

**ADDIS ABABA UNIVERSITY**

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

**PROBLEMS OF STUDENTS-TEACHER CONFLICTS THE CASE OF  
GOVERNMENT GENERAL SECONDARY SCHOOLS IN ADDIS ABABA  
CITY ADMINISTRATION**

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This is to certify that the thesis prepared by Mulugeta Tulu entitled: problems of student teacher conflicts the case of government general secondary schools in Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the degree of masters of arts in school leadership in the Department of Educational Planning and Management meet with the regulations of the university and the accepted standards with respect to originality and quality

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_____ Chair Person	_____ Signature	_____ Date

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## Acronyms

AACEB	–	Addis Ababa City Education Bureau
MOE	-	Ministry of Education
CSA	-	Central Statistical Agency
ASSEO	-	Arada Sub- City Education office
Y 66 SS	–	Yekatit 66 Secondary School
LDCS	–	Less Developed countries
UNESCO	–	United Nations Education and Scientific Organizations
CMP	–	Conflict Management practices
FDRE	–	Federal Democratic republic of Ethiopia
PTSA	–	Parent- Teachers- Students Association.
TLP	–	Teaching Learning process
SLP	–	School Improvement programmed.
SLC	–	School Improvement Committee
SRC	–	Student Representative Council

## **Abstract**

*With the objective of identifying, analyzing and seeking remedies to student-teacher conflicts in some selected schools of Arada, Gulele, Kirkos and Akaki-kality sub cities of Addis Ababa, this research employed methodological pluralism. I.e. different methods and tools to collect analyze and synthesize meaning full information that lead to valid conclusions and recommendations. As there is no single best method to conduct research and to collect date the researcher employed questionnaire, interview, observation, Focus group discussion, key person informant as main tools to collect both the quantitative and qualitative date. The SPSS, State, tables and charts, graphs were used to test and ensure the validity and reliability of the data and the instruments. The researcher applied the standard deviation, mean, percentile test to analyze the quantitative data. Narrations, voice recording and interpretation were used to analyze and synthesize in formations from the qualitative data. Accordingly, out of a student population of 7548 (includes both grade 9 and 10 in 2016) are selected on the basis of their proximity to roads, their past historical record of student-teacher conflicts, their voluntarily to participate in the study and their large population size. But only 8 percent were included in the sample to accommodate the time, resource and manpower shortage.*

*Accordingly, 626 students, go teachers, 8principals and 8 PTSA members were participants of the study, so, the dependant variable. I.e. student-teacher conflict is affected by multiple physical, health, psychological, socio-economic, academic, cultural and political factors. The interventions include full scale involvement of the stake holders such as families, officials, teachers and the community. Better provision of logistics, close super vision and follow-up frequent advice and counseling, improving lesson delivery, taking hard and fast measures on serious violent cases were sought as remedies to the problem.*

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# CHAPTER ONE

## 1. Introduction

### 1.1. Background of the Study

Education is a major foundation of social progress for a country (M.O.E). It is the basic and effective instrument by which beings adopt nature according to their needs. The World Bank (1998: V) asserts that without education, development will not occur. Only educated people can command the skill necessary for sustainable economic growth and for a better quality of life. A child who has gained quality education will have a better chance of leading a healthy and secured life. It is not only a child who benefits from being educated, but also the nation, because education and economic performance go together. Improvement in education increase national economic growth and bring broad social benefits (Anderson 1992).

As Colclough (1982) portrays the skilled man power arguments for rapid expansion of secondary and tertiary education becomes less convincing to economic planners than they were some years ago. Education enables citizens to acquire knowledge, skill and attitude, so that they can actively participate in the development of the country. Generally, education is universally recognized as a form of investment in human capital which yields economic, social political and cultural benefits.

As Tekeste (1990) tried to explain factors that invite the provision of quality of education in secondary schools in his research report on a topic "The crisis of Ethiopian Education" implies heavy teaching load, poor English language proficiency, shortage of student text book lack of teaching manual, teachers centered methodology, overcrowded class rooms, wastage in students preparation, conflicts raised between teachers and students, teachers and principals and irrelevance of subject matter were factors which made worse the education system. The factors which affect the quality of education in the late 1990s are Affects the teaching learning process these days. In my teaching experience in secondary schools I have observed that factors mentioned in the above paragraph and other related factors such as low community participation, lack of family control on their children, lack of students learning interest, lack of teachers teaching interest etc.... are problems and challenges to the provision of quality education in secondary schools of Addis Ababa. This indicates that conflict in school needs effective management.

A school has sub units in which wide range of activities takes place to seek specific goals. The main stake holders and participants in the school system are parents, students, teachers, principals and other staffs with different backgrounds and interests. The interaction of these groups and individuals in the dynamic school context may not always be harmonious. Wherever there is interaction there is conflict. So the participants have the potential for producing both highly constructive and destructive consequences for school functioning. Conflict can be defined in many ways. It can be considered as expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding (Holt 1993). It is also associated with situations that involve contradictory or irreconcilable interests between opposing parties. Conflict is dysfunctional and disruptive and also disregarded as it has no positive functions. The Marxist dialectical theory holds that conflict is desirable and inevitable. For Marx the disorder between production relations and material forces leads to class conflict. (Perkins 1980). Conflict indeed is category of school system and it is furthered more seen as fundamental and constructive part of school organization so, conflict is not just as inevitability of school life, but may be seen as process through which school grows and Develop over time .According to classical management theory, the existence of conflict represents break down. In the function of the school and therefore it is considered as failure of management. Efficient management should ensure the required cooperation among individuals and bring about harmony. In contrast modern writers view conflict within a school as a normal and acceptable state of affairs .fact to some extent within a school as a normal and acceptable state of affairs .In fact to some extent conflicts in a school and cause stagnation, while un controlled conflict can cause chaos(Pettigrew 1968).

It doesn't mean that conflicts only result in negative consequences in organizations. They can provide considerable values and benefits to individuals and organizations. Conflicts if constructively managed, it can increase creativity and innovation, greater effort improves organizational commitment, increase cohesion and reduce tension. (Greenberg- 1996). Therefore, conflict is not only functional for the organization, it is essential to its existence. Therefore finding ways to promote the positive outcomes and minimize the dysfunctional effects is crucial for the survival of an organization in general and school organizations in particular.

## 1.2. Statement of the Problem

As mentioned above in the previous section, several scholars from different disciplines have conducted research on conflicts and its management. Western scholars using their own situations of culture and organizational environments employ those most available studies. Local studies on the other hand, don't encompass exhaustively issues of conflict and its management particularly in schools. As far as conflict in school is concerned, it varies from other conflict situations, which appear in other organizations since various individuals and groups, such as students, teachers, principals, administrative staff members, and other stakeholders involve in school activities. All these stakeholders involve in school activities. All these stakeholders bring different ideas, goals, values and needs to their schools and primarily these differences affect the relationships and functions of school organizations. These same differences inevitably lead to conflict. Hence, understanding them is quite essential. This research work is different from previously done works in that it is up to date to the present school teacher-student conflict and the management styles it resorted as a remedy i.e. peaceful way of resolving conflicts. Based on Ministry of Education reports, Fikru(1993) stress the major conflict generating factors in Ethiopian school such as dissatisfaction of some teachers, 'unnecessary dominating principals, dissatisfaction in performance evaluation system, lack of fulfilling transfer request of the staff, improper distribution of teaching loads, lack of teachers interest in teaching, lack of students interest in learning, personal dissatisfaction of teacher especially in relation to their salary, unethical behavior of some students, over loading with co-curriculum activities, lack of strong school rules and regulations and lack of family control over their children and other reasons.

Conflicts arise when the above mentioned points are not processed in the right way. Student teacher conflicts in general secondary schools are crucial and timely. Conflict generating factors between teachers and students is studied by different scholars such as Befekadu and Birhanu (2014), under the title of conflict and its management styles, and Melaku (2007), under the title of 'disciplinary problems in some private and mission schools in Addis Ababa. But, these studies were not sufficient to address the wider ranges of the problem and its multi-faced causes, consequences and intervention mechanisms that need integrated effort and large scale involvement of the stakeholders. Therefore, the condition initiated the Researcher to study additional factors such as age and its attributed changes, family handling styles, psychological stress, emotional restlessness, economic, cultural and social problems that lead to conflict and to recommend solutions that have to be taken by the stakeholders including families, principals and others.

Therefore the conditions initiated the student researcher to study additional factors that can lead to the conflicts and to recommend the solutions that have to be taken by the government, the school and the stakeholders. In recent years the conflict arisen in Different secondary schools of Addis Ababa especially between teachers and students create some problems at school levels and also affect the teaching learning process and the educational quality assurance. I recognized that their grievances and conflicts among teachers and students that resulted from some teachers teaching capacity, teachers teaching interest, teachers dissatisfaction in their salary, low teachers social acceptance by the society, change of students behavior towards teachers .Lack of students learning interest, the absence of mutual understanding between teachers and students, lack of strong school rules and regulations and lack of family control over their children. Student-teacher conflict in secondary schools is crucial and timely based on the above ideas, the current study attempts to answer the following questions.

1. What are the major types of conflict in General Secondary schools?
2. What are the major causes of conflict in General Secondary schools?
3. Which conflict management style is prominently used in the schools?
4. What challenges school teachers and management faced in managing student teacher conflict?

### **1.3. Objectives of the Study**

#### **1.3.1. The General objective of the Study**

The general purpose of the study is to examine the student's teacher's conflict in selected general secondary schools of Addis Ababa city administration.

#### **1.3.2. Specific objectives**

Specifically this study targeted at the following specific objectives

- 1 examining the nature types of conflict in Secondary Schools of Addis Ababa City Administration
2. Exploring major types of conflict in Secondary -Schools of Addis Ababa City Administration.

3. Identifying the major causes of conflict in General Secondary Schools.
4. Distinguishing the style of conflict management commonly used by the students and teachers.
5. Analyze the challenges school teacher and management face in managing conflicts between students and teachers.

#### **1.4. Significance of the Study**

This study is designed to examine student's teacher's conflicts in selected General Secondary Schools of Addis Ababa City Administration. Therefore, the finding of the study could provide the following benefits.

