



**TEACHER-PRINCIPAL CONFLICT AND PERCEIVED
INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN
GOVERNMENT SECONDARY SCHOOLS OF NORTH SHOA
ZONE, OROMIA REGIONAL NATIONAL STATE**

BY

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**Teacher-Principal Conflict and Perceived Influence on Students'
Academic Performance in Secondary Schools of North Shoa Zone,
Oromia National Regional State**

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ABBREVIATIONS AND ACRONYMS

MOE Ministry of Education

OEB Oromia Education Burea

ORS Oromia Regional state

PTA parent Teacher Association

SD Standard Deviation

TEACHER-PRINCIPAL CONFLICT AND PERCEIVED INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE

MULUGETA KETSELA

ABSTRACT

The purpose of the study was to assess teacher-principal conflict and perceived influence on students' academic performance in Secondary Schools of North Shoa Zone and to find the constraints and problems of teacher-principal conflict and also to determine the alternative solutions for problems in the secondary school. The descriptive survey design was employed to conduct the study. Participants of the study were 212 teachers and 22 principals by using sampling random sampling and purposive sampling techniques. The data was collected by using questionnaires, interview and document review. Both qualitative and quantitative data analysis methods were employed in order to reach to the result. Seven supervisors and 16 students' council chairpersons were also involved purposively in the study. The statistics were entered in to statistical package for social science (SPSS Version 24.0) software analysis. The data obtained through questionnaire were analyzed and summarized using statistical tools like frequency count, percentage, mean and standard deviation were conducted. The study dealt that lack of constructive communication, unfair distribution of school activity, teacher lack of professional commitment, shortage of teaching-learning materials, teacher resistance in using new program and lack of participative decision making, on students' academic performance were the major contributors of conflict. Moreover, the study revealed that teacher-principal conflict in secondary school is influenced students' academic performance. In addition, the mechanisms that were most of the time used to control and minimize conflicts were avoiding, accommodating, and competing. The conclusion of the study showed that conflicts result in lack of healthy communication and discussion between teacher-principal that deteriorate students learning which influences their academic performance. The influences of conflict were result in lack of collaboration between teachers and principals. In general ways by which schools were handling teacher-principal conflict was inappropriate. Recommendations of the study were; supervisors have to provide training for school principal and teacher. Woreda education offices have to provide training for teacher and principal to aware influences of teacher-principal conflict. Similarly teacher and principal have to use cooperative, collaborative and consultative conflict management strategies in managing conflicts. Therefore, for the effectiveness of managing conflict processes and for the purpose of getting balanced view of conflicts, special training for both managers and teachers is recommended.

CHAPTER ONE

INTRODUCTION

This section provides the over view about background of the study, statement of the problem, objective of the study with the research question, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

1.1. Background of the Study

Schools are social organizations with defined rules and procedures that determine the degree of activities and behavior of each member (Johnson, 2005). The schools have sub-units in which a wide range of activities take place to seek specific goals. The main participants in the school system are parents, students, teachers, principals, and other staff members with differing backgrounds and interests. However, the interaction of individuals and groups, in the dynamic school system may not always be harmonious, so conflict might be happened. Wherever there is interaction there is conflict (Henry, 2003).

Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Dana, 2001). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kibris, 2014). Therefore, it is essential for teachers and principal to understand the basic processes of conflict, so that they can work to maximize productive outcomes of students' academic performance and minimize destructive ones.

Teachers are the largest professional body in the school. They have the most contact with students throughout the day and influence their performance in school greatly. When teachers feel positive about their position, feelings referred to as teacher morale, they have tremendous positive influence on the students' academic performance and the school. The reverse is also true, when teachers have negative feelings about the principal, they may negatively influence

the students' performance and the school (Mary, Gary, and Bryan, 20013). Also, teachers have the power as a group and as individuals to influence a school's environment. It is very important for school principal to be aware of causes that affects teacher morale and how they may affect student achievement. Accordingly, principals are the problem solvers rather than problem avoiders. This is because they accept problems both as challenges and an opportunity to prove their worthiness for advancement (Ghaffar, 2005). The existence and prevalence of conflicts and their traumatic effect cannot be ignored. Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, competition for scarce resources among teachers and principals are some of the causes that can lead to conflict in schools (Swart, 2001). It is generally accepted that the principals' positions in secondary schools require exceptional qualities for the advancement of managing conflict. The current education and training policy (ETP) has adopted different implementation strategies. The policy document greatly stresses the integration of education and development to ensure problem solving capacity of the society in general and that of the individual in particular (TGE, 1994). In order to achieve the strategic goals set in the policy document, the country has adapted the concept of five years education sector development program (ESDP). The implantation of ESDP requires designing different strategies such as working with stake holders and the community at large. For instance the ESDP IV (MoE, 2010) suggests that a special leadership and management programs has been initiated to build the capacity of school leaders and supervisors with the introduction of the ESDP's program like leadership and management has been introduced with due attention to general education quality improvement programs GEQIP (MoE ,2009). Therefore, This research finding may bring some light way of school leader's selection, training and problems and inform policy maker to design the cause of conflict between teacher- principals conflict on students' academic performance in secondary schools of Northern Shoa Zone Oromia Regional State. The students' academic performance is mainly based on commitment of the teachers and strong principal leadership attention to the quality of instruction that convey the expectation of all the students are expected to obtain at least a basic mastery of simple skill and the use of measure of student achievement as the basis for program of evaluation based on the issue of consistency and stability in school effect up on different over time (Obi, 2004). There are different causes of conflict in the school. Accordingly, Gonié (1998) points out factors that

generate conflicts that arose in schools: dissatisfaction of some teachers and workers, unnecessarily dominating principals, dissatisfaction in performance evaluation system, lack of fulfilling transfer requests of some staff, interference of regional education administrative authorities in the affairs of the authorities. In addition, Gebretensay (2002) found out that communication problems, outdated rules and guidelines, bad work environment generate conflict.

Due to the dynamic nature of conflicts (Hanson, 1996), when one source of conflict is removed it will be replaced by another. Through continuous research activities were required in the area. So, there are several problems that lead to conflicts between principals and teachers and its influence on students' academic performance. As a result, this condition calls for conducting a study on conflict between teachers and principals as it relate to students' academic performances. The purpose of this study was to assess the cause of conflict between teacher-principals conflict on students' academic performance in secondary schools of Northern Shoa Zone Oromia Regional State.

1.2. Statement of the Problem

The nature of the schools activity atmosphere is a key determinant of whether school would realize its mission and vision that achieving its goals and objectives (Fabuimi and Alimb, 2010). When the atmosphere is in conflicts, the teaching learning process will be affected in the schools. The students' academic performance will be influenced either positively or negatively depending on how the conflicts are treated. Basically, conflict is not a problem but the way of handling is a problem. Carter (2008) pointed out that conflict received through dialogue and persuaded to the peace without further problem occurs, so more attention given for how conflict should be treated.

