars (1989:142) divided conflict into two types: internal (within the individual) and external (outside to the individual). Gordon (1987:475) also described three levels of conflict:intrapersonal and interpersonal; intragroup and intergroup; and intra-organizational and inter-organizational conflicts.

Likewise, Hanson (1991:274-277) leveled that conflict can result from

1. interactions within and between formal organizational levels;
2. interactions within and between informal organizational levels;
3. interactions between formal and informal organizations.

Levels: intra-role, inter-role, intra-departmental, inter-department, intra-personal, inter-personal, intra-group, inter-group, inter-formal system and informal systems.

Nevertheless, as various researchers have discovered that school conflicts could be stratified on the basis of individual, group, and organization at which they occur. In this regard, teacher-principal conflicts may be leveled out, as intrapersonal, interpersonal, intragroup, and intergroup conflicts. These types of conflict have been described here under.

2.3.1. INTRAPERSONAL CONFLICTS

Intrapersonal conflict is the conflict within the individual. Psychologists have studied conflict at the intrapersonal level extensively.They define conflict as a situation in which a person is simultaneously motivated to be engaged in two or more mutually exclusive activities.Kurt Lewin's field theory in Rahim and Bonoma (1979:1330) conceptualize conflict as a situation while oppositely directed, simultaneously occurring forces of about equal strength occur in a person.

The sources of intrapersonal conflict are mainly structural; they are situationally imposed. As Rahim and Bonama (1979:1330-1331) indicated, five antecedents to intrapersonal conflict are identified as follows: misassignment and goal incongruency; inappropriate demand on capacity; organization structure; supervisory style and position.

As Hanson (1991:276) described, in the context of school administrators, there are additional sources of role conflict: the inability to say no to requests, a lack of self confidence, and the perception of lack of control (lows of control) and limited requisite authority (powerlessness) to handle organizational responsibilities. All of these issues are complicated by doubts about how others evaluate us.

Regardless of the sources, intrapersonal conflicts can cause a person frustrations, tension, and anxiety (Rashid and Archer, 1983:312). And it may cause an individual to secure additional information before acting, or paralyze evaluative activities (Gordon, 1987:475).

The early works analyze intrapersonal conflicts in terms of approach and avoidance problems (Rashid and Archer, 1983:312). Accordingly, basic types of intrapersonal conflicts are approach-approach conflict, approach-avoidance conflict, avoidance-avoidance conflict, and double approach-avoidance conflict (Cloninger, 1993:351).

2.3.2. INTERPERSONAL CONFLICTS

These conflicts refer to the disputes between two or more individuals and are probably the most common and recognized ones. Interpersonal conflicts become highlighted when they are based on opinions rather than facts (Chandan, 1994:274). Facts are generally indisputable resulting in agreements. Opinions are highly personal and subjective and may provide for criticism and disagreements.

According to different authorities and researchers, the reasons for interpersonal conflicts are:

competing for the limited resource; goals disagreements; opposing personalities; racial, sexual or religious differences; jealousy and envy; inter-role conflict; leadership style differences, etc., (Holt, 1993:493; and Chandan, 1994:274). However, various scholars enumerated the factors differently. Fikru (1993:40) indicated specific factors such as personality; referent role; bases of power; sex and age; and organizational climate.

2.3.3. INTRAGROUP CONFLICTS

Members of the same group (department), or two or more subgroups within a group develop conflict either substantive or affective one, based on intellectual disagreement or on emotional responses to a situation (Gordon, 1987:475-476). Intragroup conflict refers to disagreements or differences among the members of a group or its subgroups regarding the goals, functions, or activities of the group (Rahim and Bonoma, 1979:1332).

There are several sources of such conflict. These are leadership style, task structure, group composition and size, cohesiveness and group think, and external threats and their outcomes (Foder, 1976:315-317; and Rahim and Bonoma, 1979:1332-1334).

2.3.4. INTERGROUP CONFLICTS

Intergroup conflict refers to the disagreement or differences between two or more units or groups (departments) in an organization (Rahim and Bonoma, 1979:1336; Kinard, 1988:307 and Holt, 1993:494). Intergroup conflict is common in an organization. Such conflict is generated from differentiation of tasks, differences in "culture" across groups (departments), need for joint decision making, dependance on shared resources, communication difficulties, ethnic or racial backgrounds, etc. (Rahim and Bonoma, 1979:1337; Kinard, 1988:307 and Holt, 1993:494). Similarly, intergroup conflict may arise between morning and afternoon shift teachers and who might blame each other for anything that goes wrong (Chandan, 1994:275).

The major sources of intergroup conflicts are system differentiation; task interdependency; dependency on scarce resources; jurisdictional ambiguity; and separation of knowledge from authority (Watton, Dutton and Cafferty, 1969:522; Rahim and Bonoma,1979:1337; Thompson in Silver, 1983:264; and Kinard, 1988:309).

Each of the cited type of conflict has its own management, which will be treated in the next discussion. And factors which affect each type of conflict could be categorized under individual characteristics, situational factors, and structural factors as treated in the previous pages, respectively.

2.4. THE MANAGEMENT OF CONFLICT IN SCHOOL ORGANIZATION

By conflict management we mean that except in very few situations where the conflict can lead to competition and creativity in which cases the conflict can be encouraged, in all other cases where conflict is destructive in nature, it should be resolved as soon as possible; but all efforts should be to protect it from developing (Chandan :1994:279). To best cope with conflict i.e., management, is stimulate it in constructive ways, avoid it before it arises, and resolve it if it does happen (Griffin, 1993:437). The management of conflict doesnot only refers to the maintenance of a moderate amount of conflict but also to handling conflict with appropriate behavioral styles. The management of organizational conflict involves diagnosis of and intervention in conflict (Rahim and Bonoma, 1979:1328). Diagnosis provides the basis for interventions.

2.4.1. MANAGING FOUR TYPES OF CONFLICTS IN SCHOOLS

Each type of conflict has its own management process (Rahim and Bonoma, 1979:1330). As notified above the management of conflict has two processes: diagnosis and interventions.

2.4.1.1. MANAGING INTRAPERSONAL CONFLICTS

The management of intrapersonal conflict involves matching the individual goals and role expectations and what the task itself demands to optimize the individual and organizational goals (Rahim and Bonoma, 1979:1326).

According to Culberston and others (1960:482), personal (individual) conflict can sometimes be resolved by reassessment and new ranking of the values in the choice situations. New ranking involves may results either because of a change in the situation or because of the development of new insight or understanding on the part of administrators.

2.4.1.2. MANAGING INTERPERSONAL CONFLICTS

There are various behavior styles by which interpersonal conflicts may be managed or handled. For conflicts to be managed functionally, one style may be more appropriate than another depending upon the situation (Rahim and Bonoma, 1979:1326). Blake and Mouton in the above cited source presented a conceptual scheme for classifying the model (styles) for handling interpersonal conflicts into five types: avoiding, accommodating, competing, compromising, and collaborating.

Using conceptualization similar to Blake and Mouton, the style of handling conflict were differentiated on two basic dimensions: concern for self and for others. The first dimension explains the degree to which a person attempts to satisfy (within a situational constraints) his own concern. The second dimension explains the degree to which a person wants to satisfy the concern of others. It should be pointed out that these dimensions portray the motivational orientation (Rubin and Brown in Rahim and Bonoma, 1979:1326).

The styles of handling conflict and the situations in which these are appropriate are described next:

1. Avoiding. It has been associated with withdrawal, back-passing, or side-stepping situations (Rahim and Bonoma, 1979:1327). When individuals withdraw from the conflict situation they act to satisfy neither their own nor the other party's need (Tosi and Others, 1986:483-484; Gordon, 1987:479; Newton and Tarrant, 1992:106, Krientner and Kinicki, 1992:382).

2. Accommodating. It is called obliging or smoothing by researchers. Accommodating is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party (Rahim and Bonoma, 1979:1326). An obliging person neglects his/her own concern to satisfy the concern of the other party (Krietner and Kinicki, 1992:381-382). It is characterized by cooperative and unassertive behavior (Tosi and others, 1986:484; Gordon, 1987:479; Newton and Tarrant, 1992:106).

3. Competing. Researchers call it dominating or forcing. It has been identified with win-lose orientation or with forcing behavior to win one's position (Rahim and Bonoma, 1979:1327). Dominating is characterized by the desire to meet one's own needs and concerns at the expense of the other party i.e., the most assertive and the least cooperative style (Collins and Hoyt's in Cafferty and Streufert, 1974:49; Tosi and others, 1986:485; Newton and Tarrant, 1992:105).

4. Compromising. Involves sharing whereby both parties give up something to make a mutually acceptable decision (Rahim and Bonoma, 1979:1327). This is a give-and-take approach involving moderate concern for both self and others (Krietner and Kinicki, 1992:382). It represents an integrated behaviour on both the assertiveness and cooperation dimensions (Tosi and others, 1986:485; Gordon, 1987:479).

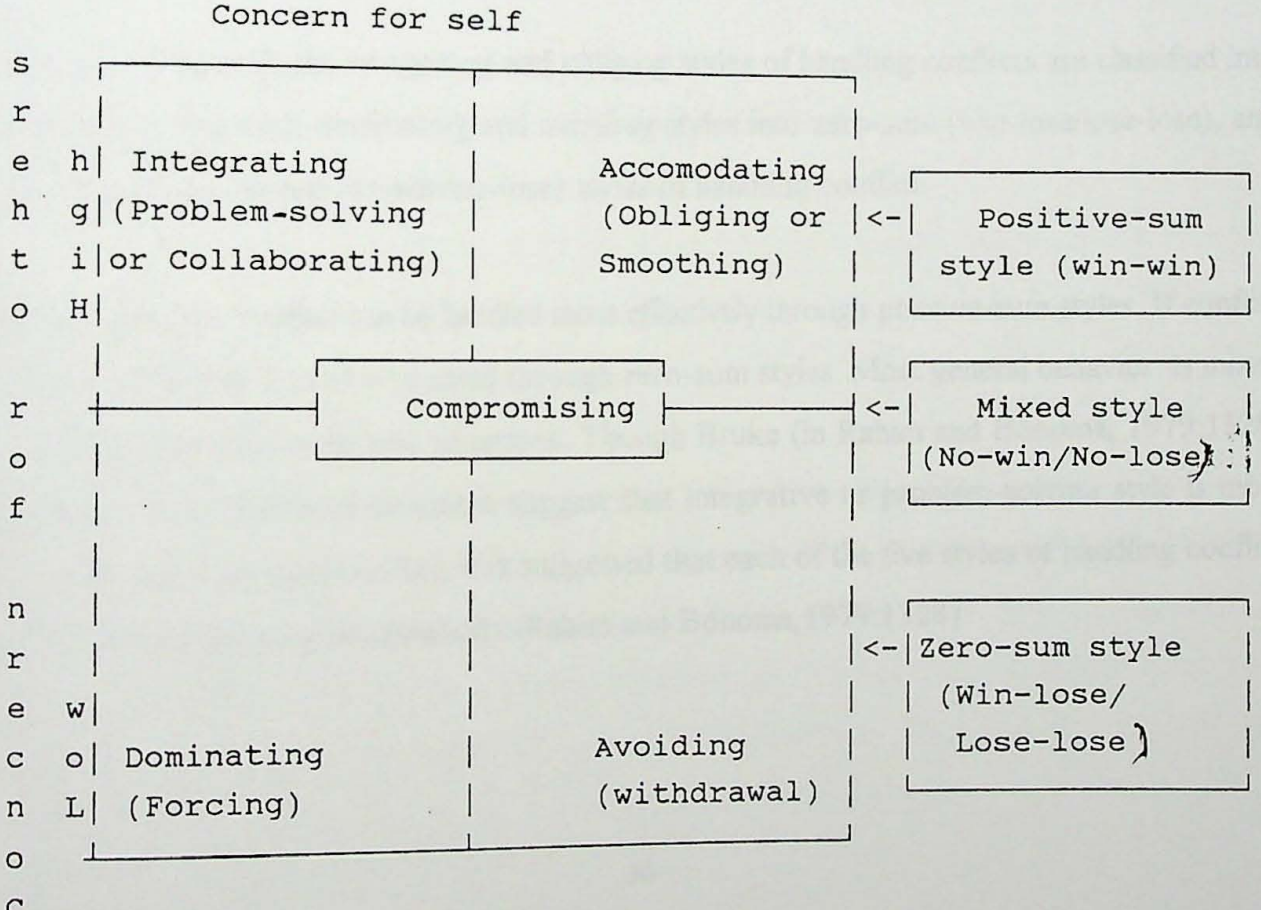
5. Collaborating. It is called integrating or problem solving. Integrating involves exchange of information and examination of differences to reach a solution acceptable to both parties. It also involves problem solving which may lead to creative solutions (Rahim and Bonoma, 1979:1326). Integrating is characterized by maximum use of cooperation and assertion; aims to satisfy the needs and concerns of both parties by acknowledging each other's concerns, needs and goals; identifying

alternative resolutions and their consequences for both parties; selecting the alternative that meets the needs and accomplishing the goals of both parties. It also involves the evaluation of the implemented alternative (Tosi and others, 1986:487; Newton and Tarrant, 1992:106).

Each style of conflict handling approach is appropriate to different situations, individuals and groups (teachers and principals) face in schools. The styles a party (teachers and principals at individual or group levels) chooses depend on previous experience in dealing with conflict, personal dispositions, in the interpersonal relations as well as the specific elements of a particular conflict episode (Tosi, and others, 1986;487).

Renwick (in Mathur and Sayeed,1983:181) found that the supervisors relied more on 'confrontation' followed by 'compromise' and 'smoothing' while subordinates were more likely to use 'compromise', 'confrontation', and 'forcing' in that order. In the study, respondents (superiors and subordinates) were asked to indicate how likely it is that they would use various ways of dealing with conflicts between them. Their previous experience, personal dispositions, etc., has an influence on their styles of handling conflicts.

FIGURE-2 INTERPERSONAL STYLES OF HANDLING CONFLICT.



(Adapted from Rahim and Bonoma, 1979:1327)

As depicted in the above figure (Figure 2), conflicts have four distinct outcomes depending on the approaches taken by the people (Davis and Newstrom,1989:258). The outcomes are described here:

1. Win-Lose. Is based on force - personal goals are satisfied at another's expense through the use of authority, intimidation, threats and so forth.

2. Lose-Win. Is the reverse of number "1" i.e., `win-lose' outcome. A situation in which one person is defeated while the other one is victorious.

3. Lose-Lose. Is ending up with neither party being truly satisfied with the outcome . This can be thought of as a "give-and-take" exchange with no clear winner or loser.

4. Win-Win. Is considered the most difficult to reach. Its heart is using participative management techniques to gain consensus and commitment to objectives. To reach this outcome, all parties identify goals, consider obstacles to reaching them, regarding alternatives solutions, and finally settle on the most mutually beneficial solution.

According to Figure-2, the integrating and obliging styles of handling conflicts are classified into positive-sum (win-win), dominating and avoiding styles into zero-sum (win-lose/lose-lose), and compromising into mixed (no-win/no-lose) styles of handling conflict.

In general, strategic conflict can be handled more effectively through positive-sum styles. If conflict is frictional or trivial, it can be handled through zero-sum styles. Most general behavior is mixed style and can be used in several situations. Though Bruke (in Rahim and Bonoma, 1979:1328) noted that some behavioral scientists suggest that integrative or problem-solving style is most appropriate for managing conflict, it is suggested that each of the five styles of handling conflict be considered depending on situations (Rahim and Bonoma,1979:1328).

