



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**CAUSES OF CONFLICT BETWEEN TEACHERS AND PRINCIPALS AND ITS  
MANAGEMENT STRATEGIES IN GOVERNMENT PRIMARY SCHOOLS OF AKAKI  
WOREDA, OROMIA SPECIAL ZONE SURROUND FINFINE**

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MANAGEMENT STRATEGIES IN PRIMARY SCHOOLS OF AKAKI WOREDA, OROMIA  
SPECIAL ZONE SURROUND FINFINE

MA THESIS

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
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## **Declaration**

I, the under signed, declare that this thesis entitled “The cause of conflict between teachers and principals and its management strategies in primary school of Akaki woreda, Oromia special zone surround Finfine” is my original work and has not been presented by any other person for award degree in any other university, and that all source of materials used for the purpose of this thesis has been duly acknowledge. The thesis has been submitted in partial fulfillment the requirements for degree master of Arts in school leadership.

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## APPROVAL SHEET I

I, the undersigned declare that this master's has been submitted for examination with my approval as university advisor.

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**APPROVAL SHEET- II**

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This is to certify that the thesis prepared by SoressaFeteneGeleta entitled: *Causes of Conflict between Teachers and Principals and Its Management Strategies in Primary Schools of Akaki woreda, Oromia special zone surround Finfine* and submitted in partial fulfillment of the requirements of degree of Masters of Arts (School Leadership) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## **LIST OF ACRONYMS**

<b>CMP</b>	Conflict Management Patterns
<b>MOE</b>	Ministry of Education
<b>M</b>	Mean
<b>PTA</b>	Parent Teacher Association
<b>SD</b>	Standard Deviation
<b>SRC</b>	Students' Representative Council
<b>SPSS</b>	Statistical Package for Social Science
<b>UNICEF</b>	United Nation International Children Emergency Fund
<b>WEOH</b>	Woreda Education Office Head
<b>WTACM</b>	Woreda Teachers Association Chairman

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## **ABSTRACT**

*The purpose of this study was to examine the cause of conflict between teachers and principals, and its management strategies in government primary schools of Akaki woreda. It attempted to identify teachers and principals' view on conflict and the strategic used to manage conflict. To attain the objective of the study, both quantitative and qualitative data were employed. The study was carried out on ten primary schools that were selected using random sampling technique. The study involved 197 respondents from among teachers, principals, supervisors, head of woreda education office and chairperson of woreda teacher's association. Questionnaire, interview, and document analysis were the instrument of data collection. The Statistical Package for Social Science (SPSS) version 26 was used to analyze the data obtained by quantitative techniques. Specifically, descriptive statistics (frequency and percent /mean and standard deviation) was taken from this tool. Based on the result of analysis majority of teachers have seen as conflict as bad and should be avoided while principals viewed conflict as good when managed effectively. The result of the study revealed that conflict has both negative and positive outcome on the organization. The major causes of conflict between teachers and principals in primary school was situational factors, poor communication between teachers and principals, lack of capacity for job, decision making process by principal, lack of participatory decision making and lack of conflict management skill of principals that contribute to creation of conflict in primary school. The strategies used to handle conflict in primary school were avoiding, competing, compromising, accommodating, and collaborating. PTA committee were striving to compromise, mediate and negotiate two parts by discussing on the issues, use of disciplinary committees, intervention of the school /woreda/ authority and elders in the community and colleagues are some effective ways used to resolve conflicts in the woreda.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

Conflict is an essential and unavoidable human phenomenon, which occurs wherever and whenever in a day- to- day human interaction in different organizations. Because if there is social interaction, there is likelihood of personal likes and dislikes. It may involve individual or group disputes, struggles, even physical fighting. It occurs at all levels as human life in personal, interpersonal, intra group and intergroup as well as global relation of man kind's source. It is a relationship between two or more parties that believe they have incompatible goals. It can happen whether people want it or not. However, many people view conflict negatively. It is by itself not negative or positive but the ways these are managed make them either negative or positive Ghaffar (2010:212). Conflict vastly carries different meaning depending on the situation and circumstances. Conflict may be a war, an opportunity or a journey (David Bulchanan, 1997). Conflict is a process which begins when one party perceives that another party has frustrated or is about to frustrated (Thomas- 1976). An organization consists of different stake holders, inside and outside stake holders. Stakeholder's goals and interest are not identical and conflict arises when a group pursues its own interest on the expense of another (David Bulchanan-1997).

In many other different organizations, conflict in educational organization often appears within or between individuals when we see it. It has also its own unique features. As schools are complex & social services, it has a number of sub unites in which wide range of activities take place to seek specific goals. The main stakeholders in the school system are parents, students, teachers, principals, supervisors and other supportive staff with different background and interests. However, the interaction of these groups and individuals in the dynamic school situation may not be in a state of peaceful condition. Thus, conflict may be some of the outcomes.

Wherever, there is interaction, there may be conflict as Mather stayed noted in Gonie (1998:1). In line with this, Gebretensay (2002:2) states that as it is well known that schools are mission

centers for teaching and learning processes. In such activities there is always interaction in order to realize educational objectives and that in natural for conflict to occur.

According to Kellerman (1996:257) conflict may be a clash between two or more individuals who are unwilling or unable to full fill expectation of each other. Many conflicts are resourced from the fact that teachers and principals have different perception on the situations. To grow, change and survive an organization must resolve conflicts among stakeholders. According to a recent survey conducted by American management association managers spend at least 24% of their time in a working day resolving conflict (Guttman, 2009). Hughes, Ginnett and Curphy (2009) highlights that research shown that middle level managers spend 25% of their time resolving conflicts. Knowledge of conflict management should therefore be one of the managers' strongest characteristics. Increased understanding of how conflicts arise and what they depend on can contribute to conflict resolution in a more efficient manner. This can lead to more time spent on bringing the projects forward, time is money.

For example, a principal may feel that teacher is underperforming in teaching whereas the teacher may feel the best job is being done. In addition, teachers seem reluctant to obey their principals, they do not willing to follow the rules of the school, they do not accept extra work and they do not get easily along with their principals. However, principals adopt an authoritative approach to force teachers for restless working of the school activities. It therefore, becomes common that conflict between teachers and principals to occur frequently at any time (Ghaffar 2010:2013).

Teacher – principal conflict also can result when the teacher's role is not clearly defined and each part has a different understanding of that role. Misunderstanding between teachers and principals allows barriers to be erected and then it can lead to conflict (Adulpaqdee, Apitree, Salleh, Mohamad and Gondi 2012:17).

Basically, the causes of conflict in schools can be classified to three main categories: such as, structural factors, individually or personal factors and situational factors. Structural factors which relate to the nature of organization and the way in which work organized, and personal factors which related to individual differences between school members. Many researchers also identified structural aspects of which are likely to generate conflicts in school are: specialization,

common resources, goal differences, interdependent, authority relationship, status difference, responsibility, ambiguity, and roles and expectations. The personal aspects associated with conflicts in school are also skills and abilities, personality conflicts, perception diversity and personal problems as Auer Bach, Dolan noted in Adulpakdee, &etal (2012:16).

Most people who are associated with educational systems feel discomforts with conflict & strive to avoid it. However, conflict is clearly the fact of life in schools. This means that it is difficult to avoid conflict from school, because of the existence of difference in beliefs, idea, values and attitudes between individuals' and groups (Campbell, 1993:183).

Since conflict is seemingly unavoidable, particularly in a school setting, it is obviously necessary for principals and teachers to be able to recognize it, to view its constructive potential to learn how to manage it, and to apply its management strategies in practical way. It's not desirable to attempt to eliminate conflict, as it can be creative force for change and progress in personal, communal, societal and political situations. Recognized the fact that conflict is useful or harmful to schools by itself is not enough.

Bodin and Crowford (1999:1200) state that since a school is an entity, which composed of different people with different generational ages, and that negotiation and mediation must be identified as the best strategies to manage conflicts between teachers and principals. There for educational leaders must control and handle conflict wisely, so that the result will be positive and beneficial to the school and its stakeholders. In this regard, Williams in (Feqru 1993:6) notes that effective principals are problem solvers rather than problem avoiders. This is because they accept the problems as challenges and as an opportunity to prove their worthiness for advancement. It is therefore generally accepted that the school principals' positions in the primary school require exceptional qualities for the advancement of conflict management. According to Jennifer (2002:480) conflict management is philosophy and set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives.

Due to the dynamic features of conflict, when one source of conflict eliminated the other will be replaced (Hanson 1991:274). Even though a number of studies are connecting in the area, yet the local researches on the cause conflict between teachers and principals in primary schools are limited. Bekele (1985) and Lellisa (1993) have analyzed conflict generating factors between



teachers and principals, student and teacher in Addis Ababa secondary schools. Fikru (1993) also investigate strategies for managing conflict in the primary teachers training institutes of Ethiopia.

Ayelew (1991) reported administrative problems that confront teachers and condition that cause grievances for them and in (1997) prepared the training material for school management on “Conflict resolution methods.” Gonia (1998) investigated study on teacher – principal conflicts in oromia regional state of secondary schools. Gerbatensay (2002) investigated a study of factors that generate conflict between government secondary school teachers and educational managers in Addis Ababa. Based up on the above different authors conflict is exist in different primary schools of Oromia regional state. Therefore, this researcher intended to conduct the study on the cause of conflict and its management strategies between teachers and principals in primary schools of Akaki Woreda Oromia Special Zone Surround Finfine.

## **1.2 Statement of the problem**

Education and Training Policy of Ethiopia (1994) has established the program of school management starting at school as a form of decentralization which have benefit for all teachers at different career level. According to it the quality and effectiveness in managing the school in the country aimed in distinguishing educational problems with attention on teachers and coming up with certain solution so as managing conflict in the correct manner. Conflict between school principal and teachers is one of the major causes for the lowering quality education in our country. Eventhough, work oriented conflict is necessary to create compition between teachers and principals. It is hinder the quality of education. Because, it consume the time of teaching and learning process. Besides, the attention of staff and students were diverted to exerted negative energy to school. Also, it is a bottleneck to achieve the desired goal of schools. Therefore, due to this research gap the researcher prefer to study the issue of conflict between the school principals and teachers with their root causes.

Researchers such as Gonie (1998), Bekele (1985), Fikru (1993), and Gebretensay (2002) have indicated that conflicts are realities in Ethiopian schools because schools are organization where the leaders and people to be led are almost in equal qualification that the to be led resists what the school leaders want to be applied by the to be ruled. In line with these findings Fikru (1993), identified the following major conflict generating factors such as dissatisfaction of some teachers

and other workers, unnecessary dominating principals, dissatisfaction in performance appraisal (evaluation) system, inappropriate distribution of class load.

The main purpose of this study was study on factors that cause of conflict between teachers and school principal and its management in some selected primary school of Akaki woreda Oromia special zone surrounding Finfine. Previous studies were not conducted in ten selected public primary schools of Akaki woreda. Since I was a principal and supervisor for the last seven years, I faced different disagreement between/among teachers, principals. As well as between teachers and students made an attempt to solve these disagreements such kind of conflicts become the common problem in the primary school in our woreda. The researcher was motivated to know the root cause of conflict between teachers and principal in some selected public primary school of Akaki woreda to identify the cause and to cross-check cause that identified through previous research with the current study as well as the find out the other cause.

### **1.3 Basic Research Questions**

This study was aimed to assess the cause of conflict between teachers and principals in some selected primary school of Akaki woreda, Oromia special zone surround Finfine. So that following that research questions were answered.

1. How do teachers and principals in primary school's view conflicts?
2. What are the major causes of conflict between teachers and principals in primary school of Akaki woreda, Oromia special zone surround Finfine?
3. What are major types of conflict which appear frequently in primary schools of the study area?
4. What are the conflict management strategies being employed in primary schools of Akaki woreda, Oromia special zone surround Finfine?

## **1.4 Objective of the study**

This study has two objectives: general and specific objectives

### **1.4.1 General objective**

The general objective of this study was to examine the cause of conflict between teachers and school principals in primary school of Akaki woreda.

### **1.4.2 Specific objectives**

The specific objectives of the study are:

- To assess the view of teachers and principals to ward conflict in primary schools of Akaki woreda, Oromia special zone surround Finfine.
- To identify the major cause of conflict between teachers and principals in primary schools.
- To identify the major types of conflict those regularly appear in primary school.
- To examine conflict resolution strategies and also seek appropriate methods for conflict management in primary schools of the Akaki woreda, Oromia special zone surround Finfine.

## **1.5 Significance of the study**

The major concept of this study was mainly focused on the exploration of the cause of conflict between teachers and principals in primary school of Akaki woreda, Oromia special zone surround Finfine. A school was the major social institutions where by the teaching and learning process takes place. Therefore problems which affect the smooth operation of the school need to be carefully examined. Appropriate strategies also need to be assessed in order to overcome disruptive problems. The findings of such study may provide the following benefits. Most conflict were being associated with negative out comes for many people, this study may bring the positive values of conflict in light, it might help educational leaders in different managerial levels to design and introduce relevant training, and it might also support the school principals and teachers on how to handle work related conflicts early and properly.

- It might provide insight to educational policy makers, practitioners, school principals, teachers and other concerned educational stakeholders on the magnitude of the problem, and it might help them to identify the causes of conflict between teachers and principals and to adopt appropriate strategies to manage conflict effectively in the school organizations.
- It might be an input for further researcher who will conduct the study on the similar problem area.
- Generally, if the cause of conflict could be identified early and manage properly, the school systems would be conducive environment for teaching learning process; teachers and principals work hand in hand collaboratively with healthy relationship; thus general goals of education can be accomplished.

### **1.6 Delimitation of the studys**

The study was geographically delimited to the general primary schools of Akaki woreda Oromia special zone surround Finfine. This study was also delimiting to ten governmental primary schools of Akaki woreda. The reason the researcher delimits the study to these selected primary schools, it was difficult to conduct the effective research in all primary schools, which were finding in the study area due to distance of each school from the center of the woreda capital town. Even though conflicts can occur among/between students, teachers, principals and administrative staff at personal (person) and group levels in school, to make the research manageable, it was delimited to the cause of conflict between teachers and principals. To this end, the type of conflicts, and its management strategies also were incorporated. Because it was better to find the major causes of conflict and managing it before it affects the employees' healthy relationship, stability and performance of the schools.

### **1.7 Limitation of the study**

This study was conducted on general primary schools of Akaki woreda, Oromia special zone surround Finfine. As the concept of cause of conflict and its management strategies is broad and takes different forms, it is difficult to conduct all causes of conflict and its management strategies due to different froms within short period of time.

## **1.8 Definition of key terms**

**Conflict:** - is an interactive state manifested incompatibility, disagreement or difference within or between social entities (Hanson 1996:260).

**Conflict management:** - is the process of removing cognitive barriers to agreement (Hanson 1996:269).

**Principals:** - is an instructional leader who influences a group of people toward the goal of organizations having authorized power which helps him/her to punish and reward his/her followers (MOE 1994:14).

**Primary school:** - is eight year duration of basic and general education that ranges from grade 1<sup>st</sup> up to 8<sup>th</sup>. The teachers in this case are those who teach at this level and the schools are government schools. (MOE 1994:14 - 15)

## **1.9 Organization of the Research**

This study was organized in five main chapters. The first chapter described back ground of the study, statement of the problem, research aims, and research questions, significance of the study, delimitation and limitation of the study. The second chapter review of related literature which has definition of cause of conflict & its management strategies and other related issues. The third chapter deals with research design and method. The fourth chapter described data analysis and interpretation. The fifth chapter represented summary of result, discussion, and concludes the study by forwarding by recommendation.

## **CHAPTER TWO**

### **2. REIVEW OF RELATED LETRATURE**

This chapter is devoted to stress the conceptual aspects related to the cause of conflict and its management strategies in primary schools. On peak of this, the main objective of the chapter is, therefore, to back up or trace the basic questions by reviewing different related literatures as vehicles. Thus, the topics dealt with are: the views, causes, types of conflicts and conflict management strategies in general terms.

#### **2.1 Theoretical Overviews of Conflict.**

Conflict is normal and natural phenomenon in all type of human relation, it occurs at all levels as human life. It is relationship between two or more parts that believe they have incompatible goals. It considered as the events of disagreement, debates, disputes, preventing someone frame reaching valued goals. It also associated with situation that involves contradictory interests between two opposing parties (Chand an 1994:271). Conflict is one of those phenomena that are experienced by very one butthat can be defined completely and accurately by no one, as Sisk and Williams cited in Okotoni (2003:28).

The term conflict is viewed in variety of ways because of its confusion with those conditions which leads to situations of different conflict. In bureaucratic theory, the entrance of conflict is viewed as evidence of break down in the organization: failure on the part of the management to plan adequately and to exercise sufficient control. In human relations views, conflicts is seen in an especially negative light as evidence of failure to develop appropriate norms in the group.

Traditional administrative theory has, therefore, been strongly biased in favor of the ideal of smooth –running organization characterized by harmony, unity, co-ordination, efficiency, and order. Human relations adherent might seek to achieve this through happy, congenial work groups, whereas classical adherents would seek to achieve it through control and strong organizational stricter. Both however, tend to agree that conflict is destructive something to be avoided (Owens, 1998:230).

Robbins suggested in (Year, inGebratensay 2002:15) that in fact as the term conflict was used synonymously with the term violent and destruction. This writer farther suggested that many of the important institutions like schools used to entertain this view of conflict.

In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, school principals often were evaluated for the absence or presence of conflict. There for, a principal may view conflict as unnecessary and harmful to school system. If this is the philosophical foundation, the principal's reaction would be to fear its occurrence, and to eliminate all evidence of conflict. Unfortunately, the term "Conflict" as only the connotation of "Bad" for many people so much, so that they think principal in term of suppression giving little or no attention to its more positive side (Abdul, Ajemuni, Asoker and Hotepo, 2010:1).