There are several cause of generating conflict between teachers and school principal in secondary school. According to OREB (2002), lack of professionally committed educational leaders in preparing participatory planning, follow up and evaluation system for the package of quality education, unnecessary relationship between teachers and students and lack of motivating teachers to use new technology. In another way, from the preliminary observation made by the researcher in North Shoa Zone secondary schools, conflict between teachers and

principals reflects in different forms. For example, teachers seem reluctant to obey the principal. They do not seem to follow the rules or accept extra work. They do not provide continuous assessment for students timely. They do not easily get along with their principals. Principals too adopt an authoritative approach; they pressurize teachers for an interrupted working of the students' performances. It, therefore, become common that conflict between teachers and school principals were appear in different form in the school (Wheeler, 2005). In addition to this Holt (1993) pointed out that the aspects of conflict which leads to hostility, negative attitude, antagonism, aggregation rivalry and miss-understanding between principals and teachers. Most of the teachers and principals might be unable to know and identify the level of conflict and its sources clearly. Besides this there could be lack of clear and standardized strategies of conflict management in the schools.

Ramini and Zhimin (2010) provided an exhaustive list of causes of conflicts between teachers and principals in secondary schools which include imposition of strict deadlines for various activities; differences in perceptions on management of certain issues in the school; dictatorial tendencies on the part of school administrators; poor physical working conditions; lack of administrative support in provision of learning aids as well as psycho-social support and lack of communication to teachers when they are in need; where administrators use school resources for personal selfish gains; inability to perform tasks assigned on time; unauthorized absenteeism; tribalism; setting unrealistic targets for teachers; setting goals that are not specific; engaging teachers in "crash programs" where they have to cover wide sections of syllabus in a short time; laxity in implementation of school policies and laxity among teachers; unreasonable demands by school administration and favoritism.

Some local studies have been conducted regarding teacher-principal conflict in secondary school. For example Gebretensay (2002) carried out a study on factors generating conflict in Ethiopian schools. In addition to these, Tilahun (2011) carried out a study on teacher-principal conflict found out that, poor performance evaluation system, poor work environment, out dated rules and directives same causes of conflict between teacher and principal in secondary schools.

.In secondary schools of North Shoa Zone, there are several dysfunctional conflicts occurring between principals and teachers on student academic performance. So, it needs more

emphasis on conflict between teacher-principal on students' academic performance and much remains to be done. The reason of this, teacher and principal secondary schools are being less committed to their responsibilities; there is low level of worker's job satisfaction. This in turn creates great gap in quality service provision and the overall effectiveness of students' academic performance in the schools. There is also failure to apply an appropriate style or mechanism of conflict management to solve the conflicts. Furthermore, this study deals with teachers principals conflict and its impact on student academic achievement. Therefore, this condition initiates the researcher for study teacher-principal conflicts on students' academic performance in secondary schools, which is crucial and timely. The main purpose of this study is to explore cause of teachers-principal conflict on students' academic performance in North Shoa Zone Governmental Secondary Schools. The social change with respect to the schools has resulted in a new education and training policy, which has been formulated by M. O.E in 1994 point out a serious problem that often accompanies change is conflict; it may, in fact, even be desirable for promoting change and growth in the school. In addition, teachers have been exposed to the new teachers performance evaluation system and at implementing the new career ladder for teachers (M.O.E., 1996). But conflicts may arise when this is not processed in the right way. As a result conflict may arise between/among teachers and principals in secondary schools. However, timely the problem is, no effort has been made to investigate conflicts that arise in schools.

1.3. Basic Research Questions

The study was intended to give answers to the following basic research question.

1. To what extent are teachers and principals conflict affect students academic performance in secondary school of north shoa zone?
2. What are the causes of teacher-principal conflict in secondary schools of NorthShoa Zone?
3. To what extent teacher -principal conflicts and perceived influence students' learning in secondary schools of North Shoa Zone?
4. What are the strategies used to manage teacher-principal conflict in secondary school of North Shoa Zone?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study was to identify teacher-principal conflict on students' academic performance in secondary schools.

1.4.2. Specific objectives

Specifically, the objectives of this study were to:

- To identify the perception of teacher-principal conflict on students' learning in secondary schools.
- To Identify the causes of conflict between teacher-principal on students' learning in secondary schools.
- To determine the impacts of teacher-principal conflict on the students' learning in secondary schools.
- Find out possible strategies for managing teacher-principal conflict in secondary school of North Shoa Zone.

1.5. Significance of the Study

Schools are the major social institutions where teaching and learning process takes place. Therefore, problems which influence the students' academic performance need to be carefully examined; appropriate strategies also need to be identified by educational managers'. Therefore, this research was believed to have the following benefits:

First, it generates essential data that could be employed to device appropriate strategies and measures to address the causes of teacher-principal conflicts in secondary schools of north Shoa zone by making awareness creation program in the school. Secondly, it provides insight to school principals, teachers, students, supervisors and concerned educational authorities on the magnitude of the problem and helps them to know causes and adopt appropriate strategies to effectively manage conflicts, by preparing consultant meeting with woreda educational office. Thirdly, the study might help show the negative or positive influence of conflict on

students' academic performance and the well being of the school, by preparing training with school supervisor. Finally, it provide information for interested researchers in the field and initiate for further study on teacher-principal conflict and its influence on students' academic performance by providing soft copies.

1.6. Delimitation of the Study

The study was delimited to North Shoa Zone of Oromia National Regional State. Out of fourteen (14) woredas found in the Zone, the study were also delimited to seven (7) woredas namely: Wera Jarso, Kuyu, Degem, Hidhabu Abote, Gerar Jarso, Debre Tsige and Wacale Woredas. It was also delimited to Teacher- principal conflict and perceived influence on students' academic performance in government secondary schools of North Shoa Zone of Oromia.

1.7. Limitation of the Study

The following limitations were occurred to this study. First, while conducting this research respondents were careless to fill out the questionnaires. Second, some of the respondents responded hastily, but also without correctly understanding the questionnaires and might responded inconsistently. Thirdly, unwillingness of the respondent's to return questionnaires as per as the schedule of the researcher. Due to this, the researcher wasted a lot of time to convince the respondents to fill out the questionnaires carefully.

1.8. Definition of Key Terms

Academic performance refers to the requirement that all students maintain a satisfactory academic record and meet the obligation of the courses in which they are enrolled

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

Influence is refers to negatively or positively affect students'' academic performance.

North Shoa Zone is the levels of government administration that is below region and above woreda or subdivision of a region that consists of some numbers of woredas.

Perceived is understanding or thinking negative or positive influence students'' academic performance

Principal is the one who is the head of the school, the school leader who has the most opportunity to exercise leadership in a school and both include principal and vice principal (Drysdale, Gurr, & Mulford, 2006).

Secondary schools: refers to the schools system established to offer two years of general education (grades 9-10) according to ministry of education (MoE, 1994).

Teacher-principal conflict is disagreement or opposition of ideas between teachers and principals. A clash of interest, action or instruction often sparks a conflict.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this section is to give a clear understanding of the nature of the problem being investigated, which are teacher-principal conflict and its perceived influence on students' academic performance in secondary school. Accordingly, this part of the study was focused on the concept of conflict, views, and sources, perceived influences of conflict on student academic performance and conflict management strategy and the roles of principals in conflict management.

2.1. Concept of Conflict

In the vast body of scientific literature, there is no consensus on specific definition of conflict. There is general concurrence, however, that two things are essential to any conflict. That are divergent or apparently divergent views and incompatibility of those views (Johnson, 2005).