1. Generate essential data that could be employed to device appropriate strategies and measures to address the causes of students- teacher's conflicts in general secondary schools of Addis Ababa city Administration.
2. Provide insight to educational policy makers, practioners, school principals, teachers and concerned educational authorities on the magnitude of the problem and help them to identify causes and adopt appropriate strategies to manage conflicts effectively.
3. Assist in highlighting areas of focus for the research on conflicts that arise in schools.

#### **1.5 Delimitation of the Study**

Conflicts are currently problems at all level of school system all over the country. However this study involved government general secondary schools in selected sub cities of Addis Ababa (Arada, Kirkos, Gullele and Akaki- kality). These sub cities are selected for their frequent record of student- teacher conflict existence, their relative average distance from the main roads and home of the researcher, their voluntarily to participate in the study, their relative large student population to represent the schools of the city and their revealed commitment to resolve the problem with full-scale participation of the stake holders such as families, the community, the government, teachers and the school administration. For the purpose of this study, it appropriate to take two general secondary schools from each sub city that makes a total of eight general secondary schools. Although conflicts can take place in many schools between students and teachers in order to make the research work Manageable my study is limited to the problems occurred in the selected general secondary schools.

## **1.6 Limitations of The study**

While conducting this research study, the researcher faced the following challenges and obstacles in the collection, processing and synthesizing the data, which is vital input for the study. These obstacles are attributing to time & finance shortage, voluntary will to supply the necessary data, lack of access and punctuality of the officials, inflator situations and others.

1. Lack of formerly conducted research works in the area, casted its shade on the data quality collected by mere interviews and questionnaires.
2. Lack of well compiled documents hampered the effort of the researcher to strengthen the primary data from secondary sources.
3. In accessibility of some of the concerned officials, research participants and respondents due to frequent meetings, travels, fueled by their involuntarily to give accurate information's and other inconveniences
4. Though informed consent and confidentiality are secured, some of the respondents selected for the study lack punctuality and limit themselves from giving true information.
  - Despite all the above challenges, the researcher successfully completed the study, partly due to his unreserved effort, endurance and commitment to systematically tackle problems, and partly due to unreserved support provided to the researcher by the research advisor, family members, officials and friends.

## **1.7. Organization of the Paper**

The study is organized in to five major chapters. The first chapter describes back ground of the study, statement of the problem, research objectives and research questions, significance of the study and scope of the study. The second chapter describes the Review of the related literature. The third chapter describes the research methodology, the sources of data, Sampling techniques and procedures, instruments of data collection, procedure of data collection, method of data analysis and organization of the paper. The fourth chapter deals with presentation and analysis of data respectively. The fifth chapter includes the summary, conclusions and recommendations of the study. In methods of analysis qualitative data are mainly collected through interviews were analyzed through narrative.

## 1.8. Definition of important terms

**Conflict** – Inhuman relation, as there is peace full Co- existence, there is also conflict i.e. disagreement, dispute, violence or antagonistic relations among individuals, groups, parties or states.

**Intra – group conflict-** is disagreement, dispute or antagonistic relations among members of the same group.

**Inter- group conflict** – dispute or disagreement between different groups.

**Stereotyping-** A positive or negative assumption or outlook about a certain group, ethnic, religious or community members without considering individual differences.

**Conflict management styles-** conflict is natural of human beings, but the way we manage if determines there are some peace full ways conflict resolution. Mechanisms such as Negotiations, Arbitration, mediation, Litigation and tolerance

- **Inter personal conflict-** is dispute or disagreement between individual persons.
- **Intra- personal conflict** – conflict, stress, psychological emotional depression of a person for various reasons.
- **Task conflict-** some times when the career, task or job you accomplished does not match the expected result and benefit.
- **Process conflict-** when the course of accomplishing a certain task breads of some points before the finish line, we call the situation process conflict.
- **Compromising-** leaving one’s own advantage and benefit for the sake of peace full co-existence.
- **Win- wins** when both parties benefitted, or think that they are benefitting from conflicting situation in the resolution.
- **Win-lose-** when one of the parties is advantageous and the other is affected from a conflicting situation.
- **Lose- lose** – when both parties are affected or punished from conflicting situation in the final resolution.



## **CHAPTER TWO**

### **Review of Related Literature**

This chapter is devoted to treat some important topics which are related to organizational conflicts in general and that of teacher- students conflicts in particular. The topic deals with are, the nature of conflict, major causes of conflict, types of conflict and conflict management in secondary schools.

#### **2.1. The nature and concepts of conflict in school organization**

##### **2.1.1. Theoretical over views of conflict**

The different approaches to the examination of conflict have changed over time. Rahim (2001) stated that the early organizational theories, Taylor and Weber, (1992) neglected to view conflict as phenomena in itself but as consequences of poor organizational structures and processes being put in place. Some of the specific seminal empirical work into conflict management began in the late 1940s and 1950s and was developed in 1960s and 1970s.

Rahim (2001) suggested that in the 1950s with the development of the study of organizational behavior and its mechanism for analysis, conflict was seen more as a significant and unavoidable aspect of organization. The 1990s show an emergency of ways of looking at emotional aspects of responding to situations such as with the emergency of theories of emotional inelegancy. The shift in thinking, regarding conflict changed from one of conflict as a destructive force that needs to be eliminated to recognition of conflict as being un- avoidable. It was then viewed as phenomenon that requires management through an interactive approach for the benefit of organizations.

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

It is therefore, idle to pretend any given conflict is an isolated static affair, it is but an element in any evolutionary process, and hence it follows whatever method is used to resolve a particular conflict, any bargaining employed any consensus sought, should take account of the dynamic nature of conflict development and the changing forces that shape it. Kennard, (1988)

**Holt (1993:491) describes four distinct views of conflict.**

1. Traditional view- Argues that every conflict leads to mistrust poor communication and lack of cooperation- The view beliefs that conflict must always be stopped as soon as possible.
2. Behavioral view: - argues that conflict is an inevitable consequence of group and organizational behavior, because it can't be eliminated. Proponents argue it must be accepted and should be encouraged as a way of broaching carefully protected issues that need airing and resolution.
3. Interactions view suggests that an unusually harmonious environment is not conducive to growth, because it makes individuals overly tranquil. Creating anxiety will be necessary to investigate changes.
4. An emerging view recognizes that individual imperfections make conflict inevitable, but feels that it is in excusable not to control it. In contrast the view sees harmony and tranquility as inherently good. According to Holt, behaviorists, integrationists and emerging views of conflict accept the inevitability of conflict; they differ in the way of treating it.

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

To Plato and Aristotle (Rahim 1986:2) "Order makes the good life and disorder the opposite conflicts is threat to the success of the state and should be kept of an absolute minimum and removed altogether if possible".

The classical organizational theorists Fayol and Weber (in Rahim 1986) believed that members of organizations would be unlikely to engage in conflict, because they prescribed organizational structures, rules and procedures, hierarchy, chain of commands whereas, the neo- classical school (human relations) preferred to avoid or eliminate the conflict. They saw conflict as “social disease” and advocated that it should be avoided (Mathur and Sayeed (1980). Warner (1974) considered conflict as dysfunctional and disruptive dissociative and disintegrative. Conflict appeared to him as avoidable. According to traditional view as stated by Holt (1993) conflict, must always be stopped as soon as possible. The second group viewed conflict as legitimate, an inevitable and even positive indicate or of organizational effectiveness, if it is managed properly. Desirable or not, however it is

Obvious that conflict is an integral part of our daily lives. Among the proponents of this view, perhaps, Karl Marx was one. He felt that with the continuous development of production forces the harmony with social relations would be disrupted. The result in the hindrance of social relations of production creating a progressively greater in equality between the society’s members. This leads to class conflict between the social relations and the forces of production- (Ribbons and Thomas, 1985).

Nevertheless, a synthesis of classical and dialectical (Modern) viewpoints has brought the opportunity to determine that conflict is in evitable and integral part of organizational life including schools. We shouldn’t attempt to avoid it or suppress it even though it can be destructive as well as constructive. As Tosi and Carroll (1986) indicated the inevitability of conflict in organizations (schools) has a number of reasons schools have multiple goals, not all of which are compatible with one another.

Conflicts among teachers, students and between teachers and students are in evitable in school context. “Trying and failing to prevent it may be more frustrating than the conflict itself. (Tosi and Carol 1986). The best approach is to accept and manage it properly depending on the situation. The school goal should be to manage conflict rather than eliminate it. (Williams, 1978).

## **2.1.2. Out comes of conflict in school organizations.**

To many the word “conflict” indicates negative connotations, war, destruction, aggression violence and competition. On the contrary, for others it has a positive conditions adventure, excitement, challenge. There is more acceptable and useful point of view, in which others respond to conflict with the synthesis of two feelings. Hellriegal and Solcum (1982) have discovered the positive and the negative aspects of conflict.

### **2.1.2.1. Negative outcomes of conflict**

The negative views of conflict are generally quiet obvious. Most people can think conflict situations in their organizations that have diverted time, energy, and money away from the organizational goals. More over it is entirely possible for such situation to turn in to continuous conflict and cause further harm to the organization (Williams: 1978) He also indicates that most administrators are at a need to the dysfunctions than the functions of conflict and thus the view is that conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and interferes with achievement of goals. His view is fed by the knowledge that conflict has led to the firing resignation or premature retirement of many school administrators.

Hellriegal (1982) also describe the negative aspect of conflict from decision making stand point- intense conflicts often leads to biased perception and goal distortion. This can cause managers to make ad scion that increase conflict rather than reduce or resolve it. He also saw it from control stand point.

### **Green berg (1996) identified three negative effects produced by conflict.**

1. It often produces strong negative emotions and thus can be quiet stressful.
2. Conflict frequently interferes with communication between individuals, groups or divisions.
3. It diverts attention and need energies away from major tasks and efforts to attain key organizational goals.

Greenberg also discussed other negative effects of conflict which are sometimes easily over looked. These effects are conflict between groups often encourages their leaders to swift from participative to authoritarian styles, increase the tendency of both sides to engage in negative stereotyping and leads each side to close ranks and emphasize loyalty to their own department or group. (Green berg 1996)

He also discussed any destructive conflict can reduce the effectiveness of individuals, groups and organizations. It may include lost productivity, lower job satisfaction, UN necessary or over powering stress, and decreased concern for a common goal. In dysfunctional outcomes of conflict, people may feel defeated, distance between people can increased, introspective with drawl and resistance to team work.