According to Holt (1993:491) also conflict described in to four distinct views: a) traditional view, argues that every conflict leads to mistrust poor communication, and like of cooperation the view believes that conflict must always stop as soon as possible. b) Behavioral view, argues that conflict isun inevitable consequence of group and organizational behavior because it cannot be eliminated proponents argues it must be accepted and should be encouraged as a way of broaching carefully protected Issus that need airing and resolution.

c) Instruction view, suggests that unusually harmonious environment is not conducive to growth because it makes individuals overly tranquil. Creating anxiety will be necessary to instigate changes. d) Finally, an emerging view recognizes that individual in perfections make conflict in evitable, but feels that it is in inexcusable note to control it. As stated above behaviorists instructions and emerging views of conflict accept the inevitability of conflict; they defer in the ways of treating it.

In addition, Billisbery (1999:28) states that the way in which people manages conflict depend on how they view it. Some people consider conflict as problematic, uncivilized or destructive. Others View it as a natural and inevitable result of differences within the organization. Other people also argue that it can have many benefits, which will be lost if it is avoided or suppressed. Ivan evict Matteson (1990:303) describe the contemporary view point of conflict in the following manner: Too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied

else where. Too little conflict, on the other hand also can be negative, in that such state can lead to apathy and lethargy, and provide little or no impetus for change and innovation.

That is to say, if everything is going smoothly i.e. if there is no conflict, the desire of people to make changes in the organization will become very less. According to them, the critical issue is not conflict itself but how conflict be managed. Hanson (1996:260) also describes that conflict is subject to the interpretation of the minds of those who are part to it he comes to it. He comes to realize that conflict itself is not evil, rather phenomena that can have constructive or destructive effects depending up on its management.

Now days, combination of the traditional and modern viewpoints has brought us to determine that the constructive as well as destructive potentials of conflict exist in school organizations.

Farther more in the real world of educative organizations, a significant significance of life is the presence of conflict in many forms and at various levels of strength. According to Akinnubi, (2012:173) conflict is part and parcel of the school and school cannot shy away from it, because it is experienced daily in the teaching-learning process. Finally, conflicts among teachers, principals, and between teachers and principals are inevitable in school context. The best approach is to accept and manage it appropriately depending on the situations.

## **2.2 Causes of Conflicts**

The possible sources of conflict are: competition for common goal and scarce resources, incompatible goals and like. According,(Plunkett, 1989)the source of conflict include, shared resource, difference in goals, difference in perceptions and values, disagreements in the role requirements nature of work activities and the stage of organizational development.

Gray (1991) suggested that there are six sources of conflicts: these are; limited resources, interdependent work activities, differentiate of activities, communication problems, different in perception and the environment of the organization. According to these writers, conflict can arises from a number of others sourcessuch as: individual difference, unclear authority structures, difference in attitudes, task symmetric, and difference horizon time. Another author Deutch in Campbsell et al (19983) identified a list of sources of conflict. These are; control over



resources, preferences and nuisances value, belief and nature of relationship between the parties (some cause of conflict are state below).

### **2.2.1 Difference in Perception**

Thomas (1974) define conflict as ‘the process which begin when one part perceive that the other has frustrated, or is about to frustrated. (Jehn, 1997b). Characterized substantive conflicts are disagreements among group ideas and opinions about the task being performed such as disagreement regarding an organization current strategic passion or determining the correct data to include in report. School principals sometimes find themselves in problems with the perception of stakeholders that sometimes the school principals favoritism was reported by(Omboke, 2010) where a school principals was accused by the parent that he favor some education board member to an extent of allowing their children to remain in school without paying fee. Some case, in some education board members are allowed to express authority to supply goods to schools at inflated price. This create discontentment among the stakeholders’.

### **2.2.2 Communication Problems and Environment of Organization**

The result of misunderstand and communication problems cause conflict between groups, teams, or committees in school. This is vertical or horizontal hierarchy in the school.(Thomason and Schmidt, 1976). Teachers According to Gordon (1974) cited in (Ngongo, 1993)teachers prevent many unacceptable behavior of students with relative ease, simply by modifying the classroom. They need to confront the physical and psychological characteristics of classroom and not necessarily the student. The technique is that a drab, barren and uninspiring learning environment helps create situation where behavior problems are more likely to occur such problems may lead to conflict. The school surround environment and inside school compound can led to conflict if the available some that not security for teaching and learning.

### **2.2.3 Inadequate Resources**

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to (Some.D, 2010)shortage of finances makes it hard for the head teacher to forge ahead in educational programmers. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of

finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities.

Lunneberg F and Ornstein, (1991) Emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programmers. The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office. Sometimes the central office rejects the proposals from the board and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programmers like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money. The cases become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees.

Nafuko (2001) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

#### **2.2.4 Indiscipline on the Part of Students, Teachers and Administration**

(Republic of Kenya , 2001) Indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher will always be blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher.

(Foster, 1982)Indicate that unmotivated teachers will not produce good results. Complaint, laxity grumbling and fighting the head-teachers characterized their work. The school principal will always be in the center of blame. He or she will not get anything done without running into trouble with the teachers. In the other, the teachers have no interest train during the vacation. These teachers find themselves inside the classroom doing a job they do not like but because they become increasingly brutal to students. Such teachers also become patronize to the politicians and receive protection and bring trouble to school principal.

### **2.2.5 Poor Academic Performance**

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to A Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by (Okoni, O and Okoton, 2003) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

Some scholars describe the school associated with conflict in their school with pair working condition and lack of clear work remuneration policy by government. (Okoni, O and Okoton, 2003)Indicate that teachers work in highly demotivate condition due to poor pay by the government coupled with lack clear increasing salaries. The other researcher shows (Rono.D, 2000)that in experienced head teachers so sometimes ran into serious problem when they fail to use their scarce resources properly. Again (Rono.D, 2000) reveals some head teacher has lock out of their school due to poor financial accountability. These again cause conflict in some school.

### **2.3 Types of Conflicts**

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources such as value, goal and needs. From literature of review several types of conflict are experienced in education institutions. These include intra-person, intra-group, inter-personal and inter-group.(Ghaffar, 2010). Other also classifies in other perception, for example, (G, Stewart J and Dangelo, 1980)there are three types of conflicts. First is conflict over image perceptions. This is usually revolves around such questions as who is informed? Who has what kind of authority or power? Who has what duties or obligations? Who has what social habits or behaviors? And who has what ‘personality traits’. The second is role conflict. This arises over different interpretations of what is; that is discrepancies in the various roles we play. Conflict over basic values is the third type of conflict. These conflicts are relatively rare. Most of the day-to-day disagreements are over image

perception, or content. Usually not resolvable, but can be handled interpersonally, for instance differences of ideology and religious beliefs.

### **2.3.1 Intrapersonal/Individual Conflict**

Intra personal conflict is internal to the person and most difficult type of conflict to analyse. Due to the need of personal from the bases for our behavior at work, at home, at play and in every activity on satisfaction need of frustrate people and leads to behavior that negatively affect performance. Basically intrapersonal conflict can be related two things: conflict arising due to divergent goals or conflict arising from out of multiple roles to be played. (Ghaffar, 2010)

### **2.3.2 Interpersonal Conflict**

Interpersonal conflict involves two or more individual rather than one individual. Two teachers or other person fighting for common thing, or managers competing for the some promotion are examples conflict between individuals. The most common reason are, personality difference, perception, clashes of value and interest, power and status difference and scarce resources (Gebretensay, 2002).

### **2.3.3 Intergroup Conflict**

Intergroup conflicts over authority and resources are exceedingly common. Most of the departments in the organization compete for the allocation of scarce resources and power. Ask they differ in goals work activities, power and prestige. These type of conflict is occur due to the incompatible goal, task interdependence, resource allocation, competitive incentive and reward system and difference in value and perception. (Okotoni, 2003)

### **2.3.4 Intra group Conflict**

It refers to conflict among members of a group or between two or subgroup within an organization in connection with its goals, task, and procedures and so on. Such a conflict may also occur as a result of incompatibility or disagreements between some or all the members of a group and its leaders. There are three kinds of intra group can be identified. These are horizontal conflict, vertical conflict and line and staff conflict (Rahim, 2002). In view of the literature above, this study will set to establish the types of conflicts in public primary schools of Akaki Woreda Oromia Special Zone Surround Finfine.

## **2.4 Conflict Management**

Conflict management is a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives. Conflict as a concept never remains positive or negative but it has always been as a basic and result-oriented part of life (Ghaffar, 2005).

According to Owens (1998), effective management of conflict such as treating it as a problem to be solved and emphasizing on the collaborative essence of organizational life can lead to the outcomes that are very productive and supportive to the health of the organizations. However, ineffective management of conflict such as a hard noised rules or guidelines of punishment for offenses gets tough practices in the name of administering the negotiated contract and emphasizing on the adversarial relationship among teachers, teachers and learners, teachers and principals can lead to a climate that exacerbates the situation and likely developed a downward spiral of mounting frustration, deteriorating organizational climate and increasing destructiveness. Thus, educational leaders should think about conflict whether it is potentially benefitted to the organization or not. Tilahun as cited in Owens (1987) stated that frequent and powerful conflict can have a devastating effect on the behavior of people in organizations. Such conflict results in physical and psychological withdrawal and is a widely occurring phenomenon in schools that is often written as laziness on the part of teachers, students, administrative workers and other stakeholders who have been spoiled by “soft” administrative practices. So, managing conflict in a better way should be given for them to play an irreplaceable role. Therefore, the better educators and students understand the dynamic nature of conflict, the more they able to manage it constructively.

## **2.5 Scientific methods of Conflict Management Styles**

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

Assertiveness is the attempt to satisfy one's own needs and desires at the expense of the other persons (organizational demand in the case of administrators) whereas cooperation is a manner

to satisfy the desires or needs of the other's people (individual needs of the members). Thus, attempting to satisfy organizational demands can be viewed along from assertive to unassertive continuum while attempting to satisfy individual needs can be conceptualized from uncooperative to cooperative. The interplay of the two orientations determines the specific behavioral patterns that people follow in managing conflicts (Szilagyi & Wallace, 1983). These conflict management styles are explained below as:

### 1. Avoiding

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

### 2. Dominating

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

### 3. Accommodating

In this situation, parties dealing with conflicts come from a high degree of cooperation but low assertiveness. There is a conscious which attempts to neglect one's needs but wants to satisfy the others. This implies that accommodating style may merely involve into another's wishes in its

simplest form. Accommodation may be a reflection of the desire that ensures personal and social harmony and preserves relationships at one's cost or sacrifice. This method is appropriate when people realize that as they are wrong, an issue is more important to the other party and important for preserving future relations between the parties. Like the case of avoidance, it has short-term benefit to settle conflicting issues (Szilagy & Wallace, 1983).

#### 4. Compromising

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

#### 5. Collaborating

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

### **2.6 Techniques for Conflict Resolutions**

(Ghaffar, 2010) Define conflict resolution in a most general and concise way, "the process used by parties in conflict to reach a settlement. "Thomas (1971) examines conflict management strategies by focusing on generally strategies used by administration in an educational setting.

In this research he point out that there is no difference between management and leadership; manager is synonymous with leader. Five stage of conflict were identified by (Pondy, 1969) these are latent conflict, perceived conflict, felt conflict, manifest conflict and conflict aftermath.

Thomas eight strategies for management are:

1. Citizens and involvement    2) confrontation session    3) sensitivity training    4) process involvement  
5) educational pluralism    6) volunteerism    7) cooperative studies    8) failure

Sergiovanni et-al (1980) emphasized that conflicts were natural and expected in a dynamic organization. Conflicts are not abnormal, nor are they necessarily a symptom of a breakdown in the organization. Conflicts are considered a natural outgrowth process and indeed seen as a sign of organizational health rather than pathology. In the present times, conflict resolution make up the major part of the administrative job.

The event cause surrounding education sector today; as such the role of conflict mediator is an essential part for primary school administration.

(Musivosvi, 1998), Asserts that conflicts arise when people are barred from realizing their expectations, desires and ideals that may not be in line with other people's values within the organization. Some values, desires and ideas may also be in conflict with those of the organization. He further asserts that common conflicts in place of work are those between subordinates and the administration. The workers on the same level can also have conflicts especially if they are competing over the attention of those in the administration. He also indicates that many conflicts in an organization are a product of human interaction. It is therefore important to put in place peace making process.

According to Robbins (2003), conflict in an organization has got two possible outcomes. This outcome may be functional in that the conflicts results in an improvement in the group's performance or dysfunctional in that it hinders group performance.

According to him, if a conflict is dysfunctional, then the parties needs to de-escalate it and if a conflict is too low then the parties need to increase it and make it more functional? These are done using conflict management techniques, which use resolution and stimulation techniques to achieve the desired level of conflict. He identified nine conflict resolution techniques to achieve the desired level of conflict. He identified the nine conflict resolutions techniques. These are super-ordinate goal, altering the human variable, altering the structure variable, authoritative command, avoidance compromise, problem solving and smoothing.



A Super-ordinate goal is involves creating a shared goal that cannot be attained without the cooperation of each of the conflicting persons. Whereas altering the human variable is involves using the behavioral change techniques such as human relation training to alter attitudes and behaviors that influence conflict and also altering the structural variable entails changing the formal organization structure and the interaction patterns of the conflicting parties through job redesign, transfers, creation of coordinating position and the like help to minimize conflict. Using authoritative command, where the management uses its formal authority to resolve the conflict then communicates its desires to the parties involved. Sometime avoidances are good strategies for conflict resolution.

Some conflict needs Compromise where each party to the conflict gives up something of value. Expansion of resources is when a conflict is caused by the scarcity of a resource. For example money, promotion opportunities and office space then expansion of the resource can create a win-win solution.

In the same condition problem solving method that is involves face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving conflict through open discussion. In other when two parties eager, smoothing method is useful. This entails playing down differences while emphasizing common interests between the conflicting parties.

Robbins (2003) also identified four conflict stimulation techniques which some are share above techniques. These are communication involving, bringing outsiders, restructuring the organization and appointing.

Communication involving is use of ambiguous or threatening messages to increase conflict levels where as Bringing in outsiders is involves adding employees to group whose background values, attributes or managerial styles differ from those of present members. Not only adding new group in present group is not bring solution, but also restructuring the organization. These are realigning workgroups, altering rules and regulations, increasing interdependence and making similar structural changes to disrupt the status. Appointing a devil advocate which involves designating a critic to purposely argue against the majority positions held by the group.

Thomas (1976) shares the above techniques and generalizes five approaches to managing conflict in school. These are: Competition reflects a desire to achieve one's own ends at the expenses of someone else. This is domination also known a win-lose orientation

Accommodation reflect a mirror image of competition entirely giving in someone else concerned without making any effort to achieve one's own ends. This is a tactic of appeasement.

Sharing is an approach that represents a compromise between domination and appeasement. Both parties group give up something yet. Both parties get something both parties moderately, but incompletely satisfied.

Collaboration reflects an effort to fully satisfy both parties. This is a problems solving approach that require the integration of each party's concern.

Avoidance involves in different to the concern of both parties. If reflect with draw from or neglect of any part's interest.

Mediation and negotiation is positive problems solving process. Present time conflict and misunderstanding from become protracted and destructive design resolve different. Peer mediation developed whole school management plan will often include peer mediation as one part of the big picture of school based dispute resolution (McMahon, 1998)In recent year the teaching every students how to negotiate and mediate will ensure that future generation are prepared to manage conflict constructively in career, family, community, national and international setting. ( Johnson D.W and Johason R.T, 1996).

Conflict management patterns are often according to Desivilyaetal.(2005) related to a dual concern model divided in to concern for self and concern for others. Further different conflict management approaches are based on these two motives, some focusing more on concern for self and concern for others.

From these motive Desivilyaetal. (2005) brings forward five main conflict management patterns:

Table: 2.1A Conflict management patterns and its concern

CMP	Concern
Dominating	High concern for self and low concern for others
Obliging	Low concern for self and high concern for other
Avoiding	Low concern for self and low concern for other
Integrating	High concern for self and high concern for other
Compromising	Moderate concern for self and moderate concern for other
Collaboration	Reflects an effort to fully satisfy both parties. This is a problem solving approach that requires the integration of each party's concern.

Sources: Desivilya etal. (2005)

## 2.7 Conflicts Management Methods

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by school principal. When students fail in national examinations head teachers face conflicts from parents, students and the community. The head teacher therefore needed to manage the curriculum to avoid failure of students in examinations. The principal should device ways to supervise teaching and to make sure what is going on in all classes and in all subjects. He further indicated that there was need for effective evaluation through examinations such as end term and end year examination, and continuous assessment tests, which should be valid and useful to students. (Okumb, 2008)Agrees with the above view and indicated that personnel management was very important if learning activities have to succeed in schools. In managing personnel, there is need for head teachers to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resource.

There is need to ensure that the organizational climate enhances employees' mutual relationship and co-operate effort. He asserts that the success of the organization depended entirely on how effectively its human resource is managed.

(L.Hughes, 1994), Advocates that performing management functions is a continued activity for a principal who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The principal must lead a head of time and know how to administer and when to manage. In administration, less friction was realized when "craft" of administration is applied in ensuring that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

### **2.7.1 In-service and Opportunities to Attend Courses in Conflict Management**

(Janttz, 1996) Found out that principal who are gifted in leadership experienced minimal brush conflicts in their institutions. Schools that experience fewer conflicts have a link between motivation, commitment and capacity building. Research done by reported by (Janttz, 1996) on motivation indicated that teachers who have control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome.

(Okumb, 2008) Concurs with the above author and points out that some teachers have taught for many years without being recognized or given promotion. Such teachers lack motivation because there is nothing to look forward to in their work. The head teacher needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary skills, knowledge and attitudes for effective job performance through in service and undertaking of courses related to conflict resolutions. Teachers should also be helped in career growth where they will use their talents and have aspirations. He further showed that those teachers who temporarily or permanently stops in their career promotional grades. He asserts that a teacher in this state suffers from stress and psychological withdrawal.

A teacher of this nature can be a problem to the head teacher. The head teachers need to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career.

(Kampiles, 1997) , Indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with working environment conducive to efficient and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

(L.Hughes, 1994), Reported general theory on human relations. The theory indicates that human relation was an important asset in school administration. It also indicates that understanding workers behavior was important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work.