Conflict refers to a situation in which person or group disagree over means or ends and try to establish their interest in preference to others (Ayalew, 2000). In addition to this, Henry (2003) states that conflict is perceived or experienced incompatible differences within the individual or between two or more individuals which may lead to some or other form of opposition. Furthermore, a conflict may be defined as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other (Dana, 2001). Similarly, Miller and King (2005) define conflict as a disagreement about the allocation of scarce resources or clashes regarding goals, values, and so on can occur on the interpersonal level.

Conflict can be defined in many ways. However, it can be defined as an interactional state manifested due to incompatibility, disagreement differences within or between social entities such as individuals, groups or organizations (Hanson, 1996). Accordingly Justino et al. (2013) defined that conflict is opposition arising from disagreements about goals, thoughts or emotions within or among individuals, teams, departments or

organizations. Conflict is any situation in which two or more person's or groups perceive that their goals are incompatible, conflict is a dynamic process of interaction between two or more people or groups competing for rare resources, whose conflict objectives or needs have irreconcilable standards.

Conflict is universal in human affair and it is natural. Conflict, to differing degrees, occurs daily in every one's life (Carter,2008). Conflict is not necessary good or bad or conflict is not always bad for an organization or for an individuals. It's the way that it is handled that makes the outcome positive or negative. If handled effectively it can create a good learning experience. If not handled properly and efficiently conflict can leads to physical and emotional violence (Henry, 2003).

In school, when people work cooperatively and harmoniously with collaborative effort, it is true that for conflict to occur. Thus conflict is present in all human experience; it is becoming an important aspect of organization behavior in education. That is why management scholars are interested in studying organizational conflicts in recent time (Miller and King, 2005). In short, to accomplish teaching learning activities teachers and school principals are the one that interacts and their working condition is interdependent. This interdependence or interaction doesn't always go smoothly (Abdul, 2010). It may lead to conflict between them. Therefore, without negatively influencing student academic performance, school principal and teachers have to understand and handle conflict properly.

2.2.Views of Conflict

The various people and subunits that make up an organization develop different and highly specialized ways of viewing their work and the work of other group. When these different groups interact during the course of everyday activities, there is also the potential for conflict. The manner in which managers view and treat conflict has changed measurably from time to time from past to past to present (Ghaffar, 2005).

In the past time, the existence of conflict is viewed as evidence of breakdown in the school failure on the part of management to plan adequately and/ or too exercise sufficient

control. In human relations view, conflict is seen in an especially negative light as evidence of failure to develop appropriate norms in the group (Owens, 2004). In addition Ayalew (2000) indicated that the human relation movement implied that conflict is inherently undesirable and should be replaced by harmony, cooperation and stability.

Furthermore, Holt (1993) state that for many people the word conflict have a negative connotation such as war, destruction, aggression, violence, completion, and a malfunctioning of the organization or the individual. For others, the word has positive connotation, such as excitement, intrigue, adventure and challenge. Other people respond to conflict with mixed feeling, this is probably the most realistic point of view of conflict for a manager (Ayalew, 2000). Generally conflict is destructive when it continues or increase social disorganization or damaging to individual personalities. Conflict is constructive when it can serve as the impetus for growth in human relations and for bringing about desirable change (Maryet al.,2013).Let's take a closer look at both of this view.

2.2.1. The traditional view of conflict

The traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. In fact the term conflict was used synonymously with the term violence and destructions (Tesfaye, 2002;Robbins, 2000).The traditional administrative theory has been strongly biased in favor of the ideal or a smooth running organization characterized by harmony, unity, coordination, efficiency and order. They seek to achieve this through happy and congenial work group and control and strong organization control (Owens, 2004).The old line, traditional approach views conflict as something to be avoided, something caused by personality conflict or a failure of leadership and something that should be resolved only by separating physically the conflicting parts or by a superior's intervention (Ghaffar, 2005).

According to Swart (2001) most principals have traditionally viewed conflict as a problem to be avoided, whereas, Miller and King (2005) argue that the traditional views of conflict was that, conflict was unnecessary and harmful. In addition Tilahun (2011) stated that majority of the school leaders have traditional views on conflict. They believed that

conflict would develop only when principals failed to apply conflict management principles. School principals and board of education in general try to avoid conflict. This is understandable because conflict makes administrators and board members feel uncomfortable and excessive conflict may cause breakdown in the school system. Some conflicts on student performance in a school system are destructive and should be avoided if possible (Mutsotso, 2004).

Even conflict becomes dangerous and disruptive when principals try to avoid it rather than manage it. The more conflict develops, the more bitter the conflict becomes, and the less easy it is to achieve a solution and / or manage it (Everard and Morris, 1995). In general the traditional view point of conflict, it is observed that many educational managers attempt to eliminate all types of conflict, whether functional or dysfunctional. Furthermore, they also believe that conflict must always be stopped as soon as possible at all costs and in all cases.

2.2.2. The constructionist view of conflict

According to constructionist point of view, conflicts in organizations like schools are inevitable and every necessary no matter how the school is designed and operated. Murphy (1994) suggests that principals have begun to realize that conflict has positive and negative aspects. Desirable education innovations are frequently by conflict. Interactions among different elements of a living social system frequently accompanied by conflict are the political activities that keep a school system in a state of dynamic equilibrium. A state of dynamic equilibrium facilitates the attainment of desirable students' goals and also the satisfaction of the number of the system. Therefore, conflict in a social system may be beneficial as well as destructive (Miller and King, 2005). In addition, Gebretensay (2002) argue that school managers and teachers conflict could create new ideas if it is properly managed.

Constructionist perspective views, the conflict opinion that is free, harmonious and cooperative organization tends to become stagnant and no responsive to change and advancement. They suggest that not only accepting conflict but also encouraging it. Therefore, it is necessary for managers to address minimum level of conflict to maintain

an optimal level of students' performance. They suggest conflict is necessary condition for both individual and organizational progression. They encourage managers to embrace conflict and use it for continuous transformation (Fisher, 2000).

Table 1.Old and currant conflict

Traditional view (negative)	Interactionist view(positive)
Conflict is avoidable.	Conflict is inevitable
Conflict is caused by management errors in designing and managing organization by trouble makers.	Conflict arises from many causes including organizational structure, unavoidable difference in goals, differences on perceptions and values of specialized personnel, and so on
Conflict is disruptive of the organization and prevents optimal performance	Conflict contributes to and detracts from organizational performance in varying degrees.
The task of management is to eliminate conflict	The task of management is to manage the level of conflict and its resolution for optimal organizational performance
Optimal organization performance requires the removal of conflict.	Optimal organizational performance requires a moderate level of conflict

Source: Stoner and Freeman, 1989

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

2.3.Types of Conflict

Since conflict has both positive and negative connotations and consequences, it must be carefully looked in to and managed. The management must survey the situation to decide whether to stimulate conflict or to resolve it. Thomas and Schmidt quoted in Chandan(2003) have stated that managers spend up to 20 percent of their time in dealing with conflict situation. Hence, it is very important that managers must have to understand the type of conflict that they have to deal with. In this part of the study different types of conflict will be discussed to give a clear understanding of how the divergent types of conflict impact a school such as a student performance (Hanson, 1996).

2.3.1. Intra-personal conflict

Intrapersonal conflict is conflict within the individual, can indicate the presence of, opposing, divergent and conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, depression and insomnia. For instance, a principal might be task orientated at the expense of human relations. This can cause stress within the principal if he/she has to decide whether to admonish an educator whose work is not up to standard (Kroon,1991).