Finally, managerial styles and conflict management strategies have their own combinations according to Mathur and Sayeed (1983:179) ; these combinations are shown below:

TABLE-2 The combinations of managerial styles and conflict management strategies

No.	Managerial style	Conflict management strategy
1	Impoverished (1.1)	Avoiding (withdrawal)
2	Country club (1.9)	Accommodating or obliging (smoothing)
3	Middle of the road(5.5)	Compromise
4	Task master (9.1)	Dominating or competing (forcing)
5	Team leader (9.9)	Integration or problem solving (collaboration)

Note: Impoverished (1.1) is niether task oriented nor concerned for people; country club(1.9) is concerned only for people; middle of the road(5.5) is task oerinted as well as concerned for people; task master (9.1) is only task oriented; and team leader(9.9) is the ideal one, concerned for people and tasks highly.

2.4.1.3 MANAGING INTRAGROUP CONFLICTS

The management of intragroup conflict involves channeling the energies, expertise, and resources of the members toward the formulation and/or attainment of group (department) goals (Rahim and Bonoma,1979:1324).

They suggest that team building is the prominent method among others to manage intragroup conflict. It is a planned strategy to bring about changes in the attitudes and behavior of the members of an organizational group (school departments) whether permanent or temporary, to improve the group`s (department`s) overall effectiveness. It helps the participants to learn the integrative or collaborative styles of behavior in handling disagreements (Rahim and

Bonoma, 1979:1325). Bruke and Reuick in Rahim and Bonoma (1979:1325) found this style to be associated with the constructive use of conflict between the superior and subordinates.

Harrison in Rahim and Bonoma (1979:1325) also noted that negotiation is another technique that can be effectively used with team building. And transactional analysis may also be effectively used with team building (Brene and Haris in Rahim and Bonoma, 1979:1325).

The manager of a group can reduce conflict by transferring one or more conflicting members to other units. Conflict may be reduced by making a group more cohesive and homogeneous through interventions for organizational development.

The level of conflict (i.e.intragroup)may be altered by changing group size. The leader of the group can change the level of conflict by altering difficulty and variability of the tasks.The amount of conflict may be reduced by redefining and restructuring tasks, and reducing the interrelationships among tasks performed by different members of the same department. The department head can also affect the amount of conflict by altering the reward system, rules and procedures and goals appeals systems (Rahim and Bonoma, 1979:1336).

As noted by Krietner and Kinicki (1992:384), as conflict increased, group satisfaction decreased i.e., they are negatively interrelated. So an integrative style of handling conflict leads to higher group satisfaction than did an avoidance style.

2.4.1.4. MANAGING INTERGROUP CONFLICTS

The management of intergroup conflict in school involves channeling the energies, expertise and resources of the members of conflicting groups (departments) for synergetic solutions to the common problems or attainments of a school's overall goals (Rahim and Bonoma, 1979:1325).

According to Dayal and Dayal (1983:44-45), the common ways of managing intergroup conflict are suppression of conflict, blaming other people for conflict, finding a scapegoat, dissemination of information about the situation, developing subordinate goals and laboratory interventions. The most appealing strategy is integration, by which groups in conflict modify their views and seek a third alternative.

Hunt (1992:104) also identified the tactics for resolution of intergroup conflicts, which frequently will be used simultaneously. They are: identifying subordinate goals, interchanging group members, identifying a common enemy (external threats), reward cooperation, and involve the third party facilitator. Thus, no single strategy or tactic will resolve such a complex phenomenon as intergroup conflict.

Rahim and Bonoma (1979:1338) have demonstrated the importance of problem-solving or integration in managing intergroup conflict. Dyce and Weil in the same cite that organizational mirror is another important strategy to conflict management at group level (department) level.

Intergroup conflict may be increased or reduced by hiring, transferring, or exchanging group members to increase homogeneity, heterogeneity within/between groups; verifying or formulating rules and procedures which affect intergroup relationship; developing appeal systems; providing valid information when the perceptions of the ingroup about the outgroup seems distorted; etc., (Rahim and Bonoma, 1979:1341).

2.5. THE ROLE OF PRINCIPAL(S) IN MANAGING SCHOOL CONFLICTS

2.5.1. THE LEADERSHIP ROLES OF SCHOOL PRINCIPAL IN MANAGING CONFLICT

The leadership is the heart and soul of conflict management. Because leading involves influencing others (conflicting parties) in order to accomplish conflict resolution. To be effective leaders, principals need to understand individual and group behavior, causes of conflicts, styles of handling

conflicts and leadership styles. Principals must develop relationships that ensure adequate communication with their teachers. According to Kinard (1988:9), leading includes managing personal conflict, helping employees deal with changing conditions, and in some cases, disciplining employees. Effective leadership is built on a foundation of mutual trust and respect.

School principals are relatively consistent in the way that they try to influence others' behavior. The principal who dominates subordinates in one situation is not likely to use a high degree of consideration and participation in another. The behavior patterns of principal (leader) called leadership style, can be classified as autocratic, participative, and laissez-faire (Kinard, 1988:326).

On the other hand, Rensis Likert in (Kinard, 1988:327) recognized four distinct leadership styles, or systems, ranging from highly autocratic to highly participative. These are exploitative autocratic, benevolent autocratic, consultative approach, and participative system.

2.5.2. ADMINISTRATIVE ROLES OF A SCHOOL PRINCIPAL FOR MANAGING CONFLICTS

According to Campbell and others (1983:177) a school principal as an administrator may act in conflict situations as initiator, defendant, mediator and reconciler. These are summarized as following.

1. Initiating of conflict "carefully monitored functional conflict can help get the creative juices flowing once again" (Krietner and Kinicki, 1992:378). Principals basically have two options. They can fan fires of naturally occurring conflicts - but this approach can be unreliable and slow. Alternatively, principals can resort to "programmed conflict", conflict that raises different opinions regardless of personal feelings of the principals. The trick is to get contributors to either defend or criticize ideas based on relevant tasks, rather than on the basis of personal preferences or political interests. Thus, the school principal initiates conflict where they participate or advocate for their own organizational units. In this regard Campbell and others suggested that:

Initiators should do as with that goals, estimates of the costs they are likely and willing to incur by taking this course of action, and sense of what outcomes short of total victory would be satisfactory, (1983:183).

In addition, the school principals should develop mechanisms for the invention of conflict of interests. According to Flippo (1984:462-465), mechanisms that help to invent such conflicts of interests between parties (individuals or groups) are grievance procedure, direct observation, suggestion boxes, open-door policy, personal counselors, exit interview, and the ombudsman or ombudswoman.

2. Defending of conflict. The authority office is an important resource for the administrators (principals) who could dominate conflict situations. Of course, other forms of power can also be employed. Some individuals dominate because others differ in the forcefulness or magnetism of their personality. Others dominate by marshaling facts or compelling arguments, while thoughtful administrators/principals/ resist temptation to overact or personalize issues (Campbell and others, 1983:199-300).

3. Mediating and reconciling. Mediation and reconciliation process whereby third party helps two parties reach close enough agreement. As a mediator the school principal can play a more active role, including suggesting alternatives for the parties to consider. On the other hand, as a conciliator he helps the parties to develop and adhere to an agenda and encourage them to address the issues as objectively as possible (French, 1987:538).

The major responsibility of the principal in his mediation and reconciliation service is to assist two parties in reaching consensus and avoiding conflict. Another function is to assist in settling grievance arising under the administration of collective bargaining agreements.

According to French (1987:538), the mediator's essential techniques that help giving his service are:

1. meeting both parties together and then singly to ascertain the nature of disagreement and the last position of the parties, and

2. then meeting alternatively with each party to explore possible areas in which the parties can move from their present positions.

On the other hand, Smikin (in Fikru, 1993:62) stratified the mediator's activities into three taxonomies. These are:

i. Communication tactics. Refers to the actual line taken by a mediator that allow the parties to communicate more effectively with each other even if they are not in physical proximity.

ii. Substantive tactics. Refers to specific usually mediator initiated inputs concerning the issues of dispute.

iii. Procedural tactics. Generally, refers to actions the mediator takes to facilitate the mediating process.

Therefore, a school principal, with regard to conflict, is a mediator and reconciler between two or more parties (individuals or groups). Thus he is responsible to resolve conflicts. As stated earlier, his formal organizational authority, expertise, power and interpersonal skills make him logical third party to whom conflicts can turn when he cannot handle a conflict by himself.

4. Controlling of conflict

Management of conflict in school organization is, therefore, forced to strategy, control and regulation conflict. Controlling conflict involves comparing events, in this case conflict episodes, against previously existing conditions with a view to introducing corrective actions where there are unacceptable disputes. Controlling focuses on what are or what might become the worst cases. Under some circumstances, perhaps a very wide span of control this all that principal can accomplish. At other times controlling may represent a satisfying approach to the job, in the worst sense of that term; efforts beyound merely controlling should aim to move acceptable performance to higher levels whenever possible (Miner and others, 1985:131). In this respect Hundy (1985:251-254) said that, "regulations of conflict in a sense recognizes and legitimatize conflict, and therefore, perpetuates it."

According to Kinard (1988:131), there are two types of controlling models: open loop and close loop. An open loop control model contains a diagnostic of causes, decision making step between the identification of problem and action to correct it. In contrast, a close-loop system does not require any diagnosis. The discovery of unacceptable disputes automatically triggers a predetermined corrective action which feeds back to conflict management.

Hundy has (1985:251-254) noted that there are seven regulations of conflict strategies: alteration, rules and procedures, coordination devices, confrontation, separation, neglect, and finding of specialists. Therefore, the school principal, using these strategies, may change the conflict into a constructive one for the betterment of school organization. This may help individuals to compete for developing individual and general psychological environment so that they develop and attain their identity.

Finally, as an administrator, the school principal(s) has to focus attention on the need for knowledge and skills will enable them to provide leadership in preventing, culminating or at least decreasing breakdowns in interpersonal and group relations.

2.5.3. THE SCHOOL PRINCIPAL(S) AND HIS DISCIPLINARY MEASURES IN SCHOOL ORGANIZATION

Most organizations have work rules that, if violated, can result in various penalties, including discharge under collective-bargaining agreements; this observation holds true, with management typically retaining the right to administer discipline (French, 1987:137). Disciplinary measure is confined to the application of penalties that lead to an inhibition of undesired behavior (Flippo, 1984:475).

Though the modern view of conflict supports the initiation of conflict in any organization, certain conflict conditions still require the stimulus generated by penalties. As Flippo (1984:475) indicates that, "the administration of negative disciplinary action is one of the most difficult tasks." In this regard when school principals take disciplinary measures to correct disputes between individuals they have to take careful actions.

The principle of progressive discipline (sometimes called corrective discipline) is widely accepted as tempering factor in administration of work rules. In essence, progressive discipline means that management responds to a first offensive with some minimal action such as an oral reprimand (warning) but to subsequent offenses with more serious penalties such as disciplinary lay off or discharge (French, 1984:137).

Patterns of disciplinary actions and offenses to which they are applied based on Miner and others (1985:561), are presented in Table 3.

TABLE-3 The patterns of disciplinary actions

Pattern	Disciplinary action
Pattern -1	Immediate discharge on first offense
Pattern -2	First offense ---> second offense warning discharge
Pattern -3	First offense ---> Second offense ---> Third offense warning suspension discharge
Pattern -4	First ---> Second ---> Third --->fourth offense offense offense offense warning warning suspension discharge

If the facts and policies warrant the application of penalty, the manager must choose one from the number he is authorized to use. It is usual for the list of rules to specify also to the corresponding penalties to their violation. Ordinarily, there are varying penalties for first, second, third, and fourth offenses of the same rule.

On the other hand, among the penalties employed in businesses are:

1. oral reprimand
2. written reprimand
3. loss of privileges
4. fines
5. lay off
6. demotion
7. discharge

They are listed in the general order of severity (Flippo,1984: 475).

In the school context, the principal could apply disciplinary penalties from legalistic and punitive approaches as required. The main objective of disciplinary actions, according to the Ministry of

Education (MOE) (1987 E.C.:74), is to make the school more effective in performing its tasks. If a school member commits mistakes in his activities, the disciplinary measures will help him to correct the undesirable behavior, and if he fails to adjust his behavior with the rules and principles of the organization he will be dismissed. Accordingly, article 2 of the guidelines on administration and organization of education and training at *wereda* and school levels (MOE, 1987 E.C.:74-75), indicates that there are two major types of disciplinary penalties: simple and heavy types.

1. Simple types of penalties are
    i. warning;
    ii. reprimanding (oral or written);
    iii. fining (not more than two months salary).
2. Heavy types of penalties are
    iv. delaying of salary increment (for not more than four years);
    v. demoting from the previous position and reducing the amount of monthly salary;
    vi. discharging him or her from job.

The ideal management of conflict in school context is stimulate it in constructive ways, avoid it before it arises and resolve it if it does happen (Chandan, 1994:437). To practice the resolution of conflict ideally, i.e., using integration (problem solving) approach, the school principal should assure that the disciplinary policies and procedures conform to the legal management process of the school.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of data collected from teachers and principals of secondary schools in Amhara regional state. It also examines the responses of interviewees which substantiate the data. Though they were not completely analyzed, documentary information were also treated to make the data genuine. Thus interpretations and discussions are carried out taking into consideration the principles and theories discussed in the literature review.

3.1. DESCRIPTION OF THE SAMPLE POPULATION

The respondents are teachers and principals of secondary schools. This section attempts to deal with the description of the background variables of the target population.

The following background information of respondents were collected using instruments designed for the purpose. These are sex, age, marital status, religion, ethnicity, place of graduation, educational level, field of study, service and status in career structure, and general background information of interviewees. The breakdown for each of these elements is treated in the following tables and discussions, respectively.

TABLE-4 Description of respondents by their sex, age, marital status, religion and ethnicity.

No	Background Variables	Respondent groups				Total	%
		Teachers		Principals			
		Freq.	%	Freq.	%		
1	Sex:						
	Female	20	10.0	-	-	20	10.0
	Male	164	82.0	16	8.0	180	90.0
	Total	184	92.0	16	8.0	200	100.0
2	Age:						
	20-25 years	2	1.0	-	-	2	1.0
	26-30 "	30	15.0	4	2.0	34	17.0
	31-35 "	49	24.5	4	2.0	53	26.5
	36 & above "	103	51.5	8	4.0	111	55.5
	Total	184	92.0	16	8.0	200	100.0
3	Marital status						
	Married	145	72.5	12	8.0	157	78.5
	Unmarried	34	17.0	4	2.0	38	19.0
	Divorced	3	1.5	-	-	3	1.5
	Widowed	2	1.0	-	-	2	1.0
	Total	184	92.0	16	8.0	200	100.0
4	Religion:						
	Muslim	8	4.0	2	1.0	10	5.0
	Orthodox	164	82.0	14	7.0	178	89.0
	Protestant	10	5.0	-	-	10	5.0
	Others	2	1.0	-	-	2	1.0
	Total	184	92.0	14	8.0	200	100.0
5	Ethnicity:						
	Amhara	174	87.0	15	7.5	189	94.5
	Oromo	2	1.0	-	-	2	1.0
	Tigri	6	3.0	1	0.5	7	3.5
	Others	2	1.0	-	-	2	1.0
	Total	184	92.0	16	8.0	200	100.0

As given in Table-4, there were 164 (82.0%) males and 20 (10.0%) females among the teachers whereas no females were represented in the principals group. This indicates that there is a wider variation in proportion between the two sexes in the schools. The reason for the lower proportion of females population to males may be due to the fact that, as various local researchers agree, the enrollment of females in schools is minimum, as a result, the regional government did not employ fair number of females in educational institutions as compared to males. Thus, the study revealed that the proportion of females among the secondary schools staff in Amhara regional state is very low as compared to males.

According Anderson (1968:109) and Fikru (1993:82), sex has a relation with conflict, i.e., female and male teachers may have great influence on the conflict and its management in secondary schools.