(Foster, 1982)Concurred with the above view and indicates that head teachers need to relate in a way that teachers are ready to work with them. He indicates that the head teacher should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them they will conform when the head teacher uses pressure and independent decision-making. (Musivosvi, 1998)Shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the organization in view. He has also shown that teachers have needs which if not met will affect their output and morality in their place of work (H, Fraser L and Robert, 1990). Positive working relations enhance productivity.

(A, Gordon, 1991), affirm the above view when they emphasize that the principal encounter students, teachers and parents on daily basis and require the value of caring. Head teachers therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest they may become more willing to try new practices, share information and are ready to co-operate with the principal.

### **2.7.2 Use of Students' Representative Council (SRC)**

(Okumb, 2008), Indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of students is therefore required. The school management needs to ensure that the students' activities and operation in an organization are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (head teacher) to be an effective students' manager, he or she must not only be conversant with concepts and newer perspectives in primary school management, but also be a constant operator of the management techniques.

Management of students requires that the head teacher should show concern and drive towards student's achievement through teaching and learning, constantly communicating appropriately and effectively to and with students. Lack of proper communication may lead to conflicts with students; make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision-making, solve problems by applying the appropriate problem solving techniques speedily, equitably, and cautiously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students' Representative Council (SRC). Through this the head teacher will ensure that the students' issues were addressed promptly through the right procedure (Okoni, O and Okoton, 2003)

### **2.7.3 Frequent Stakeholders Meeting and Consultation**

It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge he was in a position to put in place educational programmers that meet the needs of the community (R, Gordon B and Ernest, 1996). Community norms need to be taken into consideration. The principal needs to change the education programmers that are in conflict with the norms of the community. When the school interferes with the norms of the community, then the community will tend to negatively act, causing difficulty to the school and the principal, they further assert. Parents and other members of the community no longer accept the word of educators that the school is doing well.

(G, Stewart J and Dangelo, 1980) Indicate that principal can avoid conflicts in their schools if the community is in full support of the educational programmers. The parents on the other hand should be made to feel that their children are in good hands. Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the principal can interpret the educational programmers to the community. The citizens need to be aware of what is happening in the school.

The principal needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become important means for spreading reliable information and enhancing aspiration of the community about the school.

The school administrators need to work closely with those interested in the school and particularly the youths. By linking together various agencies, the school principal plays a key role in dealing with problems in primary schools created by family, economic and social conditions. The head teachers need to develop lines of communication and transmit information to the community. The principal also needs to seek information from the community (Paul, 1996)

(H, Fraser L and Robert, 1990) Concur with the above authors and indicated that parents need to be involved in the schools mission; making them develop an ownership in the school's mission. The principal needs to interact with parents and other community members. Through interaction with the community the principal will get an opportunity to prevent fighting or if a rumor is loose the principal should share the truth so that people are equipped to deal with it in a healthy way. The principal should arm the community with facts so that they can act as rumor exterminators. The principal should keep in contact with the community and let them know the school and its mission.

(J, Hollow, 2000) Carried out research study in Missouri and North Carolina and found out that head teachers may minimize conflicts if they understood the people they work with. There is need to collaborate with the families and the community. There is also need to understand the

political, social, legal, economic and cultural climate of the community. This will help the head teacher work well with those around him or her. (k., Kemples., 1997)) shares this view and indicate that the head teacher needs to study his or her environment and develop leadership style that suit the school community.

(Gordon.R., 1976) Concurred with the above view and indicated that the school principal needed to understand the total community and develop good relationship with the local community that the school serves. The author indicated that it was necessary for the principal to know the people who reside around the school. It is also necessary for the school administrator to know the groups and organizations available in the community where the school is found. It is important for the principal to meet the leaders of these groups and organizations because they are useful in time of crisis. By trying to understand the community, the administrator will know the expectations and the attitudes of the people in the community.

The above author further indicates that expectations constitute standards by which the people evaluate the performance of the school. As a result of such knowledge, the principal was in a position to recognize the direction to take so as to satisfy the community's feeling of a successful school.

He further indicates that the community involvement is necessary but care should be taken to make sure that the ultimate goal of this involvement is to improve educational programmers. In the literature reviewed, the authors have rightly indicated that it is important for the principal to work with the community if he has to avoid conflicts in his administrative work. The above authors seem to also agree that knowledge of the community is important for the principal. But the parents and the community have sometimes rejected principals long before they report to their new stations.

(Wie, 1995)In her lecture given at the State University Utah in USA cited that the head teachers' alertness is a valuable asset. When the alertness is compromised the head teacher should do what is possible to restore it. Small events may not be necessarily simple events because they may take a complete turn. (Musivosvi, 1998)Shares the same view and has shown that the head teachers should be on the lookout on possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of



diffusing situations which are likely to be explosive. However, some head teachers may get so involved watching for symptoms of conflicts in the school at the expense of other activities. There is need to balance between watching for fires and doing duty as an administrator, he further asserts.

(Hart, 2000), in her papers presented at a conference in Ohio for University Council for Educational Administration shares the above view with the above authors and demonstrates that teachers need to assess the “news” and “no news”. The head teacher should then act appropriately on “rumors” especially those touching management. If the head teachers are keen on these rumors they can easily stop the conflicts from materializing.

### 2.8 Effect of Conflict

Conflict may be helpful in order to bolster innovation and performance. Conflict that enhances group productivity is viewed as useful and conflict that hinders group performance is viewed as counterproductive.

Conflict is often needed. It helps to raise and address problems, energize work to be the most appropriate issues, helps people 'be heal', for example it motivates them to participate, helps people learn to recognize and benefit from their differences. Conflict is not the same as discomfort isn't problems it is when conflict is poorly managed is problems. Conflict is a problems when it; hampers productive, lower morale, cause more continued conflict and cause inappropriate behaviors (Teshannen Moran, 2001).

Table: 2. 1B Possible Effects of Conflict

Positive effects of conflict	Negative effects of conflict
Increase effort	Reduce productive
Feeling get aired	Decrease communication
Better understanding of others	Negative feeling
Impetus for change	Stress

Better decision making	Poorer decision making
Key issue surface	Decrease cooperation
Critical thinking stimulate	Political backstabbing

Sources: Leadership enhancing the lesson of experience, 2006)

The review of related literature did not find any empirical study on literature and study on cause of conflicts in school and management strategies in primary schools. Researchers have rarely investigated on the cause of conflicts in school and management strategies used in schools.

In particular, not much has been done in regard to cause of conflicts in school and management strategies in public primary schools. A few studies such as those of scholar (Okotoni, 2003) discussed the cause of conflicts in school and management strategies in secondary schools. It is upon this gap that the present study will be deemed necessary.

## 2.9 Empirical review

According to Jimma (2019), studied at Addis Ababa University concluded that one of the most important issues regarding conflict is that it is inevitable in everyday life. Conflict cannot be regarded as a sign of incompetence; it is a legitimate aspect of human behavior. It is not only avoidable but also serves a useful function for stimulating creative solution to problems. Conflict can have a positive or negative outcome, depending on how it is managed. For principals to be effective in a school situation he/she needs to learn how to create positive conflict and how to manage negative conflict.

The finding in this investigation revealed that performance evaluation system and the reward attached to it was found to the top major causes of conflict between teachers and principals. In addition, communication problems, bad working conditions, lack of participative decision making, lack of commitment and lack of collaborative problem solving were among the major causes of conflict.

According to Abdumuhsin (2019), the findings showed that intra-personal, interpersonal, intra-group and intergroup conflicts were the types of conflict observed in the primary school

situations. Improper distribution of manpower, inadequate allocation of budget by local governing bodies and competition for scarce resources in schools were seen as the sources of conflicts in school which were accredited by teachers, principals, and vice principals.

Birhanu, T. (2014), found that educational leaders could have the opportunity to apply different conflict resolution strategies. Besides, they might know that conflict is the basis of organizational change and development. On the contrary, majority of sample respondents feel that conflict is avoidable and hence, they view it as bad, negative and destructive; despite the fact that considering it as positive indicator of innovations and development.

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

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

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, research design, source of data, sample and sampling techniques, instrument for data collection, producers of data collection and methods of data analysis.

#### 3.1 Description of Study Area

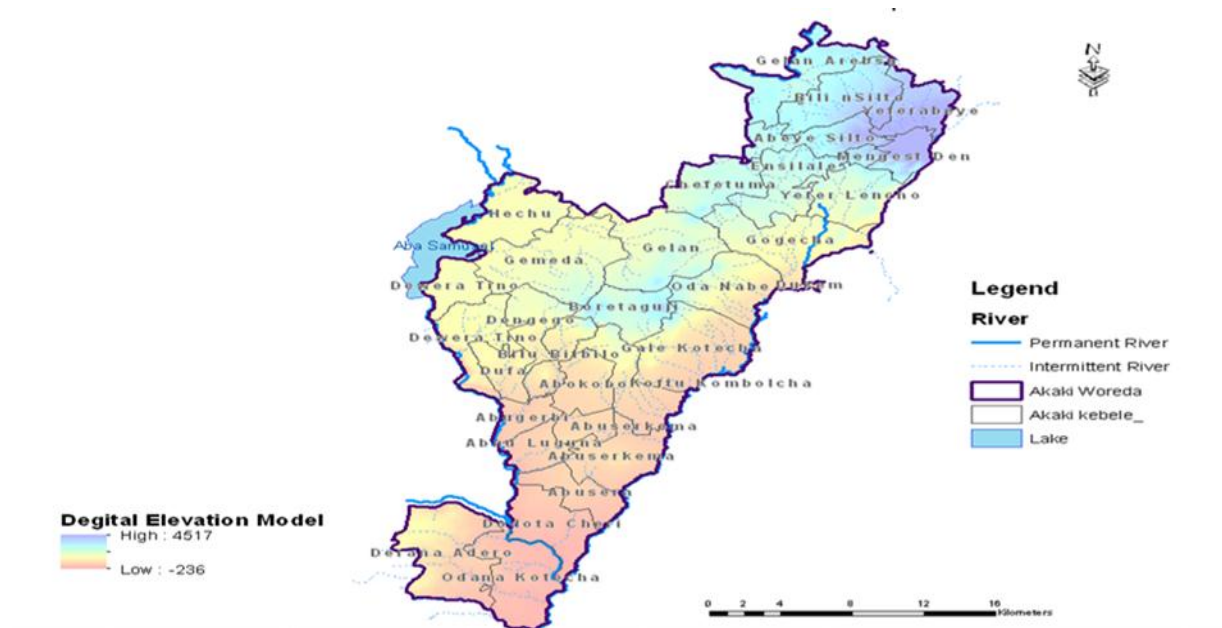


Figure1: Map of Akaki woreda

This study was conducted in Akaki woreda. Akaki woreda is one of oromia special zone of surrounding Finfine. Woreda is located at central part of the country, at 37km from Addis Ababa. It has 28 rural kebeles and 1 town administration with an estimated population of 84,870. Dukem town serves as the main administrative center of the woreda. The woreda is bounded in north by Barak woreda, in southern by Leman woreda, in west by SabetaAwas and in east by Adea woreda.

### **3.2 Research Approach and Design**

Research design was broader in scope that consists the ways of gathering and analyzing data to answer the basic question. Thus, in this study the researcher employed through descriptive survey design to get relevant and enough information from the study area. It was selected because the nature of the problem needed and investigation on the cause of conflict between teachers and principals and its management strategies. The researcher employed descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem (to describe the current status of an area of study) and survey studies aim at describing the characteristics of a population by examining a sample of that group. It could check and measure the attitude, belief, opinion or practices of the subject, the study and it also helped to make detail analysis of existing situation of selected primary schools of Akakiworeda, Oromia special zone surround Finfine. Koul (2006:433) emphasis that as the researcher can gather information about people opinion about some issues, through descriptive survey design and it was the only means through which opinions, attitude, suggestions, for improvement of practices, and other data could be obtained.

Research method is style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Thus, this study, the researcher used both quantitative and qualitative approach. The researcher employed descriptive survey because it provided the researcher with detail description of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions to investigate the existing problems. Quantitative approach incorporated in the study with information which was gained from close ended questionnaire, while the qualitative approach was incorporated in the study with information document analysis and interview to validate and substantiate the quantitative data.

### **3.3 Source of Data**

The use of various sources of data on the same issue from different source was significant step to get concrete and valuable information. Based on this, the researcher were used both primary and secondary sources of data.

### **3.3.1 Primary Data Sources**

The primary sources of data were samples of primary school principals, teachers, vice principals, primary school supervisors, head of woreda educational office and woreda teachers association chairman.

### **3.3.2 Secondary Data Sources**

Different written document were used as secondary sources. Secondary source would be collected from relevant documents, manuals and minutes with respect to conflict situations between teachers and principals and its management strategies in primary schools

## **3.4 Population, Sampling Size and Sampling Techniques**

### **3.4.1 Population**

In Akaki woreda there were 25 primary schools,607 teachers,25 principals,10 vice principals,10 supervisors, woreda education office head and woreda teachers association chairman selected as population of study.

### **3.4.2 Government Primary School**

The sample for the study was drawn from Akaki woreda government primary schools which are grade 1- 8 and the schools from grade 1- 4 were not included. There are twenty-five government schools in “Akaki woreda” and ten were included through simple random sampling technique to get equal chance in the study. The schools were namely Abu Sirba, Abu Lugna, Kuriyo, Dawera Xino, Gameda, AbeyiSilxo, Gale Koticha, Insilale, Oda nabe, and Abu Sera primary school; because the number of primary schools in the woreda was large this was difficult and complex to manage. The woreda is selected because of the availability of adequate number of government schools in cluster to come up with some kinds of analysis. The sampling technique takes place through simple random sampling system each school has their own different number of population about teachers.

### **3.4.3 Teachers**

The study used proportional sampling technique to selected participants for the study each school teacher. Thus, the following numbers of sample were selected from the schools selected as samples for the study. Among Abu Sirba school teachers 12 , Abu Lugna school teachers 13, Kuriyo school teachers 16, DaweraXino school teachers 21, Gameda school teachers 15, Abeyi Silxo school teachers 14, Gale Kotich school teachers 17, Insilale school teachers 20,Oda nabe school teachers 18 and Abu Sera school teachers 19, then total 165 teachers the sample selected for study.

### **3.4.4 Principals, Vice Principals and Supervisors**

The study used purposive sampling technique to selected the number of principals and vice principals in each school.Because of their position, manageable and small in number.Thus, the following numbers of samples were included from the schools selected as sample for the study: From each of the school selected 1 principal and 1 vice principal's total 10 principals and 10 vice principals and 10 primary school supervisorsselected.

### **3.4.5 Head of Woreda Education office and Woreda Teachers Association Chairman**

Regarding head of woreda education office and chairperson of teacher's association the researcher used to select as sample population are availability sampling technique because the researcher assumed that they could give more information on the issue under investigation since they were more familiar with it.

Table 3.1 Summary of total population and participants taken from each school for the study

S/No	Sample School	Teachers				Sample of principals	Sample of vice principals	Sample of supervisors	WHEO	WHTA	%(percent)	Sampling technique
		Target population	%(percent)	Sample teacher	Sampling technique							
1	Abu Lugna	26	50	13	Simple random sampling technique	1	1	1	1	1	100	purposive sampling technique
2	Abu Sera	37	50	19		1	1	1				
3	Kuriyo	34	50	16		1	1	1				
4	AbayiSilxo	28	50	14		1	1	1				
5	Insilale	40	50	20		1	1	1				
6	Bole Naco	42	50	21		1	1	1				
7	OdaNebe	36	50	18		1	1	1				
8	Abu Qobo	24	50	12		1	1	1				
9	Gemeda	30	50	15		1	1	1				
10	Gale Koticha	34	50	17		1	1	1				
Total		331	50	165		10	10	8	1	1	100	

Source: Researcher’s own design

As it mention above on the table, the selection of sample schools and sample teachers was employed through simple random sampling technique in order to avoid bias & apply equal chance of being selected for each school and teachers; allotropy method was to draw woreda simple random sampling (Koul 2006:115).

On the other hand, the school principals, vice principals, head of woreda education offices, and chairman of woreda teachers’ association was taken through availability sampling; because, the researcher intentionally take them to understand the central phenomenon about the study, since these participants



were rich in information. According to Kothari (2003:69), purposive sampling is applied where the researcher intends to pick subjects that satisfy need information.

### **3.5 Data Gathering Tools**

The use of varies to collect data on the same issue from the respondents was a step towards clarifying and validating the information obtained. Based on this, the researcher used both quantitative and qualitative methods of data collection instruments and this take in questionnaire, interview and document analysis.

#### **3.5.1 Questionnaire**

Questionnaire have been used as a data gathering tool, because it have allow the study to collect information from large size of respondents within manageable time and provides a wide range of coverage of data with least cost. Both open ended and close ended questionnaire are designed to collect information from the three group of participants (teachers, principals and supervisors) Therefore, in order to identified the cause of conflict between teachers and principals and its management strategies of Akaki woreda, questionnaires have been set for teachers, principals and supervisors attached at (Appendices).

The reason principals selected as participant of questionnaire was principals facilitate administrative issue across the school. Therefore, the researcher selected principals as respondent of questionnaires to get large information depend on the questions of the researcher. All questionnaires have four parts and were prepared in Afan Oromo because the medium of instruction in primary school is Afan Oromo so that all respondent can understand the questionnaire and respond so.

#### **3.5.2 Interview**

Semi-structure interview items have been prepared as an instrument for data collection in this study. The purpose of selected such type of interview was because of its flexibility and would be restructured on any defects observed on questions. To this end, interview have been conducted with education office head, teachers association chairman and vice principals of each selected primary school. Because the vice principals help the academic issue and he/she has a great relationship with teachers use as bridge between principals and teachers. So vice principals have

enough information about teacher and not principals. Therefore, the researcher selected vice principal as interviewer to get detail information without any limitation about the issue. The respondents was express freely or openly his idea. Interviews are useful for collecting in-depth information that allows explanation of questions and can be applied to any type population (Kumar, 2005:131).