According to Erasmus et al. (2000) intrapersonal conflict is caused by poor person-environment fit, poor time management, underestimation or over estimation of skills, and assigned tasks that do not bring much goals, interests, values or abilities, lack of confidence, feeling of powerlessness etc.Intrapersonal conflict exists within an individual him/herself. It arises from conflicting goals and interests, lack of required ability for a particular job, lack of facilities, rules and regulations and when his/ her path is blocked by other people. Such conflicts can cause a person frustrations, tension and anxiety (Rashid and Archer, 1983).

In general, the sources of intrapersonal conflict are mainly structural; they are situational imposed, and these are mainly characterized in the form of five identified sources of intrapersonal conflicts. Rahim (2001) survey report identifies the major causes of such conflict as: Miss Assignment and goal incongruous, inappropriate demand on capacity,Organizational structure (i.e. creating conflicting goals, policies, and delayed decisions),Supervisory styles, andPosition.

2.3.2. Inter-personal conflict

Interpersonal conflict is defined as disagreements, incompatible interest concerning goals, policies, rules and discordant behavior that creates anger, distrust, fear and rejection or resentment. This is the most common and visible type of divergence in schools and other organizations where people are involved. The origins of such discord can also lie outside the school organization, for example, two colleagues may be competing for the chairmanship of a tennis club and this can be transferred to school activities (Van der Westhuizen, 1991).

According to Chandan(2003) have indicated that interpersonal conflicts are disputes between two or more individuals and are probably the most common and recognized ones. Interpersonal conflicts become highlighted when they are based on opinions rather than facts. The causes of interpersonal conflicts are competing for the limited resources, goals disagreements, opposing personalities, racial, sexual or religious differences, jealousy and envy, inter role conflict, leadership style differences, etc.

In addition to this, Kinard (1988) identified three primary sources of interpersonal conflict such as Personality difference, Power struggles, and Competition. Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two departmental managers who are competing for limited capital and manpower resources.

2.3.3. Intra-group conflict

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

Saddler (1998) describes intra-group conflict as largely interpersonal conflict between persons in a group. Interpersonal conflict is always present in groups because individuals differ in terms of values, beliefs, attitudes and behavior. As a result some people are more attracted to some than to others. The better underlying relationships, the easier it is for people

to work together. Conflicts in small groups can, however, play a constructive role since it can stimulate creativity and renewal in that they start to communicate and work together as a unit. There are multiple factors which affect intra-group conflict. Foder (1976) identified the major factors that cause such type of conflict. These are leadership style, group composition and size, group cohesiveness and group think and external threats and their outcomes are also the sources of intra-group conflict.

Inter-group conflict is that occurs between different groups in the school, such as different departments, especially if they are competing for scarce resources like number of educators, time allocation for extramural activities, textbooks and other learning material, teaching aids and so on (Van der Bank, 1995). According to Hellriegel and Slocum (1996), intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization. The writers further identified the following causes of intergroup conflict. These are: task interdependency, task dependencies, inconsistent performance criteria and rewards, intergroup differences, and problems in sharing scarce common resources.

Organ and Bateman (1991) indicated three major causes that contribute to intergroup conflicts in organizations. First, the need for joint decision making creates potential for conflict. This refers to the dependence and interdependence over and between groups dictated by the systems nature of organizations. Second, the difference in goals: - multiple goals exist within the same organization. This is because different individuals and groups develop different goals by virtue of internally inconsistent reward systems, competition for scarce resources, etc.

In general, inter-group conflict are conflict that occurs between group of people such as ethnic or racial groups, department or level of decision making in the same organization and union and management, line and staff personnel, competition for scarce resources, work flow is a common source of intergroup conflict that occur at all level of the education system and societies have developed numerous regulatory mechanism such as collective bargaining and mediation for dealing with intergroup conflict in a less destructive ways (Fisher, 2000; and Hanson, 1996). Finally, Kinard (1988) summarized that there are four primary sources of intergroup conflict. These are: Limited resources, communication problems, conflicting interests, and over lapping tasks.

2.4. Stages of Conflict

Conflict typically occurs in escalating levels of seriousness. It has a beginning and it goes through several stages before it comes to an end. In the earlier stages it is easier to deal with the issues which are generated, and solutions are more quickly found. People can often solve their differences with little difficulty at the early stages. At the other end of the spectrum, once conflict has degenerated to a deeply hostile and serious level, external assistance is needed from an external source to mediate a solution with the parties. According to Kinard (1988) and Singh (2012) the stages of conflict are: latent conflict, perceived conflict, felt conflict, manifest conflict, and conflict aftermath. These stages are clearly described as follows:

2.4.1. Latent conflict

The first stage of conflict is latent conflict in which the factor that could become a cause of potential conflict exists. These are the drive for autonomy, divergence of goals, role conflict and the competition for scarce resources (Singh, 2012). People have different ideas, values, personalities, and needs which can create situations where others agree with their thoughts or actions. This is not a problem, unless an event occurs to expose these differences. It arises from the competition, scarce resources, drives for autonomy, and divergence of both individual and sub-system goals. It establishes the condition from which conflicts are likely to develop when the antecedent condition actually become the base for substantive or emotional difference or between people or groups (Kinard, 1988).

2.4.2. Perceived conflict

Some times a conflict arises even if no latent conflict is present. It is a situation where it becomes aware that one is in conflict with another party. It can block out some conflict. Conflict is to come in to collision or disagreement; be contradictory, at variance, or in opposition; clash. It is a fight, battle, or struggle, specially a prolonged struggle. It is a controversy; quarrel. The perception of conflict may be held by one of the conflicting parties. "For conflict to progress the parties must become aware that they have been threatened in some way." It may be caused due to misunderstandings of others points of view,

and may well be suppressed or alternatively made the focus of attention so that it can be resolved at this stage(Singh, 2012)

2.4.3. Felt Conflict

Felt conflict is a type of conflict in which the individual think that whatever is going on within the organization is not favorable for him and not supporting to him. Generally, felt environment and not satisfied with job which are delegated to him or her. It is an emotional response to conflict occurs. When conflict is experienced as tension that motivates the person to take action to reduce feelings of discomfort(Kinard, 1988).

2.4.4. Manifest Conflict

It is the behavioral or action stage of conflict. This is often characterized by verbal or written threats or other actions by others to block the other from what the other is doing. It includes the use of measures that are located in the preliminary stage to violate force such as verbal pressure, threatening explicitly with violence, or the imposition of economic sanctions(Kinard, 1988).Conflict perceptions and emotions usually manifest themselves in the decisions and overtbehaviors of one party toward the other. These conflict episodes may range from subtle nonverbal behaviors to warlike aggression. Conflict is also manifested by the style each side uses to resolve the conflict, such as whether one side tries to defeat the other or find a mutually beneficial solution. These styles influence each side's decisions and behaviors. Consequently, they play a critical role in determining whether the conflict will escalate or be resolved quickly.