As regards to respondents age, the majority (51.5%) and (8.0%) of teachers and principals were grouped in the range of 36 and above years, respectively. This indicates that most respondents were in their middle age. This may be due to the large number of the sample population being taken from old secondary schools (Tana Haique, Debre Markos, and Fasiladas), whose staff members were aged as compared to other secondary schools (Addis Zemen, Gojamber, Ghion, Theodore II and Dabat).

Researchers agree that age differences of employees in an organization, develop differences in motives, temperaments, etc. This may be related to differences in personality conditions and differences in ways of conflict management (Pareek, 1982). It is possible to assume that age differences may have an impact on conflicts in secondary schools.

Marital status of respondents may have an influence on the formation of differences in secondary schools. As presented in the table 157 (78.5%) of the sample population were married, whereas 38 (19.0%) of them were single. This may have resulted from the age of respondents, most being in their middle age.

Religion of respondents is also indicated in Table-4. Most of the population of the respondent groups were orthodox christians, 178(89%). This may be due to the predominance of this religion in the sample areas (Gojam and Gondar).

Respondents' ethnic affiliation also exhibited in Table-4. It reveals that 189(94.5%) of teachers and principals were Amharas. It is the highest number of the sample population. Thus, the study reveals that the population of the Region in general are mainly Amharas.

Finally, it is possible to assume that there will not be an influence on the effects of religion and ethnicity variations on conflict situations in secondary schools.

TABLE-5. Description of respondents by their place of graduation, educational level, field of study, service year and status.

No	Background Variables	Respondent Groups				Total	
		Teachers		Principals			
		Freq.	%	Freq.	%	Freq.	%
1	Place of Graduation						
	Addis Ababa Univ.	90	45.0	12	6.0	102	51.0
	Alemaya University	5	2.5	-	-	5	2.5
	Asmara University	6	3.0	1	0.5	7	3.5
	Bahir Dar T. C.	44	22.0	3	1.5	47	23.5
	Kotebe C. T. E.	32	16.0	-	-	32	16.0
	Other colleges	7	3.5	-	-	7	3.5
	Total	184	92.0	16	8.0	200	100
2	Educational Level:						
	Diploma	74	37.0	3	1.5	77	38.5
	B.A (B.Sc)	107	53.5	13	6.5	120	60.0
	M.A(M.Sc)	1	0.5	-	-	1	0.5
	Others	2	1.0	-	-	2	1.0
	Total	184	92.0	16	8.0	200	100
3	Field of Study:						
	Language	50	25.0	4	2.0	54	27.0
	Natural Science	67	33.5	4	2.0	71	35.0
	Social Science	16	8.0	1	0.5	17	8.5
	Education	24	12.0	7	3.5	31	15.5
	Vocations	27	13.5	-	-	27	13.5
	Total	184	92.0	16	8.0	200	100
4	Service Years:						
	1-5 years	11	5.5	3	1.5	14	7.0
	6-10 years	33	16.5	4	2.0	37	18.5
	11-15 years	52	26.0	3	1.5	55	27.5
	16-20 years	45	22.5	6	3.0	51	25.5
	21 and above years	43	21.5	-	-	43	21.5
	Total	184	92.0	16	8.0	200	100
5	Status:						
	Beginning Teacher	5	2.5	-	-	5	2.5
	Assistant Teacher	28	14.0	3	1.5	31	15.5
	Teacher	75	37.5	8	4.0	83	41.5
	Higher Teacher	76	38.5	5	2.5	81	40.5
	Total	184	92.0	16	8.0	200	100

Table-5 shows the respondents' training institute. One hundred and two (51%) of teachers and principals were graduates of Addis Ababa University. It is the highest number of the sample population. Graduates of Bahir Dar and Kotebe teachers colleges stood second and third, respectively in their numbers. This may be explained by the fact that Addis Ababa University and the two teachers colleges train teachers. Respondents educational level is the second variable in Table-5. As shown in the table, 120 (60.0%) and 77 (38.5%) of the respondents were first degree holders and diplomas, respectively. The rest were second degree holders and at 12 + 3 levels. The study revealed that in Amhara regional state secondary schools teachers and principals were at the level of 12 + 2 and above in their educational level.

As far as respondents' fields of study was concerned, 71 (35%) of teachers and principals in the sample population were qualified in natural science subjects (physics, chemistry, biology and mathematics) and 54 (27.0%) of them were in languages (Amharic and English). Teachers and principals trained in education fields (educational administration, pedagogical science, educational psychology) were 31 (15.5%) of the sample population while 27 (13.5%) and 17(8.5%) of them were trained in the vocations (agriculture, productive technology, business education, home economics, electrical technology, physical education) and social sciences (history and geography). Thus, the distribution tells us that various subjects were thought in the sample secondary schools.

Concerning respondents' service year, Table-5 shows that the distribution of respondents seems fair except the first range (1-5 years). It would be, therefore, possible to assume that such variation in service year among teachers and principals may have its contribution in conflict situations. As depicted in the table (Table-5), their status in the career structure is shown in relation to service years, i.e., 83 (41.5%) and 81 (40.5%) of the sample population were ranked in "teacher" and "higher teacher" levels, respectively. This indicates that most of the teachers and principals have benefitted from the practice of the career plan development in the region.

TABLE-6. Description of interviewees by their sex, age, marital status, educational level, field of study and service year.

No.	Background Variables	Interviewees	
		Freq.	%
1	Sex: Female	-	-
	Male	33	100.0
	Total	33	100.0
2	Age: 20-30 Years	4	12.2
	31-40 Years	17	51.5
	41-50 Years	9	27.2
	51 and above Years	3	9.1
	Total	33	100.0
3	Marital Status: Married	22	75.0
	Unmarried	11	25.0
	Divorced	-	-
	Widowed	-	-
	Total	33	100.0
4	Educational level: 12 + T.T.I	4	12.2
	12 + 1	2	6.1
	12 + 2	6	18.1
	12 + 3	-	-
	B.A/B.Sc	20	60.6
	M.A/M.Sc	1	3.0
	Total	33	100.0
5	Field of Study: Education	19	57.5
	Language	4	12.2
	Natural Science	7	21.2
	Social science	2	6.1
	Vocations	1	3.0
	Total	33	100.0
6	Service Year: 1-10 years	9	27.2
	11-20 years	15	45.6
	21-30 Years	9	27.2
	31 and above years	-	-
	Total	33	100.0

Table-6 shows the description of the interviewees. There was no female interviewee. Out of the number listed in the table 17(51.5%) of interviewees were in the range of 31 to 40 years. This may indicate that most of the education officers were experienced. Moreover, 22 (75.0%) of them were married, which may indicate that most of education officers are settled and stable in their social life.

Regarding their educational level, 20(60.6%) of the interviewees were first degree holders. In addition, 19(57.5%) of them had training in education (educational administration, pedagogical science, educational psychology, supervision and primary level teaching) at various levels. Fifteen (45.6%) of them were grouped in the range of 11-20 years of service.

Finally, interviewees' age level, service years, social life stability, field of specialization might have enabled them to know about school conflicts (source, types, ways of handling). Thus, it is possible to assume that the differences between interviewees in their background variables may have an impact on their know-how of secondary schools conflict issues and ways of management at school levels.

3.2. ANALYSIS OF DATA

A total of 250 questionnaires were distributed to the teachers and principals of secondary schools. Out of these questionnaires 200 (80%) were filled in and collected, and information was obtained from interviewees. Based on the responses obtained from the sample respondents, and information from interviewees and documents, the analysis and interpretation of the data are presented in the following (mean rated scores, standard deviations, t-tests, coefficient correlations, one way ANOVA and rank order were determined to get appropriate answers for the basic-questions).

TABLE-7. T-test for mean differences between teachers and principals' views concerning the nature of school conflicts.

No.	Nature of Conflict	Respondent Groups N=200				t-test	
		Teachers N=184		Principals N=16			
		Mean	SD	Mean	SD	t'	p'
1	Positive Outcomes	3.0	0.855	3.12	0.71	0.26	0.79
2	Negative Outcomes	3.4	0.837	3.05	0.96	-1.63	0.10
3	Dynamic Nature Phases of Conflict						
	Latent	2.77	1.15	2.12	0.885	-2.21	0.028*0
	Perceived	2.98	1.30	2.62	1.45	-1.04	.298
	Felt	3.16	1.09	3.75	1.18	2.04	0.042*
	Manifest	2.97	1.21	2.43	1.15	-1.69	0.920
	Aftermath	2.75	1.20	2.87	1.66	0.29	0.773

Level of significance = 0.05

If t'-probability is less than 0.05 (p'<0.05) there will be statistically significant differences between two respondent groups.

Respondents were asked to give their views concerning the nature of conflict in secondary schools.

To this end, 5 items were presented for positive, 6 items for negative outcomes, and 5 items for phases of conflict in the questionnaire (See Appendix-A).

Table-7 shows that positive and negative outcomes of conflict have almost equal mean ratings, nearly to the mean average (3.00). The t-test values also indicate that there is no significant differences (t'= 0.26 and -1.63, respectively; p'>0.05, when t'-probability is 0.79 and 0.10, respectively) between the opinions of teachers and principals concerning the outcomes of conflict. This indicates that the respondent groups agree that conflict has negative and positive outcomes in secondary schools. Researchers have strengthen this view (balanced view), conflict has positive and negative outcomes in any organization, the importance issue is not eliminate it but rather, to manage conflict that it can help organizational members perform better (Kreitner and Kinicki, 1992:377; Davis and Newstrom, 1989:257; and Hunt, 1992:100-101).

Table -7 also depicts the dynamic nature of conflicts in secondary schools. Conflict has five phases in any organization. The table also exhibits these phases. The first phase of conflict, latent conflict was rated by both groups below the mean average (3.00), 2.77 and 2.12, respectively. The t-test value also indicates that there is statistically significant difference (t'= -2.21; p'< 0.05, when t'-probability is 0.028) between teachers and principals view concerning the first stage of conflict. Thus, both group members perceive conflicts differently at this stage. This may be due to the fact that one group may have the information (feeling) of conflict as well as the other did not.

The second phase of conflict, perceived conflict was rated 2.98 and 2.62 by teachers and principals, respectively. The means are not differ largely. The t-test value also indicates that there is no significant difference (t'= -1.04, p' > 0.05, when t'-probability is 0.298) between the views of teachers and principals concerning perceived conflict. From the study it is possible to assume that teachers and principals viewed conflict at its perceived stage similarly in secondary schools.

The third stage of conflict, felt conflict was also rated 3.16 and 3.75 by teachers and principals, respectively. The t-test value indicates that there is significant difference (t'= 2.04, p'< 0.05, when

t'-probability is 0.042) between the views of teachers and principals. This indicates that respondent groups did not agree with their perception of conflict at this stage. However, the mean ratings were above the average, specially principals' mean rate magnifies the prevalence of conflict in secondary schools at this stage. This may have resulted from the fact that principals were highly exposed to see the emotion, feelings (tense or anxious) of individuals because of their principalship position.

The fourth phase of conflict, manifest conflict was rated 2.97 and 2.43 by two groups, respectively. The t-test value indicates that there is no significannt difference ($t' = -1.69$; $p' > 0.05$, when t'-probability is 0.92) between the views of teachers and principals concerning on manifest conflict. Thus teachers and principals perceived conflict at this stage similarly in secondary schools.

The last phase, conflict aftermath was rated 2.75 and 2.87 by teachers and principals, respectively. The t-test value also indicates the agreement of respondent groups ($t' = 0.29$; $p' > 0.05$, when t'-probability is 0.773) views concerning conflict aftermath. Thus, there is no statistically significant difference between teachers and principals' view concerning conflict at this stage in secondary schools.

Finally, according to Table-7, it is possible to assume that conflict has positive and negative outcomes, and dynamic process in its nature in secondary schools. The assumption is supported by various researchers like Davis and Newstrom (1989), Hunt (1992), and Ribbins (in Krietner and Kinicki, 1992).

Table-8. T-test for mean differences between teachers and principals opinions concerning the major causes of school conflicts.

No	Major Causes of Conflict	Respondents N=200				t-test	
		Teachers N=184		Principals N= 16			
		Mean	SD	Mean	SD	t'	p'
	1. Individual Character						
1	Values,attitudes & beliefs	2.798	1.149	2.562	1.209	-0.79	0.433
2	Needs &personality	2.19	1.206	2.312	1.401	0.38	0.701
3	Perceptual difference	1.627	0.423	1.712	0.479	0.77	0.445
	Grand Total	2.205	0.683	2.195	0.658	0.05	0.957
	2. Situational Factors						
1	Opportunity & need to interact	3.209	0.871	3.218	0.706	0.04	0.966
2	Need for consensus	2.94	0.753	3.125	0.695	0.95	0.345
3	Dependency of one party on another	3.423	0.914	3.687	0.892	1.11	0.269
4	Status difference	3.01	1.091	3.250	1.183	0.84	0.405
5	Communication Barriers	3.663	0.848	4.343	0.598	3.14	.002*
6	Ambiguous responsibilities & jurisdiction	3.887	0.766	4.187	0.704	1.56	0.120
	Grand Total	3.354	0.471	3.635	0.299	1.56	.003*
	3. Structural Factors						
1	Size of organization	3.309	1.00	3.406	1.158	.36	0.717
2	Specialization & differentiation	2.847	0.979	2.562	1.094	-1.1	0.269
3	Task interdependence	3.084	0.794	3.000	0.913	-.4	0.688
4	Participation	3.376	0.849	4.093	0.917	1.6	0.11
5	Goal Setting	3.402	0.744	3.375	0.428	-.23	0.823
6	Role ambiguity	3.682	0.779	3.975	0.544	1.28	0.201
7	Scarce resources	3.462	0.850	3.937	0.704	2.17	0.031
8	Multiple authorities & influence	3.198	0.970	3.406	0.712	.84	.403
9	Policies,procedures &rules	3.131	0.747	3.437	0.595	1.59	.113
10	Rewards	3.02	0.767	3.310	0.585	.74	.412
	Grand Total	3.317	0.429	3.461	0.409	1.3	.196
	4. Current Causes	2.968	0.759	3.262	0.614	1.51	0.134

Level of significance = 0.05
If the t-test value is less than 0.05 (p'<0.05) there will be statistical significannt difference between two groups.

Respondents were asked to give their responses regarding major causes of conflict in secondary schools. For this purpose 32 items were presented in the questionnaire grouped under four major causes of conflict: 5 for individual characteristics (factors), 12 for situational factors, 20 for structural factors, and 5 for current causes (factors) items were grouped , respectively (See, Appendix-A)

Table-8 shows that the major causes of conflict which were analyzed according to specific factors. As the table indicates under individual factors there were three specific factors; situational six; and structural ten. However, current causes were analyzed using grand mean of the five items.

The first factors of individual characteristics in Table-8 were values, attitudes and beliefs. These specific factors were rated 2.798 and 2.562 by respondent groups, respectively. Though the mean rating indicates that it was rated below the average mean (3.00); it is the highest as compared to other individual factors. The t-test value shows that there is no significant difference (t'=-0.79; p'>0.05, when t'-probability is 0.433) between the opinions of teachers and principals concerning the contribution of individual values, attitudes and beliefs on conflict.

The second individual factors, needs and personality differences were rated 2.19 and 2.31 by two groups, respectively. The t-test value shows that there is no significant difference (t'= 0.38; p'>0.05, when t'-probability is 0.701) between the opinions of the two groups. The same is true for the third factor perceptual difference in Table-8. Thus, teachers and principals agree that individual characteristics have their own contribution for the development of conflict in secondary schools. The information obtained from educational officers realized that the differences in values, attitudes and beliefs; needs and personality; and perceptions among/between teachers and principals were the major causes of conflict in secondary schools. This point is supported by various

researchers (Chandan, 1994, Tosi and others, 1986).