According to Anderson (1999) conflict can also destructive if continues even after adhesion has been reached, people remain enemies even when the issues changed, outside parties are drawn in to the debate, one person is determined to emerge as a winner which makes the other loser and discussion never moves from complaints to solutions.

In general Hunt (1992) indicated the negative aspect of conflicts as follows: it prevent members from seeing task at all, dislocate the entire group and polarization, result in the disintegration of the entire group, subvert the objectives in favor of sub goals lead people to nuse defensive and blocking behavior in their group and stimulate a win-lose conflict, where is secondary to emotion.

#### **2.1.2.2. Positive outcomes of conflict**

Thomas in Mathur and Sayeed (1983) summarized the benefits of conflict as follows:

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

In short fruitful ideas and knowledge could be generated from the views of conflicting parties. So, conflict is useful. According to Davis (1989) one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. Another benefit is that once hidden problems are brought to the surface they may be Confronted and solved. Conflict can stimulate managers to search ways to reduce or resolve the disagreement, and this process often lead to innovation and change.

**Greenberg (1996) forwarded six important benefits of conflict for organizations.**

1. Conflict serves to bring problem that have previously ignored out in to the open.
2. Conflict motivates people on the both sides to know and understand each other's position more fully. It fosters open mildness.
3. Conflict often encourages the consideration of new ideas and approaches facilitate and change.
4. Conflict can lead to better decisions.
5. Conflict enhances group loyalty increases motivation and performance with in the groups or units involved.
6. Conflict enhances organizational commitment.

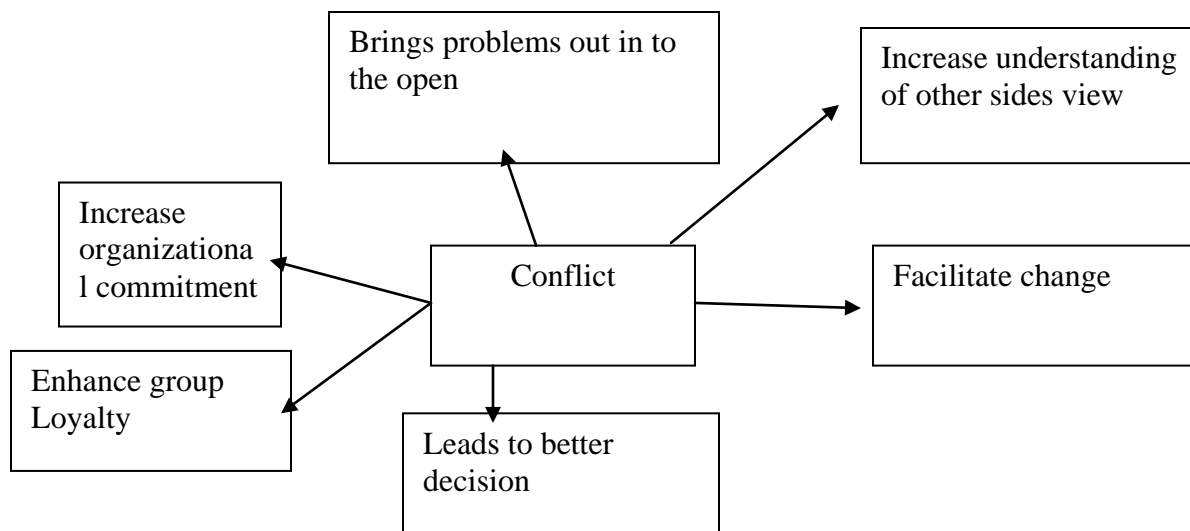


Fig 1—Constructive effect of conflict

Source Green Berg (1996)

Productive conflict in schools is further discussed some of its beneficial aspects are listed below. Conflicts can be constructive if it helps the parties to adopt and change, focus attention on problems that may inhabit performance, gets the parties re-examine their goals ,policies and practices and energizes by activity involving them in the life of the school.

In general according to Hunt (1992) conflict has the following benefits.

- A. Conflict activate people
- B. Conflict is a form of communication
- C. Conflict can be healthy in that it relieves pent- up emotions and feelings.

- D. Conflict usually causes changes
- E. Conflict can be educational and
- F. The aftermath of conflict can be a stronger and better work environment.

Generally conflict is a necessary condition for the attainment of individual and organizational goal.

## 2.2. Stages of Conflict in Schools

**Henning** (2003) offered four phases of conflict

1. **Latent Conflict:** - relates to the recognition that potential opposition exists, that is when conditional factors determine that conflict is about to happen. Latent conflict can be viewed as underlying factor of discontent. The causal mechanism may be in the form of conceptual differences reward discrepancies, dishancement with rules and policies, competing for limited resources and power struggles.
2. **Perceived and Felt conflict:-** is related to cognitive aspects awareness about the situation and the manner in which the participants personalize this awareness. This phase of conflict result in perceived and felt, that is the level of awareness and emotion connected with the situation when it comes in to existence.
3. **Overt or Manifest phase:** - when aspects of the situation can be easily measured. It can occur at different levels within self, between individuals groups and between organizations.
4. **Outcome phase-** This stage centers on the resolution of conflict. The outcome can be either positive or negative, which is often determined by the perceived level of satisfaction, regarding the consequences of the resolution as held by the conflict participants.

## 2.3. Types of School Conflicts in Secondary Schools

Managing conflicts begins with an understanding of situations in which it can occur. Scholars have divided the types of conflict differently according to their points of view.

Rue and Boyars (1989) divided conflict in to two types internal-within the individual and external-outside side the individual.

According to Rahim (1986) school conflict can be categorized based on individual, group and organizations at which it occurs. He identified four types of conflict in organizations. These are intrapersonal, interpersonal; inter a group and intergroup conflict. Most of the conflict at schools contains a large inter personal element. The types of school conflict are discussed below.

1. **Intra personal conflict:** - is a conflict within individuals themselves. It occurs when a school member is required to perform certain tasks and roles, which don't match his or her expertise interests, goals and values. The source of intra personal conflict are mainly structural, they are situation ally imposed. Antecedents to interpersonal conflicts include misassignment and gain congruency, inappropriate demand on capacity, organization structure, supervisory style and position.

Intra personal conflict can cause a person frustration, tension, ane-xiety paralyze evaluative activities. Gordon (1987)

2. **Inter Personal conflict:-** is a conflict between two individuals. This is the most common and most visible type of conflict in schools. It becomes highlighted when they are based on opinions rather than facts. It is usually caused by fundamental differences with regard to priorities, activities and policy matters in the school, but it can be purely personal. Reasons for interpersonal conflicts includes Holt (1999)competing for the limited resource, goals disagreement, opposing personalities, racial, sexual, religious, or age differences and inter role conflict etc.....
3. **Intra Group conflict:** - refers to conflict within groups since individuals have differing values, attitudes, behaviors and out looks. Intra group conflicts refers to disagreement or differences among the members of a group or its sub groups, regarding the goals, functions or Activities of the group. Rahim (1979). Sources of such conflicts include leader ship style, task structure, group composition and size and group think.
4. **External threats and their outcomes Inter group conflict:** - refers to conflict between two or more units or groups within a school. It is common in an organization. Such conflict is generated from differentiation of tasks, differences in culture a cross groups, need for joint decision making, dependence on shared resource, communication difficulties, ethnic or racial back grounds etc-- The major sources of inter group conflicts are task inter dependency, dependency on scarce resources, jurisdictional ambiguity and separation of knowledge from authority (Holt 1993)



As mentioned above, though there are numerous classifications of conflict, most of them share common points.

The classifications are made based on relationship task interaction, individuals, groups or organizations in which the researchers are interested.

#### **2.4. Major causes of Conflict in secondary schools**

There are certain antecedents and conditions present in most school organizations that may cause conflicts of any of the previous types. Chandan (1994) noted that the causes of conflict fall in to three distinct categories include communication aspect, behavioral aspect and structural aspect.

Causes of conflict are interdependence, differences in goals, resource competition and interpersonal dynamics. Deutsch, M. (1973) in his book “The resolution of conflict” lists the following issues involved in conflicts these includes control over resources, preferences and nuisances, where the activities of one party impose upon another, values where there is acclaim that a value or set of values should dominate Values where there is a claim that a value or set of values should dominate, beliefs and the nature of the relationship between parties. He grouped all these issues under three categories:

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

Greenberg J. (1996) divided the major causes of conflicts in organizations in to two groups.

1. Factors relating to organizational structure competition over scarce resources, ambiguity over responsibility and ambiguity over jurisdiction, reward systems, differentiation within organizations and power differentials between organization members.
2. Factors relating to interpersonal relations (Greenberg: 1996) includes making people angry and look foolish publicly, faulty attributes errors concerning the ,faulty communication ,distrust, and distrust Generally the major causes of teacher’s student’s conflicts in secondary schools may be categorized in to three aspects.

1. **Individual characteristics:-** There are individual differences between people that make some more likely than others to engage in conflicts. These conflicts arise out of human thoughts and feelings, emotions and attitudes, values and perceptions and reflect some basic traits of personalities. The major causes of conflict under individual characteristics are values, attitudes and beliefs, needs and personality and perceptual differences.
2. **Situational factors:** - situational conditions can be encouraging conflict. They can foster conflict on as treat corner, in a neighbor's home, in a complex organization or in international relations. Tosi (1986). The major causes of such conflicts includes :opportunity and need to interact ,need for consensus, dependency of one party on another ,status difference, communication barriers and ambiguous responsibilities
3. **Structural factors:** - conflicts arise due to issues related to the structural design of the organization as well as its sub units. Some of the causes are: size of the organization, specialization and differentiation, task inters dependency participation, bad student behavior, scarce resource, procedures and rules and rewards—Tosi (1986). Situational factors are the most common and frequently occurring forms of conflicts that exist in the school the researcher working and other schools, because most conflicts in the school are occasional and situational which happen in normal class days, in the class room and in the school compound, due to individual emotions, disagreement, psychological stress and lesson delivery problems, more over lack of close supervision and control on academic follow up of students, lack of punctuality of teachers, poor lesson delivery method, lack of logistic and other material provision are to mention a few of the cases for student-teacher conflict in my study areas. In addition, individual differences in academic performance, economic make up, psychological, emotional and physical differences are reasons for student-teacher conflict in my study areas.