2.4.5. Conflict aftermath

It results in inadequate resolution of conflict situation. When conflicts are unresolved there are feelings which remain to result in discomfort and escalate in dysfunctional conflict. But if truly resolved it may reduce the potential for the future conflict and make it is easier to deal with them. This type of conflict can also result in poor working relationship. If hard feelings and resentment persist, these could be latent conditions for the next conflict episode(Kinard, 1988).Therefore, the above stages of conflict episode models however, may readily be identified insecondary schools involving teachers, and principal. The management of such

conflict episodes may take account of the need for all involved to experience some degree of satisfaction from the outcome and school principals should be sensitive to the influence of conflict aftermath on future conflict episodes

2.5. Causes of Conflict

According to Robbins (2000) conflict does not appear out of thin air. It has causes. These causes can be managed consciously and unconsciously that is, positively or negatively. The causes for the occurrence of conflict are many and diverse. According to Erasmus et al. (2000) conflicts arise over substantive issues such as work methods, pay rates and conditions of employment or can arise from interpersonal issue such as personality conflicts and misconception. Hanson (1996) explains that the sources are rooted incompatible goals cognition differing viewpoints or emotions. Furthermore, Calitz et al. (2002) affirms that conflict arise because of differences in opinion or performance due to role perceptions, leadership style differences, clash over ethical issues, and disagreements about norms. The potential source of conflict concerned with the particular requirement for decision making used by each of the interacting groups. Two aspects are related to decision making requirement: degree of task uncertainty and the availability of resources (Henry, 2003). Despite the different causes and categories of conflict the major causes of teacher-principal conflict on students' academic performance in secondary schools are:

2.5.1. School Related cause of Conflict

It is common that the school condition can contribute to conflict between teacher and principal no students' academic performance. This school related cause such as; scarcity of resources; inappropriate structural design of the school activities and lack of human resources. According to Wheeler (2005) structural factors related to the school cause conflict. For instance, the size of the school correlates with the amount of disputes. That is the larger the school, the greater the number of differences and the higher the degree of conflict intensity. School bureaucratic characteristics like the degree of specialization correlates with conflict. While people like educators are dissatisfied or cannot realize their status aspirations, they can compensate for it by fostering discord within the school. Principals who are authoritarian but have low self-esteem tend to misinterpret the behavior of others and initiate

conflict. Interest groups with different goals will run into differences at times. A situation is at times also provoked by a divergent perspective (Hunt, 1992). These conflicts arise due to issues related to the structural design of the school as a whole as well as its sub-units.

Chandan (2003) indicate that over load working causes of conflicts in educational administration with teachers who are unmotivated in their work. Some teachers go into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Philips (2000) affirms this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teacher.

In school shortage/ limited number of resources create conflict between teacher-principal. According to Wheeler (2005) competition can take the form of two individuals trying to outperform each other. Competition can also erupt over a struggle for limited resources. This can lead not only to a lack of co-operation but to open conflict as well. Conflict can also arise from competition for awards associated with performance. Should principals manage this competition correctly, it can generate positive results enabling interpersonal relationships and commitment among educators to improve; learners to perform to the best of their ability within limited resources. In addition, Plunkett and Attner (1997) resources may include materials, money, people or information often organizational unites are in compaction for scarce or declining resources. This creates a situation where conflict is unavoidable. For instance if the school administrators cannot provide the necessary facilities (furniture, conducive classroom, books etc). It is difficult to organize and manage classroom properly. On the other way if a teachers applies inappropriate method and loss attention, and that leads to behavioral problem.

Nothing a part of conflict is better, so it is all teachers and principals' contribution is expected to minimize conflicts through all stakeholder engagement. This conflict arises from teacher or principal with them. In school level the causes of conflict is structural design of

the school, limited of resources, over load work, lack of clear tasks etc. where conflicts around these area is not controlled well enough it has high risk because there are members near to the group. In any direction principals are expected to be keen looker after, monitor and supporter in any gaps conflicts arises and show essences of conflict. If not soon managed it harm trust of school by community, reduces students' academic performance, and reduces relation among conflict parties.

2.5.2. Principal Related Cause of Conflict

Some principals run into conflicts with other teachers because of the way they view their office. Their leadership style either excludes teachers in running of the school or oppressed the teachers. Supports this Fabunimi and Alimba (2010) view by indicating that some principals tend to be taken up by the status of their position and occupy its authority and privileges. He emphasizes that such teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behavior when under attack. The teachers who have different notion of such leadership are perceived to be perverse. Teachers are seen as impractical if not trouble makers while students as naive, mischievous and easily influenced to commit acts against the teacher. Rono (2000) adds that such tendencies undermine the performance of students in schools. In addition Tilehun (2011) stated that principals were not in a position to use the different conflict resolution methods rather; they simply apply bureaucratic rules such as disciplinary measures to resolve conflicts. Poor management behavior is the main cause of conflict in schools (Fabunimi and Alimba, 2010).

According to Deutsch & Coleman (2000) communication problems may also cause conflict. The difficulties involved include noise, semantic differences and insufficient exchange of information. Any distortion of information for either the sender or the recipient may cause unnecessary conflict. In addition Gebretensay (2002) communication problems, poor work environment, out dated rules and directives and the incompetence of educational mangers to deal with conflicts were the major ones sources of conflict. Steyn et al. (2003) share these sentiments by saying that communication is seldom perfect, and imperfect communication may result in misperception and misunderstanding. Because the receiver is not listening

actively, he may simply misunderstand the sender. The results can be a disagreement about goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague.

Principals lack of participates teacher that should take places in decision making its make conflict. The argument is supported by Erasmus et al. (2000), who posit that the teacher has to decide on the allocation of scarce teaching and learning materials, enrolment of students, employment of teaching and non- teaching staff, the introduction of a new curriculum, student and staff discipline, staff training and methods of improving pedagogy. The teacher may decide to involve others or not. In the case of the former conflicts are bound to arise (Mary et.al, 2013). Further, personal expectations held by teaching staff also may differ considerably, from the principal's expectations. These differences in perspective subsequently led to conflict between the two groups and the resignation or reassignment of those teachers finding the situation intolerable. Teachers who are excluded in the decision making may lack the morale to prepare students adequately for performance (Henry, 2003).

2.5.3. Teacher Related Cause of Conflict

The existing literature revealed that conflict between the principal and teachers also arise from teachers' in discipline or non -performance. Some teachers are forced to teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and says that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students 'work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal. Tilahun (2011) reported that the lack of professional commitment i.e, everybody running after his/her benefits, was found to be the cause of teacher related conflicts. According to Burden (2003) discusses that teachers

sometimes needlessly create disciplinary problems by the way, they manage and conduct their classroom.

New programs/ technologies in schools are often the cause of a lot of tension as teachers with 20 or more years experience do not adapt well to change. They are often reluctant to start teaching in a different way. Some examples of this include: Whole language programs, resource-based learning, teaching according to expectations, rather than covering a specific textbook from cover to cover, problems from the top down. When a principal is used to running the school a certain way the school board hires a new superintendent, things are likely to change. The superintendent puts pressure on the principal to change the way things work in the school. These changes create conflict among teachers who are not willing to change. The result could be that the school board officials come into the school to try to resolve the problems. This only creates more conflict(Fisher, 2000).

Teachers' low interest or negative attitude towards assessment has contributed to poor assessment practice. In light of this, Burden (2003) reviewed that teachers have negative attitudes towards test used in such a way as to have what they perceive as negative consequences for their students. During teacher providing poor continuous assessment he/she conflict with students' as well as with principal. In general, teachers seem to unknowingly creating problems by their leadership style, handling classroom and by their method of instruction and providing poor continuous assessment. In other, the teacher can be careless of disciplinary problems by their poor personality and poor teaching skill.