The second major causes, situational factors are exhibited in Table-8. The table shows that the specific factors: dependency of one party on another, communication barriers, and ambiguous responsibilities and jurisdiction were rated above the mean average by respondent groups, respectively. Teachers and principals agree that two specific factors have the highest contribution in conflict development i.e. the t-test values indicate that there is no significant difference (t'= 1.11, and 1.56, respectively; p'>0.05) between teachers and principals opinions concerning the contribution of dependency of one party on another, and ambiguous responsibilities and jurisdictions in conflict development. However, they disagree (t'= 3.14, p'<0.05, when t'-probability is 0.002) on their opinions concerning the effect of communication barriers on conflict situations. This may be due to the fact that their position, responsibilities, etc. in the school. Principals were more exposed to see the contributions of communication problems in conflict development at different angles.

Table-8 also depicts other situational factors which rated nearer to the average mean (3.00). The t-test results indicates that there is no significant differences (t'= 0.04, 0.95 and 0.84, respectively; p'>0.05) between teachers and principals opinions regarding the contribution of opportunity and need to interact, need for consensus, status differences in conflict development in secondary schools.

The information obtained from interviewees revealed that the status differences between/among teachers and principals were the main sources of conflict in secondary schools. This may have resulted from the practice of teachers career development i.e.the ranks given for teachers and principals; principals were assigned at principalship positions by authoritative bodies or staff election without training in management; they might be below the staff members in their educational level. For example in Addis Zemen secondary school the deputy principal was diploma holder. So he might have faced difficulties to coordinate, command teachers who were above his level.

Table-8 depicts the third major causes of conflict in secondary schools i.e. structural related factors. Under the major factors we find ten specific factors which have a contribution in conflict development. As shown in the table teachers and principals agree that participation, role ambiguity and scarce resources have highest degree of contribution in conflict development as compared to other factors under structural factors. The t-test results also indicated there is no significant differences ($t'=1.6$, and 1.28, respectively; $p'>0.05$) between teachers and principals opinions regarding the contribution of participation and role ambiguity in school conflict situations.On the other hand, they differ ($t'= 2.17$; $p'<0.05$, when t'-probability is 0.031) concerning the contribution of scarce resources.

Teachers and principals agree that the size of the organization; specialization and differentiation; task interdependence; goal setting, multiple authorities and influences; policies, procedures and rules, and reward systems have their own contribution in school conflict development. The t-test value also indicated there is no significant differences ($p'>0.05$ in each factor.) between teachers and principals opinions regarding their contribution to conflict development in secondary schools.

Current causes were exhibited in Table-8 by their grand mean. Respondent groups rated the causes 2.96 and 3.26, respectively nearly to the average mean (3.00). The t-test value indicated there is no significant difference ($t'= 1.51$; $p'>0.05$, when t'-probability is 0.134) between teachers and principals perceptions concerning the current causes of conflict in secondary schools. Though respondent groups rated the causes nearer to the average mean their contribution to conflict development in secondary schools is very high. The information obtained from education officers revealed that the current causes, the new teachers performance evaluation system and the practice of career development and others are sensitive areas in schools currently. Addis Zemen and Bekur Gazetas (1997/1998) also indicated repeatedly teachers did against the practice of new performance appraisal system and career development. Thus, current causes have positive contribution for the development of conflict in secondary schools among/between teachers and principals.

TABLE-9. T-test for mean differences between teachers and principals' opinions on personal (intra and inter) conflict of school.

No	Personal Conflicts	Respondent groups				t-test	
		Teachers N= 184		Principals N= 16			
		Mean	SD	Mean	SD	t'	p'
	1. Intrapersonal Conflicts Factors						
1	Miss-assignment & goal incongruence	3.68	.657	3.725	.819	.799	.175
2	Inappropriate demand on capacity	3.8	.541	3.9	.554	.68	.496
3	Organizational structure	3.11	.600	3.0	.478	.76	.451
4	Supervisory style	3.796	.817	3.937	.75	.67	.5
5	Position	4.09	.728	4.12	.785	.17	.865
	2. Interpersonal Conflicts Factors						
1	Personality	2.978	.962	2.468	1.0	-2.02	.044*
2	Referent role	3.051	.744	3.125	.532	.39	.7
3	Bases of power	2.619	.906	3.125	.957	2.13	.034*
4	Sex and age	2.076	1.07	2.0	.894	-.28	.784
5	Organizational climate	2.823	.91	3.093	1.06	1.12	.262

Level of significance = 0.05

If the t'-probability is less than 0.05 (p'<0.05) there exists a significant difference between two groups.

Table-9 depicts the types of personal conflicts in schools: intrapersonal and interpersonal conflicts.

It also states the extent of factors which have a contribution to the development of each type of conflicts. To this end, 30 items were presented in the questionnaire (See Appendix-A).

As Table -9 shows intrapersonal conflicts have five factors. Teachers and principals agree that these factors have a contribution in the development of intrapersonal conflicts. The t-test results also indicate the agreement i.e. t'= 0.799, 0.68, -0.76, 0.67 and 0.17, respectively; p'>0.05. Thus, there is no statistically significant difference between teachers and principals opinions regarding the effect of factors that listed in the table on intrapersonal conflicts.

The information obtained from interviewees revealed that teachers and principals were assigned by the demand of their schools and external pressure out of their qualifications. For example, in Theodore II secondary school an individual who was graduated in educational administration teaches grade ninth Physics. This might created conflict within the individual. The supervisory styles of the previous education officers were only controlling teachers and principals rather than giving assistance for the improvement of teaching learning. This might created frustration, hatred, negative attitudes, etc within the individuals (teachers and principals) towards their profession. In addition, the changes of school and education office structures at times might have a contribution for individuals' instability resulting in frustration, anxiety, doubtfulness, etc. in their internality.

Table-9 also presented interpersonal conflicts, which includes five factors. Respondent groups rated, except sex and age, other factors nearly the average mean (3.00). However, the t-test results indicated that there is significance difference (t'= -2.02, and 2.13, respectively; p'<0.05, when t'-probability is 0.044 and 0.034, respectively) between teachers and principals opinions regarding the contribution of personality difference and bases of power. Thus, they perceived differently that the contribution of the factors in interpersonal conflict development and might also be affected differently. This may resulted from their positions in schools. Principals were more exposed to see the magnitude of personality differences and power conflict between individuals, because of their principalship position and responsibility.

The fourth factor, sex and age were rated 2.076 and 2.0 by respondent groups, respectively. The mean rating was below the average mean (3.00). The t-test value indicates that there is a no significance difference ($t' = -2.8$; $p' > 0.05$, when t'-probability is 0.784) between teachers and principals opinions concerning the effect of sex and age on interpersonal conflict. Thus, as shown in the table, the contribution of the factors was minimum as compared to others. This may have resulted from the lower proportion of females to the number of males of the sample population under study.

TABLE-10. T-test for the mean differences between teachers' and principals' opinions on group (intra and inter) conflicts in schools.

No	Group Conflict	Respondent groups N= 200				t-test	
		Teachers N=184		Principals N= 16			
		Mean	SD	Mean	SD	t'	p'
	1.Intragroup conflicts Factors						
1	Leadership style	2.809	1.023	2.312	0.793	-1.89	0.06
2	Task structure	3.671	0.897	4.062	0.854	1.68	0.095
3	Group composit- ion & size	3.029	1.015	2.718	1.169	-1.16	0.247
4	Cohesiveness & group think	3.198	0.830	2.937	0.727	-1.36	0.19
5	External threat	3.701	0.934	4.218	0.576	3.24	.004*
6	Outcomes	2.837	0.901	2.625	0.806	-0.91	0.364
	2. Intergroup conflicts Factors						
1	System differe- ntiation	2.415	1.169	2.062	0.964	-1.17	0.242
2	Task interdepe- ndency	2.97	1.026	3.437	0.704	2.44	.024*
3	Dependency on scarce resource	2.581	1.072	2.812	0.964	0.83	0.406
4	Jurisdictional ambiguity	2.877	0.818	3.156	0.851	1.3	0.194
5	Separation of knowledge from authority	2.853	0.845	2.843	0.70	-0.04	0.965

Level of significance = 0.05

If the t'-probability is less than 0.05 ($p'<0.05$) there will be significant differences between the two groups.

Respondents were asked to give their responses regarding group conflicts: intragroup and intergroup conflicts in schools. To this end, 20 items were presented and grouped under each specific factors in the questionnaire (See Appendix-A).

Table-10 shows that six factors, contributed for the development of intragroup conflicts in secondary schools. Teachers and principals agree that four factors had an effect on the development of intragroup conflicts. The t-test results also indicated their agreement (t'=-1.89, 1.68, -1.16, -1.36 and,0.91 respectively; p'>0.05). This indicates that there is no significant difference between two groups opinions regarding the effects of the factors on intragroup conflicts in secondary schools. On the other hand, teachers and principals differ in their opinions regarding external threats (t'= 3.24; p'< 0.05, When t'-probability, is 0.004). Thus both groups have statistically significant difference between their opinions regarding the contribution of external effects in intragroup conflicts development. This may be resulted due to the fact that respondents position; responsibilities and accountabilities in the school. Principals might be exposed for external accountabilities as compared to teachers. Thus the higher the external relationship is the likely will be the higher the external threats on the group members in secondary schools (Bas, Blare & Mouton in Rahim and Bonoma (1979).

Table-10 also depicts five factors that contributed for the development of intergroup conflicts in secondary schools. Both respondent groups agree that the factors which are listed in the table have a contribution in the development of intergroup conflicts except for a single factor, task interdependency. The t-test value indicates that teachers and principals agreement concerning the contribution of four factors for the development of intergroup conflicts (t'= -1.17, 0.83, 1.3 and -0.04, respectively, p'>0.05). Thus there is no statistically significant difference between teachers and principals opinions concerning the effects of the system differentiation, dependency on scarce resources, jurisdictional ambiguity and separation of knowledge on intergroup conflicts in

secondary schools. On the opposite, respondent groups differ in their opinions regarding the effects of task interdependency on intergroup conflicts ($t'=2.44$; $p'<0.05$, when t'-probability is 0.024). This may be resulted from their positions in the school. Principals were highly exposed to see the effect of task interdependency among different groups in the school. There might be a chance of blocking the activities of various groups (departments, committees, task groups, etc.) incase of delaying the accomplishment of a single group tasks. For example, delaying of reporting the final result of students from one department may affect the whole activities of the school at the end of academic year.

TABLE-11. A summary of correlations for the relationships between major causes and types of conflicts in secondary schools.

No.	Major Causes	Types of conflicts							
		Personal				Group			
		Intra		Inter		Intra		Inter	
		r	p'	r	p'	r	p'	r	p'
1	Individual characteristics	.041	.557	.582	.00	.386	.00	.502	.0
2	Situational factors	.324	.000	.285	.000	.392	.000	.386	.0
3	Structural factors	.368	.000	.486	.000	.411	.000	.452	.0
4	Current causes	.248	.000	.024	.727	.103	.144	.086	.225

Level of significance 0.05

If r- probability is less than 0.05 (p'<0.05) there will be significant relationship between independent (major causes) and dependent (types of conflicts) variables.

Table-11 shows the relationships between major causes and types of conflicts in secondary schools. All of the major causes have a positive relationships with, all types of conflicts. This is a direct one. There is significance relation ship between individual characteristics (except with intrapersonal, i.e r=0.041; p'> 0.05, when r-probability is 0.557) situational factors and structural factors, and all types of conflicts. On the other hand, there is no significant relationship (r=0.024,

0.103 and 0.086, respectively p'> 0.05) between current causes and three types of conflicts, except intrapersonal one (r=0.248, p'< 0.05, when r-probability is 0.00). Thus the study reveals that the increase in major causes of conflicts is likely the amount (degree) of conflicts (all types) will be high in secondary schools. This result is supported by other previous researches, like Griffin (1993), Chandan (1994), Tosi and others (1986).

The information obtained from education officers and experienced teachers revealed that the current causes: the new teachers appraisal system, the practice of career development etc. are sensitive issues in schools in general. Addis Zemen and Bekur Gazetas (1997/1998) also indicated these issues as the main sources of conflicts in schools. Particularly in Debre Markos town (Debre Markos secondary school), the practice of career development did not treat teachers equally due to different reasons: house rent payment, political line, prostitution, gambling, alcoholism etc. So teachers did against its practice several times.

TABLE-12. Paired T-tests for mean differences among types of conflicts.

No	Pairs of types of conflicts	Mean	S.D	t- test	
				t'	p'
1	Intrapersonal and Interpersonal	3.702 2.714	.379 .614	21.01	.000
2	Intrapersonal & Intragroup	3.702 3.202	.379 .577	11.25	.000
3	Intrapersonal and Intergroup	3.702 2.749	.379 .652	20.27	.000
4	Interpersonal and Intragroup	2.714 3.202	.614 .577	-10.38	.000
5	Interpersonal and Intergroup	2.714 2.749	.614 .652	-.79	.428
6	Intragroup and Intergroup	3.202 2.7495	.577 .652	11.84	.000

Level of significance= 0.05

If t'- probability is less than 0.05 (p'<0.05) there is a significant difference between two types of conflicts.

Table-12 shows that the paired t-test for mean differences among types of conflicts. The five pairs in the table indicate that there is no similarity among types of conflicts in their mean rates except the pair of interpersonal and intergroup conflicts. The t-test values also indicates that there is significant difference (t'= 21.01, 11.25, 20.27, -10.38 and 11.48 respectively; p'<0.05) between the means of five pairs: intrapersonal and interpersonal; intrapersonal and intragroup; intrapersonal and intergroup; interpersonal and intragroup; and intragroup and intergroup conflicts. On the other hand, interpersonal and intergroup conflicts donot significantly differ in their means (t'= -0.79; p'>0.05, when t'-probability is 0.428).

Finally, from the study, it is possible to assume that the degree of occurrence for intrapersonal conflict was high as compared to others. On the opposite, interpersonal and intergroup conflicts were low in their prevalence in secondary schools, i.e their mean rates were low. Thus, it is possible to say that conflicts might have occurred at different degrees between/among teachers and principals in the various levels (types) in secondary schools

TABLE-13. T-test for mean differences of respondents concerning types of school conflicts by their sex

No.	Types of conflicts	Respondent Groups				t-test	
		Females		Males			
		Mean	SD	Mean	SD	t'	p'
1	Intrapersonal	3.5879	.459	3.7149	.368	-1.43	.156
2	Interpersonal	2.695	.756	2.7161	.599	-.15	.884
3	Intragroup	3.1875	.604	3.2046	.575	-.13	.9
4	Intergroup	2.74	.686	2.7506	.65	-.07	.945

Level of significance = 0.05

If t-test probability is less than 0.05 ($p'<0.05$) there is significant difference between two sexes.

Table-13 shows the mean differences of two sexes of respondents under study regarding their opinions concerning the types of conflicts. Both sexes agree that all types of conflicts were occurred in secondary schools. The t-test values also indicated there is no significant difference (t'= -1.43,-0.15,-0.13 and -0.07, respectively; $p'>0.05$) between females and males opinions concerning the prevalence of all types of conflicts secondary schools. This may resulted from the fact that the lower proportion of female respondents to males understudy i.e 20(10.0%) of the sample population were females. However, this finding is not supported by researchers like Anderson (1968) and Rahim (1986).

TABLE 14. A summary table of one way ANOVA for mean differences of respondents opinions by their backgrounds concerning types of school conflicts.