## **2.5. The Styles of Managing Conflict in School Organization**

By conflict management we mean that except in a very few situations where the conflict can lead to competition and creativity in which cases the conflict can be encouraged, in all other cases where conflict is distractive in nature, it should be resolved as soon as possible, but all efforts should be to protect it from developing (Chan dam 1994).

### 2.5.1. Managing Four Types of Conflict in Schools

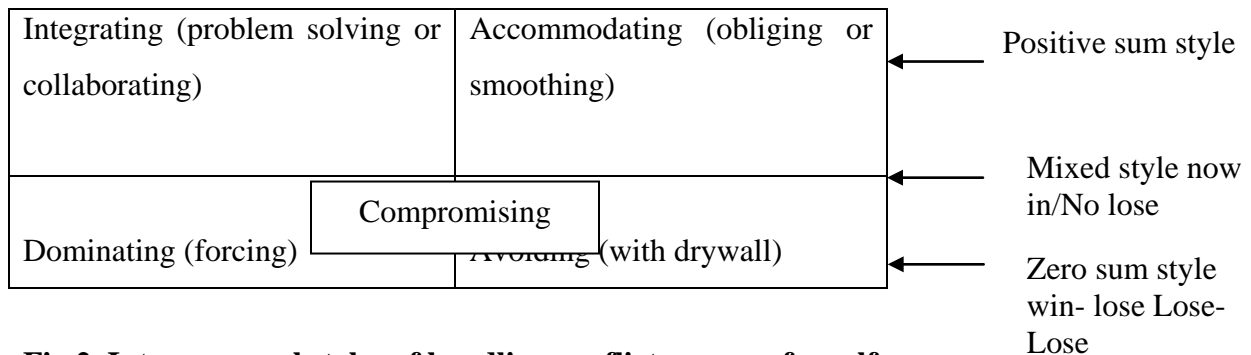
The management of conflict has two processes, diagnosis and interventions.

Wiley J and Sons (1996) discussed the five interpersonal styles of conflict that result from the combination of Assertiveness and cooperation as follows.

- 1. Avoiding:** - has been associated with withdrawal back passing, or side stepping situations. When individuals withdraw from the conflict situation they neither act to satisfy, neither their own nor other party's need. The avoiding mode is low assertiveness and low cooperation. Conflict is recognized to exist, but it is suppressed by one of more parties or handled by withdrawal.
- 2. Accommodating:-** is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party. An obliging person neglects his/her own concern to satisfy the concern of the other party. It is characterized by Low assertiveness and high cooperation. (Rahim and Bonama 1979)
- 3. Competing (Dominating or Forcing):-** It has been identified with win- lose orientation or win forcing behavior to win once position. One participant seeks to dominate the process, without regard for others dominating is characterized by the desire to meet one's own needs and concerns at the expense of the other party. Also it is characterized by being un- cooperative, but assertive and engaging in a win- lose competition.
- 4. Compromising (sharing):-** Involves sharing where by both parties give up something to make a mutually acceptable decision. This is give and take approach involving moderate concern for both self and others (Rahim and Bonama 1979). This is most appropriate where temporary settlements or expedient solutions are needed, especially under time pressure.
- 5. Collaboration:-** involves exchange of information and examination of differences to reach a solution acceptable to both parties. Integrating is characterized by maximum use of co-operation and assertion aims to satisfy the needs and concern of both parties by acknowledging each other's concerns, needs and goals identifying alternative resolutions and their consequences for both parties. (Rahinm and Bonam 1979)

Each style of conflict handling approach is appropriate to different situations, individuals or groups chooses depend on previous experience in dealing with conflict personal dispositions, in the interpersonal relations as well as the specific elements of a particular conflict episode. (Tosi 1986)

Ren wick (1983) found that the supervisors relied more on confrontation followed by compromise and smoothing while subordinates were more likely to use compromise, confrontation and forcing in that order. In the study respondents were asked to indicate how likely it is that they would use various ways of dealing with conflicts. Their previous experience, personal dispositions has an influence on their style of handling conflict.



**Fig 2. Inter personal styles of handling conflict concern for self**

(Adapt from Rahim and Bonama 1979 :)

As depicted in the above figure conflict has four distinct out comes depending on the approaches taken by the people. (Davis and New Strom 1989)

1. **Win- lose:** - is based on force personal goals are satisfied at another’s expense through the use of authority, intimidation, threats and so forth.
2. **Lose-Win:** - is a situation in which one person is defeated while the other one is victorious.
3. **Lose- Lose:** - is ending up with neither party being, truly satisfied with the outcome. This can be thought of as “a give and take” exchange with no clear winner or loser.
4. **Win- win:** - is considered the most difficult to reach. Its heart is using participative management techniques to gain consensus and commitment to objectives. To reach this out comes, all parties identify goals, consider obstacles to reaching them, regarding alternatives, solutions and finally settle on the most mutually beneficial solution.

In general strategic conflict can be handled more effectively throughout positive- sum styles. If conflict is frictional or trivial, it can be handled through zero sum styles. Most general behaviors are mixed style and can be used in several situations. For some behavioral scientists integrative or problem solving style is most appropriate for managing conflict, it is suggested that each of the styles of handling conflict be considered depending on situations. (Rahim and Bonama 1979).

**Table 3- The combination of Managerial styles and conflict management strategies**

(Adopted from Mathur and sayeed (1983))

No	Managerial style	Conflict management strategy
1	Impoverished (1:1)	Avoiding (with drawl)
2	Country club (1:9)	Accommodating or obliging
3	Middle of the road (5:5)	Compromise
4	Task master (9:1)	Dominating or competing (forcing)
5	Team Leader (9:9)	Integration or problem solving (collaboration)

**Note - Impoverished:** - Neither task oriented nor concerned for people.

- **Country club:**- concerned only for people
- **Middle of the road:** - is task oriented as well as concerned for people.
- **Task master:** - is only task oriented.
- **Team Leader:** - is the ideal one concerned for people and tasks highly.

#### 2.5.1.1. Managing Intra Personal Conflicts

The management of intra personal conflict involves matching the individual goal and role expectations and what the task itself demands to optimize the individual and organizational goals. Rahim and Bonoma (1979) Personal conflict can sometimes be resolved by re-assessment and new ranking of the values in the choice situations.

#### 2.5.1.2. Managing Intra Group Conflicts

Team building is the prominent method among others to manage intra group conflict. (Rahim and Bonama 1979) It is a planned strategy to bring out changes in the attitudes and behaviors of the members of organizational groups where permanent or temporary to improve the groups over all effectiveness. It helps the participants to learn the integrative or collaborative styles of behavior in handling disagreements.

The level of conflict (intergroup) may be altered by changing group size. The leader of the group can change the level of conflict by altering difficulty and variability of the task. The amount of conflict may be reduced by redefining and structuring tasks and reducing the interrelationships among tasks performed by the different members of the same department.

### **2.5.1.3. Managing Inter Group Conflicts**

The common ways of managing intergroup conflicts are suppression of conflict, blaming other people for conflict, finding the scape goat, disseminating of information about the situation, developing subordinate goals and laboratory interventions. (Dayal 1983).

The most appealing strategy is integration, by which groups in conflict modify their views and seek the third alternative. Hunt (1992) identified the tactics for resolution of intergroup conflicts, which frequently will be used simultaneously. They are identifying subordinate goals, interchanging group members identifying a common enemy, reward cooperation and involve the third party facilitator. No single strategy or tactic will resolve such a complex phenomenon as intergroup conflict. Inter group conflict may be increased or reduced by hiring, transferring or exchanging group members to increase homogeneity, heterogeneity within groups, formulating rules, and procedures which affect intergroup relationship (Rahim and Bonoma)

### **2.5.2. Administrative Roles of School Principals for Managing Conflict**

A school principal as an administrator may act in conflict situations as initiator, defendant, mediator and reconciler. Campbell (1983)

1. **Initiating of conflict:** - carefully monitored functional conflict can help get the creative juices flowing once again. Principals basically have two options. They can fan fires of naturally occurring conflicts.

Principals can resort to programmed conflict, conflict that raises different options regardless of personal feelings of the principals.

Thus the school principal initiates conflict where they participate or advocate for their own organizational units. In addition the school principals should develop mechanisms for the invention of conflict of interest. Mechanisms that help to invent such conflicts of interests between parties are grievance procedure, direct observation, suggestion boxes, and open door

Policy, personal councilors exist interview and the ombudsman or omduds woman. Flippo (1984)

2. **Defending of Conflict:** - The authority office is an important resource for the administrators who could dominate the conflict situations. Off course, other forms of power can also be employed.
3. **Mediating and reconciling:** - This is a process were by third party helps two parties reach close enough agreement. As a mediator a school principal can play a more active role, including suggesting alternative for the parties to consider. The major responsibility of principal in conciliation service is to assist two parties in reaching consensus and avoiding conflict.

A school principal with regard to conflict is a mediator and reconciler between two or more parties. Thus he is responsible to resolve conflicts. His formal organizational authority expertise power and interpersonal skills make him logical third party to whom conflicts can turn when he can't handle a conflict by himself.

4. **Controlling of Conflict:** - Controlling conflict involves comparing events, in this case conflict episodes, against previously existing conditions with a view to introducing corrective actions where there are unacceptable disputes. Controlling focuses on what are or what might become the worst cases.

Controlling may represent a satisfying approach to the Job, in the worst sense of that term; efforts beyond merely controlling should aim to move acceptable performance to higher levels whenever possible.

**Hundy** (1985) noted that there are 7 regulations of conflict strategies i.e. separation, alteration rules and regulations, coordination devices, confrontation, separation, finding of specialists and neglect.

The school principal using these strategies may change the conflict in to a constructive one for the betterment of school organization. As an administrator the school principal has to focus attention on the need for knowledge and skills will enable them to provide leadership in preventing, culminating or at least decreasing breakdowns in interpersonal and group relations.

### **2.5.3. The school Principals and their Diplomacy Measures in School Organizations**

Flippo (1984) indicates that the administration of negative disciplinary action is one of the difficult tasks. The principle of corrective discipline is widely accepted as tempering factor in administration of work rules.

Corrective discipline means that management responds to a first offense with some minimal action such as an oral reprimand (warning) but to subsequent offenses with more serious penalties such as disciplinary lay off or discharge. The main objective of disciplinary actions according to the ministry of education (M.O.E.) (1978 E.C:74) is to make the school more effective in performing its task.