2.5.4. Individual Related Cause of Conflict

Robbins (2000) says conflicts can evolve out of the individual who idolizes personal value systems. The emotional relationship between some people makes it hard for them to work together. Factors such as background, education, experience, and training would lead each individual to have a unique personality with a particular set of values. The result is people who may be perceived by others as abrasive, untrustworthy, strange, or difficult to work with. These personal differences can create conflict. Interpersonal relation, there are some people you an instant affinity to while other dislike you immediately. There is a high

potential for conflict between people with different values, different preferred ways of behaving and different views of the world (Ayalew, 2000).

Most of the time conflicts happen in the different way in which people teachers follow reality, as not all of them perceive the same reality and conflict appear due to the fact that we do not see the same reality. So, Perception is the specific way in which each person experiences the world around him. Although two educators are faced with the same situation, each educator would experience the situation differently because they experience the reality subjectively. Values, attitudes, expectations and needs influence the teacher's perception of her situation in the school. Groups can come into conflict because of different objectives and incorrect perceptions (Van der Bank, 1995).

In many situations, the achievement of one person's objectives blocks the achievement of another's objectives. Both people may have the same objective, but only one may attain it. Deutsch & Coleman (2000) suppose for instance, a new office becomes available. Two heads of department want the office, but it can only be allocated to one. Another example of objective inference might be the principal who wants to produce the maximum number of learners passing without worrying about the quality of the education they obtain (Mondy and Premeaux, 1993).

2.6. Impact of Conflict on Student Performance

Conflict is an inevitable fact of human existence. It is inevitable in the schools, where individual and groups interact to produce complex outputs. It can often negative influence at one time and it may be positive influence at other time. It is well understood and managed effectively: it can improve both satisfaction and productivity student performance. Therefore, conflict can result in to negative or positive outcomes depending on the approach taken to treat it (Fisher, 2000).

Conflict is not always destructive, it may be a motivator. When it is destructive however, principal need to understand and do something to deal with it. A rational process for dealing with conflict should be programmed and include a planned action response on the part of

the manager or organization, rather than relying on a simple reaction or a change that occurs without specific action by the management (Everad, 2004).

Cooperative procedures involving group operation will very frequently result in conflict both within a group and among different groups. This is especially true if the membership of a group was deliberately selected to represent different points of view. However, conflict itself if properly understood and handled, may present an opportunity for growth student performance. Therefore, conflict can either be positive or destructive (Maryet al., 2013). In addition to this, Hellrigal and Slocum (1996) view conflict in a balanced manner. That is conflict has both constructive and destructive aspects and hence it has to be managed effectively. Because proper management will minimize the destructive affects and maximize the productive effect of conflict.

2.6.1. Negative Impact of Conflict

The negative influence of conflict occurs when the interaction between two or more parties hinders the achievements of the goals or objectives of the other party. Some conflicts are so severe, long lasting that they drain of energy and resources of the school. It negatively influences the physical emotional wellbeing of the individuals involved. It involves strong emotional forces of involvement, self esteem, beliefs, and values and causes feelings of anxiety, guilt, frustration, hostility, distorted perception, negative stereotyping, decreased communication, lack of trust, decreased cooperation, decreased cohesion and productivity (Ayelew, 2000).

Steynet *al.* (2003) show that school management conflicts resulted into much negative influence. The negative influence of conflicts included, wasted time on conflicts, low employee motivation, lower productivity and increased legal costs. The school managers usually spent most of the time dealing with conflicts. That resulted into a lot of wastage of time, and decrease student performance. Owens (2004) describes frequent and powerful hostility arising from conflict can have a devastating influence on the behavior of student in the school. It can result into psychological and physical withdrawal such as alienation, apathy, indifference, absence, tardiness and turnover as consequences of severe conflict.

Conflict when unresolved leads to students absenteeism in class which influence academic performance, higher teachers absenteeism which influence performance of students, conflict causes poor quality of education, conflicts can causes principals turnovers, leading to leadership disruption which interfere with students academic performance, conflicts causes pupils or students retention and enrolment crisis influencing performance, conflict at individual or school level causes destruction of schools properties, teaching and learning materials and conflict causes school interfere with learning calendars (Smith, 2003).

Prinsloo(2002)identified thefollowing negativeinfluence of conflict between the conflicting groups. These are: hostility and negative attitude increase, negative stereotypes become dominant, communication between groups decreases and, the other groups activities are closely monitored to cheek for illegal activities that serve to verify the negative stereotypes. Hunt (1992) lists about six consequences of the negative impact of conflict. These are: prevent members from seeing task at all, dislocate the entire groups and produce polarizations, subvert the objectives in favor of sub-goals, lead people to use defensive and blocking behavior, result in the disintegration of the entire group and, stimulate a win-lose conflict. Accordingly Albert (2001) in his study that conflicts unresolved conflicts among the principals and teachers can affect the organizational performance and lead to no-attainment of the educational goals and objectives resulting poor academic performance,

Kibris (2014) identified the following negative influence of conflict divert time and energy from the main issues, delay decisions, create deadlock, drive un-aggressive committee members to the sideline, interfere with listening obstruct exploration of more alternatives, decrease or destroy sensitivity ,cause members to drop out or resign from committees. Arouse anger that disrupts a meeting, interfere with empathy, leave losers resentful, incline underdogs to sabotages, provoke personal abuse and cause defensiveness.

Generally as opinion of the researcher, the student performance needs a system of social interaction. Conflict is inevitable in any work environment. so the negative outcome of conflict mentioned above in the literature findings can occurs in school like any other organizations. However, conflict is not merely destructive but can also a useful tool in stimulating creative solutions to problems. What makes conflict productive or destructive is

the way it is handled. The school principals in order to minimize the negative influence of outcomes and maximize the positive influence of outcomes should be competent and skillful in accepting the unavoidability of conflict and its proper management.

2.6.2. Positive Impact of Conflict

Conflict is not always bad for students' academic performance or for an individual. Even absence of conflict indicates that the success of the status quo interest, abdication of responsibility, lack of interest or lazy thinking and the absence of collaborative interaction among the members. So the existence of conflict collects the fact that a large degree of cooperation present in well managed organizations (Eeveredet al.,2004; Carter, 2008). Conflict in the sense of an honest difference of opinions resulting from the availability of two or more possible course of action is not only unavoidable but also a valuable part of life, because conflict management ensures that different possibility and courses of action. If managed properly in a creative manner. It can result into the satisfaction and growth of the parties involved. Because and more creative outcomes (Fisher, 2000).

Conflict is often needed. Because it: helps to raise address problems, energizes work to be on the most appropriate issues, helps people to be on the most appropriate issues, help people "be real" it motivate them to participate and, helps people learn how to recognize and benefit from their differences (Graffar, 2005). When properly and effectively managed conflict can result in to the following positive emotional influence within and between the groups involved. This are stimulate creativity, encourage flexibility, increase group cohesiveness, increase motivation to improve, improve quality decision made, increase productivity, improve quality of work, increase loyalty, increase acceptance of autocratic leader, increase emphasis on tasks accomplishment, decrease tension, more appropriate adjustment of tasks and resources and etc (Ayalew, 2000). In addition, (Schermerhon, 2001) suggested that it is possible to infer that teachers and principals have common believe on this issue as conflict can create better working climate, development and change.