No	Respondents Background Variables	Source of Variation	Intrapersonal				Interpersonal				Intragroup				Intergroup			
			SS	DF	MS	Fr	SS	DF	MS	Fr	SS	DF	MS	Fr	SS	DF	MS	Fr
1	Age	B/N	.104	3	.035		.297	3	.099		2.7	3	.901		1.631	3	.544	
		W/n	28.46	196	.145	.240	74.78	196	.382	.259	63.44	196	.324	2.784	82.94	196	.423	1.285
		Total	28.57	199	-		75.08	199	-		66.14	199	-		84.58	199	-	
2	Marital Status	B/N	.281	3	.094		1.55	3	.518		.396	3	.132		1.026	3	.291	
		W/n	28.29	196	.144	.648	73.52	196	.375	1.38	65.75	196	.335	.394	83.55	196	.427	.802
		Total	28.57	199	-		70.08	199	-		66.14	199	-		84.58	199	-	
3	Religion	B/N	.429	3	.143		.409	3	.136		1.92	3	.641		.874	3	.291	
		W/n	28.14	196	.144	.996	74.67	196	.381	.358	64.22	196	.328	1.956	83.7	196	.427	.682
		Total	28.57	199	-		75.08	199	-		66.14	199	-		84.58	199	-	
4	Ethnicity	B/N	.192	3	.064		1.93	3	.646		2.34	3	.781		2.688	3	.856	
		W/n	28.38	196	.146	.442	73.14	196	.373	1.731	63.8	196	.326	2.4	81.89	196	.418	2.145
		Total	28.57	199	-		75.08	199	-		66.14	199	-		84.58	199	-	
5	Place of Graduation	B/N	1.326	5	.265		3.757	5	.751		9.014	5	1.8		8.76	5	1.752	
		W/n	27.24	194	.140	1.889	71.32	194	.368	2.044	57.13	194	.294	6.122	75.81	194	.391	4.484
		Total	28.57	199	-		75.08	199	-		66.14	199	-		84.58	199	-	
6	Educational Level	B/N	.287	3	.096		3.00	3	1.00		3.125	3	1.042		6.419	3	2.14	
		W/n	28.28	196	.144	.664	72.08	196	.368	2.719	66.022	196	.322	3.239	78.161	196	.399	5.365
		Total	28.57	199	-		75.08	199	-		66.14	199	-		84.58	199	-	
7	Field of Study	B/N	.557	4	.139		4.64	4	1.16		4.94	4	1.237		72.14	4	1.804	
		W/n	28.01	195	.144	.969	70.437	195	.361	3.212	61.19	195	.314	3.941	77.366	195	.397	4.546
		Total	28.57	199	-		5.08	199	-		66.14	199	-		84.58	199	-	
8	Service year	B/N	.588	4	.147		.296	4	.074		1.313	4	.328		1.152	4	288	
		W/n	27.986	195	.144	1.024	74.785	195	.384	.194	64.83	195	.332	.987	83.42	195	.428	.673
		Total	28.574	199	-		75.081	199	-		66.14	199	-		84.58	199	-	
9	Status	B/N	.72	3	.24		1.031	3	.344		3.288	3	1.096		3.908	3	1.303	
		W/n	27.854	196	.142	1.689	74.05	196	.378	.909	62.859	196	.321	3.417	80.671	196	.412	3.165
		Total	28.57	199	-		75.08	199	-		66.147	199	-		84.58	199	-	

P> 0.05 $F_{0.05}(3,196) = \infty\ 2.6$ $F_{0.05}(4,195) = \infty\ 2.37$ $F_{0.05}(5,194) = \infty\ 2.21$

Table-14 shows the summary of one way ANOVA for mean differences of respondents by their age, marital status, religion, ethnicity, place of graduation, educational level, field of study, service year and status in career ladder.

Results of the analysis of variance indicates that since the observed value of F ratios did not exceed the critical values of F for 3 and 196 degrees of freedom at 0.05 level, the differences were not statistically significant for three types of conflicts (intrapersonal, interpersonal and intergroup) in terms of age variation. This may be due tothe fact that most of the respondents were grouped under the ranges of 31 to 35, and 36 and above years. However, only one significant difference was found to exist in terms of age variation, i.e, for intragroup conflicts. The results of the ANOVA also indicated the F ratios did not exceed the critical value of F for 3 and 196 degrees of freedom at 0.05 level; so , there were no significant differences for all types of conflicts in terms of the variation of marital status. This may also be due to the fact that most of the respondents (78.5%) were grouped under married. The same was true for all types in terms of variation of religion and ethnicity. These could have resulted from the fact that the majority of the respondents (89% and 94%) were orthodox by religion, and grouped under Amhara's nationality, respectively: i.e. there is no variation understudy.

The computed results of the ANOVA showed there is no statistically significant difference for personal conflicts (intra and inter) in terms of the variation of place of graduation i.e. the observed value of ratios did not exceed the critical value of F for 5 and 194 degrees of freedom at 0.05 level. On the other hand, F ratios did exceed the critical values of F for 5 and 194 degrees of freedom at 0.05 level, the differences were statistically significant for group (intra and inter) conflicts in terms of the variation of place of graduation. According to Tukey's test, the differences were observed between the graduates of Addis Ababa University, and Bahir Dar Teachers College, Kotebe Teachers College. and other institutes for intragroup conflicts. This may have resulted from the fact that most of the respondent groups were from the above mentioned educational institutes. Thus, it is possible to say that there was a dispute between the graduates of Addis Ababa University and those colleges in secondary schools in the same group (department, work

group, committee etc.). The test also indicated the group differences that were observed between the graduates of Addis Ababa University and Kotebe Teachers College for intergroup conflicts.

The results of the ANOVA also showed that there is statistically significant difference for three types of conflict (interpersonal, intragroup and intergroup) in terms of the variation of educational levels (F_r = 2.719, 3.239 and 5.365 $\geq F_{0.05}$ (5,194)= ¥ 2.6, respectively) except intrapersonal conflicts ($F_r = 0.664 < F_{0.05}(5,194) =$ ¥ 2.21). Thus there was no significant difference statistically for intrapersonal conflicts in terms of the variation in educational level.

Tukey's test indicated that the differences for interpersonal conflicts occurred between the graduates of Bahirdar Teachers College, and Addis Ababa, Alemaya and Asmara Universities. For intragroup and intergroup conflicts the difference was for only Addis Ababa and Alemaya Universities.

From the results of the ANOVA, Table-14 shows three types of conflicts (interpersonal, intragroup, and intergroup) have significant difference (F_r = 3.212, 3.941 and 4.54 $> F_{0.05}$ (4,195) = ¥ 2.37) in terms of variation in field of study. However, there was no statistically significant difference observed for intrapersonal conflicts interms of variation in field of study. The difference was magnified between the graduates of Bahir Dar Teachers College and Alemaya and Asmara Universities and Kotebe Teachers College, for interpersonal conflicts. There was also differences between Bahir Dar Teachers college and Addis Ababa, Alamaya and Asmara Universities for group (intra and intergroup) conflicts

Further more, the results of the ANOVA as shown in the same table, F ratios did exceed the critical value of F for 4 and 195 degrees of freedom at 0.05 level, the differences were not statistically significant (F_r = 1.024, 0.193, 0.987 and 0.673 $< F_{0.05}$ (4, 195)= ¥ 2.37, respectively) for all types of conflicts interms of service year variation. This finding is not supported by pervious researchers and findings like Rahim (1980).

The last background variable, status of teachers and principals in career ladder, was also indicated in Table-14. The observed values of the ANOVA showed there was no statistically significance differences (F_r = 1.689 and 0.909 < $F_{0.05}$ (3,196) = ¥ 2.6, respectively) for personal conflicts in terms of status differences. The information obtained from interviews, and Bekur and Addis Zemen Gazetas (1997/1998) indicated the opposite. Because the status differences among individual teachers and principals may affect the individuals' life (for example, a teacher who divorced from his wife by the case he lacked the chance in career development, Addis Zemen Gazeta (1987) in Debre Markos), and the relations of individuals in secondary schools.

On the other hand, the values of the analysis of variance indicated there was significant difference (F_r = 3.477 and 3.165 >$F_{0.05}$ (3,196) = ¥ 2.6, respectively) for group conflicts in terms of rank differentiations among/between teachers and principals as supported by Andreson (1968). These differentiations were magnified between assistant teachers, and beginning and teachers levels.

According to the study, the variations in age (except for intragroup), marital status, religion, ethnicity, service year do not have an effect on the prevalence of conflict in secondary schools. On the opposite, variations interms of place of graduation (for intragroup and intergroup), educational level, status and field of study (for interpersonal, intergroup and intragroup) conflicts have a contribution for conflict development among/between teachers and principals in secondary schools.

TABLE-15. T-test for mean differences between teachers and principals' opinions on the ways of handling school conflicts.

No.	Ways of Handling conflicts	Respondent groups N=200				t-test	
		Teachers N=184		Principals N=16			
		Mean	SD	Mean	SD	t'	p'
1	Avoiding	3.237	0.739	3.5	0.621	1.38	0.169
2	Accommodating	3.108	0.765	3.645	0.59	2.74	0.007*
3	Competing	3.36	0.699	3.583	0.939	1.19	0.236
4	Compromising	3.0	0.703	3.395	0.658	2.13	0.034*
5	Collaborating	3.242	0.854	3.583	0.661	1.55	0.122
	Grand Total	3.191	0.596	3.541	0.492	2.28	0.024*

Level of significance = 0.05

If t'-probability is lower than 0.05 (p'<0.05) there is significant difference between two respondent groups.

Respondents were subjected to give their opinions regarding the ways of handling conflicts in secondary schools. To this end, 15 items were presented to measure the degree of application of these ways in schools (See Appendix- A).

As shown in Table -15 there are five ways of handling conflicts. Teachers and principals agreed that avoiding, competing and collaborating were used in secondary schools for handling conflicts. The t-test value also indicated there was no significant difference (t'= 1.38, 1.19, and 1.55, respectively; p'>0.05) between the opinions of teachers and principals concerning the ways of

handling conflicts in secondary schools. On the other hand, they were differ concerning the use of accommodating and compromising. The t-test results also showed this difference ($t' = 2.74$ and 2.13, respectively; $p' < 0.05$, when t'-probability is 0.007 and 0.034, respectively). Thus, there was significant difference between two groups concerning these ways of handling conflicts in secondary schools. This difference may be due to the variation of their positions in schools.

Finally, the grand total of the ways of handling conflicts indicated 3.191 and 3.541 ratings, respectively. The t-test value also showed there is statistically significant difference ($t' = 2.28$, $p' < 0.05$, when t'-probability is 0.024) between teachers and principals opinions regarding ways of handling conflicts in secondary schools. Thus, it is possible to say that teachers and principals use the ways of handling differently depending on the situation of school conflicts. Consistently Renwick in Mathur and Sayeed (1983) supported this point by saying, supervisors and subordinates use different ways of handling conflict differently depending on the situation.

TABLE-16. A summary of correlation for the relationship between ways of handling and types of school conflicts.

No	Ways of handling conflicts	Types of conflicts							
		Personal				Group			
		Intra		Inter		Intra		Inter	
		r	p'	r	p'	r	p'	r	p'
1	Avoiding	0.33	.0	0.15	.02	0.4	.0.0	0.310.	.0.
2	Accommodating	0.23	.0	0.13	.05	0.3	.0	240.31	0
3	Competing	0.30	.0	0.22	.0	0.30.	.0	0.310.	.0
4	Compromising	0.31	.0	0.27	.0	3	.0	29	.0
5	Collaborating	0.26	.0	0.17	.01	0.30.	.0	0.37	.0
	Grand Total	0.36	.0	0.24	.0	4			.0

Level of significance= 0.05

If the r-probability is less than 0.05 (p'<0.05) there is statistically significant relationship between two variables.

Table-16 shows the relationships between ways of handling and types of school conflicts. As indicated in the table there were positive relationships between ways of handling and types of conflicts. There were also significant relationships between ways of handling and types of conflict in secondary schools, except between accommodating and interpersonal i.e. marginal (p' 0.05). The grand total also indicated there was statistically significant relationship between the ways of handling conflicts and types of conflicts. Thus, the study reveals that the ways of handling conflicts could have an effect on minimizing and controlling different types of conflicts in secondary schools i.e. the higher the degree of using ways of handling is the likely will be minimizing or controlling the prevalence of conflicts developing on the situations in secondary schools. Consistently Tosi and others (1996) supported this idea.

TABLE-17. T-test for mean differences of respondents opinions concerning the ways of handling conflicts by their sex.

No.	Ways of handling conflicts	Respondent groups				t-test	
		Females N=20		Males N=184			
		Mean	SD	Mean	SD	t'	p'
1	Avoiding	2.8167	.662	3.3074	.725	-2.89	.004
2	Accommodating	2.95	.759	3.1741	.765	-1.24	.215
3	Competing	3.0333	.733	3.4167	.711	-2.28	.024
4	Compromising	2.7667	.734	3.0685	.698	-1.82	.07
5	Collaborating	3.0	.78	3.3	.847	-1.51	.132

Level of significance=0.05

If t'-probability is less than 0.05($p' < 0.05$) there will be significant difference between two groups.

Table-17 shows females and males agree that three ways of handling conflicts were used in secondary schools. The t-test values also indicated there is no significant difference (t'= -1.24, -1.82 and -1.52, respectively, p'>0.05) between females and males opinions regarding three ways of handling conflicts. On the other hand, the t-test values indicated females and males were differ (t'= -2.89 and -2.28, respectively, p'<0.05, when t'-probability is 0.004 and 0.024, respectively). Thus there was significant difference between females and males opinions regarding avoiding and competing. This indicates that females and males disagree in their handling of conflicts by the two styles. Rahim (1986) found that women to be more integrating, avoiding and compromising and less obliging than men. The difference is not completely repeated by this study. This may be due to the lower proportion of females than the males under study.

On the other hand, the analysis of variance indicated there were significance differences interms of the variation in marital status and service year for compromising approach. And the variation interms of status had an impact on the difference of using competing and compromising appraochs. On the opposite, there were no significance differences interms of the variation in age, marital status, religion, ethnicity, place of graduation, educational level, field of study, service year and status for others styles of handling conflicts.

TABLE-18. T-tests for mean differences between teachers and principals' perception concerning disciplinary measures for conflict management in schools .

No	Disciplinary measures	Respondent groups				t-value	
		Teachers		Principals		t'	p'
		Mean	S.D	Mean	S.D		
1	Oral reparimand	3.837	1.138	3.625	1.31	.71	.481
2	Written reparimand	2.9022	1.077	2.75	1.291	-.53	.594
3	Loss of privileges	2.0272	.972	2.375	1.147	1.35	.178
4	Punishment infine	1.913	.919	1.75	.856	-.68	.495
5	Lay off/ suspension	1.472	.809	1.25	.447	-1.76	.091
6	Demotion	1.456	.738	1.375	.806	-.42	.674
7	Transfer	1.565	.860	1.75	1.125	.80	.423
8	Discharge of dismiss from the school position	1.668	.865	2.00	.966	1.46	.147
9	Disciplinary measures are not taking to the existing conflict which often causes trivial	2.858	.93	2.428	1.158	-1.64	.103
	Grand Total	2.189	.472	2.134	.476	-.41	.68

Level of significance = 0.05

If t'-probability is less than 0.05 (p'<0.05) there is statistically significant difference between two groups

Table-18 shows the disciplinary measures of secondary schools to correct individuals who committed mistakes.As indicated in the table teachers and principals agree that disciplinary measures were taken to correct individuals who committed mistakes in secondary schools. The t-test value also indicated that there is no significant difference between teachers and principals perceptions regarding secondary schools disciplinary measures to correct individuals. Thus it is possible to say that schools principals, and schools administration and discipline committees took disciplinary actions when violence have been occurred in secondary schools i.e. disciplinary measures helped in controlling and managing conflicts in secondary schools, French (1987) supported this finding by saying that most organizations have work rules that if violated, can result in various penalties, including discharge.

The information obtained from interviewees revealed that oral and written reprimands were the usual disciplinary measures to correct individuals who committed mistakes in secondary schools. Punishment in fine was also taken sometimes depending on the committed mistakes immediately. For example, Theodore II secondary schools administration and discipline committee punished an individual by fine immediately after evaluating and analyzing his mistakes.