According to, article 2 of the guide lines on administration and organization of education and training at worda and school levels (MOE 1987) indicates that there are two major types of disciplinary penalties.

1. Simple types of penalties such as warning, reprimanding,(oral or written) fining,
2. Heavy types of penalties which includes delaying of salary increment, demoting from the previous position and reducing the amount of monthly salary and discharging him or her from job.

The ideal management of conflict in school context is stimulate it in constructive ways, a void it before it a rises and resolve it if it doesn't happen. To practice the resolution of conflict ideally, i.e. using integration (problem solving) approach, the school principal should assure that the disciplinary policies and procedures conform to the legal management process o the school. (Chan dam, 1994) From the review literature sited the researcher recognized that conflict is natural in human relations ,as peaceful co-existence and cannot always be attributed to poor school management ,but poor school management may accelerate or decelerate the rate and frequency of conflict existence and its avoidance. Moreover, the five conflict theories by Elion (1979) are all existing and applicable to the researchers study participants and school conditions. These are the one happy family, paternalistic theory, the consensus theory, the conflict resolution theory and continuing conflict theory. From the four distinct views of conflict (Holt, 1979), the behavioral view which states the inevitability of conflict and the interactional view which advocates unusual harmonious environment which is not good for conducive gratis applicable for the researcher`s school environment. The researcher also recognized two outcomes of



conflicts in school organizations stated by Hellrigal and Solcum (1982), which are existing and outcomes of conflict which affect the psychological, emotional, and physical and health stress and impacts both on the learners and teachers, and the positive outcomes of conflicts, which results in final resolutions to create conducive teaching-learning environments. From the sited literature the researcher identified and recognized four stages of conflicts in schools stated by Henning (2005) which are workable and applicable in his school. These are; latent conflict which states likelihood of conflicts to happen in the future as a factor of discontent, perceived and felt conflict, which is related to cognitive aspects, the overt or manifest phase, which occurs at individual, group or organization level and the outcome stage, which centers on the resolution of conflict. The researcher also identified four types of conflicts stated by Rue and Boyars (1989), which are existing in the school environments under investigation. These are Intra personal conflict, inter personal conflicts intra group and inter group conflicts. The researcher moreover, identified the major causes of conflicts which are stated by Chandan (1973), in his book "The resolution of conflict which is observed in the schools under investigation.

These are communicational, structural, personal and organizational which fall less than three categories individual, situational and structural of which the situational factors are the most common in the schools.

Last but not least, the researcher identified four types of conflict managements in schools which are all applicable in the schools under study. These are Avoiding, Accommodating, Competing and Compromising.

In addition, the role of the school administration in preventing, managing and resolving conflicts is identified as the principal task of the management as stated by Flippo (1984).

Accordingly, Defending, Mediating, Controlling and Compromising are found to be the best options for peaceful management of conflicts in the schools sampled for the study.

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1. Research Method**

Depending on the nature of the problem under the study as a purpose of the research descriptive survey method is employed. A descriptive survey method is used in order to reveal the current problem of teacher student conflict in secondary schools. The underlying reason for employing these types of study is to its appropriateness to describe present conditions and gather largely varieties of data related to the problem the research designed be used both qualitative and quantitative type of narrative and numerical data.

#### **3.2. The sources of data (subject of the data)**

To accomplish the study and to get reliable and valid information data is collected from primary and secondary sources. The primary sources of data were school teachers, students, school principals, community representatives such P.T.S.A (Parents, teachers, students associations) S.I .C (School improvement committee) members and sub city educational office experts and supervisors. The main secondary source of data is magazines, booklets record of annual meetings reports and minutes. The study is based on reports of Ministry of education and education bureaus at various levels. Hence it is hoped that teacher's students and school principals in secondary schools gave relevant and reliable descriptive information since most of them understand about the problem under study.

#### **3.3. Sampling techniques and procedures**

According to the report of Addis Ababa education bureau report of 2006 (E.C) in four selected sub cities of Addis Ababa (**Arada, Kirkos, Gullele, and Akaki-kality**) there are 20 General secondary Government schools. Due to a large number of teachers and students a simple stratified random sampling procedure was employed to draw out the necessary number. Students are stratified on the basis of academic performance; their behavior exhibited in the school and classroom, frequent record of student-teacher conflicts and subsequent disciplinary measures taken on them.

The following table depicts the area of the study

**Table-2 randomly selected sub cities and secondary schools**

Serial No	Sub cities	Selected general secondary schools
1	<b>Arada</b>	Yekatit 66 general secondary school
		Agazian secondary school
2	<b>Kirkos</b>	Shimelis Habnte general secondary school
		Yetebaberut Memhran secondary School
3	<b>Akaki kality</b>	Beska general secondary school
		Kality general secondary school
4	<b>Gullele</b>	Dilachin general secondary school
		Entoto Amba general secondary school

In the sample schools there are about 465 teachers, 4200 students, 56 PTSA, 32 principals, 4 sub cities educational office heads, 8 supervisors and 20 educational office experts. The researcher select the target population a sample of 90 teachers 16 P.T.S.A members supervisor 4, 626 students, 8 principals and four 4 sub city educational office heads participated by responding questionnaires, the school principals sub city educational officials and supervisors participate by responding interview. The sample size of teachers was selected based on proportional to each school sample using simple random sampling method. All other sampling school and participants of the research selected was based on purposive sampling. They are selected on the basis of their record and frequency of student –teacher conflict, their proximity to the road, their voluntarily to participate on the study and to supply, valid, reliable and trustworthy data. As indicated in table two out of 465 teachers, 20 percent of the teachers are sampled (90) to represent the population on on the sampling frame. From a total of 4200 students about 20 percent of the students are taken as sample .More over 4 supervisors, 8 principals 16 PTSA members, 4 educational personeach from one sub city are taken to represent the respective population in the sampling frame of 56 PTSA members, 32 principals and vice principals, 4 supervisors and 4 sub city educational experts. After determining the number, each participant in the student, teacher and PTSA members are selected on the basis of simple random sampling for quantitative analysis, which others are selected purposely for the interview of the qualitative analysis.

### 3.4. Instrument of data Collection

The main data collecting instrument for the study was by using questionnaires, documentary analysis and interview.

#### 3.4.1. Questionnaire

Since the purpose of the study is to investigate teacher's student's conflicts in general secondary schools the questionnaires were prepared and administered for teachers and students. Questionnaires were designed both open and close ended Questions were in chided to generate both numerical and verbal data to understand the views and feelings of the respondents. Preliminary questions to identify the personal details are in chided in the first session, then, questions that fit to the objectives, respond the research questions match with the scope of the study and have relevance to the study are prepared considering the inductive reasoning i.e. from simple to complex ideas. Both selective and supply items were in chided. Instruction how to respond is in chided to each specific item. Frequent editing, proof reading and corrections were made to add the validity and reliability of the items to prepare error-free items.

**Table3: Reliability statistics**

No	Variables	Cranach's alpha	No of items
1	Nature of teachers and student conflict	0.731	9
2	Types of teachers and student conflict	0.71	14
3	Causes of students teachers conflict	0.80	10
4	Styles of handling conflicts	0.72	6

The number of students that responded the questionnaire is 626 students, 90 teachers, 8 principals and 16 PTSA members participated in responding the questions. The researcher asked 8 school principals.

### **3.4.2. Documentary Analysis**

Files, records which were documented in schools and education offices on the issues were analyzed by the researcher, because they have genuine information. The researcher attempted to make document analysis. Former records of disciplinary cases, Measures taken on cases were investigated from four sec. schools in Arada and Gullele sub-City and most of the cases are treated through simple corrective measures such as verbal and written warnings, suspension from schools for a year, and other forms of punishments.

### **3.4.3. Interview**

Interview was one of the data collection instruments. It was conducted to school teachers, students, principals and education officers and PTSA members. The data's were collected by using tape recorder and note taking.

### **3.5. Procedures of Data Collection**

Questionnaire and interview questions were administered to respondents and interviews by the researcher. Documentary analysis was carried out by the investigator. It helps to gather accurate and unambiguous information within the possible economy of time and expenses.

### **3.6. Method of Data Analysis**

In this study, both quantitative and qualitative data were used and descriptive statistics such as percentage, mean and, standard deviation were used to analyze the data. Narrations, voice recording and interpretations were also used to analyze the qualitative data.

The data which obtained through questionnaires was tailed, tabulated and the frequency account was changed in to individual mean and weighted mean and finally the response of each item is completed. To compute the mean value the response of the rating was given values from 1-5 rating scales.

## Chapter Four

### 4. Data Analysis and Interpretation

This is the part of the study deals about data analysis and interpretation about student and teachers conflict in the selected secondary schools of Addis Ababa. To produce this part of the study the researcher used SPSS version 20.

**Table 4: characteristics of respondent's teachers**

Source: - Field survey, 2016

Variable	Category	No	%
Sex	M	56	62.22
	F	34	37.78
	T	90	
Age	20-25	15	31.11
	26-30	28	40
	31-35	36	12.22
	>36 Total	11	16.67
Education	Diploma	-	-
	1 <sup>st</sup> degree	80	88.88
	Second degree	10	11.12
	Total	90	

Socio demographic characteristics of teacher respondents

1 Deal about the socio-demographic characteristics of teacher respondents.

In the figure above 42(46.6%) of respondents were in male sex category, and 48(53.4%) of the respondents were in female Sex category. Thus, from the above Information, it is possible to conclude that the majority of the participant of the study was female sex category.

Item 2 was age in which 46(52.9%) of the respondents were in the age category of 31-35 years, 23 (26.4%) of the respondents were in the age category of above 16 and 15(17.2%) of the respondents were the in the age groups of 26-30 years old. Thus, the majority of the respondents were in the age category of 31-35 years old.

In the table above 56(62.22%) of respondents were in male sex category, and 34 (37.78%) of the respondents were in female sex category. Thus, from the above information, it is possible to conclude that the majority of the participants of the study were male sex category.

Item 2 was age in which 36 (40%) of the respondents were in the age category of 31-35 years, 28 (31.1%) of the respondents were in the age category of 26.30 years 15 (16.66%) of the respondents were in the age category of 20-25 and 11 (12.22%) of the respondents were in the age category of above 35 years old. Thus the majority of the respondents were in the age category of 31-35.