The positive outcomes of conflict should be encouraged for the overall development of the student performance and the members of the school so the researcher suggested that school principal should be tasteful to interject the destructive conflict in to the school and to minimize or eliminate the destructive conflict. One should know that, a positive influence of outcome of conflict is the result of good management. Although there is no one best conflict management methods that first to all situations. The school principals must be able to choose the most appropriate conflict management style for a particular situation to maintain the positive outcomes (Johnson, 2005).

2.7. The Role of the Principals in Conflict Management

The management of conflict impact on student performance can be either destructive or productive depending on the skills of those managing the context (Tomlinson, 2004). In addition Preedy et al. (2004) agree by saying that this is evidenced by the nature of principal ship, and the position, role, and power of the principal who differ between schools and between systems. The most important duty of a school principal is to plan and coordinate teaching and learning activities. And also, building a culture of motivation where everyone is involved in action and constantly collecting, data for continues improvement.

The principal's power is mainly achieved and maintained in and through joint action with his or her staff, a process which relies heavily on a combination of strategies including negotiation, persuasion, compromise, confrontation, encouragement and support. Leader is a person who influences a group of people towards a specific result. Ogbonnia (2007) defined an effective leader as an individual with the capacity to consistently succeed in a given condition and meeting the expectation of an organization or society. Leaders are recognized by their capacity for caring for others and clear communication. The principal has to ensure that the program and activities of the students performances are planned, designed, coordinated and integrated in such a way that the school is able to satisfy the needs of the personnel in the school, the needs and the expectations of the society and meet the educational goals and objectives of the school (Erasmus et al., 2000).

School principals devote a significant portion of their time of dealing with conflict. Principals who look for the sources of these tensions may find that many of them reside in the principal's own interpersonal behavior, which may be products of their leadership skills. Four important leadership variables related to the amount and degree of conflict are conflict response styles, problem solving, communicator styles, and bases of social power. Each of these dimensions can be partitioned into two domains -concern for self and concern for others. The degree and consistency that concern for others is operational determines the depth of expertise of the principal's conflict management. Expert school leaders have developed a healthy other centered perspective of running their schools. Conversely, novice school leaders employ knowledge and skill gained to support only self-survival in the principal ship, which will lead to personal and professional disappointment (Johnson, 2005)

2.8. Conflict Management Strategies

Conflict management has become an integral part of an effective management style. The principal can no longer ignore it and should make provision for handling and solving conflict within the context of the school. Unresolved conflict can be viewed as a significant barrier to teaching learning process. An environment, in which conflict is resolved effectively, facilitates the learning process, thus enabling the school to more effectively meet its primary goal (Sayed, 2005).

Therefore, to introduce effective conflict resolution mechanisms in to organizations, it is vitally important that all the concerned managers focus on the root causes of conflicts rather than on the effects. As indicated before, conflict can have a number of sources in school activityand it is unlikely that conflict can never be eliminated entirely. As a result, the way conflict is managed and resolved can have important implications for student's effectiveness. Unfortunately, many managers find it difficult to deal with conflict. However, it is better for managers to stimulate healthy competition while reducing undesirable conflict.Except in some situations where conflict can lead to competition and creativity, in most cases conflict is destructive in nature. Therefore it should be resolved as soon after it has developed as possible. But it is advisable for managers to make an effort in preventing it from developing (Chandan, 2003). Chandan lends us general ideas as to how we deal with conflicts.

According to Chandan (2003) there are four guiding principles that are used for the management of conflicts. Preventing conflict: -According to Schein in Chandan (2003), four preventive measures are taken in the management of conflict: Goal structure- goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified. Reward system- is also fair compensation system must be there in order not to create individual competition or conflict within units of the organization (Rahim, 2001). Trust and communication- is the greater the trust among members of unit, the more honest and open the communication among them would be, individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary, and Coordination- properly coordinated activities reduce conflict.

Resolving Behavioral Conflict is five primary strategies for dealing with and reducing the impact of behavioral conflict are identified: Ignoring the quarrel- in certain situations, it may be advisable for managers to play a passive role and avoid it all together (Johanson, 2005). The parties involved in the conflict may themselves prefer to avoid conflict. Smoothing- is simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself. Compromising is also in dealing with compromising each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies. Forcing- is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party (Wheeler, 2005). This technique is effective in situations, such as firing a trouble-maker and conflict creating managers by the president of the company, and Problem solving- is technique involves "confronting the conflict" in order to seek the best solution to the problem. This approach objectively assumes that in all organizations, no matter how well they are managed, there is differences of opinions which must be resolved, through discussions and respect for differing viewpoints.

In general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based on differing value systems, where it may even intensify differences and disagreements.

Robbins in Chandan (2003) suggested some specific techniques for inducing conflict written point managers who support change. Some highly authoritative managers are very conservative in their outlook and tend to suppress opposing viewpoints. Accordingly, change-oriented managers should be selected and placed in such positions which encourage innovation and change from the status quo, encourage competition; competition, if managed properly can enhance conflict which would be beneficial to the organization; such competition can be created by giving incentives to performance, recognition of efforts, bonuses for higher performance and status enhancement. Furthermore, different strategies of conflict management described as the following:

2.8.1. Avoidance or Withdrawal

Avoidance is a decision to do nothing. It is assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement. This attempt to maintain neutrality often annoys both parties, but it can be a useful technique for “cooling off” parties or preventing disputes about unimportant matters. Avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains (Truter, 2003). The principal can use this style, when both parties involved regard the issue as a minor one when the possible damage and cost that the conflict can cause outweigh the benefits of a solution, when additional time is required by both parties to cool off.

2.8.2. Dominating or Competitive

Dominating or competitive-is known as a win-lose situation. The manager of this style is characterized by assertive and uncooperative in attempts to resolve conflict. There is a high concern for self and low concern for other. Seeks to reach or achieve one’s own goals by ignoring the other. Power is used to achieve submission to win. This approach may be appropriate when quick, decisive action is needed during emergence (Owens, 2004). When issue is not important to you, both parties are powerful, decision does not have to be made

quickly and subordinates poses high degree of competence (Robbins, 2000). Gerbetensay (2002); Tilahun (2011) suggested that conflict resolving mechanisms in secondary school, forcing method was the highest degree of applications.

2.8.3. Integrating /Collaborating

Integrating /Collaborating-This style may be labeled as one of co-operation and win-win because the conflict is not colored by personal opinion, and a sincere and true attempt is being made to find a correct and real solution. The educational leader plays a dynamic management role in creating the correct climate for co-operation, and training people in communication skills and group dynamics (Saddler, 1998),

2.8.4. Accommodating

Accommodating - is a person responding the way tries to observe conflict by ignoring, covering up, or playing down differences with the other person. Self interest is ignored to satisfy the other's concerns. Tactics and strategies employed are to apologize and make excuses, be silent, use a soft, hesitant voice, and conform to ideas of the opposing party. The obligor tends to avoid eye contact, display nervous body movement, and maintains a closed body posture (Johnson, 2005).