The table shows that disciplinary measures were not taken in some cases which conflicts often causes trivial later on. The information obtained from education officers strengthens this point, some times principals and schools administration and discipline committees might neglected some issues that might have an adverse effect on the relations of school members.

TABLE-19. Rank order and mean rates for teachers' opinions on principals duties for conflict management .

No.	Items No. of principals duties	Mean rate	S.D	Range of Ratings			Rank
				Max	Min	Range	
1	His ability to intensify the psychological climate of the staff inorder to strengthen their mutual relations	6.61	4.14	18	1	17	1*
2	His tasks on properly delegated of authorities	8.2	4.81	18	1	17	2*
3	His ability to restructure assignments of individual teachers	8.74	4.7	18	1	17	4*
4	His attention to change the school's hierarchical structure if such problems arose	9.01	4.73	18	1	17	6*
5	His attempt to team building and role negotiation	10.15	5.04	18	1	17	13
6	His willing to initiate the teachers with the newly sent cases from higher education offices	9.28	5.16	18	1	17	9
7	His assessment causes and application of mechanisms to resolve conflicts	10.47	5.13	18	1	17	15
8	His behavior in conflict situations as initiator, defendant, mediator and arbitrator	9.67	4.96	18	1	17	10
9	His strategies to resolve conflict through impersonal bureaucratic rules for personal control	10.33	5.19	18	1	17	14
10	His abilities to get on with the conflict as it is "time" will solve it	10.76	5.09	18	1	17	16
11	His inclination to see (treat) all teachers equally regarding reward systems, career development, performance evaluation.	8.21	4.9	18	1	17	3*
12	His endeavors to implement performance appraisals and designing the training program	11.41	4.69	18	1	17	18
13	His inclination to deal with different work groups (departments) interdependence	8.78	4.94	18	1	17	5*
14	His efforts to share teaching load equally among teachers	9.67	5.78	18	1	17	10
15	His inclination to assign unit leaders, department heads and committee chair persons using democratical election system	9.20	5.8	18	1	17	7
16	His inclination to accept constructive suggestions which come from his subordinates (deputy principals, unit leaders, department heads and teachers)	9.88	5.44	18	1	17	12
17	His effort to correct individuals when they committed mistakes	11.36	4.94	18	1	17	17
18	His efforts of the implementation of decisions in the academic and administrative affairs of the school	9.24	5.45	18	1	17	8

The rank order is from the maximum value to lower value i.e reversed (from low mean rate to high mean rate)

* Indicates the highest value according to rank order.

As indicated in the table the range of the rank for each item/ variable/ given by teachers is 17 i.e. the minimum is 1 whereas the maximum rank is 18. This may indicates that respondents gave attention to all items. However, the first items which were written at the beginning stood first and second, respectively. This may be due to the fact that teachers might have given the first and the second ranks to the items as soon as they started giving rank order.

According to the rank order, the first, second and third items were the principals ability to intensify the psychological climate of the staff in order to strengthen their mutual relations, tasks on properly delegated of authorities; and inclinations to see (treat) all teachers equally regarding reward systems, career development, performance evaluation. Thus the study reveals that principals intensify the psychological relationship of their staffs, use delegation of authority and treat teachers equally. However, information obtained from principals and education officers revealed that principals were pressurized by external forces to divert from their inclination. For example in Debremarkos secondary school principals were not free to treat teachers equally in the performance appraisal system. That is why teachers were against the practice of career development (Bekur and Addis Zemen 1997/1998).

Items, 3, 13 and 4 in Table -19 stood fourth, fifth and sixth, respectively. These items represent principals ability to restructure assignments of individual teachers; inclination to deal with different work groups (departments) interdependence; and attention to change the schools hierarchical structure if such problems arose respectively. On the other hand, the information obtained from interviews express that principals lacked the ability of assigning individuals on tasks properly because of lack of training how to use human resources in schools; the numbers of departments in secondary schools is 13, clubs are growing ups at times and need special attention (each club activity has 3 hours per week), these conditions created difficulties for principals to deal with different work groups in secondary schools.

The table also showed item 15, 18 and 6 stood seventh, eighth and ninth, respectively in their rank order. The items represent principals inclination to assign unit leaders, department heads and committee chair persons using democratic election system; efforts of implementation of decisions in the academic and administrative affairs of the school; and willing to initiate the teachers with the newly sent cases from higher education offices, respectively. As the information obtained from interviews, principals who were assigned recently were more democratic in leading their schools as compared to the previous ones. In the sample schools the whole main principals were newly assigned by teachers election or authoritative bodies. This indicates that the previous principals might not be democratic in management style. On the opposite, there is another reality which is reflected in the field study; i.e. replacing principals who were graduates of educational administration programs by new principals who were trained in other subjects for principalship position. Of the newly appointed principals in sample schools only three were graduates of educational administration; the rest were subject teachers. Besides, there were shortcomings of the changes, that the exaggerated democratic approach resulted in laissez-faire approach. In addition, it was feared that principals might be deficient in management skills to lead the staff democratically because they lacked training in management.

Items 8, 14, 16 and 5 stood tenth, twelfth, and thirteen, respectively in rank according to Table-19. The rank order, eleventh is skipped over because items 8 and 14 doubly stood at tenth. The items represent principals behavior in conflict situations as initiator, defendant mediator and arbitrator; efforts to share teaching load equally among teachers; inclination to accept constructive suggestions which come from subordinates; and attempt at team building and role negotiation. From the study it is possible to assume that more principals important administrative duties, (Campbell and others, 1983) for conflict management were not given attention by principals. This may have resulted from principals assignment with out training in management as the field study indicated. Thus, they might lack the managerial skills to control and manage conflicts.

As shown in the table, the rest were ranked from fourteenth to eighteenth, 9, 7, 10, 17 and 12, respectively. These items represent principals' strategies to resolve conflicts through impersonal bureaucratic rules for personal control; assessment causes and application of mechanisms to resolve conflicts; abilities to get on with the conflict as it is, "time" will solve it; efforts to correct individuals when they committed mistakes; and endeavors to implement performance appraisals, designing the training program, respectively.

According to the study, it is possible to say that principals did not play their prominent roles to managing conflicts in schools. Because the duties which were crucial for conflict management were ranked least by teachers in the table. This might be due to the fact that principals were newly assigned by authoritative bodies and staff election without training in management. Even if there are few principals who were the graduates of educational administration, they were new for the schools, i.e. they were newly transferred from other schools. Moreover, principals were not free from external pressures to perform their duties as expected from them. Thus these and other constraints might have blocked principals from playing their prominent roles in school conflict management.

CHAPTER IV

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the major findings of the study, the conclusion reached at and the recommendations forwarded on the basis of the findings.

4.1. SUMMARY

The major purpose of this study was to examine teacher- principal conflicts in Amhara Regional state secondary schools. To this end, basic questions were raised which addressed the areas such as the nature, major causes, and types of conflict, and its management.

The study was conducted in 8 government secondary schools selected on the bases of random sampling techniques. The subjects of the study were 16 principals (main and assistants), and 184 teachers and 33 education officers and selected teachers (interviewees) from the sample areas. Information was thus obtained from these sample respondents, interviewees and from documentary analysis.

The data obtained were analyzed using various statistical tools such as frequency distribution, percentage, mean, standard deviation, t-test, coefficient correlation, one way of ANOVA, and rank order.

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

1. There was a wider proportional variation between females and males of the sample population, i.e., 10% and 90%, respecively. Regarding their age, the majority of the respondents were in the 30 and above age group. Concerning with respondents marital status, 78.5% and 19% of them

were married and bachelors, respectively. There was no significant variation among respondents in terms of their religion and ethnicity, i.e. most of them were Amharas and Orthodox Christians.

2. On the other hand, the study indicates that there was fair distribution of the sample population as regards their place of graduation, educational level, field of study, service year, and status. Nevertheless, all teachers and principals were 12+2 and above in their educational level, and 81% of them were ranked at "teacher" and "higher teacher" levels in their status. This may indicate that most of the teachers and principals have benefitted from the career development plan, even if they were against its practice.

3.It was also observed that in the description of interviewees there were no female interviewees in the sample areas, 51.5% of them were in middle age and 75% were married. Regarding their field of study 57.5% were trained in education at various levels, and 45.6% had 11 to 20 years of service experience.

4. The study has also indicated that there were no significant differences in terms of the variations in sex, age (except intragroup), marital status, religion, ethnicity and service year for the prevalence of conflicts. But variations in terms of place of graduation, and status had an impact on the prevalence of intragroup and intergroup conflicts; field of study and educational level on interpersonal, intragroup and intergroup conflicts in secondary schools. On the other hand, there were no significant difference in terms of the variation in age, marital status (except for compromising), ethnicity, place of graduation, field of study, status (except for competing and compromising), service year (except to compromising) for the use of the ways of handling conflicts in secondary schools. But sex variation had an impact on the differences in handling conflicts using avoiding and competing.

5. In the study teachers and principals indicated that any conflict has positive and negative

functions in secondary schools. This findings support the balanced views on the outcomes of conflict in any organization. In addition, the study reveals that conflict undergoes evolutionary phases; in other words it is dynamic in its nature. So we can observe five phases: latent, perceived, felt, manifest and aftermath conflicts in secondary schools.

6. Major causes of conflict were the main concern of the study. The findings of the study showed that conflict has four major causes: individual characteristics, situational factors, structural related factors, and current causes. Among these major causes the current ones like teachers performance evaluation system and the practice of the career development were the main causes for the development of conflict among/between teachers and principals in secondary schools now.

7. The results of the study indicate also that conflicts developed among/between teachers and principals in the form of personal and group conflicts in secondary schools.

A. Personal conflicts have also occurred in the form of intrapersonal and interpersonal types. Each type has specific triggering factors. The factors that contributed to intrapersonal conflicts were misassingnment and goal incongruency, inappropriate demand on capacity, organizational structure, supervisory style, and position. Factors that contributed to interpersonal conflicts were: personality, referent role, bases of power, sex and age, and organizational climate.

B. Group conflicts are of intragroup and intergroup types. The factors contributing to intragroup conflicts were leadership styles, task structure, group composition and size, cohesiveness and group think, external threats, and outcomes, whereas intergroup conflicts occurred because of system differentiation, task interdependency, dependency on scarce resources, jurisdictional ambiguity, and separation of knowledge from authority.

The study indicates that there were significant differences among the types of conflicts in their

degree of occurrence, (except between interpersonal and intergroup conflicts i.e.,they were low in their degree) in secondary schools. Intrapersonal conflict is high in its degree of prevalence relatively as compared to other types.

8. It was observed that there were positive relationships between the major causes of conflicts and all types of conflicts. Except between individual factors and intrapersonal conflicts, the relationships were statistically significant. This indicates that the higher the degree of prevalence of major causes, the likely will be the development of conflicts between/among teachers and principals in secondary schools.

9. The study result indicates that the mechanisms used to minimize, control and handling conflicts in secondary schools were: avoiding, accommodating, competing, compromising and collaborating. However, differences between teachers and principals as regards accommodating and compromising approaches were considerable, whereas in the other strategies there were similarities. In addition, there were positive relationships between the mechanisms and types of conflicts. Thus it is possible to conclude that the styles of handling were used to minimize and control conflicts that arose between/among teachers and principals.

10. The findings of study also indicate that disciplinary measures were taken to correct individuals who committed mistakes in secondary schools. Among the measures, oral and written reprimands were the usual actions. Sometimes punishment by fine was taken according to the degree of the mistakes they committed. On the other hand, it was observed that the school principals, and administration and discipline committees often overlooked some disciplinary cases, that might have adverse effect on the relationship among the staff and the school performances in secondary schools.

11. Lastly, the study revealed that secondary schools principals did not play their roles in conflict management as much as what their position expected of them to do. The reasons that impeded their roles were that most of the principals were newly assigned without training in management courses, transferred from other schools recently, i.e., they were new comers to the school they lead; they were afraid of the evaluations by teachers and authorities. There was academic status difference between teachers and principals that might have blocked their acceptance by the staff that might facilitate their role, i.e., to interfere, reconcile, and mediate between conflicting parties, etc.

4.2. CONCLUSION

Based on the views that have been expressed by various authorities and the findings the following concluding remarks were made. Sex, age, marital status, religion and ethnicity differences did not form diversities in personalities. On the opposite, the variation in terms of place of graduation, educational level, field of study, service year and status in career ladder may contribute to some types of conflicts among /between teachers and principals in secondary schools.

Conflicts have positive and negative functions, and dynamic process (five episodes) in secondary schools, and occurred in the form of personal and group, i.e., intrapersonal, interpersonal, intragroup, and intergroup types, respectively. Each type has its causes. Moreover, conflicts in general have got major causes: individual factors, situational factors, structural related factors and current factors. Among these major causes, in the secondary schools studied, the currently controvesial matters (teachers performance evaluation system and the practice of the career development plan) are sensitive issues that developed conflicts among/between teachers and principals. In addition, among the types, the intrapersonal conflicts have higher degree of prevalence as compared to others in the schools.

The resolution mechanisms: avoiding, accommodating, competing, compromising and collaborating were used for handling conflicts in secondary schools. There were no magnified differences between teachers and principals in the use of avoiding, competing and collaborative approaches. On the contrary, there were significant differences between the two groups in accommodating and compromising. Variation in sex also showed significant difference in the use of avoiding and competing mechanisms. Differences in the use of compromising was also observed among respondents with variations in marital status, service and status in career level. Variation in terms of age, religion, ethnicity, place of graduation, field of study and educational level did not show significant differences in the use of the mechanisms under study.

Conflict is dynamic in its nature, with phases in the process of development. Sometimes following steps of the established disciplinary actions might not be necessary; if necessary making corrections earlier may assist in curbing the unnecessary development of conflict. Besides, disciplinary measures to be taken to handle conflict at a certain stage should be based on the degree of mistakes committed by victims.

Lastly, many of the principals seem to lack the knowledge that enabled them to manage conflict properly. Because they were newly assigned. As a result particularly the administration roles like initiating, defending, mediating and controlling conflicts were impeded. Thus for the proper utilization of the ways of handling conflicts, principals should acquire the knowledge through training, have a long experience in the schools, and have to develop confidence in their capacity to manage.

4.3. RECOMMENDATIONS

On the basis of the findings obtained and the conclusions reached at, the following suggestions are forwarded.

1. As observed in the study, conflict has positive and negative functions, and is a dynamic process in secondary schools. Therefore, it is suggested that detailed analysis ought to be made to identify the phases and positive and negative outcomes of conflict in order to adopt proper ways of handling mechanisms. To this end, principals should have the knowledge and the experience of the principalship position. For this reason, the assignment of the principals, whether it is by authorities or staff election should consider training in school management courses and experiences as the main criteria. Besides, it is preferable that whereever there is shortage of trained manpower in management, the concerned authorities are expected to arrange in-service courses through which untrained principals could be upgraded.

2. For the proper management of conflict the secondary schools principals should recognize the major causes and specific factors of each type of conflict and when conflict is most likely to occur;consider the effectiveness of the past mechanisms that they have used for handling conflicts, and examine the best alternatives.

3. As observed in the study, conflict has dynamic nature. So conflict control should be continuous process to minimize the disturbances of the staff. Consequently, the school organization in general, and the principals and administration and discipline committees in particular should have well developed mechanisms for controlling measures on victims of conflict.

4. The information obtained from education officers and principals indicated that the new *weredas* and schools education and training administration and organization article has not reached the *weredas* and school levels in the region. As a result they were obliged to use the previous article (1982 E.C). This had apparently created difficulties to the management of the schools, in general, and to resolve conflicts, in particular. It is suggested that the concerned authorities distribute such guidelines, procedures and regulations used in day-to-day running of the schools to the concerned schools themselves.