Item 3 was marital status of the respondents. According 45/50%) of the respondents were in marital status category of married and 40 (45.9%) of respondents marital status was in category of single. Hence, the majority of the respondents were in married marital status category.

**Table 5: Categories of student’s involvement in student-teachers conflicts in selected schools**  
**Source \_ - Author’s field survey 2016**

No	Name of the schools	Grade level	Sex			Percentile
			Male	Female	Total	
1	Yekatit 66 Secondary School	9	9	9	18	43
		10	13	11	24	57
		9	13	10	23	40.35
2	Agazian Secondary School	10	18	16	34	59.65
		9	24	18	42	43.2
3	Dilber Secondary School	10	30	18	48	56.8
		9	35	20	55	46
4	Entoto Amba Secondary School	10	38	27	65	54
		9	12	19	31	48
5	Kaliti Secondary School	10	14	19	33	52
		9	16	26	42	44
6	Beseka Secondary School	10	22	32	54	56
		9	17	26	43	44
7	Shimelis Habte Secondary School	10	31	24	55	56
		9	16	10	26	44
8	Yetebaberut Memhran Secondary School	10	22	11	33	56

As indicated in table 5 above, the involvement of male adolescents (teenagers) in school student-teacher conflict is greater than their female counter parts in most selected schools. I.e. 52.8% and 47.2% respectively. The reason for this is; male adolescents are more restless, emotional, Attention Psychologically stressed and influenced by their peers, than their female counter parts. As a result, they are not loyal, obedient and honest to their teachers, they do not accomplish assigned tasks on time and involve in violent acts. Moreover, the number of male students in the sampled schools, particularly in grade 10, is greater than the female students, and they are more adapted to the school environment, to the academic situations than their female counter parts. It is due to the above reasons that the number of male students involved in student-teacher conflicts is greater in grade 10. In general, grade 10 students involvement I the school student-teacher conflict is greater than their grade 9 counter parts and gender (sex) wise, male students involvement is found to be greater, which is attribute to one of the above mentioned reasons. Depending on the above sample of population the results of the data obtained to answer the five basic questions were presented and analyzed as follows.

#### **4.2 The nature of conflicts in schools**

In order to identify the nature and types of conflicts between the teachers and students under the study area nine items were used to assess the existing situations in the school. They inched the influence of conflict on the student's moral, whether better results can be gained without conflict, whether conflicts in the school were emerged from discussion on different issues, whether conflicts in their school results in bad feelings between the conflicting pasties, the contribution of conflict towards self, effect of the conflicts on the individuals or groups, the clarity of the presence of conflict in schools, awareness of the school community (students and teachers) about each other and win-win result of the conflict. Hence based on these items, respondent teachers and students were asked to rate the extent of the nature and type of conflicts in their schools. The result of the response of the respondents was depleted in table 5 in the next page. In general the nature of the conflicts in the schools under the study was perceived as if they affected the moral of the teachers and students equally although this was almost averagely rated.



Teachers had more perception on the nature of the existing conflict in their schools as better results can be gained at the expense of the conflicts, the importance of conflict to understand self, the awareness on the nature of the groups different from them and the existence of win-win resolutions of conflicts in their schools than the student had. This could be because of different factors in chiding difference between the teachers and the students with regards to experiencing conflicts and exposure to different groups of people who are different from them in many aspects. In the next page analyses on the type of student teacher conflicts will be made

**Table 6:Nature of students –teacher conflict  
Source Field Survey**

1	Nature of student-teacher conflict	Number	Mean	Standard deviation	Number	Mean	Standard deviation	Mean different
1.1	Conflict effects on teachers and students moral	90	3.05	.964	626	3.074	1.28	0.69
1.2	Better results without conflict	90	4.25	3.05	626	3.61	1.05	0.64
1.3	Conflicts on discussion of issues	90	3.42	0.94	626	3.5	.96	0.08
1.4	Conflicts creates bad feelings	90	3.35	5.49	626	3.7	1.17	0.35
1.5	Conflicts contribute to gain self	90	3.38	1.04	626	2.99	1.07	0.39
1.6	Responding to conflicts affects individuals or groups	90	2.97	0.93	626	3.00	.86	0.03
1.7	The clarity of the existence of conflict in your school	90	3.16	2.2	626	3.17	.94	0.01
1.8	Awareness of students and teach hereabout the difference between different groups in the school.	90	4.01	1.12	626	3.16	1.06	0.4
1.9	Win-win result of conflicts	90	3.6	0.84	626	3.4	2.35	0.2
	Aggregate mean		3.47			3.28		0.19

**Table-6** deals with the nature of student –teacher conflict regarding these following results were obtained as indicated in the table. Regarding conflicts effects on students and teachers moral, statement the observed mean of teachers response was 3.05 which was the same with the mean scale(3), on the other hand, the calculated mean of student response 3.13 which was almost the same to the mean(3).This implies that an effect of conflict on teachers and students moral was medium. The nature of existing conflict between students and teachers was normal. Regarding to the results of conflicts, the calculated mean of teachers response was 4.26 which was greater than the scale mean. On the other hand the calculated mean for the students response was 3.61 which was greater than the scale mean (3).This implies that respondents particularly teachers have the believe that better results are acquired where there is conflict than students think about.

Regarding whether conflict arise from discussion the calculated mean for teachers response was 3.42 which was greater than the scale mean(3).But the calculated mean from the students response was 3.5 which was greater than the calculated mean (3). This implies that effects of conflict on discussion of issues were high for both teachers and students. To identify whether conflicts create bad feelings among the school community the calculated mean of teachers response was 3.35 which was greater than the scale mean, but the calculated mean of student’s response which was greater than the scale mean. This implies that conflict creates bad feelings more on the students than teachers and by implication conflicts in the school have characteristics of hurting the student’s feelings. To understand whether the nature of the conflict the school contribute to know ones if and others in the conflicting parties the result of teachers response indicated calculated mean of 3.38,which was greater than the scale mean(3), however the calculated mean for students on the same matter was 2.99 which was less than the calculated mean. This implies that respondents particularly teachers believe that conflict contribute for self knowledge than that of student’s response.

Regarding to the effect of existing conflict in school on individuals or groups, the teachers respondents the calculated mean for teachers was 2.97,which was less than the calculated mean(3),but the calculated mean of students response was 3.00, which was equal to the calculated mean. This implies that the nature of the conflict in the schools have less impact on the individuals and groups rated by both types of respondents.

Regarding the clarity of the existence of conflict in the school, was rated 3.16 by the teachers. This was greater than the calculated mean. The respondent students rate it 3.17 which was greater than the calculated mean. This implies without significant differences in the perception of the two respondents there is the prevalence of conflicts in the school seen vividly. With reference to the awareness of students and teachers about the groups different from those groups. Regarding to the statement the calculated mean of teachers response was 4.01, which was greater than the scale mean. On the contrary the calculated mean of student's response was 3.16 which were greater than the calculated mean. This implies that being aware of the groups different from one self was perceived more by the teachers than the students.

With regard to whether the existing nature of conflict usually results in win-win in the schools under the study the calculated mean of teachers response was 3.6, which was greater than the scale mean. Moreover the calculated mean of student's response was 3.4, which was greater than scale mean. This implies that win-win result of conflict was highly perceived by the teachers in the school under the study than the students do. The types of student's teacher conflict in schools.

In order to identify the types of student's teacher's conflicts between students and the teachers under the study area 14 items were used to assess the existing situation in the school. They include match between goals of the school and yours, Dissatisfaction because of over load assignment, effect of your personal problem on your wont, clarity of educational policy taking legal disciplinary in measures, conflict due to social identities Teachers use punishment and reward, conflicts due to status difference, extent of students teacher annoyed each other partiality of the school entreating both students and teachers ... etc

Hence based on these items, respondent teachers and students were asked to rate the extent of the nature and types of conflicts in their schools. The results of the response of the respondents were depicted in table 8 in the next page.

**Table 7: Types of student-teacher conflict  
Source Field Survey 2016**

No.		Teacher			Students			Mean different
		Number	Mean	Standard deviation	Number	Mean	Standard deviation	
2	Types of student-teacher conflict							
2.1	The match between the goals of the school and that of yours	90	4.5	5.02	624	2.97	1.07	1.53
2.2	Dissatisfaction because of over lead of assignments	90	4.08	4.2	626	2.73	.97	1.35
2.3	The effect of your personal problems on your work	90	4.1	4.4	626	2.35	2.3	1.75
2.4	The clarity of educational and training policy	90	2.32	1.04	626	2.32	1.04	-
2.5	Taking legal disciplinary measures	90	3.7	5.1	625	2.5	1.03	1.2
2.6	Conflict due to social identities	90	3.02	5.71	626	2.54	1.5	0.48
2.7	Student-Teacher support to each other ideas	90	2.6	3.24	626	4.6	1.05	2.0
2.8	Teachers uses of punishment and reward	90	2.63	.82	626	2.44	1.8	0.19
2.9	Conflicts because of students teachers status difference	90	2.5	.87	626	2.2	1.1	0.3
2.10	Extent of student teacher annoyed each other in your school	90	2.6	1.01	626	2.08	1.02	0.52
2.11	Partiality of the school in treating both the students and teachers	90	3.23	.89	626	2.08	1.11	1.05
2.12	The satisfaction of the students and teachers in their working environment	90	2.58	.93	626	2.84	1.14	0.26
2.13	Teacher-Student difference in resolving conflicts	90	3.39	1.03	626	2.72	1.15	0.67
2.14	To what degree do you feel bad about the decision of your school on misbehave students	90	3.36	1.02	626	2.72	1.15	0.54
	Aggregate mean		3.26			2.65		0.61

Regarding to the match between the goals of the school and that of yours, the calculated mean of teachers was 4.5, which was greater than the calculated mean (3). On the other hand, the calculated mean of students response was 2.97, which was less than the calculated mean. This implies that, there is a good match between the goals of the school and teachers, than that of the students. To identify the dissatisfaction because of overload assignments, the calculated mean of teachers was 4.08, which was greater than the calculated mean (3). More over the calculated mean of student's response was 2.73 which was less than the calculated mean. This implies that the dissatisfaction because of over load assignments was high for teachers and low for students. Regarding the effect of personal problems on your work, the calculated mean of teachers was 4.1, which was greater than the calculated mean. But the calculated mean from the student's response was 2.35, which was less than the calculated mean. This implies that the effect of personal problems on works of the teachers was high and it is low for the students. To understand whether there is alacrity of educational and training policy or not, the calculated mean of teachers was 2.32, which was less than the calculated mean (3). On the other hand the calculated mean of student's response was 2.32, which was less than the calculated mean. This shows that there is a problem in the clarity of educational and training policy for both students' teachers. Regarding to taking legal disciplinary measures the calculated mean of teachers was 3.7, which was greater than the calculated mean (3). On the other hand the calculated mean of students was 2.5 which was less than the calculated mean. This implies that taking disciplinary measures was highly supported by the teachers and it was less important by the students. To identify the extent of student-teacher annoyed each other in your school, the calculated mean of teachers response was 2.6, which was less than the calculated mean (3). More over the calculated mean of students was 2.08. This implies that the extent of student-teacher annoyed each other in schools was low, for both students and teachers. Regarding partiality of the school in treating the students and teachers, the calculated mean of teacher's response was 3.23, which was greater than the calculated mean. On the other hand the calculated mean of students was 2.08, which was less than the calculated mean. This implies that partiality of treating students and teachers are relatively high for teachers and low for the students.