The reason behind the semi structured interview items were the advantages of flexibility in which new questions could be for waded during the interview based on the response for interview. Interview helps to get relevant data that cannot be collected by questionnaire. The researcher used semi-structured interview because it combines both structured and unstructured approaches to collect data from the principal of some selected primary schools.

Bell (1993) stated this type of data collection instrumental lows respondents to express themselves at some length but also offers enough shape to prevent aim less rambling. This method is also selected because it provides uniform information which ensures the capability of the data (Kumar, 1999). Thus, an interview guide (a written list of questions, open or close ended) is prepare by the researcher and conducted with all sample school principals in a face to face interaction.

### **3.5.3 Document Analysis**

Document analysis was one of the data collection tools that were used to confirm or find the consistency of questionnaires' responses with the respondents include in the study. Moreover, some relevant document observation (e.g. minutes) were examined in all sampled school to complement the quantitative data obtained through questionnaire about the extent of teachers' and principal's participation on conflict management in the schools. To record the information from document observation, the check-list question was prepared by the researcher and conduct by observing minutes of PTA descission, files and reportswith all sample school. An excellent data interpreting system can be found in document analysis (Hodder, 1994).

### **3.6 Procedures of Data Collection**

At first the questionnaire and the interview were prepared by English language and translate into Afan Oromo. To make sure the data collection, the necessary relationship was created with the concerned bodies in the schools and woreda education offices. This was done by providing official letter to them and informing the objective of the study. Then when to get proper respondents and relevant documents for data collection was set. Unfortunately, contact was made and orientation was given to selected respondents on how to fill the questionnaires, conduct interview. After given the orientation, the set of questionnaires were distributed to be filled and collected back by the researcher and to gathering with conducted documents analysis. These ways help the researcher to get authentic and relevant data from the sample units.

### **3.7 Method of Data Analysis**

The data was collected through questionnaire carefully was encoded and interpreted and the result generated was tabulated. A document analysis was also described and combines with the questionnaire response descriptions. Hence, quantitative and qualitative analysis as a result, interpretation of data through percentages and frequencies/ mean and standard deviation were described. The data obtained through interview and documents review was analyzed in narrative way. The Statistical Package for Social Science (SPSS) version 26 was used to analyze the data obtained from primary sources (quantitative data). Descriptive analysis was used to condense the data in to a summary arrangement by tabulation (the data arranged in a table set up) and measure of central tendency (mean and standard deviation). The reason for using descriptive statistics was to compare the different factors.

### **3.8 Validity and Reliability of the Instruments**

**Pilot Test:** - To ensure the appropriateness of the items, pilot test was conducted in Abu Sera primary school which was not including in the sample study. A pilot study was conducted as a first round step to avoid errors. The pre-test was provided an advance opportunity for investigate to check questionnaires and to minimize errors due to improper design elements such as question, wording or sequence (John W.Best, 2006). Their main objectives was to detected possible weakness related to ambiguity due to poor morphological formulation and enable the researcher to made the necessary corrections and adjustments. To this end, the draft

questionnaire was administering to 11 randomly selected teachers. After the questionnaires filled and returned, the reliability and validity of items were measured by using Cronbach alpha, reliability of the questionnaire design was filled by teachers.

The data was collected through questionnaire carefully is encoded and interpreted and the result generated was tabulated. The extra transformation of the processed facts to look for patterns and relationship between and/or among data groups by using descriptive (statistical) analysis.

It indicates that, the extent to which the items in a questionnaire were related to each other. Its normal range is between 0-1 and the higher value reflects a higher degree of internal consistency. Based on this, the Cronbach's coefficient alpha was calculated for each field of the questionnaire and entire questionnaires. As a result, the reliability coefficient of the school teachers' instrument was found to be 0.98 (98%), implying that it was taken to be reliable. As stated by George and Mallery (as cited in Jemal, 2013), the Cronbach's alpha result > 0.9 is excellent, 0.9 is very good, 0.8 good, 0.7-0.8 is acceptable, 0.5-0.6 is questionable, < 0.5 is poor. Moreover, Drost (2004), if the result of Cronbach's coefficient alpha is 0.7 (70%) and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept.

Table 3.2 Reliability Test Results with Cronbach Alpha

S/No	Major categories on the cause of conflict between teachers and principals and its management strategies.	No of Items	Cronbch Alpha
1	Teachers and principals view (perception) of the nature of conflict in the school.	16	.969
2	Major cause of conflict between teachers and principals.	17	.982
3	Major types of conflict appear in primary school.	6	.973
4	Conflict management strategies practiced in the primary school.	14	.996
Average reliability coefficient			0.98

To be sure of the validity, a senior colleague was invited to give their comment. The participant of the pilot test should also first informed about the objectives and how to filled, evaluated and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaires. Furthermore, to verify the content validity of the instrument, the questionnaire with sufficient number of items addressing all objectives of the study was administered to government primary school teachers and other participants.

### **3.9 Ethical Consideration**

Actions was taken into make sure the respect, dignity and freedom of each participant of the study. Entire confidentiality of the study subjects was emphasized. Name of respondents were not be recorded anywhere on the last report. The researcher first informed participants the purpose of the study and requested their consent to take part in the research. According to Creswell (2009), the common practice is to present a written informed consent for describing the nature of the research project and the purpose of one's involvement. Their participation was purely voluntary and they were assured confidentiality and ambiguity during data handling.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSION

#### 4.1 Introduction

The purpose of this study was to examine the cause of conflict between teachers and principals and its management strategies in primary schools of Akaki woreda. To carry out the objectives of this study and answer research questions, both quantitative and qualitative research method used. This chapter presents the analysis and interpretation of the data obtained by different instruments mainly questionnaire, semi-structured interview and document reviews. It has four main sections. Section one deal with the demographic characteristics of respondents while section two encompasses details of questions sought to portray the teachers and principals views/perception of the nature conflict in the primary schools. Section three focuses with the cause of conflict between teachers and principals in the primary schools. Section four deals on the types of conflict happen in primary school. The last section deals with the strategies of conflict management in primary school. To construct interpretation easy, the mean values of scales for each item were reassigned with equal interval to each scale. The scale was interpreted as 5 – Strongly agree, 4 – Agree, 3 – Undecided, 2 – Disagree and 1 – Strongly disagree.

The responses respondents for the variable indicated below were measured on five-point Linkert scale with SD=Strongly disagree, D=Disagree=Neutral, A=Agree, SÁ=Strongly Agree. But, while making of interpretation of the result of the mean the scale were reassigned as follow to make the interpretation easy and clear.

Used formula adapted from (Vichea, 2005), the interval for breaking the range distance in measuring the variable is going to calculated.  $(N-1)/n = (5-1)/5 = 4/5 = 0.8$ , where, n=number of rates in each questionnaire. Meaning the mean value of the variable falling between the range of: 4.20 to 5.0 are considered as strongly agree or very high, 3.40 to 4.19 are considered as Agree or high, 2.60 to 3.39 are considered as Neutral or medium, 1.80 to 2.59 are considered as Disagree or low and 1.00 to 1.79 are considered as strongly disagree or very low

Moreover, 10 vice principal, 1 woreda educational office head and 1 woreda teachers association chairman interviewed. Therefore, the analysis of this study done based on the questionnaire data obtained from 165 of teachers, 10 school principals and 10 supervisors whereas interview results from 10 primary school vice principals, head of woreda education office, chairman of woreda teachers association and document analysis.

#### 4.2 Back ground of respondent personal information

Table: 4.1. Personal Information of respondent in terms of sex and work experience

General background of the respondents in terms of sex and work experience														
Variable		Teachers		Principals		Supervisors		Vice principal		WEOH		WTACM		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Sex	M	97	59	9	90	10	100	2	20	1	100	1	100	120
	F	68	41	1	10	-	-	8	80	-	-	-	-	77
	Total	165	100	10	100	10	100	10	100	1	100	1	100	197
Work experience	Below 3	18	11	-	-	-	-	-	-	-	-	-	-	18
	4-6	59	36	1	10	-	-	7	70	-	-	-	-	67
	7-10	66	40	6	60	7	70	3	30	-	-	-	-	82
	Above 11	22	13	3	30	3	30	-	-	1	100	1	100	30
	Total	165	100	10	100	10	100	10	100	1	100	1	100	197

**Note: N=Number of respondents**

As indicated in Table 1.4, among primary school teachers 97 (59%) and 29 (25%) were male and female, while principals 9 (90%) and 1 (10%) were male and female. Also vice principals 2 (20%) and 8 (80%) were male and female. Regarding supervisors, woreda education office head and woreda teacher's association chairman were 100% male. It can conclude that the sum of all respondents in respect to sex; 120 (60.9%) of them were male and 77 (39%) respondents were

female. This showed that in all groups except vice principals the number of female respondents was less than their male counterparts.

With regards to work experience of the respondent out of 165 questionnaires completed and returned by teacher participants, 18 (11%) of the teachers have taught for below three years, 59 (36%) have been teaching for 4 – 6 years while 66 (40%) 7 -10 years and 22 (13%) had been teaching above 11 years of experiences.

It shows that majority of teachers respondents experience falls between 7-10 years, which was 66 (40%) of work experience. It can be concluded that majority of teachers found in medium work experience. Of the 10 principals 1 (10%) had been appointed to 4-6 years, 6 (60%) were 7-10 years, and 3 (30%) for over 11 years. The range of principal experience in their current positions and teaching in general range from 4-6 years; there were no principals below 3 years of experience. The data reflected that experienced principals are leading the schools. This because principals have a long duration in the schools they have better understanding about the school situation. Of the 10 supervisors 7 (70%) had been appointed to 7-10 years, and 3 (30%) above 11 years. It shows that majority of supervisors respondents experience falls between 7-10 years, which was 7 (70%) of work experience. Among vice principals 7 (70%) had been appointed 4-6 years and 3 (30%) 7-10 years. It can be concluding majority of vice principal found in medium work experience. Woreda education office head and woreda teachers' association chairman above 11 years of work experience. These shows in their current positions and teaching in general highly experienced.



Table: 4.2. Qualification and Specialization of respondents

General background of the respondents in terms of qualification and specialization														
Variable		Teachers		Principals		Supervisors		Vice principals		WEOH		WTACM		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Qualification	Diploma	121	73.3	-	-	-	-	8	80	-	-	-	-	129
	Degree	44	26.6	10	100	10	100	2	20	1	100	1	100	68
	MA/MSc	-	-	-	-	-	-	-	-	-	-	-	-	-
	Totals	165	100	10	100	10	100	10	100	1	100	1	100	197
Specialization	EDPM	1	0.6	-	-	1	10	-	-	-	-	-	-	2
	Other than Education Administration	164	99.3	10	100	9	90	10	100	1	100	1	100	195
	Totals	165	100	10	100	10	10	10	100	1	100	1	100	197

**Note: N=Number of respondents**

As indicated in Table 4.2, the qualification distribution of respondents reveals that majority of school teachers 121 (73.3%) were diploma holders, while 44 (26.6%) are degree holders. This indicates that the teaching staff member in the schools and the teachers fulfill the standard qualifications of primary school to effectively carry out the teaching and learning activities in the schools.

Similarly, about the qualification all of school principals and supervisors were degree holders. With regard to qualification of school vice principal 8 (80%) were diploma holders and 2 (20%) are degree holders. This shows that the majority of vice principals in the school below the standard qualification of primary school to effectively carry out the leading activities in the school. Both woreda educational office heads (WEOH) and woreda teachers' association chairman were degree holders. These show the respondents have better understanding of various causes of conflict and management strategies in the schools. This in turn might enable them to provide

adequate responses to the questions presented to them about conflict between teachers and school principals in their school.

The specialization distribution of respondents shows that all of school teachers 1 (0.6%) were specialized in EDPM, while 164 (99.3%) were other than education administrations. This indicates that almost all the teaching staff members in the schools were than education administrations.

Similarly the specialization of all primary school principals and vice principals were other than education administration. Regarding specialization of primary school supervisors, 1 (10%) were specialized in EDPM, while 9 (90%) are other than education administrations. Both woreda educational office head and woreda teachers association chairman not specialized educational planning management.

### **4.3 Analysis of Data**

Data analysis is the process of moving from raw questionnaires and interviews to evidence based interpretations that are the foundation for published report. To analyze close ended quantitative data collected through questionnaires. Descriptive statistics were employed in this study by using the descriptive statistics, frequency counts and percentages were used as needed to analyze the data. The demographic and specific data were presented below starting with the demographic data.

### 4.3.1 Teachers and principal view (perception) of the nature conflict in the school

Table: 4.3A Respondent of teachers and principal view/perception on conflict

No	Item	Respondents		Rating scale					Total	M	SD
				SDA	DA	MA	A	SA			
1	Conflict by its nature is bad and should be avoided.	T	F	9	38	21	61	36	165	3.47	1.217
			%	5.5	23	12.7	37	21.6	100		
		P	F	1	7	2	0	0	10	2.10	.568
			%	10	70	20	0	0	100		
2	The task of school management is to eliminate conflict.	T	F	24	12	38	56	35	165	3.40	1.30
			%	14.5	7.3	23	33.9	21.2	100		
		P	F	1	1	2	3	3	10	3.60	1.35
			%	10	10	20	30	30	100		
	Conflict disrupts the organization and prevents optimal performance.	T	F	9	50	0	89	17	165	3.33	1.17
			%	5.5	30.3	0	53.9	10.3	100		
		P	F	2	0	2	5	1	10	3.30	1.337
			%	20	0	20	50	10	100		
4	Conflict is caused by failure of leaders and trouble makers.	T	F	3	9	6	106	41	165	4.05	.818
			%	1.8	5.5	3.6	64.2	24.8	100		
		P	F	1	1	1	5	2	10	3.60	1.26
			%	10	10	10	50	2	100		
5	Conflict is always unpleasant and destructive.	T	F	20	129	4	12	0	165	2.05	.661
			%	12.1	78.2	2.4	7.3	0	100		
		P	F	2	7	1	0	0	10	1.90	.568
			%	20	70	10	0	0	100		
6	Conflict can be resolved only by physical separation of the two parties.	T	F	15	108	31	6	5	165	2.26	.796
			%	9.1	65.5	18.8	3.6	3	100		
		P	F	3	7	0	0	0	10	1.70	.483
			%	30	70	0	0	0	100		
7	Conflict can bring about disintegration of the entire group.	T	F	6	21	12	97	29	165	3.74	1.01
			%	3.6	12.7	7.3	58.8	17.6	100		
		P	F	1	1	1	4	3	10	3.70	1.33
			%	10	10	10	40	30	100		

Table: 4.3B Respondent of teachers and principal view/perception on conflict

8	Conflict creates bad feeling within the school.	T	F	11	2	14	120	18	165	3.80	.899
			%	6.7	1.2	8.5	72.7	10.9	100		
		P	F	0	0	2	5	3	10	4.13	.835
			%	0	0	20	50	30	100		
9	Conflict in organization like in a school is inevitable.	T	F	12	10	8	100	35	165	3.82	1.065
			%	7.3	6.1	4.8	60.6	21.2	100		
		P	F	0	0	1	9	0	10	3.90	.316
			%	0	0	10	90	0	100		
10	Conflict has both contractive and distractive aspects.	T	F	21	7	35	91	11	165	3.39	1.108
			%	12.7	4.2	21.2	55.2	6.7	100		
		P	F	0	0	2	7	1	10	3.90	.568
			%	0	0	20	70	10	100		
11	When properly managed conflict can lead to innovation and change.	T	F	9	15	20	68	53	165	3.85	1.13
			%	5.5	9.1	12.1	41.2	32.1	100		
		P	F	1	1	1	4	3	10	3.70	1.33
			%	10	10	10	40	30	100		
12	Optimal organizational performance requires a moderate level of conflict.	T	F	15	24	47	56	23	165	3.29	1.15
			%	9.1	14.5	28.5	33.9	13.9	100		
		P	F	0	0	2	7	1	10	3.90	.568
			%	0	0	20	70	10	100		
13	The absence of conflict indicates lack of cooperative interaction.	T	F	13	18	18	76	40	165	3.68	1.18
			%	7.9	10.9	10.9	46.1	24.2	100		
		P	F	1	1	0	4	4	10	3.90	1.37
			%	10	10	0	40	40	100		
14	Conflict is use full in creating new ideas if properly managed.	T	F	20	16	16	57	56	165	3.68	1.35
			%	12.1	9.7	9.7	34.5	33.9	100		
		P	F	0	1	2	4	3	10	3.90	.994
			%	0	10	20	40	30	100		

Table: 4.3C Respondent of teachers and principal view/perception on conflict

15	Conflict has the power to promote democracy when managed effectively.	T	F	13	26	24	71	31	165	3.49	1.19
			%	7.9	15.8	14.5	43	18.8	100		
		P	F	0	0	1	6	3	10	4.20	.632
			%	0	0	10	60	30	100		
16	Conflict is necessary evil, so that it is good to have it than not to have it at all.	T	F	32	86	22	17	8	165	2.29	1.04
			%	19.4	52.1	13.3	10.3	4.8	100		
		P	F	2	3	5	0	0	10	2.30	.823
			%	20	30	50	0	0	100		

Source: Researcher's own design

Key: SDA = strongly disagree D = Disagree MA= moderately agree A= Agree SA = strongly agree

T = Teachers P = principals F = Frequency

As above table show that items fall under bad and good categories were identified as the following below.

The first category where items 1, 2, 3, 4, 7 and 8 which indicated 61(37%) of teachers agreed on conflict by its nature is bad and should be avoided, 3(30%)of principals and 56(33.9%) of teachers agreed on the task of school management is to eliminate conflict, 5(50%) of principal, 89(53.9%) of teachers agreed on conflict disrupts the organization and prevents optimal performance, 5(50%) of principals and 106 (64.2%) of teachers agreed on the conflict is caused by failure of leaders and trouble makers, 4(40%) of principals and 97(58.8%) of principals agreed on conflict can bring about disintegration of the entire group and 5(50%) of principals and 120(72.7%) of teachers agreed on conflict creates bad feeling within the school respectively. These imply that conflict is bad so it avoided whether managed or not managed from primary school.