5. The practice of the new teachers performance evaluation system and the career development plan were causes for the development of conflicts in secondary schools as observed in the study; so it is suggested that the concerned authorities to upgrade the know-how of evaluators (students, parents, school administration bodies) and change the attitudes of evaluatees (teachers and principals) towards the system. Besides, it is preferable that the practice of the career development be completed at school level, the interference of external bodies in the process of career development should be minimized. The two new criteria for staff evaluation added by the Regional Administrative Council, namely, discipline and penchant for initiative are rather vague, and, thus, should be specific and clear as much as possible.

6. The existence of relevant and necessary information dissemination system in secondary schools between/among teachers and principals could help minimize the possible causes of conflict arising from lack of information. Therefore, it is suggested that mechanisms for the exchange of information concerning the general situation of the school milieu and the particular conditions ought to be devised in the schools. To this end, a school social committee could play a prominent role in smoothing conflicts and exchanging of information. Therefore, schools should consider establishing such a committee or others that could serve this purpose.

7. Generally, to make the management of conflict in secondary schools more effective, the following are suggested: that proper orientation be given on the rights and duties of individual teachers; suitable disciplinary measurers to control and correct the victims of conflict; continuous assessment on the major causes and factors of each type of conflict; and appropriate ways of handling conflicts; equal treatment of teachers; organization of suggestion boxes; establishment of social services for all individuals, etc.

8. Finally, the researcher recommends a more detailed and comprehensive investigation in the same area on the nature, causes, types of conflicts, and mechanisms of resolving or minimizing their negative impacts. Because, the main task in this small survey is not to conclude rather it is a mere attempt to explore.

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APPENDIX-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

ADDIS ABABA

QUESTIONNAIRE TO BE COMPLETED BY TEACHERS AND PRINCIPALS

The purpose of this questionnaire is to solcite information regarding teacher-principal conflicts in Amhara Regional State Secondary Schools. This questionniare consusts of two parts. The first one is prepared to filled by teachers and principals, where as the second one is only for teachers. You are kindly requested to share your experiences and suggestions.

Thank you for your kindly cooperation in advance!

PART ONE

I. BACKGROUND INFORMATION

INSTRUCTION: PLEASE INDICATE YOUR ANSWER BY MARKING AN "X" OR WRITING WHERE IT IS NECESSARY IN THE SPACE PROVIDED.

1.1. Name of your zonal education department———————

1.2. Name of your wereda education office———————

1.3. Name of your school———————

1.4. Sex: Male————Female———————

1.5. Age:

a) 20-25 ———— b) 26-30 ————

c) 31-35 ———— d) 36 and above ————

1.6. Marital status:

a) Married———————— b) Unmarried————

c) Divorced ———————— d) Widowed ————

1.7. Religion :

a) Muslim _____ b) Protestant _____

c) Orthodox _____ d) Catholic _____

e) Others/specify/_____

1.8. Ethnicity _____

1.9. The name of the university/college/ where you attend your higher education level _____

1.10. Your higher education attainment level:

a) Diploma _____ b) B.A./B.Sc _____

c) M.A./M.Sc _____ d) Others /specify/ _____

1.11. Your academic areas of study

a) Major_____b) Minor_____

c) Others/specify/_____

1.12. Total year of service as a teacher

a) 1-5 years_____ b) 6-10 years_____

c) 11-15 years_____ d) 16-20 years_____

e) 21 and above years_____

1.13. Your present status (level) in the career ladder

a) Beginning teacher_____b) Assistant teacher_____

c) Teacher_____ d) Higher teacher_____

II. RESPONDENTS OPINIONS

INSTRUCTION: PLEASE INDICATE THE EXTENT OF YOUR INCLINATION FOR THE ABOVE MENTIONED TEACHER-PRINCIPAL CONFLICTS: NATURE, TYPES, CAUSES, AND MANAGEMENT IN YOUR SCHOOL.

PLEASE MARK "X" IN COLUMN WHICH NEARLY REFLECTS YOUR ACTUAL OPINION USING THE FOLLOWING FIVE RATING SCALES.

Very high-5 high-4 Moderate-3 Low-2 Very low-1

No.	ITEMS	RATING SCALES				
	I. THE VIEWS OF TEACHERS AND PRINCIPALS ON CONFLICT 1.1. Positive and Negative views	5	4	3	2	1
1.1.1	To what degree do you assume that conflict generally affects staff morale in your school?					
1.1.2	To what extent can better results be seen in your school where there is no conflict at times?					
1.1.3	To what extent do conflict dealt with discussion of issues, but not people in your school?					
1.1.4	To what degree conflicts result win/win outcomes in your school?					
1.1.5	To what extent do conflicts create bad feelings within conflicting parities in your school?					

1.1.6	To what degree do conflicts contribute to gain self knowledge (new thinking) for conflicting parities?					
1.1.7	To what degree conflicts help to create change(personal, school, social) in your school?					
1.1.8	To what extent do conflicts arises due to personalities interluding in your school?					
1.1.9	To what degree do conflicting parities show rigid defence of position in your school?					
1.1.10	To what degree do conflicts result win/lose outcomes in your school?					
1.1.11	To what degree is conflict a "necessary evil", so it is good to have it than not to have all for better movement of the school tasks?					
	1.2. VIEWS ON PHASES OF CONFLICT					
1.2.1	To what extent do respond (react overtly) to conflict those (individuals/groups) affected in your school?					
1.2.2	To what degree is conflict obvious on the surface in your school?					
1.2.3	If so, to what extent do individuals (teachers and principals) or groups aware of that there is conflict in the school?					

1.2.4	To what degree may remanent feelings remain after conflict is resolved between parities (individuals/or groups) in your school?					
1.2.5	To what extent do individuals (teachers and principals) might start to question how much they can trust each other in your school?					

No.	ITEMS	RATE OF OCCURRENCE				
		5	4	3	2	1
	II. THE AMOUNT OF TYPES OF CONFLICT 2.1. INTRAPERSONAL CONFLICTS-FACTORS					
2.1.1	To what extent do you like the tasks you performed relative to the other tasks that are being done in your school?					
2.1.2	If you were to do the exercise again would you like to work on the same tasks?					
2.1.3	To what extent is there a good match between your goals and your school's/department's/ goals?					
2.1.4	To what degree you are dissatisfied due to the unnecessary overload assignment?					
2.1.5	To what extent do you like your profession?					
2.1.6	To what extent do your personal problems affect your work?					
2.1.7	To what extent is there a good match between the tasks you actually did and your initial preferences for working on tasks?					

2.1.19	To what extent is there a good match between your responsibilities and rating of your performance evaluation?					
2.1.20	To what extent you are clear to new education and training policy?					
	2.2. INTERPERSONAL CONFLICTS-FACTORS					
2.2.1	To what degree are individuals (teachers and /or principals) annoyed with each other in your school?					
2.2.2	To what extent are individuals (teachers and /or principals) bound to have inconsistent views and aims each other in your schools?					
2.2.3	To what degree is conflict arises following different status of individuals/teachers and principals in your school?					
2.2.4	To what extent are individuals (teachers and principals) supportive of each other ideas in your school?					
2.2.5	To what degree is there differences in orientations, competition and power struggle in your school?					
2.2.6	To what degree do principal(s) uses his power of punishment and reward in the school?					
2.2.7	To what extent is there differences between male and female teachers in handling conflicts that arose between individuals in your school?					

2.2.8	To what extent do age, sex, ethnic etc, differences cause conflict between individuals / (teachers and/or principals) in your school?					
2.2.9	To what extent is there taking of legal disciplinary measures due to the existence of interindivid-al conflicts in your school?					
2.2.10	To what degree do individuals (teachers and/or principals) confront each other their disagreement and disputes in constructive way in your school?					
	2.3. INTRAGROUP CONFLICTS-FACTORS					
2.3.1	To what degree do department heads (group leaders) treat the departments (work groups) indifferently in your school?					
2.3.2	To what degree do department heads (principals) apply divide and rule tactic in managing the members of your department (school)?					
2.3.3	To what extent are you being satisfied with your department's (working group's) manner of working?					
2.3.4	To what degree are the tasks of your department (working group) routine or simple?					
2.3.5	To what degree do the members of your department (working group) have different values, interests, attitudes, etc. toward department's goals?					
2.3.6	To what extent do your department's (working groups) size encourage the formation of subgroups with its informal leader?					

2.3.7	To what degree are you annoyed with other members of your department (working group)?					
2.3.8	To what extent are the members of your department (working group) supportive of each other ideas?					
2.3.9	To what degree are your department (working group) members cohesive in doing tasks?					
2.3.10	To what extent is there consensus among the members of your department (working group)?					
2.3.11	To what degree do you feel bad about the decision of your department?					
2.3.12	To what extent do your department (work group) wins others, when competition arises?					
	2.4. INTERGROUP CONFLICTS-FACTORS					
2.4.1	To what degree are you annoyed with other department's (work group) members in your school?					
2.4.2	To what extent is there conflicting interest, norms, etc between your department (work group) and other department (work groups) in your school?					
2.4.3	To what extent do you believe that the other departments in your school with held information or inputs necessary for the attainment of your department's tasks?					
2.4.4	To what degree is there task interdependence between your department and other departments in your school?					

2.4.5	To what extent does conflict exists between departments (work groups) due to competing with limited resources (office, money, references, class room, etc)?					
2.4.6	To what degree do different departments' members compete with the same position in your school?					
2.4.7	To what degree are authority, responsibility, and property of each departments (work groups) clearly defined in your school?					
2.4.8	To what extent is there disputes between your department (work group) and other departments due to lack of clarity?					
2.4.9	To what extent do principals make interfere in the affairs of departments (work groups) in the school?					
2.4.10	To what degree do departments (work groups) share ideas (experiences) each other in the school?					

No.	ITEMS	RATE OF OCCURRENCE				
		5	4	3	2	1
	III. MAJOR CAUSES OF CONFLICT					
	3.1. INDIVIDUAL CHARACTERISTICS-FACTORS					
3.1.1	To what extent are there differences among /between teachers and principals in their values, attitudes and believes toward administrative tasks, classroom instructions etc, in the school?					
3.1.2	To what extent have new teachers (beginners or transferred from other schools) faced more conflict than an old teachers in the school?					
3.1.3	To what degree do teachers and or/ principals perceive each other correctly in the school?					
3.1.4	To what extent is there personal biases regarding such factors as religion, ethnic, sex, etc, among/between teachers and principals in the school?					
3.1.5	To what extent is there a need difference among/between teachers and principals in your school?					
	3.2. SITUATIONAL FACTORS					
3.2.1	To what extent do teachers and/or principals have an interaction regarding their tasks in the school?					

3.2.2	To what extent would be the probability of conflict if the association of teachers and/or principals increase at times?					
3.2.3	To what degree do conflict arises between departments (work groups) and various committees in the school?					
3.2.4	To what extent do each departments (work groups) independently decide how to achieve their goals?					
3.2.5	To what degree were superiors (principals, department heads, unit leaders, etc) depend on teachers to do quality works and meet their deadlines in the school?					
3.2.6	To what degree are departments (work groups) depend one another in the school?					
3.2.7	To what extent would conflict be more frequent if the educational level of the superiors (principal, department heads, unit leaders) less than that of such teachers in the school?					
3.2.8	To what degree do career ladder creates conflict among teachers and/or principals those of who have different levels?					
3.2.9	To what degree is there good communication among/between teachers and principals in the school?					
3.2.10	To what degree are departments more knowledgeable about each other in the school?					
3.2.11	To what extent do teachers and principals know their responsibilities and role clearly in the school?					

3.2.12	To what extent is there a clear-cut roles and responsibilities between departments (work groups) in the school?					
	3.3. STRUCTURAL FACTORS					
3.3.1	To what degree do the size of the school affect the clarity of its goals impersonal formality?					
3.3.2	To what extent is information diluted or distorted as it passed along the large number of individuals in the school?					
3.3.3	To what degree the efforts of coordination of departments (work groups) are difficult to fulfill the school tasks?					
3.3.4	To what extent do the diversity of disciplinary expertise among teachers contribute to the occurrence of conflict in your school?					
3.3.5	To what extent do teachers and/or principals deny in or give up each other help in the school?					
3.3.6	To what degree do teachers agree on a compliant to management of the school?					
3.3.7	To what extent are teachers allowed to participate in decision making process of the school?					
3.3.8	To what degree do teachers and/or principals tend to enforce their points of view at staff conference, group discussion, department meetings, etc in the school?					
3.3.9	To what extent are principals selective for the many goals of the school?					

3.3.19	To what degree do reward systems (bonus, benefits, night school, etc.) of the school treat teacher equally in the school?					
3.3.20	To what extent do the school's reward systems contribute to make teachers to be sure whether, quality or quantity of their work is more important in the school?					
	3.4. CURRENT CAUSES (FACTORS)					
3.4.1	To what extent is the new weredas and schools education and training administration and organization article is clear for all teachers in the school?					
3.4.2	To what degree do almost all teachers have equal feeling with the new teachers performance evaluation system and it affects their morale in the school?					
3.4.3	To what extent do teachers and/or principals agree on their performance evaluation result accordingly in the school?					
3.4.4	To what degree do the career development treats teachers and/or principals equally in the school?					
3.4.5	To what extent do the new training and education policy give equal sense for all teachers and principals?					

INSTRUCTION 2. PLEASE MARK AN "X" IN COLUMNS, INDICATE HOW OFTEN CONFLICTS ARE HANDLED IN YOUR SCHOOL.

RATING OF APPLICATION:

Always-5 Often-4 Sometimes-3 Seldom-2 Never-1

No.	ITEMS	RATE OF APPLICATION				
		5	4	3	2	1
	IV. CONFLICT MANAGEMENT 4.1. STYLES OF HANDLING CONFLICTS					
4.1.1	To what extent do persons or work groups argue their case with other parties to show the merits of their position in the school?					
4.1.2	To what degree do parities (individuals or work groups) negotiate with others so that a compromise can be reached in your school?					
4.1.3	To what degree do individuals or work groups try to satisfy the expectation of others in the school?					
4.1.4	To what extent do persons or departments try to investigate an issue with other parties to find a solution acceptable to them in the school?					

4.1.5	To what degree are individuals or work groups/department/ firm in pursuing their side of the issue in the school?					
4.1.6	To what extent do the individuals or work groups attempt to avoid being "put on the spot" and try to keep their conflict with others to themselves in the school?					
4.1.7	To what degree do individuals or groups hold on to their solution to a problem in the school?					
4.1.8	To what degree is there using "give and take" so that compromise can be made between two parties(individuals or work groups) in the school?					
4.1.9	To what extent is there an exchange of accurate information among teachers and/principals (individually or grouply) to solve a problem in the school?					
4.1.10	To what extent is open discussion of differences avoidable among individuals or groups in the school?					
4.1.11	To what extent do individuals or departments accommodate their wishes for others in the school?					
4.1.12	To what extent do individuals or groups try to bring all their concerns out to the open so that the issue can be resolved in the best possible way in the school?					
4.1.13	To what degree do individuals or groups propose a middle ground for breaking deadlocks in the school?					

4.3.16	His inclination to accept constructive suggestions which come from his subordinates (deputy principals, unit leaders, department heads and teachers)	
4.3.17	His effort to correct individuals when they committed mistakes	
4.3.18	His efforts of the implementation of decisions in the academic and administrative affairs of the school	

NOTE:

If you have additional information regarding teacher-principal conflicts, please specify in the space provided below.

_____

_____

_____

_____

4.1.14	To what extent do parties (individuals or groups) go along with the suggestions for others in the school?					
4.1.15	To what degree do parties (individuals or groups) try to keep their disagreements with others to themselves inorder to avoid hard feelings?					

INSTRUCTION 3. PLEASE MARK AN "X" IN COLUMNS, INDICATE HOW FAR HAVE THE FOLLOWING DISCIPLINARY MEASURES (PENALTIES) BEEN EXERCISED TO MANAGE CONFLICT IN YOR SCHOOL.