To understand the satisfaction of the students and teachers in their working environment, the calculated mean of teacher's response was 2.58, which was less than the calculated mean. This implies that the satisfaction of the students and teachers in their working place was less for both students and teachers.

Regarding teacher-student difference in resolving conflicts, the calculated mean of teacher's response was 3.39, which was greater than the calculated mean. More over the calculated of students was 2.72, which was less than the calculated mean (3). This implies that teachers-student difference in resolving conflict was high for teachers and low for students.

To identity to what degree do you feel bad about the decision of your school on misbehave students, the calculated mean of teacher's response was 3.36 which was greater than the calculated mean (3). More over the calculated mean of students was 2.73 which was less than the calculated mean. This implies that the degree respondents feel bad about the decision of their school was high for teachers and low for students.

#### **4.4 Cause of student-teacher conflicts**

In order to identify the causes of student-teacher conflicts in the schools under the study, ten items were used in the self report of both the teachers and students. These items included the following. Ignorance of school rules and regulations, individuals value systems and characteristics, lack of recognitions and respect among the school community, difference in needs between the teacher and the students, student's inability to work on the assigned tasks. Lack of communication, school physical structure, and behavioral problems associated to the students, academic cases and denying or giving up help. Results of the data on the cases of student-teacher conflicts were presented in between the next page.

**Table 8: causes of student-teacher conflict****Source Field Survey 2016**

No.	Causes of student teacher conflict	Teacher			Students			Mean different
		Number	Mean	Standard deviation	Number	Mean	Standard deviation	
3.1	Ignorance of school rules and regulations	90	3.17	1.13	626	2.88	1.13	0.29
3.2	Due to value system and characteristics of individuals	90	3.69	.81	626	3.64	1.81	0.05
3.3	Lack of recognition and respect between teachers and students	90	3.67	1.06	626	3.48	1.07	0.19
3.4	Deference in needs between students and teachers	90	2.97	.95	626	3.68	1.08	0.71
3.5	Inability of the students to work on the assigned tasks	90	3.4	1.07	626	3.81	1.91	0.41
3.6	Lack of communication between students and teachers	90	3.69	.80	626	3.18	1.14	0.51
3.7	The negative effect of the physical environment of the school on student-teacher relationship	90	2.91	.92	626	3.64	.846	0.73
3.8	Conflicts arise between students and teachers following behavioral problems	90	2.78	2.25	626	3.48	1.07	0.7
3.9	Conflicts arise between students and teachers following academic problems	88	3.18	..98	626	3.68	1.06	0.5
3.10	students and teachers Deny in or give up each other's help	90	2.72	.98	626	2.98	.96	0.26
	Aggregate mean		3.16			3.43		



Regarding to the ignorance of school rules and regulations the calculated mean of teachers response was 3.17, which was greater than the scale mean (3). More over the calculated mean of student's response was 2.88, which is less than the calculated mean. This implies that ignorance of school rules and regulations was high for teachers and low for students. To identify whether conflicts arise between students and teachers the calculated observed mean of teachers response was 3.69, which was greater than the scale mean(3).More over the the calculated observed mean of students response was 3.64, which was greater than the calculated mean. This implies that conflicts arise was high for both students and teachers.

Regarding recognition and respect ion between teachers and students the calculated observed mean of teachers response was 3.67, which was greater than the scale mean(3).More over the calculated observed mean of students response was 3.48, which is greater than the calculated mean(3) This implies that lack of recognition respect ion between teachers and students was high. To understand differences in needs between teachers and students the calculated observed mean of teachers response was 2.97, which was less than the calculated mean(3). More over the calculated observed mean of student's response was 3.68, which was greater than the calculated mean. This implies that difference in need for students and teachers was low for teachers and high for students.

Regarding to the inability of the students to work on the assigned tasks the calculated observed mean of teachers response was 3.4, which was greater than the calculated mean(3). More over the calculated observed mean of student's response was 3.81, which was greater than the calculated mean (3). This implies that the inability of the students to work on the assigned tasks was high for both students and teachers.

To understand lack of good communication between students and teachers ,the calculated observed mean of teachers response was 3.69, which was greater than the calculated mean(3). More over the calculated observed mean of students response was 3.18, which was greater than the calculated mean(3). This implies that lack of good communication between students and teachers was high.

Regarding to the negative effect of the physical environment the school on the student –teacher relationship the calculated observed mean of teachers responses was 2.91 ,which was less than the calculated mean(3).

Moreover the calculated observed mean of student's response was 3.64, which was greater than the calculated mean (3). This implies that the physical environment of the school has high negative effect on student teachers relations was high for students and low for teachers.

To identify whether conflicts arise between students and teachers following behavioral problems, the calculated observed mean of teachers response was 2.78, which was less than the calculated mean (3). More over the calculated observed mean of students response was 3.48, which was greater than the calculated mean (3). This implies that conflicts arise between students and teachers following behavioral problems was high for students and low for teachers.

Regarding the students and teachers deny or give up each other's help the calculated observed mean of teachers response was 2.72, which was less than the calculated mean (3). More over the calculated observed mean of student response was 2.98, which was less than the calculated mean (3). This implies that students and teachers denying or give up each other's help was both low for teachers and students.

Concerning the causes of student teacher conflict the information gathered from principal, P.T.A members and teachers through interview were presented as follows.

Concerning the cause of respondents response includes absence of good communication, students misbehavior ,poor class room management, lack of teaching experience by newly hired teachers ,low level of understanding students problems, absence of open discussion over issues between teachers and students, lack of awareness over school lows, lack of caring activities as one expect from another the influence of school environment, lack of being visionary teaches dissatisfaction in their carrier ,Absence of strong school lows ,failure of teachers teaching interest, low family support to their children absence of confrontation each other to solve their disagreement, low level of school parent relation ,need deference between teachers and students ,violation of school lows, lack of awareness over school lows, teachers dissatisfaction in their economic life follow up problems of school, lack of family control over their children and teachers misunderstanding of their students ,was some of the respondents response as cause of conflict between students and teachers in their interview.

Concerning the causes of student teacher conflict the in formations gathered from the students through interview were presents as follows. Misbehavior of some students, Corporal punishment taken by some teachers, Misunderstandings between teachers and students, Late coming, Absenteeism, Low level of students need to learn, Absence of tolerance, Low level of family control over their children, Low level of school parent relations, Misbehavior of some students, Corporal punishment taken by some teachers, Misunderstandings between teachers and students, Late coming, Absenteeism, Low level of students need to learn, Absence of tolerance, Low level of family control over their children, Low level of school parent relations, Poor teaching methodology of some teachers, School environment e.g. Agazian and Yekatit 66 secondary school. Violation of school laws Economic problems seen ion some students, Low teaching interest of some teachers, absence of Tolerance between teachers and students, Absence of repentance, absence of democratic relations,

#### **4.5 Styles of Managing conflicts in the schools**

In order to identify the styles of managing conflicts among students and teachers in the schools under the study, 6 items were used in the self report of both the teachers and the students. These items included the following. Argue cases with each other to solve their difference, Readiness to solve the differences, playing the psychological role to solve conflicts, taking strong disciplinary measures, Accepting good ideas forwarded by the students and treating students equally. Results of the data on the cases of student's teacher's conflicts presented in table ---9---- in the next page

#### 4.5. Styles of Managing conflicts

**Table 9:- styles of handling conflicts among students and teacher**

**Source Field Survey 2016**

No	Source Field Survey	Teacher			Students			Mean different
		Number	Mean	Standard deviation	Number	Mean	Standard deviation	
4	Styles of handling conflicts Among students and teachers							
4.1	Argue their case with each other to solve their difference	90	3.22	1.03	626	3.65	.80	0.43
4.2	Readiness to solve the differences	90	2.65	1.15	626	3.41	1.05	0.76
4.3	Playing the psychological role to solve conflicts	90	2.75	.870	626	3.22	1.91	0.47
4.4	Taking strong disciplinary measures	90	3.21	1.04	626	2.53	1.04	0.68
4.5	Accepting good ideas forwarded by the students	90	3.18	2.25	626	3.64	1.81	0.56
4.6	Treating students equally	90	3.64	.846	626	3.48	1.07	0.16
	Grand mean		3.11			3.62		0.51

Regarding to the argument of their case with each other to solve their difference, the observed mean of teacher's response was 3.22, which was greater than the scale mean (3). More over the calculated mean of students response was 3.65, which was greater than the scale mean. This implies that argument of cases with each other to solve their differences was high for both teachers and students. To identify their readiness to solve their differences, the calculated observed mean of teachers response was 2.65, which was less than the calculated mean (3). More over the calculated observed mean of students response was 3.41, which was greater than the calculated mean (3). This implies that readiness to solve the differences was high for students and it was low for teachers.

Regarding to the role of teachers and students in playing their psychological role to solve conflicts the calculated observed mean of teachers response was 2.75, which was below the calculated mean(3). More over the calculated observed mean of student's response was 3.22, which was greater than the calculated mean. This implies that playing the psychological role to solve conflicts was low for teachers and high for students.

Regarding to the taking of strong disciplinary measures the calculated observed mean of teachers response was 3.21, which was greater than the calculated mean (3). More over the calculated observed mean of students response was 2.53, which was less than the calculated mean. This implies that taking strong disciplinary measure was low for students and high for teachers.