The second category where items 5, 6, 9, 10, 11, 12, 13, 14, 15 and 16 which indicated 7 (70%) of principals, 129 (78.2%) of teachers disagreed on conflicts is always unpleasant and destructive, 7 (70%) of principals, 108(65.5%) of teachers disagreed and moderately agreed on conflict can be resolved only by physical separation of the two parties, 9(90%) of principals,

100(60.6 %) of teachers disagreed on conflict in organization like in a school is inevitable, 7(70%) of principals, 91(55.2%) of teacher's agreed on conflict has both contrastive and destructive aspects, 4(40%) of principals, 68(41.2 %) of teachers agreed on when properly managed conflict can lead to innovation and changed(70%) of principals, 56(33.9%) of teachers agreed on the optimal organizational performance requires a moderate level of conflict, 4(40%) of principals, 76(46.1%) of teachers agreed on absence of conflict indicates lack of cooperative interaction, 4(40%) of principals, 57(34.5%) of teachers agreed on the conflict is use full in creating new ideas if properly managed, 6(60%) of principals, 71(43%) of principals agreed on the conflict has the power to promote democracy when managed and 5(50%) of principals moderately agree, 86(52.1%) of teachers disagree on conflict is necessary evil, so that it is good to have it than not to have it at all. These indicated that conflict is good and full of creating new ideas when managed properly.

Furthermore, the result from obtained from vice principal and head of woreda education office and interview show that mostly conflict was a problem in the schools today. They also believe that it is must for conflicts to exist in an organization where people of different perception, opinion, value, beliefs etc work together. The teachers' and principals' attitude towards view conflict is any challenge that is seen only as most of time destructive and sometimes constructive. Most the interviewer said conflict was destructive and challenges come from teachers and other community. This brings resistance toward the attitude of teachers take the new policy and things in job in the school. In addition to the above, the woreda teachers' association chairman said that; conflict in the school was resistance and challenges that can be occurred between teachers and principals specially, on implementation of education policy, problem of following guideline and different principals and different perception and environment of the school. Again, the document analysis indicates that there exist of conflict between teachers and principals.

Generally, the above-mentioned traditional views on conflict were supported by many scholars in the fields of education and in other fields. The following are some of the lists of scholars with their ideas that were used to support the above findings on the traditional views of conflict.

Szilagyi and Wallace (1983, p.246) state that conflict as something to be avoided, caused by failure of leadership and resolved only by the physical separation of the conflicting parties. Swart (1998, p.347) states that conflict as a problem to be avoided, whereas Storer and Freman (1989, p.392) argue that conflict was unnecessary and harmful and developed only due to the failure of the principal to apply conflict management principles.

In addition, Plankett and Attner (1989) have stated that conflict as harmful and unnecessary to the organization and the reaction (task) of the managers would be to fear its occurrence and they attempt to eliminate all evidence of conflict Ayalew (2000) views conflict as avoidable and caused by agitators and trouble makers.

In support to the above idea, Luthan's (1981) places the following traditional views for conflicts. These are conflict is by definition avoidable, caused by trouble makers. Merphet, Johns and Reller (1982) have stated that conflict in schools are destructive and should be avoided and makes administrators and board members feel uncomfortable and may cause breakdown.

Form this result one can deduce that teacher was more traditional in their view of conflict as compared to principals. This means that teacher and principal have different view on the concept of conflict.

The result implied that both group of respondents believed that the existence of conflict in the schools were inevitable. This indicated that there was a common agreement between teachers and principal's opinion on the issue. Both groups of respondents believed that conflict has both constructive and destructive result depending on the condition under which it occurs.

From the above findings with regard to the constructionist views of conflict one can deduce that conflict in organization like school is inevitable. In addition, conflict can be constructive and destructive depending on how it is handled. If it is properly managed it can even create new ideas and bring about change in the organizations. Even ideal organizational performance requires a moderate level of conflict. Authors such as Stoner and Freeman (1989, p.392); Murphy (1994, p.367); Morphet, Johns and Reller (1982, p.156) and Everard and other (1990, p46) also supported the above idea.

As head of woreda education office said that, Principals believed that conflict is a necessary evil for the organization while teachers were reluctant to accept this idea. It seems that teachers are afraid of being victim out of conflicting situation.

A rational process for dealing with conflict should be planned and include a planned action response on the part of the manager or organization, rather than relying on a simple reaction or a change that occurs without specific action by the management (Lilaroja, 2010)

Cooperative ways involving group operation will very often result in conflict both within a group and among different groups. This is especially true if the membership of a group was deliberately selected to represent different points of view. However, conflict itself if properly understood and handled, may present an opportunity for growth. Therefore, conflict can either be constructive or destructive (Follet in Morphet, Johns & Rellar, 1982)

Hellriegal & Slocum (1982) view conflict in a balanced way. That is, conflict has both constructive and destructive aspects and hence it has to be managed effectively. Because proper management will decrease the destructive effects and maximize the productive effect of conflict.

From the above findings it is possible to conclude that teacher's view of conflict was found to be traditional while that of the principals were more towards the balanced (modern) view. This difference of views may be due their position in their organization, experiences and exposures to various situations.



### 4.3.2 Major Causes of Conflict between Teachers and Principals

Table 4.4A Respondent of major cause of conflict between teachers and principals

No	Item	Respon dent		Rating scale					Tot al	M	S D
				SDA	D	UD	A	SA			
1	Communication gap generate conflict between teachers and principal.	T	F	21	23	6	77	38	165	3.53	1.328
			%	12.7	13.9	3.6	46.7	23			
		P	F	0	0	1	7	2	10	4.10	.57
			%	0	0	10	70	20	100		
2	Poor performance evaluation affect teachers moral.	T	F	0	0	0	124	41	165	4.25	.433
			%	0	0	0	75.2	24.8			
		P	F	0	2	0	6	2	10	3.80	1.033
			%	0	20	0	60	20	100		
3	Difference in values, belief and attitudes is affect good relationship.	T	F	9	8	5	112	31	165	3.90	.95
			%	5.5	4.8	3.0	67.9	18.8			
		P	F	1	1	1	5	2	10	3.60	1.27
			%	10	10	10	50	20	100		
4	Bad working conditions affect teachers and principal relationship and inappropriate and biased reward system have impact on school and teachers.	T	F	2	1	10	99	53	165	4.21	.69
			%	1.2	0.6	6.1	60	32.1			
		P	F	0	0	1	7	2	10	4.10	.57
			%	0	0	10	70	20	100		
5	Lack of clearly stated tasks makes bias in the school.	T	F	12	17	20	85	31	165	3.64	1.20
			%	7.3	10.3	12.1	51.1	18.1			
		P	F	0	0	2	7	1	10	4.10	.57
			%	0	0	20	70	10	100		

As depicted in table 4.4A of first item1 indicated that 7(70%) of principals, 77(46.7%) of teachers agreed on communication gap generate conflict between teachers and principal. The mean score value of teachers 4.10 and of principals 3.53 show that the communication gap generate conflict between teachers and principal is the mean score value range between 3.50 - 4.49 agreed.

Likewise, in item 2, show that 6(60%) of principals, 124(75.2%) of teachers agreed on the poor performance evaluation affect teacher's moral. The mean score value of teachers 4.25 and of principals 3.80 show that the poor performance evaluation affect teacher's moral is the mean score value range between 3.5 - 4.49 agreed.

Furthermore, item 3 illustrate that 5(50%) of principals, 112(67.9%) of teachers agreed on difference in values, belief and attitudes is affect good relationship. The mean score value of teachers 3.90 and of principals 3.60 show that the difference in values, belief and attitudes is affect good relationship are the mean score value range between 3.50 - 4.49 agreed.

Moreover, in item 4, prove that 7(70%) of principals, 99(60%) of teachers agreed on the bad working conditions affect teachers and principal relationship and appropriate and biased reward system have impact on school and teachers. The mean score value of teachers 4.21 and of principals 4.10 show that the bad working conditions affect teachers and principal relationship and appropriate and biased reward system have impact on school and teachers are the mean score value range between 3.50-4.49 agreed.

Besides, in item 5, show that 7(70%) of principals, 85(51.1%) of teachers agreed on the lack of clearly stated tasks makes bias in the school. The mean score value of teachers 4.10 and principals 3.64 show that the lack of clearly stated tasks makes bias in the school are the mean score value range between 3.50- 4.49 agreed.

Table 4.4B Respondent of major cause of conflict between teachers and principals

6	Competition for scarce resource/lack of adequate teaching materials problem of primary school.	T	F	0	0	23	105	37	165	4.08	.599
			%	0	0	13.9	63.6	22.4	100		
		P	F	0	0	2	7	1	10	3.90	.568
			%	0	0	20	70	10	100		
7	Lack of participant in decision making generate conflict between teachers and principal and lack of solving problems through table discussions.	T	F	0	5	3	116	41	165	4.17	.601
			%	0	3	1.8	70.3	24.8	100		
		P	F	0	0	1	8	1	10	4.00	.471
			%	0	0	10	80	10	100		
8	Lack of agreement in direction.	T	F	14	12	24	91	24	165	3.60	1.092
			%	8.5	7.3	14.5	55.2	14.5	100		
		P	F	0	0	1	8	1	10	4.00	.471
			%	0	0	10	80	10	100		
9	Differences in time preference have an impact on school.	T	F	15	24	46	56	24	165	3.30	1.160
			%	9.1	14.5	27.9	33.9	14.5	100		
		P	F	1	0	2	4	3	10	3.80	1.229
			%	10	0	20	40	30	100		
10	The way one perceives reality.	T	F	21	24	0	82	38	165	3.56	1.331
			%	12.7	14.5	0	49.7	23	100		
		P	F	0	1	0	5	4	10	4.20	.919
			%	0	10	0	50	40	100		
11	Lack of clear authority structure affect school performance.	T	F	8	14	16	104	23	165	3.73	.971
			%	4.8	8.5	9.7	63	13.9	100		
		P	F	0	0	0	7	3	10	4.30	.483
			%	0	0	0	70	30	100		
12	Different role expectation.	T	F	2	14	18	72	59	165	4.04	.959
			%	3.6	3.6	10.9	43.6	35.8	100		
		P	F	0	0	2	7	1	10	3.90	.568
			%	0	0	20	70	10	100		

As table 4.4B, in item 6, explain that 7(70%) of principals, 105(63.6%) of teacher's and agreed on the competition for scarce resource / lack of adequate teaching materials problem of primary school respectively. The mean score of teachers 3.90 and of principals 4.08 show that the competition for scarce resource / lack of adequate teaching materials problem of primary school is the mean score value range between 3.50- 4.08 agreed.

Besides, in item 7, indicated that 8(80%) of principals ,116(70.3%) of teachers agreed on the Lack of participant in decision-making generate conflict between teachers and principal and lack of solving problems though table discussions.The Average mean score of principals 4.00 and 4.17 of teachers show that there were Lack of participant in decision-making generate conflict between teachers and principal and lack of solving problems though table discussions are the mean score value range between 3.50-4.49 agreed.

Additionally, in item 8 illustrated that 8(80%) of principals, 91(55.2%) of teachers agreed on lack of agreement on direction. The average mean score of principals 3.80 and of teachers 3.92 shown that there were lack of agreement on direction is the mean score value range between 3.50-4.49 agreed.

Moreover, in item 9 exemplified that 4(40%) of principals, 56(33.9%) of teachers agreed on differences in time preference have an impact on school. The average mean score of principals 3.80 and of teachers 3.30 shown that there were differences in time preference have an impact on school is the mean score value range between 3.50-4.49 agreed.

Additionally, in item 11 signified that 7(70%) of principals, 104 (63%) of teachers agreed on the Lack of clear authority structure affect school performance. The averages mean score of principals 4.30 and of teachers 3.73 showing that there were lack of clear authority structure affect school performance is the mean score value range between 3.50-4.49 agreed.

As well, in item 12 indicated that 7(70%) of principals, 72 (43.6%) of teachers agreed on different role expectation. The averages mean score of principals 3.90 and of teachers 4.04 display that there was different role expectation are the mean score value range between 3.50-4.49 agreed.

Table 4.4C Respondent of major cause of conflict between teachers and principals

13	Unfair distribution of task has an impact on teachers' moral, interdependent tasks affect the moral.	T	F	6	26	17	63	53	165	3.79	1.161
			%	3.6	15.8	10.3	38.2	32.1	100		
		P	F	0	1	2	3	4	10	4.00	1.054
			%	0	10	20	30	40	100		
14	Unclear policies and guidelines affect school community.	T	F	0	0	0	124	42	165	4.25	.433
			%	0	0	0	75.2	24.8	100		
		P	F	0	1	0	6	3	10	4.10	.876
			%	0	10	0	60	30	100		
15	Mismatch between organizational and individual goal.	T	F	6	42	12	82	23	165	3.45	1.123
			%	3.6	25.5	7.3	49.7	13.9	100		
		P	F	0	0	2	8		10	3.80	.422
			%	0	0	20	80		100		
16	Structural designs of the school affect teachers' role and responsibility.	T	F	20	23	0	84	38	165	3.59	1.311
			%	12.1	13.9	0	50.9	23	100		
		P	F	0	1	0	5	4	10	4.20	.919
			%	0	10	0	50	40	100		
17	Lack of professional commitment from all groups.	T	F	11	5	35	96	18	165	3.64	.957
			%	6.7	3	21.2	58.2	10.9	100		
		P	F	0	0	1	8	1	10	4.00	.471
			%	0	0	10	80	10	100		

Source: Researcher's own design

Key: SDA = strongly disagree, D = Disagree, UD = Undecided, A = Agree, SA = strongly agree

T = Teachers, P = Principals

As table 4.4C in item 13 indicated that 4(40%) of principals, 63(38.2%) of teachers strongly agreed and agree on Unfair distribution of task has an impact on teachers' moral, interdependent tasks affect the moral respectively. The average mean score of principals 4.00 and of teachers 3.79 display that unfair distribution of task has an impact on teachers' moral, interdependent tasks affect the moral are the mean score value range between 3.50 - 4.49 agreed.

Through item 14 stated that 6(60%) of principals, 124(75.2%) of teachers agreed unclear policies and guidelines affect school community. The mean average score of principals 4.10 and of teachers 4.25 show that unclear policies and guidelines affect school community are the mean score value range between 3.5 - 4.49 agreed.

Regarding with item 15 specified that 8(80%) of principals, 82 (49.7%) of teachers agreed on mismatch between organizational and personal goal. The mean average score of principals 3.80 and of teachers 3.45 show that mismatch between organizational and personal goal are the mean score value range between 3.50 - 4.49 principals agreed, and 2.50-3.49 teachers moderately agree.

Concerning with item 16 specified that 5(50%) of principals, 84 (50.9%) of teachers agreed on Structural designs of the school affect teachers' role and responsibility. The mean average score of principals 4.20 and of teachers 3.49 show that structural designs of the school affect teachers' role and responsibility are the mean score value range between 3.50 - 4.49 principals agreed, and 2.50-3.49 teachers moderately agree.

Regarding with item 17 stated that 8(80%) of principals, 96(58.2%) of teachers agreed on lack of professional commitment from all groups. The mean average score of principals 4.00 and of teachers 3.64 show that lack of professional commitment from all groups are the mean score value range between 3.50- 4.49 agreed.

In line with the above respondents identified different causes of conflict on open ended question these includes; lack of planning on conflict, delaying of the lesson, poor qualifications of principals, misuse of school property, discipline problems, focus only political by school principals, discrimination of leaders and staff, absenteeism from school and inadequate preparation on lesson.

As mentioned above most of the times causes of conflict is lack skill of principal on conflict management or on take training of conflict management system.

yet again, as the woreda head office and woreda teachers' association chairman interview supposed, I know that conflict occur in the schools due to; unfair use of school's resource by principals, lack skill of teachers to perform school activities, poor communication between teachers and principals, problems of understanding school rules and guidelines by the teachers and problem of transperance of school principals.

In addition to this the document analysis was the files and reports indicate that the common source was unfair evaluation of teacher's performance, unfair evaluation of the students by the teachers, work overloaded and unfair distribution of additional work. The data analyzed by narrative text, taking note and comparing the reality with practice.

Plankett & Attner (1989), identified that the sources of conflict include: Shared resources, differences in goals, difference in perceptions and values, disagreement in the role requirements, nature of work activities, individual approaches, and the stages of organizational development.

Gray and Stark (1984) suggested that there are six sources of conflict. These are: (1) limited resources; (2) inter-dependent work activities; (3) difference in perceptions; (4) Communication problems; (5) differentiation of activities; and (6) the environment of the organization. According to these writers, conflict can also arise from a number of other sources such as: (1) each difference (some people enjoy conflict while others don't; (2) unclear authority structures (people don't know how far their authority extends); (3) Differences in attitudes; (4) task symmetries (one group is more powerful than another and the weaker group tries to change the situations; and (5) difference in time horizons (some department have a long run view and others have a short-run view).

Another author Deutch in Campbell & other (1983) identified a list of sources of conflict. These are: control over resources, preferences and nuisances, values, beliefs and the nature of relationship between the parties.

Furthermore, Szilagyi and Wallace (1983) identified three prevalent sources of conflict: (1) Goal incompatibility, (2) Decision making requirements and (3) performance expectations. Ayalew (2000, p.79) identified five general categories of causes of conflict. These are: (1) Goal incompatibility, (2) structural design (3) role expectation, (4) degenerative climate and (5) personal difference.

In addition, Kreitner and Kinick (1992) identified about twelve categories of causes of conflict. These are: (1) Incompatible personalities or value system; (2) Overlapping or unclear job boundaries, (3) Competition for limited resources; (4) Inadequate communications; (5) Interdependent tasks; (6) Organizational complexity (conflicts tends to increase as the number of

hierarchical layers and specialized tasks increase); (7) unreasonable or unclear policies, standards or rules; (8) unreasonable deadlines or extreme time pressure; (9) collective decision-making (the greater the number of people participating in decision the greater the potential for conflict; (10) Decision making by consensus (100% agreement often is impossible to do without much arguing); (11) unmet expectation (employees who have unrealistic expectation about job assignment, pay or promotion are more prone to conflict, and (12) unresolved or suppressed conflicts.