RATE OF APPLICATION :
Always-5 Often-4 Sometimes-3 Seldom-2 Never-1

No.	ITEMS	RATE OF APPLICATION				
		5	4	3	2	1
	4.2. Techniques of Disciplinary Measures					
4.2.1	Oral reprimand					
4.2.2	Written reprimand					
4.2.3	Loss of privileges					
4.2.4	Punishment in fine					
4.2.5	Lay off/suspension/					
4.2.6	Demotion					
4.2.7	Transfer					
4.2.8	Discharge or dismiss from the school position					
4.2.9	Disciplinary measures are not taking to the existing conflicts which often causes trivial					

PART TWO: THE FOLLOWING ITEMS ARE PREPARED TO BE FILLED ONLY BY TEACHERS

INSTRUCTION 4. RANK ORDERLY THE FOLLOWING FUNCTIONAL ROLES OF YOUR PRINCIPAL(S) IN CONFLICT MANAGEMENT (TEACHER-PRINCIPAL CONFLICTS) IN THE SPACE PROVIDED.

No.	4.3. PRINCIPALS DUTIES	RANK
4.3.1	His ability to intensify the psychological climate of the staff inorder to strengthen their mutual relations	
4.3.2	His tasks on properly delegated of authorities	
4.3.3	His ability to restructure assignments of individual teachers	
4.3.4	His attention to change the school's hierarchical structure if such problems arose	
4.3.5	His attempt to team building and role negotiation	
4.3.6	His willing to initiate the teachers with the newly sent cases from higher education offices	
4.3.7	His assessment causes and application of mechanisms to resolve conflicts	
4.3.8	His behavior in conflict situations as initiator, defendant, mediator and arbitrator	
4.3.9	His strategies to resolve conflict through impersonal bureaucratic rules for personal control	
4.3.10	His abilities to get on with the conflict as it is "time" will solve it	
4.3.11	His inclination to see (treat) all teachers equally regarding reward systems, career development, performance evaluation.	
4.3.12	His endeavors to implement performance appraisals and designing the training program	
4.3.13	His inclination to deal with different work groups (departments) interdependence	
4.3.14	His efforts to share teaching load equally among teachers	
4.3.15	His inclination to assign unit leaders, department heads and committee chair persons using democratical election system	

APPENDIX-B

Distribution of item numbers in the questionnaire that used to treat the variables

No.	Variables	Items No. in the questionnaire
1	I. The views of teachers and principals on conflict	
	1.1. a) Positive views	3,4,6,7, & 11
	b) Negative views	1,2,5,8,9,& 10
	1.2. Phases of conflict	
	a) Latent	2
	b) Perceived	3
	c) Felt	5
	d) Manifest	1
	e) Aftermath	4
2	II. Types of conflicts	
	2.1. Intrapersonal conflicts-factors	
	a) Misassignment & goal inconguency	1,2,3,5 & 6
	b) Inappropriate demand on capacity	4,7,8 & 9
	c) Organization structure	14,17,18,19 &20
	d) Supervisory style	12,13,15 & 16
	e) Position	10 & 11
	2.2. Interpersonal Conflicts-factors	
	a) Personality	1 & 2
	b) Referent role	3 & 4
	c) Bases of Power	5 & 6
	d) Sex and age	7 & 8
	e) Organization climate	9 & 10
	2.3. Intragroup conflicts-factors	
	a) Leadership styles	1 & 2
	b) Task structure	3 & 4
	c) Group composition	5 & 6
	d) Cohesiveness and group think	7 & 9
	e) External threats	8 & 10
	f) Outcomes	11 & 12
	2.4. Intergroup conflicts-factors	
	a) System differentiation	1 & 2
	b) Task interdependency	3 & 4
	c) Depending on scarce resources	5 & 6
	d) Jurisdictions Ambiguity	7 & 8
	e) Separation of knowledge from authority	9 & 10

3	III. Major causes of conflict 3.1. Individual characteristics a) Values, attitudes and beliefs b) Need and personality c) Perceptual difference	 1 2 & 5 3 & 4
	3.2. Situational Factors a) Opportunity and need to interact b) Need for consensus c) Dependency of one party on another d) Status differences e) Communication barriers f) Ambiguous responsibilities and jurisdiction	 1 & 2 3 & 4 5 & 6 7 & 8 9 & 10 11 & 12
	3.3. Structural factors a) Size of the organization b) Specialization & differentiation c) Task interdependence d) Participation e) Goal setting f) Role ambiguity g) Scarce resources h) Multiple authority and influence i) Policies, procedures and rules j) Reward system	 1 & 2 3 & 4 5 & 6 7 & 8 9 & 10 11 & 12 13 & 14 15 & 16 17 & 18 19 & 20
	3.4. Current causes (factors)	1,2,3,4 & 5
4	IV. Conflict Management 4.1. Styles of handling conflicts a) Avoiding b) Accommodating c) Competing d) Compromising e) Collaborating	 6,10 & 15 3,11 & 14 1,5 & 7 2,8 & 13 4,9 & 12
	4.2. Disciplinary Measures a) Oral reprimand b) Written reprimand c) Loss of privileges d) Punishment in fine e) Lay off /suspension/ f) Demotion g) Transfer h) Discharge or dismiss from the school position i) Disciplinary measures are not taking to the existing conflicts which often causes trivial	 1 2 3 4 5 6 7 8 9
	4.3. Principals Duties for Conflict Management	1-18

APPENDIX-C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
ADDIS ABABA

Interview items to be presented the sample education officers, like inspectors, head of administration and discipline committees and principals and teachers regarding teacher-principal conflicts.

Thank you in Advance
For your kindly cooperation!

INTERVIEW

PART-ONE

I. BACKGROUND INFORMATION

INSTRUCTION. PLEASE GIVE YOUR ANSWERS FOR THE FOLLOWING ITEMS REGARDING YOUR BACKGROUND.

1.1. Sex: _____

1.2. Age :_____

1.3. Marital status:_____

1.4. Educational level:_____

1.5. Fields of study :Major:_____

:Minor:_____

1.6. Present position:_____

1.7. Service Year: a) as a teacher:_____

b) at your present position_____

1.8. Name of your zonal education department;_____

1.9. Name of your wereda education office:_____

1.10. Name of the sample school:_____

PART TWO

INSTRUCTION: PLEASE GIVE YOUR ANSWERS AND SUGGESTIONS FOR THE FOLLOWING QUESTIONS REGARDING TEACHER-PRINCIPAL CONFLICT IN SECONDARY SCHOOLS

1. Do you expect that conflict exists in schools, particularly in secondary schools among/between teachers and principals?
2. If so, what types of conflicts are there?
3. Which type of conflict is frequently occurred in schools (particularly in secondary schools)?
4. If conflicts arose frequently among/between teachers and between principals?
   a) what are the major causes (factors)?
   b) In which season (quarter year) conflicts occurred?
   c) what were the strategies and tactics/mechanisms/ used for resolving conflicts?
   d) what were the disciplinary measures which taken by schools (education offices)?
5. Among the staff which social groups were more prone to conflicts
   a) Youngsters
   b) Orthodox's
   c) Elders
   d) Protestants
   e) Muslims
   f) Females

g) Males

6. To what extent do you assume that the implementation of teachers career ladder treats all teachers equally in schools (secondary school)?

7. To what degree you expect that the new education and training policy gives equal sense for all staffs in school (secondary schools)?

8. To what extent do teachers know the new Weredas and schools education and training administration and organization article?

9. What is your suggestion with the effect of teachers performance evaluation system on the morale of teachers and principals by now?

10. To what extent do the administration and discipline committee of the school (education office) saw the issues which arose due to conflicts among/between teachers and principals in schools (secondary schools)?

11. Please, justify that you are assuming constructive suggestions regarding teacher-principal conflicts: nature, causes, forms (types) and managements in schools (secondary schools)

a. _____

b. _____

c. _____

d) _____

e) _____

APPENDIX-F

Lists of interviewees those participated in the interview

No.	Name of the interviewee	Field of study	Educational level	Present Occupation
1	Abateneh	Educ. Adm	B.A	School Princ.
2	Afework Yohannes	Amharic	B.A	Teacher
3	Alemayehu Kebede	Peda.Sci.	B.A	Educ. Officer
4	Alemu Bimrew	Teaching	12 +T.T.I	"
5	Anmaw Entewew	Educ.Adm.	B.A	"
6	Aschalew Worku	Geography	B.A	Teacher
7	Asrat Admasu	Educ.Adm.	B.A	Educ. Officer
8	Asmare Mossa	Teaching	12 +T.T.I	"
9	Awoke Minwuyelet	Geography	B.A	Guidance & counsellor
10	Ayalew	Educ.Adm.	12 + 2	School Princ.
11	Ayenew Kassie	Teaching	12 +T.T.I	Educ. Officer
12	Birara Alemnew	Educ.Psyc.	B.A	Guidance & counsellor
13	Bogale Ayalew	Chemistry	12 + 2	Educ. Officer
14	Dereje	Educ.Adm.	B.Sc	School Princ.
15	Desalegn Tekele	Educ.Adm.	M.A.	Educ. Officer
16	Edegilign Kabtie	Educ.Adm.	B.A	School Princ.
17	Getachew Belete	English	B.A	"
18	Getachew	Maths	B.Sc	Teacher
19	Getenet Zaudu	Peda.Sci.	B.A	"
20	Girma Alemu	Peda.Sci.	B.A	Educ. Officer
21	Ketema Nigussie	Supervis.	12 + 2	Educ. Officer
22	Kibret Yeshanew	Amahric	12 + 2	School Princ.
23	Maryie Kefyalew	Physics	B.Sc	"
24	Mekonnen Mihretie	Supervis.	12 + 2	Educ. Officer
25	Samuel Sahlie	Teaching	12 +T.T.I	"
26	Siraw Truesew	Health & Phy.educ.	12 + 2	Teacher
27	Taddele Eshetu	Chemistry	B.Sc	Educ. Officer
28	Tesfaye Demissie	Chemistry	B.Sc	Teacher
29	Tigabu Iyasu	Teaching	12 +T.T.I	Guidance & counsellor
30	Wondale Mekonnen	Educ.Psyc.	B.A	Educ. Officer
31	Worku Gebreselasie	Educ.Adm.	B.A	Educ. Officer
32	Worku Mengesha	Amharic	B.A	School Princ.
33	Yirga Belay	Maths	12 + 2	Edu. Officer

APPENDIX G: A summary table of one way ANOVA on the differences of Respondents opinion concerning the ways of handling conflicts by their background variables

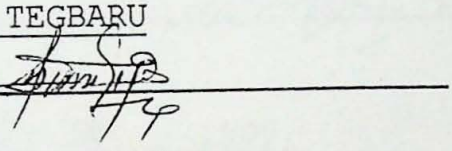
No	Respondents	Source of variations	Avoiding				Accommodating				Competing				compromising				Collaborating			
			SS	DF	MS	Fr	SS	DF	MS	Fr	SS	DF	MS	Fr	SS	DF	MS	Fr	SS	DF	MS	Fr
1	Age	B/n	7828	3	2609	4826	2937	3	0979	165	6019	3	2006	3831	3.223	3	1.074	2.195	069	3	3.023	0318
		W/n	105.9	111	5407		116.3	196	5935		105.6	196	5238		95.92	196	4894		141.5	196	7223	
		Total	106.7	39.1	-		116.6	199	-		106.2	199	-		99.15	199	-		141.6	199	-	
2	Marital status	B/n	.9325	3	.3708	5757	3712	3	1237	.2086	1.601	3	5337	1.028	4.316	3	1.438	2.973	1.511	3	.5147	7201
		W/n	105.8	196	54		116.2	196	5931		101.6	196	5187		94.84	196	4838		140.0	196	.7148	
		Total	106.7	199	-		116.6	199	-		103.2	199			99.15	199	-		141.6	199	-	
3	Religion	B/n	6761	3	2254	4164	4954	3	1651	.2787	4503	3	1501	2862	5567	3	1836	3649	2.714	3	7429	1.018
		w/n	106.0	196	5413		116.1	196	5925		102.8	196	5245		98.59	196	5031		139.4	196	.7116	
		Total	106.7	199	-		116.6	199	-		103.2	199	-		99.15	199	-		141.6	199	-	
4	Ethnicity	B/n	106.8	3	5633	1.050	2.639	3	8797	1.512	2.412	3	8042	1.562	5765	3	1922	3821	3.035	3	1.011	1.430
		W/n	105.0	196	5361		113.9	196	5815		100.8	196	5145		98.57	196	5029		138.6	196	.7072	
		Total	106.7	199	-		116.6	199	-		103.2	199	-		99.15	199	-		141.6	199	-	
5	Place of graduation	B/n	5.219	5	1.043	1.994	5616	5	1123	1887	4.819	5	9638	1.899	3.985	5	7971	1.625	5.906	5	1.181	1.688
		W/n	101.5	194	5234		116.0	194	5982		98.44	194	5074		95.16	194	4905		135.7	194	.6997	
		Total	106.7	199			116.6	199	-		103.2	199	-		99.15	199	-		141.6	199	-	
6	Educational level	B/n	4.040	3	1.346	2.569	0424	3	141	.0238	2876	3	959	1824	1736	3	0579	1146	2541	3	0847	1174
		W/n	102.7	196	5241		116.5	196	5948		102.9	196	5254		98.97	196	505		141.3	196	7214	
		Total	106.7	199	-		116.6	199	-		103.2	199	-		99.15	199	-		141.6	199	-	
7	Field of study	B/n	4818	3	1606	2883	5395	3	1798	2889	2.633	3	8777	1.759	5463	3	1821	3859	1.498	3	4994	7024
		W/n	91.91	165	5571		102.6	165	6224		82.31	165	4989		77.87	165	4172		117.3	165	711	
		Total	92.39	168	-		103.2	168	-		84.94	168	-		78.41	168	-		118.8	168	-	
8	Service year	B/n	1.391	4	3478	6436	4.184	4	1.046	1.814	3.428	4	8571	1.674	5.554	3	1.388	2.893	2.975	4	7438	1.046
		W/n	105.3	195	5404		112.4	195	5766		99.83	195	512		93.59	165	48		138.6	195	711	
		Total	106.7	199	-		116.6	199	-		103.2	199	-		99.15	168	-		141.6	199		
9	Status	B/n	3.767	3	1.255	2.39	1.692	3	5643	9623	6.570	3	2.190	4.439	5.113	3	1.704	3.552	2.636	3	8788	1.239
		W/n	102.9	196	5255		114.9	196	5864		96.69	196	4933		91.03	196	4798		139.0	196	7092	
		Total	106.7	199	-		116.6	199	-		103.2	199	-		99.15	199	-		141.6	199		

$p^{*} > 0.05$, $F_{crit}(3,196) = \approx 2.6$, $F_{crit}(5,194) = \approx 2.21$, $F_{crit}(3,165) = \approx 2.6$

DECLARATION

I, undersigned, declare that this thesis is my work and that all sources of materials used for this study have been duly acknowledged.

Name: GONIE TEGBARU

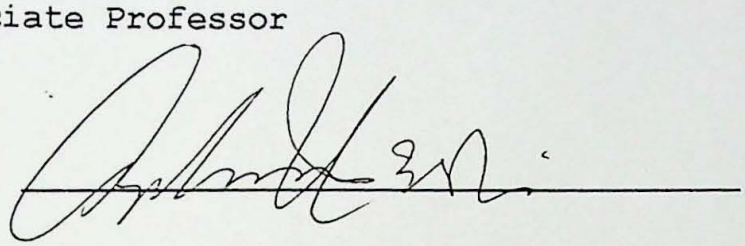
Signature: 

Date: May, 22, 1998.

This thesis has been submitted for examination with my approval as University advisor.

Name: Ayalew Shibeshi (Ato)

Associate Professor

Signature: 

Date: May, 30 , 1998.