Regarding to the acceptance of good ideas for awarded by the students, the calculated observed mean of teacher's response was 3.18, which was greater than the scale mean (3). More over the calculated observed mean of student's response were 3.64 which was greater than the scale mean (3). This implies that accepting good ideas forwarded by the students was high for both students and teachers.

To understand, treating students equally by their teachers as the major style of managing conflict in schools the calculated observed mean of teachers response was 3.64, which was greater than the calculated observed mean. More over the calculated observed mean of student's response was 3.48, which was greater than the calculated mean. This implies that treating students equally was strongly accepted as the major style of managing conflict in schools by both teachers and students.

Concerning the solutions for the conflict between students and teachers, the principals and P.T.A.S members in their interview with the researcher were presented as follows. Report by school principals, teachers and parents, teachers and students association. Both teachers and students must carrying out their activities as expected from them, There should be string ties between schools and school parents relations, Develop good communication between teachers and students, There must be good confrontation between teachers and students to solve their disagreement, The school Administration must take strict disciplinary measures, Both teachers and students must respect school laws, Students and teachers must aware of school along properly, There should be open discussion between teachers and students over issues, Between teachers and students, Teachers must improve their teaching methods, To create an awareness program on school laws for the School community, The School administration must take strong disciplinary measures on those who violated school laws, Proper classroom management, To create conducive learning teaching environment, Government must improve teachers economic life, and The school administration must take strict disciplinary measures.

The role of teachers to create a conducive teaching learning environment in schools as presented by principals, teachers and parents, teachers and students association includes, Teachers must develop their teaching skill through reading and always update themselves with modern technology, To be knowledgeable about school laws, Teachers must develop their communication skill with their students, Teachers must carrying out their activities as students expect from them, Teachers must allowed their students to participate in decision making process of the school, Teachers must show their support to and their students, Teachers must be clear to new education policy and training policy, Teachers must develop their skill of teaching ,Teachers Must help their students in a proper way, Proper handling of their students, Give more attention towards students' needs, Teachers must up grade themselves, must develop a democratic relation with their students, Teachers parents relations must Develop, To treat students wisely, properly and understanding the back ground of their students.

The solutions given by student respondents includes, Equal treatment /by teachers/, To develop the culture of respecting each other, To build up students interest in learning, Teachers must build a democratic relation with their students, There should be good communication between teachers and students,

To solve problems through discussion, Teachers must motivate their students, both students and teachers must respect school laws, Teachers must punish misbehaved students, Punctuality /To be on time/, To create an awareness over the school laws, and To develop the culture of tolerance.

The main causes of students and teachers conflict Responded by the students includes, Misbehavior of some students, Corporal punishment taken by some teachers, Misunderstandings between teachers and students, Late coming, Absenteeism, Low level of students need to learn, Absence of tolerance, Low level of family control over their children, Low level of school parent relations,

Poor teaching methodology of some teachers, School environment e.g. Agazian and Yekatit 66 secondary school, Violation of school laws Economic problems seen in some students, Low teaching interest of some teachers, absence of Tolerance between teachers and students, Absence of repentance, absence of democratic relations,

### **1.6 Challenges in managing student teacher conflict in the school.**

The quality of education in secondary schools of Addis Ababa city Administration is affected by several factors. As it was explained in the works of Mr. Tekeste(1990:) under chapter one in the Back ground section also the researcher found in his research work the following factors that are becoming challenges in managing students and teachers conflict in secondary schools of A.A as it was collected through interviews and document analysis The challenges in Managing conflicts between students and teachers implies lack of good communication, students misbehavior poor class room management, lack of teaching experience by newly hers implies lack of good communication, students misbehavior, poor class room management, lack of teaching experience by newly hired teachers , poor English language by both students and teachers, teachers centered teaching approach, lack of caring activities as one expect from the other the influence of school environment (in some schools) , the absence of strong school laws and its application, law family support for their children in government schools, failure of teachers teaching interest, need difference between students and teachers.





## **Chapter Five**

### **Summary, Conclusion and Recommendations**

#### **5.1 Summary**

The purpose of this study was to assess the nature types and causes of student teacher conflicts in the general secondary schools of Addis Ababa City Administration. More over the study attempts to disclose the styles of managing the conflicts and the Challenges that the schools encountered in managing the student- teacher conflicts. To this end the following leading and basic questions were raised:-

- i. What do the nature and types of conflict in the schools look like?
- ii. What are the major types of conflict in secondary schools?
- iii. What are the major causes of conflict in general secondary schools?
- iv. Which conflict management style is prominently used in the school?
- v. What challenges school teachers and Management faced in managing student teacher conflict?

Mixed research design (concurrent type) was employed. Of the total ten sub Cities in Addis Ababa City Administration, four of them were taken as ample sub cities out of these Sub cities eight schools were selected. As ample size of 90 teachers and 626 students were selected from total of teachers 465 and 4200 Students respectively from sample schools randomly. More over 8 principals 8 PTA.S members were also selected with Availability sampling to collect data through interviews. Documents were also used as data sources for the qualitative data. Hence questionnaires, interviews and document analyses were the data gathering tools used. These data were analyzed both quantitatively and qualitatively and the following main findings were identified:-

1. Conflict generally affects staff moral
2. Better results can be seen where there no complicated conflicts.
3. Conflict creates bad feelings within conflicting parties.
4. Conflict Contributes to gain self knowledge.
5. Conflicts must deal with discussion of issues, but not people in schools.
6. Conflict is obvious on the surface concerning the type's intra conflict factors i.e. Conflict within individuals themselves such as the absence of good match between good, personal problems, cooperative work results etc... are the most common types of conflict between students and teachers.

Concerning individual characteristics, there is big difference in respecting school laws, the new teachers face more conflict with students than old teachers the degree of students teachers perceive each other correctly was very low and there is need difference between teachers and students.

Concerning situation and structural factors as a causes the presence of conflict regarding their task, absence of good communication, the low level of clear cut roles and responsibilities between teachers and students etc .. low level of participation in decision making process, low level of caring activities as one expect from the other, availability of material resources (Books, tables ...) in sample schools, over control on students than teachers, low level of students treatment, low level of negotiation with each other ...

Concerning the management style the school principals and other stake holders must carefully monitored functional conflicts in their school. Principals must resort to programmed conflict, conflict that raises different options regardless of personal feeling of the principals.

concerning challenges School teachers and Management faced Failure of teachers teaching interest and students learning interest are the main challenges school teachers and principals low level of punishment over misbehaved students who violates school laws, teachers dissatisfaction in their economic life, low level of students need to learn, low level of parent- School relations, corporal punishment taken by some teachers, Absence of tolerance by some teachers, conflicts raised between teachers and students, teachers and school principals etc ... are problems and challenges to the provision of quality education in secondary schools of Addis Ababa City Administration and challenges in Managing student – teacher conflict in the school . This indicates that conflict in school needs effective management.

The investigation further confirmed that lack of close supervision by parents, less logistic provision, poor methodology of teaching, in appropriate treatment of students, Lack of maintaining good and conducive school environment, not taking harsh and fast measures on misbehaviors are found to be the major causes of conflicts in the schools investigated . Depending on these major finding the following conclusions was drawn.

## 5.2 Conclusion

Student – teacher interaction is complex and explained by many factors. No single cause factor can be mentioned. Social, economic, psychological, emotional, age and others are attributed to the problem of student miss- behavior and juvenile delinquency. Poor school management, inefficient academicians,

Poor class room Management, poor implementation of laws, lack of participatory approaches is adversely affecting the teaching- learning process.

Since the problem has multiple sources it needs integrated and participatory interventions. School. Rules and regulations need to be respected, adhered and implemented. Awareness about the rights and responsibilities of students should be enhanced. Hard and fast measures need to be taken through the use of the legal means. Students in some instances go to street to revenge and avenge their grievances. The use of dialogue and discussion as a short way to agreement is not cultured. The study further confirmed that the issue of conflict management has reached the point where effective use relevant strategies should be explored and employed these strategies are either preventive or curative in nature.

- Frequent advises and counseling brain storming through training, offering psychological support, conducting action research, frequent contact with the parents and guardians are found to be the preventive approaches. Peer education is also advantageous.
- The curative approaches include the use of verbal and written warning taking disciplinary measures, the use of the legal means and pending from the school, are identified by the investigations.

### 5.3 Recommendations

Based on the main findings and conclusions, to ameliorate the problems and challenges of students- teacher conflicts in Addis Ababa city Administrations, the following recommendations were made.

- **Addis Ababa education office**, school administration and other stakeholders need to organize Continuous Seminars, conferences and symposia for the School management and teachers on the nature, cause and style of conflict management in the schools. This enables develops the awareness and skills of solving conflicts in schools, in general and student teacher conflict in particular.
- **Addis Ababa education office**, school administration and other stakeholders need to exert strong effort to the Strengthen Students Representative Council in each school and the enlightenment of the students on the importance of conflicts and effective ways of managing them.
- **Addis Ababa Education Bureau**, school administration and other stakeholders need to exert strong effort to promote Courses in human relations and Communication should introduce into the secondary school's curriculum to further promote students carry along the understanding and valuing of tolerance and other acceptable social and behavioural virtues.
- **Addis Ababa education Bureau**, school administration and other stakeholders should exert strong effort to strengthen disciplinary committees to handle disciplinary matters. More over different for <sup>1</sup>a need to be organized so that teachers and students shore experiences of ways of handing conflicts among individuals and groups. Addis Ababa education office, school administration and other stakeholders should exert strong effort to promote transparency and accountability from serving officers, clear job specifications or description, role definitions to be clearly maintained in the context of conflict management in the school.
- Offering intensive training and strengthening the mentor- mentee relationships of especially of the newly employed teachers to improve their classroom management practices. And conflict resolution skills.

- Creating conducive teaching learning environment by implementing positive student – teacher relations by fairly treating every student impartially and trying to meet their needs.
- There should be strong and effective linkages between the secondary school in Addis Ababa with higher education institution, like Addis Ababa University, to strengthen and further promote the skills of teachers, and school principals in skills of communication and strategies of handling student teacher conflicts. Such linkages help the schools and the institute to produce a productive and effective citizen who know and respect individuals out of one's groups

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