Generally, the major causes of principal and teacher conflicts in primary schools may be categorized into three aspects. These are person characteristics, situational factors and the structural factors. Accordingly, some of the important factors that because conflict will be explained below in details.

#### 4.3.3 Causes of Conflict and their Magnitude

All individuals' score on each cause of conflict is the several times she/she selects statements instead of that cause of conflict more than other statements. To find the most highly cause of conflict in the schools. Descriptive statistics such as mean and standard deviation was used. The computed effect is drawing in table 4.5 as follow:

Table 4.5A: Causes of conflict and their magnitude

Cause of Conflict	N	M	SD
Communication gap generate conflict between teachers and principal.	175	3.57	1.302
Poor performance evaluation affect teachers moral.	175	4.22	.493
Difference in values, belief and attitudes is affect good relationship.	175	3.88	.966
Bad working conditions affect teachers and principal relationship and inappropriate and biased reward system have impact on school and teachers.	175	4.21	.681



Table 4.5B: Causes of conflict and their magnitude

Lack of clearly stated tasks makes bias in the school.	175	3.67	1.101
Competition for scarce resource/lack of adequate teaching materials problem of primary school.	175	4.07	.597
Lack of participant in decision making generate conflict between teachers and principal and lack of solving problems though table discussions.	175	4.17	.588
Lack of agreement in direction.	175	3.62	1.070
Differences in time preference have an impact on school.	175	3.33	1.167
The way one perceives reality.	175	3.59	1.318
Lack of clear authority structure affect school performance.	175	3.76	.959
Different role expectation.	175	4.03	.940
Unfair distribution of task has an impact on teachers' moral, interdependent tasks affect the moral.	175	3.81	1.153
Unclear policies and guidelines affect school community.	175	4.24	.467
Mismatch between organizational and individual goal.	175	3.47	1.097
Structural designs of the school affect teachers' role and responsibility.	175	3.62	1.298
Lack of professional commitment from all groups.	175	3.65	.940

**Note: N=Number of respondents**

As it can be seen from the above table, unclear policies and guidelines (the mean score 4.24), poor performance evaluation of teachers (the mean score 4.22), bad working conditions and inappropriate and biased reward system (the mean score 4.21), lack of participant in decision-making and lack of solving problems though table discussions (the mean score 4.17) and competition for scarce resource/lack of adequate teaching materials problem (the mean score 4.07) and different role expectation (the mean score 4.03) have strong magnitude in causing conflict in primary schools respectively. In addition, the above table shows that the difference in values, belief and attitudes, unfair distribution of task and interdependent tasks, lack of clear authority structure, lack of clearly stated tasks, lack of professional commitment from all groups and Lack of agreement in direction (the mean scores 3.88, 3.81, 3.76, 3.67, 3.65 and 3.62) were causes have average magnitude in causing conflict in primary schools respectively.

#### 4.3.4 Major Types of Conflict in Primary School

Table: 4.6A Respondents on the major types of conflict in primary school

No	Types of conflict in the primary schools	Respondents		Rating scale					M	SD
				5	4	3	2	1		
1	There is inner conflict of teacher and principals within her/him self in your school.	T	F	16	36	38	50	25	2.81	1.219
			%	9.7	21.8	23	30.3	15.2		
		P	F	0	3	3	4	0	2.90	.876
			%	0	30	30	40	0		
		S	F	0	1	3	6	0	2.50	.707
			%	0	10	30	60	0		
2	There is conflict within a teacher and principal appear frequently in your school.	T	F	18	37	46	48	16	2.96	1.160
			%	10.9	22.4	27.9	29.1	9.7		
		P	F	1	2	2	3	2	2.70	1.337
			%	10	20	20	30	20		
		S	F	0	3	4	3	0	3.00	.816
			%	0	30	40	30	0		
3	There is conflict between two or more teacher and principal appear frequently in your school.	T	F	32	96	19	18	0	3.86	.855
			%	19.4	58.2	11.5	10.9	0		
		P	F	2	6	2	0	0	4.00	.667
			%	20	60	20	0	0		
		S	F	0	9	1	0	0	3.90	.316
			%	0	90	10	0	0		
4	There is conflict with in the same departments teachers appear frequently in your school.	T	F	26	78	20	23	18	3.43	1.226
			%	15.8	47.3	12.1	13.9	10.9		
		P	F	1	5	3	1	0	3.60	.843
			%	10	50	30	10	0		
		S	F	0	7	3	0	0	3.70	.483
			%	0	70	30	0	0		

Source: Researcher's own design

Key: 1 = strongly disagree, 2 = Disagree, 3 = moderately agree, 4 = Agree, 5 = strongly agree  
T = Teachers, P = Principals, S = Supervisors

As the above table 4.6A, in item 1, prove that 50(30.3%) of teachers, 4(40%) of principals and 6(60%) of supervisors were disagreed on inner conflict of teacher and principals within her/him self in their school. The mean score value of teachers 2.81, of principals 2.90 and of supervisors 2.50 show that there is inner conflict of teacher and principals within her/him self in their school are the mean score value range between 2.50 -3.49 moderately agreed.

As the above table, in item 2, show that 48(29.1%) of principals and 3(30%) of teachers were disagreed on conflict within a teacher and principal appear often in their school. However, 4(40%) of supervisors were moderately agreed on conflict within a teacher and principal appear often in their school. The mean score value of teachers 2.96, of principals 2.70 and of supervisors 3.00 show that there is conflict within a teacher and principal appear frequently in their school are the mean score value range between 2.50 -3.49 moderately agreed.

Moreover, in item 3 signified that 96(58.2%) of teachers, 6(60%) of principals and 9(90%) of supervisors were agreed on there is conflict between two or more teacher and principal appear frequently in their school. The averages mean score of teachers 3.86, of principals 4.00 and of supervisors 3.90 display that there was repeatedly conflict between two or more teachers and principals are the mean score value range between 3.50-4.49 agreed.

Besides, in item 4 signified that 78(47.3%) of teachers, 5(50%) of principals and 7(70%) of supervisors were agreed on there is conflict with in the same departments teachers appear frequently in their school. The average mean score of teachers 3.43, of principals 3.60 and of supervisors 3.70 show that there were often conflict with in the same departments teachers in their school are the mean score value range between 3.50-4.49 agreed.

Table: 4.6B Respondents on the major types of conflict in primary school

5	There is conflict between different departments teachers appear frequently in your school.	T	F	31	91	33	7	3	3.85	.838
			%	18.8	55.2	20	4.2	1.8		
		P	F	1	7	2	0	0	3.90	.568
			%	10	70	20	0	0		
		S	F	0	8	2	0	0	3.80	.422
			%	0	80	20	0	0		
6	There is conflict between different school teachers and principals in your cluster resource center	T	F	0	30	34	61	40	2.33	1.037
			%	0	18.2	20.6	37	24.2		
		P	F	0	0	2	8	0	2.20	.422
			%	0	0	20	80	0		
		S	F	0	3	3	4	0	2.90	.876
			%	0	30	30	40	0		

Source: Researcher's own design

Key: 1 = strongly disagree, 2 = Disagree, 3 = moderately agree, 4 = Agree, 5 = strongly agree  
T = Teachers, P = Principals, S = Supervisors

As the above table 4.6B, in item 5 signified that 91(55.2%) of teachers, 7(70%) of principals and 8(80%) of supervisors were agreed on there is conflict between different departments teachers appear frequently in their school. The averages mean score of teachers 3.85, of principals 3.90, and of supervisors 3.80 display that there is conflict between different departments teachers occurred in their school are the mean score value range between 3.50-4.49 agreed.

Congruent, in item 6 offered that 61(37%) of teachers, 8 (80%) of principals and 4(40%) of supervisors were disagreed on conflict between different school teachers and principals in their cluster resource center. The averages mean score of teachers 2.33, of principals 2.20 and of supervisors 2.90 demonstrate that there was rarely conflict between different school teachers and principals are the mean score value range between 1.50-2.49 teachers and principals disagreed, and the supervisors 2.50- 3.49 moderately agreed

Respondents were asked through an open-ended question. As they showed that interpersonal conflicts are mostly found and next to it intergroup conflicts was preceded. These were again substantiated by the interviewee's responses.

As head of woreda education office said that: according to contextual of our schools I see interpersonal conflicts are mostly occurred between teachers and principals. Therefore, the finding showed that interpersonal conflicts was frequently found and although intergroup conflict is seen to in the schools.

In addition to this, data from document analysis shows that, interpersonal and intergroup conflicts are repetitively occurred in the primary school.

#### 4.3.5 The Frequently occurred Types of Conflict

Each people score on each type is the several times he/she selects statements representing that type over other statements. To find the most prominently occurred type of conflict in the schools, descriptive statistics such as mean and standard deviation were used. The computed result is drawn in table 4.7 as follow:

Table 4.7A: The frequently occurred type of conflict

No	Types of Conflict	N	Mean	Standard Deviation
1	Intra-personal	185	2.81	1.019
2	Interpersonal	185	3.92	.6126
3	Intra group	185	3.57	.8550
4	Inter group	185	3.85	.6093
5	Inter organization	185	2.47	.7783

**Note: N=Number of respondents**

As above table 4.7 shows, that the most of respondents were indicates that the extent of conflict mostly experienced in primary school interpersonal, intergroup and intra group were occurred frequently.

### 4.3.6. Conflict management strategies practiced in the primary school

Table: 4.8A Response on conflict management strategies practiced in their schools

No	Item	Respondent		Rating Scale					Total	M	S D
				1	2	3	4	5			
1	Avoiding meeting other parties	T	F	20	32	38	42	33	165	3.22	1.30
			%	12.1	19.4	23	25.5	20			
		P	F	0	2	3	4	1	10	3.40	.966
			%	0	20	30	40	10	100		
		S	F	0	1	3	5	1	10	3.60	.843
			%	0	10	30	50	10	100		
2	The principal tells other people about the problem.	T	F	22	30	43	38	32	165	3.17	1.30
			%	13.3	18.2	26.1	23	19.4			
		P	F	1	4	3	2	0	10	2.60	.966
			%	10	40	30	20	0	100		
		S	F	2	3	3	2	0	10	2.50	1.080
			%	20	30	30	20	0	100		
3	The principal let the other party have his/her own way.	T	F	13	29	25	82	16	165	3.36	1.120
			%	7.9	17.6	15.2	49.7	9.7			
		P	F	0	1	1	8	0	10	3.70	.675
			%	0	10	10	80	0	100		
		S	F	0	2	6	2	0	10	3.00	.667
			%	0	20	60	20	0	100		
4	The principal start by asking the other party what you have done wrong.	T	F	31	26	90	5	13	165	2.65	1.065
			%	18.8	15.8	54.5	3	7.9			
		P	F	0	1	7	2	0	10	3.10	.568
			%	0	10	70	20	0	100		
		S	F	0	1	7	2	0	10	3.10	.568
			%	0	10	70	20	0	100		
5	Teachers apologize for having to raise the issue.	T	F	22	22	86	30	5	165	2.84	.975
			%	13.3	13.3	52.1	18.2	3			
		P	F	0	2	7	1	0	10	2.90	.568
			%	0	20	70	10	0	100		
		S	F	0	2	7	1	0	10	2.90	.568
			%	0	20	70	10	0	100		
6	The principal make the other party feel free.	T	F	32	41	46	25	21	165	2.77	1.28
			%	19.4	24.8	27.9	15.2	12.7			
		P	F	1	4	4	1	0	10	2.50	.850
			%	10	40	40	10	0	100		
		S	F	1	4	3	2	0	10	2.60	.966
			%	10	40	30	20	0	100		

As above table 4.4A show, that in item 1 offered that 4(40%) of principals, 42(25.5%) of teachers and 5(50%) supervisors were often avoiding meeting other parties. The averages mean score of principals 3.40 of teachers 3.22 and of supervisors 3.60 show that avoiding meeting other parties are the mean score value range between 2.50 -3.49 sometimes.

Similarly, in item 2 presented that 4(40%) of principals, 43(26.1%) of teachers and 3(30%) supervisors were responded on the principal tells other people about the problem sometimes. The average means score of principals 2.60 and of supervisors 2.50 on the principal tells other people about the problem were show that below average respectively . In the Contrast, the mean score value of teachers 3.17 were indicated that the principal tells other people about the problem are the score value range between 2.50 -3.49 sometimes.

Correspondingly, in item 3 offered that 8(80%) of principals and 82(49.7%) of teachers were responded on principal let the other party have his/her own way often .On the other hand , 6(60%) supervisors were on principal let the other party have his/her own way sometimes. The averages mean score of principals 3.70 and of teachers 3.36. The mean score value of supervisors 3.00 show that the principal let the other party have his/her own way is the mean score value range between 2.50 – 3.49 sometimes and above.

Congruently, in item 4 presented that 7(70%) of principals, 90(54.5%) of teachers and 7(70%) supervisors were responded sometimes on the principal start by asking the other party what you have done wrong. The average mean score of principals 3.10 of teachers 2.65 and of supervisors 3.10 show that the principal start by asking the other party what you have done wrong is the mean score value range between 2.50 – 3.49 some times.

Similarly, in item 5 presented that 7(70%) of principals, 86(52.1%) of teachers and 7(70%) supervisors responded on sometimes the teachers apologize for having to raise the issue. The averages mean score of principals 2.90 of teachers 2.84 and of supervisors 2.90 show that teachers apologize for having to raise the issue is the mean score value range between 2.50 – 3.49 sometimes.

Likewise, in item 6 presented that 4(40%) of principals, 46(27.9%) of teachers and 4(40%) supervisors responded on sometimes the principal make the other party feel free. However,

supervisors were responded rarely on the principal make the other party feel free. The averages mean score of principals 2.50, teachers 2.77 and of supervisors 2.60 were indicated that the principal makes the other party feel free show are the mean score value range between 2.50 – 3.49 some times.

Table: 4.8B Response on conflict management strategies practiced in their schools

7	Principals seek the support of others.	T	F	19	15	118	0	13	165	2.84	.919
			%	11.5	9.1	71.5	0	7.9	100		
		P	F	0	2	7	1	0	10	2.90	.568
			%	10	20	70	10	0	100		
		S	F	1	4	3	2	0	10	2.60	.966
			%	10	40	30	50	0	100		
8	The teachers become aggressive.	T	F	14	102	16	26	7	165	2.45	.997
			%	8.5	61.8	9.7	15.8	4.2	100		
		P	F	1	5	4	0	0	10	2.30	.675
			%	10	50	40	0	0	100		
		S	F	1	6	3	0	0	10	2.20	.632
			%	10	60	30	0	0	100		
9	The principal try to split the difference.	T	F	15	0	103	21	26	165	3.26	1.029
			%	9.1	0	62.4	12.7	15.8	100		
		P	F	0	2	7	1	0	10	2.90	.568
			%	0	20	70	0	0	100		
		S	F	0	1	8	1	0	10	3.00	.471
			%	0	10	80	10	0	100		
10	The principal look for a fair solution.	T	F	21	0	108	31	5	165	2.99	.907
			%	12.7	0	65.5	18.8	3	100		
		P	F	0	1	7	2	0	10	3.10	.568
			%	0	10	70	20	0	100		
		S	F	0	1	8	1	0	10	3.00	.471
			%	0	10	80	10	0	100		
11	Teachers and principal try to compromise.	T	F	20	0	95	42	8	165	3.11	.963
			%	12.1	0	57.6	25.5	4.8	100		
		P	F	0	2	8	0	0	10	2.80	.422
			%	0	20	80	0	0	100		
		S	F	0	2	7	1	0	10	2.90	.568
			%	0	20	70	10	0	100		
12	The principals listen carefully to what is said by the other party.	T	F	23	20	108	14	0	165	2.68	.818
			%	13.9	12.1	65.5	8.5	0	100		
		P	F	0	2	7	1	0	10	2.90	.568
			%	0	20	70	10	0	100		
		S	F	0	2	6	2	0	10	3.00	.667
			%	0	20	60	20	10	100		



As above table 4.4B, in item 7 presented that 7(70%) of principals, 118(71.5%) of teachers and 4(40%) teachers and principals were responded on sometimes the principals seek the support of others. However, supervisors were responded rarely the principal seek the support of others. The average mean score of principals 2.90, teachers 2.84 and supervisors 2.60 show that principals seek the support of others are the mean score value range between 2.50 – 3.49 sometimes.

In the same way, in item 8 offered that 5(50%) of principals, 102(61.8%) of teachers and 6(60%) supervisors were agreed on rarely the teachers become aggressive. The averages mean score of principals 2.30 of teachers 2.45 and of supervisors 2.20 show that the teachers become aggressive are the mean score value range between 1.50- 2.49 rarely.

In the same way, in item 9 offered that 7(70%) of principals, 103(62.4%) of teachers and 8(80%) were agreed on sometimes the principal try to split the difference. The averages mean score of principals 2.90, teachers 3.26 and supervisors 3.00 show that the principal tries to split the difference is the mean score value range between 2.50-3.49 sometimes.

In the same way, in item 10 offered that 7(70%) of principals, 108(65.5%) of teachers and 8(80%) were responded on sometimes the principal look for a fair solution. The averages mean score of principals 3.10, teachers 2.99 and supervisors 3.00 show that the principal looks for a fair solution is the mean value average range between 2.5-3.49 sometimes.

In the similar way, in item 11 offered that 8(80%) of principals, 95(57.6%) of teachers and 7(70%) supervisors were responded on sometimes the teachers and principal try to compromise. The averages mean score of principals 2.80 of teachers 3.11 and of supervisors 2.90 show that teachers and principal try to compromise are the mean score value range between 2.50-3.49 sometimes.

Similarly, in item 12 presented that 7(70%) of principals, 108(65.5%) of teachers and 6(60%) supervisors were responded on sometimes the principals listen carefully to what is said by the other party. The average mean score of principals 3.30 of teachers 2.56 and of supervisors 3.00 show that the principals listen carefully to what is said by the other party are the mean score value range between 2.50-3.49 sometimes.

Table: 4.8C Response on conflict management strategies practiced in their schools

13	The principals explore the other party's point of view.	T	F	25	90	35	14	1	165	2.25	.837
			%	15.2	54.5	21.2	8.5	.6	100		
		P	F	0	6	3	1	0	10	2.50	.707
			%	0	60	30	10	0	100		
		S	F	1	6	2	1	0	10	2.30	.823
			%	10	60	20	10	0	100		
14	The principals restate common interests.	T	F	33	0	103	19	10	165	2.84	1.067
			%	20	0	62.4	11.5	6.1	100		
		P	F	0	1	8	1	0	10	3.00	.471
			%	0	10	80	20	10	100		
		S	F	1	3	5	1	0	10	2.60	.843
			%	10	30	50	10	0	100		

Source: Researcher's own design

Key: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

T = Teachers, P = Principals, S = Supervisors, F = Frequency

As above table 4.4C, in item 13 offered that 6(60%) of principals, 90(45.5%) of teachers and 6(60%) supervisors were agreed on rarely the principals explore the other party's point of view. The averages mean score of principals 2.25 of teachers 2.50 and of supervisors 2.30 show that the principals explore the other party's point of view are the mean score value range between 1.50-2.49 rarely.

Furthermore, in item 14 offered that 8(40%) of principals, 103(62.4%) of teachers and 5(50%) supervisors were responded on sometimes the principals restate common interests. The averages mean score of principals 3.00 of teachers 2.84 and of supervisors 2.60 show that the principals restate common interests are the mean score value range between 2.5-3.49 sometimes.

As the respondents indicate responses on the interviews result shows that conflict is constructive or destructive depend up on the presence of effects of conflict resolution strategies in the school. Depending on the nature of conflicts various effective methods were used by the schools as woreda teachers' association chairman suggested. These include use PTA committee to compromise, mediate, arbitrate and negotiate two parts, discussion on the issues, use of disciplinary committees, intervention of the school (woreda) authority and elders in the community and colleagues.

As the interview of chairman of teachers association result shows that unhelpful effects of using conflict resolution strategies in the schools create problems. The reasons explained were it is not fair and no rational decision making in the schools, and most decision made are full bias. Also use inappropriate power in side of school management when resolution takes place this cause disagreement between decision maker and other part. As well revealed that, preventing, negotiation, head-to-head discussion and problem solving are the most often used method of conflict management strategies. In addition they suggested that depending on the condition and seriousness of the problem the other methods may be forcing and ignoring employed. Furthermore, they recommended that although, there is no one most excellent method that fit to all situation, preventing and problem solving method were considered to be the best method of resolving conflict in primary school.

In addition to this data taken from document analysis of PTSA and KETB shows that most of decisions are not rational and full of bias. Likewise, negotiation, face-to-face discussion and problem solving are the most often used of conflict management strategies in primary school.

Furthermore, other authors argue that in conflict management the following strategies can be used: Ignoring the conflict and tolerance the conflict (Talmaciu & Maracine, 2010, p130). These writers also suggested that, in the specialized literature one can find the following approaches to solve conflict in terms of the manager's action: withdrawal, reconciliation Forcing, compromise and confrontation. Robbins, (1974, in Ghaffar, 2005) concentrates on strategies, specifically labeled as resolution techniques and identified eight techniques as follows: problem solving, super ordinate goal, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables.

From the above finding, it is possible to show that how often these methods of resolving conflicts appeared in primary schools in accordance with their degrees of size in the following ways. These are: 1) avoiding 2) competing 3) comparison 4) accommodating and 5) collaborating. Various researchers supported these strategies of conflict management such as (Thomas in Hoy and Miskel, 1991; Robbins in Gahffar, 2005; Thomas in Owens, 1998 and Ayalew, 2000).

The effectiveness' or appropriateness of conflict management approaches or styles are affected by so many factors inherent in the situations, such as the importance of decision at hand, the relative power of the interacting parties, the position in the organization and etc. Thomas in (Hoy & Miskel, 1991 Sizilagi & Wallace, 1983 & Talmaciu and Maracine, 2010) identified the situation appropriate when to use the different styles or approaches/methods of conflict management.

From this finding, it is possible to assume that, school principals by virtue of their position seem to pretend that they practice better ways of resolving conflicts, while teachers bearing witness that the employed avoidance and competing methods and not collaboration methods. The school principals seem to defend themselves as if they do not practice domination method. They suggest that compromising was the most often used way of resolving conflict. For them the best practiced method was compromise. However, this was not suggested by teachers' respondents i.e. with regard to this teachers and principal have different perceptions of opinions.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter deals with the summary, conclusion and recommendations of the study. The main purpose of this study was to show that the cause of conflict between teachers and principals and its management strategies in primary school of Akaki woreda. The study also tried to answer the following basic research questions? 1. How do teachers and principals in primary school's view conflicts? 2. What are the major causes of conflict between teachers and principals in primary school of Akaki woreda? 3. What are major types of conflict appear frequently in primary schools of the study area? And 4. What is the conflict management strategies being employed in primary schools of Akaki woreda?

#### **5.1 Summary of the Findings**

The main purpose of this study was to expose that the cause of conflict between teachers and principals and its management strategies in primary school of Akaki woreda. Therefore, primary and secondary data were used. The participants of this study were 197 from primary school teachers, principals, vice principals, supervisors, head of woreda education office and chairman of teachers association. To select the sample for the study the researcher was used proportional sample technique for teachers and availability (purposive) sampling techniques for principals, vice principals, supervisors, head of woreda education office and chairman of teachers association used. Consequently, out of 165 target respondents 165 of the respondents were kindly enough to fill and return questionnaire. Since the sample size was statistically representative, 100% response rate was considered to be adequate and significant for the purpose of this research. The researcher employed descriptive research designs were employed. The researcher was included both quantitative and qualitative methods of data collection instruments and encompass questionnaire, interview and document analysis.

The Statistical Package for Social Science (SPSS) version 26 was used to analyze the data obtained by quantitative method. Purposely, descriptive statistics (mean and standard deviation/frequency and percent) was taken from this tool. The Cronbach's coefficient alpha was calculated for field of the questionnaire and the entire questionnaires. As a result, the reliability

coefficient of the school teacher's instrument was found to be 0.98 (98%), implying that it was taken to be reliable. To be sure of the validity, a senior colleague was invited to give their comment. The participants of the pilot test should also first informed about the objectives and how to filled, evaluated and given feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaires.

#### 1. Major findings concerning views/perception conflict of teachers and principals

The study indicated that there were two categories; bad and good conflict. The major finding categorized under bad conflict was conflict by its nature is bad and should be avoided, the task of school management is to eliminate conflict, conflict disrupts the organization and prevents optimal performance, the conflict is caused by failure of leaders and trouble makers, conflict can bring about disintegration of the entire group and conflict creates bad feeling within the school. These imply that conflict is bad so it avoided whether managed or not managed from primary school.

The results of the study categorized under good conflict were conflicts is always unpleasant and destructive, conflict can be resolved only by physical separation of the two parties, conflict in organization like in a school is inevitable, conflict has both contrastive and destructive aspects, when properly managed conflict can lead to innovation and change, the optimal organizational performance requires a moderate level of conflict, absence of conflict indicates lack of cooperative interaction, the conflict is use full in creating new ideas if properly managed, the conflict has the power to promote democracy when managed and conflict is necessary evil, so that it is good to have it than not to have it at all. These indicated that conflict is good and full of creating new ideas when managed properly.

In addition, the study indicated that the few of teachers have traditional views on conflict as compared constructive view. While the majority of principals views on conflict were titled towards modern view. The principals finding support the balanced views on the outcomes of conflict in any organization but that of teachers support the traditional one should be avoided. Therefore, teachers and principals responded in different idea views/ perception of conflict.

2. Major findings concerning the major causes of conflict between teachers and principals in primary schools.

The major finding revealed that the cause of conflict in primary schools of Akaki woreda. In this case the teachers and principals accepted all the items as the major causes of conflict in school. communication gap between teachers and principal, the poor performance evaluation, difference in values, belief and attitudes, the bad working conditions, the lack of clearly stated tasks, the competition for scarce resource / lack of adequate teaching materials, lack of agreement on direction, differences in time preference, the lack of clear authority structure, different role expectation, unfair distribution of task, interdependent tasks, unclear policies and guidelines, mismatch between organizational and personal goal, structural designs of the school, lack of professional commitment from all groups. In addition, lack of understanding each other, lack of participatory decision-making and lack of conflict management skill of principals. This indicates that almost agreement on items that teachers and principals have no more opposition on source of conflict in the schools. In line with the above response for source of conflict on open-ended questions the respondents also expose that lack of planning on conflict and discrimination of leaders and teachers create conflict in schools. The above major causes ranked as follows first, unclear policies and guidelines, next, poor performance evaluation of teachers and lastly, lack of participant in decision-making and lack of solving problems through table were have the strong magnitude in causing conflict in primary schools.

3. Major findings concerning the major types of conflict appear frequently in primary school of Akaki woreda.

Most of the respondents agree on there was conflict between two or more teacher and principal. The results of finding similarly show that there is conflict with in the same department of teachers and between different departments of teachers seem often in schools. However, the finding presented that there an inner conflict of teacher and principals within her/him self in school. The major finding furthermore shows that there is conflict within a teacher and principal rarely occurred in their school. Generally, the finding revealed that interpersonal conflict, intergroup and intra group were often appearing in primary schools.

#### 4. Major findings concerning management strategies to handle conflict in primary school

The study result indicates that there is no one best method that fit to all situations, preventing and problem solving method were considered to be the best method of resolving conflict in primary. The items rated means are almost greater than 2.50 and above. It is possible to show that how often these methods of resolving conflicts appeared in primary schools accordance with their degrees of magnitude in the following way. These are avoiding, competing, accommodating and collaborating. Likewise, the study revealed that, preventing, negotiation, head to head discussion and problem solving are most often used method of conflict resolution. In addition, the illustrate that depending on the situation and seriousness of the problem the other methods may be forcing and ignoring employed

#### **5.2 Conclusion**

In the light of quantitative and qualitative data analysis, the following conclusions were made based on the findings of the study:

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

The finding in this investigation revealed that unclear policies and guidelines and poor performance evaluation of teachers found to be the top major causes of conflict between teachers and principals. In addition, bad working conditions and inappropriate and biased reward system, lack of participant in decision-making and lack of solving problems through table discussions and competition for scarce resource/lack of adequate teaching materials problem were among the major causes of conflict.

The study furthermore, identifies that the major types of conflict those regularly appear in primary schools were intrapersonal conflict, interpersonal conflict, intergroup and intra group conflicts are the major types of conflict that observed in the study.



There is no one most excellent method that fit to all situations, preventing and problem solving method were considered to be the best method of resolving conflict in primary school. The findings in this inquiry show that the strategies used to handle conflict in primary school were avoiding, competing, accommodating and collaborating and negotiation, head to head discussion and problem solving are most often used method of conflict resolution.

### **5.3 Recommendations**

On the basis of the finding and conclusions with regard to cause of conflict between teachers and principals and its management strategies of primary schools, the following possible solution was recommended.

1. It suggested that the principals and supervisors build in detail on the creation of conflict concept among teachers by having a training and seminars mechanisms in place to deal with conflicts.
2. It is advised, that the WEO, WTACM and the community at large enlarge both motivation factors; giving value, respect, moral, advancement, citation for outstanding performance, encouraging competition and etc and hygiene reason; giving good work condition, bonuses, reward etc properly
3. It is recommended; that the principals design proper plans and follow correct rules in managing conflict in the schools effectively. The school management should try to make health and safe schools environment and involve all the education stakeholders in the school to enhance discipline for effective conflict management strategies to put in place.
4. It is suggested, that the MOE including courses such as conflict management and human relation in the curriculum for teachers and principals who their educational background is without educational leaders in training as a way of preparing them for conflict management in the school.
5. It is advised; that the school principals permit and support teachers to take part in decision-making process to come a decision on matters that concern them.
6. It is suggested, that the woreda education bureau organize workshops, training, seminar and etc, methods to primary school teachers and principals to equip them with the necessary managerial skill, knowledge and different conflict management skill and strategies.

7. It is recommended, that the school principals and vice principals use collaboration and accommodation conflict strategies to manage conflict between teacher and principals than mostly using compromising and avoiding. They should be situational in using the different conflict management strategies. There is needed to have trainings on conflict resolution techniques in schools to aid in management of conflicts.

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**APPENDIX - A**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**  
**QUESTIONNAIRES TO BE FILLED BY TEACHERS, PRINCIPALS AND**  
**SUPERVISORS**

**General Introduction**

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

Therefore the purpose of this questionnaire is to gather relevant information on cause of conflict and its management strategies: teacher and principals' perception, the case of Akaki worda, Oromia special zone surround Finfine government primary schools. I would like to assure you that this research is purely for academic purpose (partial fulfillment of the requirements for the degree of masters of Arts) and hence would not affect any one in any way as all the information will be kept confidential. Thus, your genuine response is crucial for the study. Therefore, the researcher kindly requested your coöperation to respond to the questions raised responsibly and honestly. You're honestest and truthfulness has paramount value for the success of this study, which intern is entirely depends upon your responses.

With Great Respect!

## General Direction

Dear respondent! Please note that

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

### 1. Demographic Information

1. School name \_\_\_\_\_
2. Age: Below 20  21-30  31-40  41 and above
2. Sex: Male  Female
3. Service years: Below 3  4-6  7-10  above 11
4. Qualification: Diploma  BA/BSC Degree  MA/MSc
5. Field of specialization: Educational planning Field  than Educational administration
6. Do you have any ing in conflict management: Yes  No
7. Your present position in your school: Teacher  Principal  Supervisor  Unit leader  Department head

### 2. View (Perception) of Teachers and principal on nature of conflict

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

No	Statement /Item	Rating scale				
		5	4	3	2	1
1	Conflict by its nature is bad and should be avoided.					
2	The task of school management is to eliminate conflict.					
3	Conflict disrupts the organization and prevents optimal performance.					
4	Conflict is caused by failure of leaders and trouble makers.					
5	Conflict is always unpleasant and destructive.					
6	Conflict can be resolved only by physical separation of the two parties.					
7	Conflict can bring about disintegration of the entire group.					
8	Conflict creates bad feeling within the school.					
9	Conflict in organization like in a school is inevitable.					
10	Conflict has both contractive and distractive aspects.					
11	When properly managed conflict can lead to innovation and change.					
12	Optimal organizational performance requires a moderate level of conflict.					
13	The absence of conflict indicates lack of cooperative interaction.					
14	Conflict is use full in creating new ideas if properly managed.					
15	Conflict has the power to promote democracy when managed effectively.					
16	Conflict is necessary evil, so that it is good to have it than not to have it at all.					

If you have additional view /perception of conflict in your school please mention it.

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### 3. Types of conflict in the school

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

No	Types of conflict in the primary school	Rating scale				
		5	4	3	2	1
1	There is inner conflict of teacher and principals within her/him self in your school.					
2	There is conflict within a teacher and principal appear frequently in your school.					
3	There is conflict between two or more teacher and principal appear frequently in your school.					
4	There is conflict with in the same department teachers appear frequently in your school.					
5	There is conflict between different departments teachers appear frequently in your school.					
6	There is conflict between different school teachers and principals in your cluster resource center.					

- Your are kindly requested to add further information on the types of conflict on the space below

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

#### 4. Major causes of conflict

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

No	Cause of Conflict	Rating scale				
		5	4	3	2	1
1	Communication gap generate conflict between teachers and principal.					
2	Poor performance evaluation affect teachers moral.					
3	Difference in values, belief and attitudes is affect good relationship.					
4	Bad working conditions affect teachers and principal relationship and inappropriate and biased reward system have impact on school and teachers.					
5	Lack of clearly stated tasks makes bias in the school.					
6	Competition for scarce resource/lack of adequate teaching materials problem of primary school.					
7	Lack of participant in decision making generate conflict between teachers and principal and lack of solving problems though table discussions.					
8	Lack of agreement in direction.					
9	Differences in time preference have an impact on school.					
10	The way one perceives reality.					
11	Lack of clear authority structure affect school performance.					

12	Different role expectation.					
13	Unfair distribution of task has an impact on teachers' moral, interdependent tasks affect the moral.					
14	Unclear policies and guidelines affect school community.					
15	Mismatch between organizational and individual goal.					
16	Structural designs of the school affect teachers' role and responsibility.					
17	Lack of professional commitment from all groups.					

- You are gently requested to add supplementary information on the causes of conflict, please list down here under.

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### 5. Conflict management strategies

These are some of the strategies used by the principal to manage conflict in the school and to gather information on the ability of educational managers how to manage conflict and solve other educational problems. Statements describing possible behavioral responses were given below. For each statement, please put (√) or (×) mark to show your choice below the numbers which represent: 5=always, 4=usually, 3=sometimes, 2=rarely, and 1=never at all.

No	When I come diagonally with differences, disagreements or confliction incidents in your school.	Rating scale				
		5	4	3	2	1
1	Avoiding meeting other parties					
2	The principal tell other people about the problem.					

3	The principal let the other party have his/her own way.						
4	The principal start by asking the other party what you have done wrong.						
5	Teachers apologize for having to raise the issue.						
6	The principal make the other party feel free.						
7	Principals seek the support of others.						
8	The teachers become aggressive.						
9	The principal try to split the difference.						
10	The principal look for a fair solution.						
11	Teachers and principal try to compromise.						
12	The principals listen carefully to what is said by the other party.						
13	The principals explore the other party's point of view.						
14	The principals restate common interests.						

- If you practice another conflict management when you come across with differences, disagreements or conflict incidents in your school, please list down here:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_



**APPENDIX - B**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**

**INTERVIEW QUESTIONS FOR VICE PRINCIPALS, WOREDA EDUCATION  
OFFICE HEAD AND WOREDA TEACHERS ASSOCIATION CHAIRMAN**

**Dear Respondent,**

This interview is intended for collecting data on the major cause of conflict in primary school of Akaki woreda, Oromia special zone surround Finfine. The required data is of vital importance for the success of this study which is a partial fulfillment for a master's degree. As such, the value of this interview relies on your genuine responses. The information gathered through this interview will only be used strictly for academic purposes and will be kept confidential.

Thank you in advance for your cooperation!

**1. Demographic Information**

1.1 Name of school/woreda \_\_\_\_\_

1.2 Sex \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Year of experience as head of education office \_\_\_\_ chairman of teachers association \_\_\_\_  
and school vice principals \_\_\_\_

1.5 Qualification \_\_\_\_\_ Specialization \_\_\_\_\_

**2. Guiding interview questions regarding on the causes, types, perceptions of conflict and its usage management.**

1. How do you view conflict? It is good or bad to you? Explain the reason what you say for either of two.
2. Would you think there are conflict between teachers and principal in your primary schools?
3. Would you mention major causes of conflicts that are commonly occur in your school?
4. What types of conflict occurred in your school?
5. What techniques are used for conflict resolution in your school system?
6. If you have any comments or suggestions concerning about conflict management practices in your school, please tell me?

**APPENDIX – C**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Document Analysis**

The purpose of this analysis document is to gather information pertaining cause of conflict between teachers and principals in some selected public primary schools of Akaki worda. Checklist for document gathering regarding to the cause of conflict between teachers and principals in some selected public primary schools of Akaki worda.

1. Documents available in the school
  - Parent teacher meetings
  - Decision made by PTA and KETB member (minutes, files, reports)

## **APPENDIX - D**

**YUUNIVERSITII ADDIS ABABAATTI**

**QORANNOO BARNOOTA DIGRII 2<sup>FFAA</sup>**

**KOLLEEJJII BARNOOTA FI QORANNOO JIJJIIRAMA AMALAA**

**MUUMMEE KAROORAA FI BULCHIINSA BARNOOTAA**

**GAAFFII BARSIIISOTA, DURA BU'OOTAA FI SUPPARVAAYIZEEROOTAN**

**GUUTAMU.**

### **Seensa Waliigalaa**

Akkuma hundi keenya beeknu manneen barnoota kaayyoon dhaabbataniif lammii oomishuun itti gaafatamummaa isaanii galmaan gahuudha. Kaayyoo kana galmaan gahuuf dhimmamtootni jechuuna barattootni, barsiisonni, hojjetootni bulchinsaa, hawaasni naannoo fi dhaabbileen deggarsaa adda addaa waliin tahuun hirmaachuu qabu. Haa ta'u malee qaamoleen kunneen qaamoolee biroo osoo ilaalcha keessaa hin galchine galma, fedhii fi amantii dhunfaa isaanii milkeessuuf yaalii yeroo taasisanitti qaamolee biroo waliin walitti bu'iinsa ni uumu. Kanaafuu manneen barnootaa sadarkaa 1<sup>ffaa</sup> sababa walitti bu'iinsa fi haala ittii hiikamuu addaan baasuun beekuun filannoo osoo hin taane dhimma murteessaadha jedhama.

Kanaafuu, kaayyoon gaaffii kanaa inni guddaan naannoo Oromiyaa, godina addaa Oromiyaa naannoo Finfinnee, aanaa Aqaaqii manneen barnoota sadarkaa 1ffaa keessatti sababa walitti bu'iinsaa fi tooftaa ittiin hiikamuu mata duree jedhu qorannoo barnoota digrii 2<sup>ffaa</sup> f ragaa sirrii funaanuudha. Hunda dursee wantin waadaa isiiniif seenu odeeffannoon isin kennitan qorannoo kanaaf qofaa malee dhimma biraaf kan hin taanee ta'uu fi deebiin kennitan iccitiin kan eegamu ta'uu. Kanaafuu deebii sirriin isin kennitan ququllinaa qorannichaatiif baay'ee barbaachisaa dha. Haaluma kanaan gaaffii tokko tokkoof deebii sirrii kennuun akka guuttan haalaan isin gaafadha.

**Kabaja Waliin!**

## Kallattii waliigalaa

Kabajamoo deebii kennaa, Maaloo, dhimmoota ijoo armaan gaditti tarreeffamaniif xiyyeeffannoo kenna.

- Maqaa keessan hin barreessinaa
- Deebii tokkoon tokkoof hima fuula dura saanduqa filannoo ykn lakkoofsa jalatti mallattoo (√) ykn (×) gochuun filadhaa.
- Yaada dabalataa yoo qabaattan bakka duwwaa kenname irratti barreessuun deebisaa.
- Maaloo tokkoon tokkoon qajeelfamootaa sirriitti hordofaa.

### 1. Odeeffannoo dhuunfaa

Bakka duwwaa kenname irratti barreessuu fi saanduqa keessatti mallattoo gochuun deebisa

1. Maqaa mana barnoota \_\_\_\_\_
2. Saala: Dh  Du
3. Umurii: 20 gad  21-30  31-40  41 fi ol
4. Bara tajaajilaa: Waggaa 3gad  4-6  7-10  11fi ol
5. Sadarkaa barnootaa: dipiloomaa  digrii  digrii 2<sup>ffaa</sup>
6. Gosa barnootaa: Karooraa fi bulchiinsa barnootaa   
Karooraa fi bulchiinsa barnootaan alaa
7. Dhimma walitti bu'iinsaa hiikuu irratti leenjii qabduu? Eeyyee  lakki
8. Mana barnootaa keessan keessatti gahee hojii keessanii: Barsiisaa  Dura bu'aa   
Suppervaayizeera  Dursaa garee  Ittigaafatamaa muumme

### 2. Ilaalcha barsiisonnii fi dura bu'oanni walitti bu'iinsa irratti qabanii fi akkaataa itti hubatan

Walitti bu'iinsa irratti ilaalcha qabdan agarsiisuu danda'u jedhamee himoonni karoofaman armaan gaditti tarreeffamaniiru. Tokkoon tokkoon himoota kanaaf saanduqa filannoo keessatti mallattoo (√) ykn (X) gochuun filadhaa.

- 5 = Cimseen irratti waliigalaa                      2 = Walii hin galu  
4 = Waliingala                                              1 = Gonkumaa irratti walii hin galu  
3 = Hanga ta'ewaliingala

lakk	Walitti bu'iinsarratti ilaalcha qabdan	5	4	3	2	1
1	Uumama isaan walitti bu'iinsi badaa fi dhabamsiifamuu kan qabuudha.					
2	Hojiin bulchiinsa mana barnootaa walitti bu'iinsadhabamsiisuudha.					
3	Walitti bu'iinsi dhaabbilee irratti miidhaa kan geesisuu fi raawwiin hojii foyya'aa ta'ee akka hin jiraanne kan taasisuudha.					
4	Walitti bu'iinsi kan uumamuu, kufaatii fi dadhabina gaggeessitootanidha.					
5	Walitti bu'iinsi yeroo hunda kan namatti hin tollee fi badii kan qaqqabsiisuudha.					
6	Walitti bu'iinsi kan hiikamu qaamolee walitti bu'an lamaan qaaman addaan baasuun qofadha.					
7	Walitti bu'iinsi diigumsa garee hundaa fiduu danda'a.					
8	Walitti bu'iinsi mana barnooata keessatti miira badaa uumuu danda'a.					
9	Dhaabbilee barnootaa keessatti walitti bu'iinsiumamuun kan hin hafnee dha.					
10	Walitti bu'iinsi garee lamaanuu kan buqqisuu fi haala isaanii kan jeequudha.					
11	Walitti bu'iinsi haala gaariin yoo hogganamee kalaqaa fi jijjiirama fiduu danda'a.					
12	Raawwiin gariin dhaabbilee walitti bu'iinsa sadarkaa gidduu galeessaa barbaada.					
13	Walitti bu'iinsi dhaabamuun waliin waldorgomuu fi dhiibbaa uumuun kan hin jiraanne ta'u agarsiisa					

14	Walitti bu'iinsi haalaan yoo hogganamee yaada haaraa uumuuf faayidaarraa ni oola.					
15	Walitti bu'iinsi karaa bu'a qabeessa ta'een yoo hogganamee dimookiraasii babal'isuuf humna ni qaba.					
16	Walitti bu'iinsi badaadha kanaafuu isa filannoo godhachuun gaarii miti.					

- Yoo ilaalcha/hubbannaa dabalataa dhima walitti bu'iinsa mana barnootaa keessatti mul'atu irratti qabaatan tarreessa.

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### 3. Gosoota Walitti Bu'iinsa

Kanatti aansuun sadarkaa mana barnootaatti gosoota walitti bu'iinsa mul'atan jedhaman himoonni tarreeffamaniiru. Tokkoon tokkoon himoota kanaa gadi fuula dura saanduqa filannoo keessatti mallattoo (√) ykn (X) gochuun filadhaa.

5 = Cimseen irratti waliigala      2 = Walii hin galu

4 = Waliingala      1 = Gonkumaa irratti walii hin galu

3 = Hanga ta'ee waliingala

Lakk	Akaakuu walitti bu'iinsaa	5	4	3	2	1
1	Mana barnoota keessatti walitti bu'iinsi keessoo barsiisaa fi dura bu'aa gidduu ni jira.					
2	Barsiisaa fi dura bu'aa mana barumsaa gidduutti yeroo baay'ee walitti bu'iinsi ni jira.					
3	Barsiisotaa lamaaf lamaa olii fi dura bu'aa mana barnootaa gidduutti irra deddeebiin walitti bu'iinsi ni mul'ata.					

4	Muummeewwan wal fakkaata ta'an keessatti walitti bu'iinsi barsiisotaa irra deddebiin ni mul'ata.					
5	Muummeewwan garaagara ta'an gidduutti walitti bu'iinsi barsiisotaa irra dedebbiidhan ni mul'ata.					
6	Mana barnootaa garaagaraa wiirtuu gurmuu tokko jala jiran keessatti walitti bu'iinsi barsiisotaa fi dura bu'ootaa ni mul'ata.					

- Akaakuu walitti bu'iinsa iirratti odeeffannoo dabalataa yoo qabaattan bakka duwwaa armaan gadii irratti barreessa.

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_  
 D \_\_\_\_\_  
 E \_\_\_\_\_

#### 4. Sababoota Walitti Bu'iinsa

Kanatti aansuun himoonni sadarkamana barnootaatti sababoota walitti bu'iinsaa ta'u jedhamee itti amanametarreeffamaniru. Tokkoon tokkoon himoota kanaa fuula dura saanduqa filannoo keessatti mallattoo (✓) ykn (X) gochuun filadhaa.

5 = Cimseen irratti waliigala                      2 = Walii hin galu  
 4 = Waliingala                                      1 = Gonkumaa irratti walii hin galu  
 3 = Hin murteessu

lakk	Sababoota walitti bu'iinsa	5	4	3	2	1
1	Walitti dhufeenyi barsiisaa fi dura bu'aa mana barnootaa addaan fagaachuun walitti bu'iinsi akka uumamu taasisa.					



2	Madaallii laafaan hamilee barsiisotaa irratti dhiibba ni geessisa.					
3	Garaagarummaan ilaalchaa, amantii fi sonaa walittii dhufeenya gaarii ni miidha.					
4	Haalli hojii mijaa'a hin ta'in walitti dhufeenya barsiisotaa fi dura bu'aa ni miidha. Akkasumas badhaasni sirrii hin taanee fi loogii qabu mana barnootaa fi barsiisotarratti dhiibba qaba.					
5	Hojiwwan ifaan taa'anii manneen barnootaa keessa hin jirre loogiin akka uumamu taasisa.					
6	Mana barnootaa sadarkaa Iffaa keessatti hanqina meeshaawwan gargaarsaa barnoota gaha ta'ee jiraachu.					
7	Adeemsa murtee kennuu keessatti hirmaachuu dhabuun barsiisotaa fi dura bu'aa gidduutti waliigalteen akka hin jiraane taasisuu fi taa'ani mari'achuun jiraatus rakkoo hiikuu dadhabu.					
8	Kallattii hojii irratti waliigaluu dhabuu.					
9	Garaagarumman haala mijaa'ina yeroo mana barnoota irratti dhiibba qaba.					
10	Karaa ittiin dhugaan hubatamu.					
11	Caaseffamni sirrii fi ifa hin taanee jiraachuu dhabuun raawwii mana barnootaa ni miidha.					
12	Abdii gahee hojii adda addaa.					
13	Hojiin haqaan hojjetamuu dhabuun hamilee fi sirna waldeggarsa barsiisotaa irratti dhiibba geessisa.					

14	Imaammanni fi qajeelfamni ifa hin taanee hawaasa mana barnootarratti dhiibba qaqqabsiisa.					
15	Galmi nama dhuunfaa fi mana barnootaa wal simuu dhabuu.					
16	Gurmaa'insi caasaa mana barnootaa itti gaafatamummaa fi gahee barsiisotaa irratti dhiibba geesisa.					
17	Garee hunda biratti kutannoo fi murannoon ogummaa jiraachu dhabuu.					

- Armaan olitti kanneen ibsaman irratti dabalataan mana barnootaa keessan keessatti sababoota walitti bu'iinsa ta'uu danda'uu kan jettan maaloo bakka duwwaa kenname irratti tarreessa.

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## 5. Toofta Walitti Bu'iinsa hiikuu

Itti aansuun tooftaawwan walitti bu'iinsa hiikuuf gargaaru jedhamee himoonni itti amanaman kennamaniiru. Tokkoon tokkoon himoota kanaa fuula dura saanduqa filannoo keessatti mallattoo (√) yookiin (X) gochuun filadhaa.

5 = Yeroo hunda

2 = Darbee darbee

4 = Yeroo baay'ee

1 = Gonkummaa

3 = Yeroo tokko tokkoo

lakk	Mana barnootaa keessatti yeroo garaagarummaa fi waitti bu'iinsa hiiknuu	5	4	3	2	1
1	Marii garee biraa waliin taasisuu dhiisuu					
2	Rakkoo jiru dura bu'aan mana barnootaa namoota birootti ni hima.					
3	Dura bu'aan mana barnootaa gareen biraa akkaata fedhii isaaniiti akka deeman ni eeyyamaaf.					

4	Dura bu'aan mana barnoota yeroo rakkoo hiikuu jalqabuu dogoogora garee bira gaafachuun jalqaba.					
5	Barsiisonni rakkoo jiru kaasani gaafachuurra dhiifama gaafatu.					
6	Dura bu'aan mana barnootaa bilisa ta'uun garee biraa ni dhageeffata.					
7	Dura bu'aan mana barnootaa deggarsa qaamolee biraani barbaada.					
8	Barsiisotaa irra amalli miira lolaa ni mul'ata.					
9	Dura bu'aan mana barnootaa garaagarumma addaan baasuuf ni yaala.					
10	Dura bu'aan mana barnootaa walitti bu'iinsa uumameef fala sirrii ta'e ni barbaada.					
11	Dura bu'aa fi barsiisonni ejjennoo isaanii laaffisuun fala ni kennu.					
12	Dura bu'aan mana barnootaa garee biroo irraa waan itti himamu xiyyeeffannoo kennuun ni dhaggeeffata.					
13	Dura bu'aan mana barnootaa ilaalcha qaamolee biraa ni sakkatta'a.					
14	Dura bu'aan mana barnootaa fedhii waliinii ni guuta.					

- Kan armaan olitti ibsameen alatti mana barnootaa keessatti garaagarummaa fi walitti bu'iinsi yeroo hiikamu tooftaawwan biroo fayyadamtan yoo jiraate maaloo bakka duwwaa kenname irratti barreessa.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

**Galatooma!**

## APPENDIX – E

### GAAFFII QOMAA

Itti aantoota manneen barnootaa, itti gaafatamaa waajjira barnootaa fi dura ta'aa waldaa barsiisotaaf gaaffiiwwan gaaffii qomaaf qopha'aan dhiyaataniiru.

#### 1. Odeeffannoo dhuunfaa

1. Maqaa mana barnootaa \_\_\_\_\_
2. Saala \_\_\_\_\_
3. Umurii \_\_\_\_\_
4. Sadarkaa barnootaa \_\_\_\_\_
5. Gosa barnootaa \_\_\_\_\_
6. Muuxannoo hojii \_\_\_\_\_

**Gaaffiiwwan qomaa armaan gaditti dhiyaatan ilaalcha walitti bu'iinsa irratti qabdan, sababootni walitti bu'iinsa maal maal akka ta'aanii fi toofta ittiin walitti bu'iinsi hiikamu irratti kan xiyyeeffataniidha.**

1. Akka ilaalcha keessaniitti walitti bu'iinsa akkamitti ilaaltu? Isiniif gaarii moo badaa dha? Sababa gaariis ta'e badaa jettaniif ibsa.
2. Mana barnoota keessan keessatti walitti bu'iinsi barsiisotaa fi dura bu'ooata jira jettanii amantuu?
3. Sababoota walitti bu'iinsa gurguddoo bal'inaan mana barnootaa keessan keessatti mul'atan ibsa?
4. Gosoota walitti bu'iinsa mana barnootaa keessatti mul'atan maal fa'i?
5. Mana barnootaa keessan keessatti tooftaan walitti bu'iinsi ittiin hiikamu maal fa'i?
6. Yaadni dabalataa mana barnootaa keessatti sababoota walitti bu'iinsa fi toofta ittiin hiikamu irratti qabdan jiraa?

**Galatooma!**

## **APPENDIX – F**

### **XIINXALAA RAGAA**

Cheeklistii sababoota walitti bu'iinsa barsiisotaa fi dura bu'ootaa, akkasumas toofta itti hiikama jiran irratti manneen barnootaa sadarkaa Iffaa aanaa Aqaaqii keessatti kan gaggeeffamu.

1. Ragaalee mana barnootaa keessatti argaman

- Qaboo yaa'ii marii barsiisotaa
- Murtee gamtaa maatii barsiisotaa fi boordii barnootaa fi leenjii ganda (qaboo yaa'ii, gabaasaa fi kuusaa)