2.8.5. Compromise

Compromise- is probably the most widely used technique for resolving conflict. Compromise can be generated internally as in a problem-solving session, or it can be externally generated by a third-party mediator or arbitrator. Compromise does not result in clear winners and losers, and it requires each conflicting party to give up something. It aims to solve conflict issues by having each party give up some desired outcomes in order to get mutually desired outcomes (Rahim, 2001). It is appropriate to apply when the objectives are important, but not worth the effort, potential disruption likely to result from assertive behavior, there is a "standoff", to gain temporary settlements to complex problems, to expedite action when time is important and collaboration or competition fails. It is inappropriate when dealing with complex problems needing a problem solving approach, a party is more powerful than

another and believes that his or her position is right and it comes to dealing with conflict of values (Owens, 2004).

Disciplinary measures-Disciplinary measures were taken as a mechanism for conflict management in school. The school administration who committed discipline problem were directed to PTA would evaluate the case. After evaluate, according to the degree of the mistakes they committed the necessary punishment from the following would be applied.

- Simple discipline punishment: oral warning, written warning, transfer of individuals who are proved to be victim of conflict.

- High discipline punishment:postpone of salary increment, punishment in fine, permanent deduction of salary, dismissal from job and assigned to the next lower post in which individuals who proved to be causes of conflict (MoE, 1994).Disciplinary measures were taken to correct individuals who committed mistakes in secondary schools. Among the measures, oral and written reprimands were the usual actions. Sometimes punishment by fine was taken according to the degree of the mistakes they committed (Gonie, 1998).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Research design and methodology refers to the overall strategy that was used to integrate the different components of the study in a frame. Thus, research design, description of the study area, sources of data, population, sampling size and sampling techniques, data collection instruments, procedures of data collection, methods of data analysis and ethical consideration were to be describing in detail.

3.1. Research Design

Mixed research design was used to describe the causes of teacher- principal conflict and its perceived influence students' learning in government secondary schools of North Shoa Zone. It is concerned with the statistics that results when data are abstracted from a number of individual cases (Best, 2006). The descriptive survey research method was focuses on organizing, recording, analyzing and interpreting data gathered from respondents. The quantitative and qualitative data were used for the necessity of the topic that needs detail investigation of facts and opinions. It helps collect and analyze data for the generalization of the results and to put solution for the problem.

3.2. Sources of Data

Data were obtained from primary and secondary sources. Secondary school supervisors, school principals, teachers and students' Council were used as the primary sources of data. The secondary data sources was student document, school guidelines, and relevant journals, research reports and internet sources that reflect the basic questions and practices of teacher-principals conflict on students' academic performance in secondary schools while implementing their assigned duties in secondary school.

3.2.1 sources of. Primary data

Primary sources of data were gathered through questionnaires from teachers and principals as well as via interview from students' council chair perons and supervisors. Students' Chair person was taken because, he has the knowledge of all students' problem.

3.2.2. source of Secondary Data

To fulfil the information that was not obtained through primary sources of data, secondary sources of gathering data such as: minutes of the discipline, school self evaluation report, annual reports of the school about conflict on students' academic learning were reviewed and used as a secondary source of data.

3.3. Population, Sample Size and Sampling Technique

The study was conducted in government secondary schools of North Shoa Zone. According to North Shoa Zone educational office statistical data in, currently there are 14 Woredas in which 45 Governmental Secondary Schools are found. In these schools, there are 1055 teachers, 105 principals and vice principals and 14 school supervisors. Seven woredas were selected through simple random sampling technique to give equal chances of being selected. These are Hidhabu Abote, Degam, Fiche, Wuchale, Derbalibanos, Kuyu and Werejarso.

There are 26 governmental secondary schools in the study area. The researcher was selected eight governmental secondary schools from the sample Woredas of the zone. From each sample woreda one school was selected except were Jarso that is two secondary schools using simple random sampling technique. These are, Gohatsiyoon, Ambiso, Abdisa Aga, Muketuri, Derbetsige, General Tadessa Biru, Gerbaguracha, and Tulu milky Secondary Schools were taken as a sample. In general, the study was conducted on 8 governmental secondary schools.

The population of the study area includes 409 teachers, 22 principals, 7 supervisors, and 16 students' council. Accordingly, 8 secondary schools was selected by simple random sampling technique. 22 principals, 7 supervisors, and 16 students' council was selected by availability sampling techniques.

Table 2. Distribution of the target population and sample

No	Name of the school	The target population and sample											
		Teachers			Students council			Principals			Supervisors		
		P	S	%	P	S	%	P	S	%	P	S	%
1	Abdisa Aga	60	32	53	2	2	100	3	3	100	1	1	100
2	Muketuri	48	25	52	2	2	100	3	3	100	1	1	100
3	Gohatsiyon	53	28	53	2	2	100	3	3	100	1	1	100
4	Derbetsige	41	22	53	2	2	100	2	2	100	1	1	100
5	General TadessaBiru	62	33	53	2	2	100	3	3	100	1	1	100
6	Ambiso	45	24	53	2	2	100	3	3	100	1	1	100
7	Garbagurach	68	36	53	2	2	100	3	3	100	1	1	100
8	Tulu milky	32	17	53	2	2	100	2	2	100	-	-	-
Total sample		409	217	53	16	16	100	22	22	100	7	7	100
Sample method		stratified sampling technique			Purposive sampling			Purposive sampling			Purposive sampling		

3.5. Data Collection Instruments

In order to get first-hand information for this study, three basic instruments were used. These are questionnaire, interview, and document review.

3.5.1. Questionnaire

Questionnaires are preferable to involve large sample size of the population and factual information is desired (Best, 2006). The questionnaires allowed the researcher to collect large amount of data in relatively short period of time. Besides these, the questionnaires allow the researcher to obtain tangible information to respond to the basic questions. The questionnaire had both closed and open-ended items and it contained Likert Scale. Accordingly, from close-ended items 35 items with 5 point likert rating scales ranged from 1=strongly disagree through 5= strongly agree were prepared for teachers, principals to

measure views of conflict, causes of conflict and influence of conflict on students' academic performance.

In addition, 16 items with 5 point rating scale ranged from 1= never through 5 = often were prepared to measure conflict management strategies in their schools. The questions in the questionnaires were divided into three sections. The first section were required the participants' biographical information; the second set of questions were based on the five Likert Scale and rating scale responses and the last section were based on open-ended type of items to collect the data. The researcher prepared one similar set of questionnaires for all groups. The questionnaire first prepared and then approved by the advisor before it were administered.

Pilot test was conducted to check validity and reliability of the questionnaires and distributed to the respondents of the selected school. For this purpose, Alamayo Atomsa and Brity Secondary Schools in North Shoa Zone were purposively selected as they were near to a researcher working place. It was provided for 19 teachers and 3 school principals with a total of 30 respondents. The pilot test was conducted on 30 respondents 19 teachers and 3 principals. Once the questionnaires were returned, based on the pilot test, the questionnaires were modified and restructured for final study. Accordingly, Cohen et al. (2005) criteria for accepting the given instrument as reliable, the reliability coefficient greater than or equal to 0.7. Once the questionnaires were returned based on the pilot test, the questionnaires were modified and restructured for final study. The reliability of the items was tested and analyzed by Chronbach's Alpha. The analysis of pilot test has been taken place using SPSS version 20 and the reliability of Chronbach's alpha (α) as the following table was obtained.

Table 3: Reliability Tests

	Item					
	Part I	Part II	Part III	Part IV	Part V	Part VI
No of item	5	5	15	6	5	16
Alpha Level	0.84	0.82	0.84	0.78	0.76	0.71

According to this table, the results that showed very good to measure the intended objective. To be sure of the validity, senior colleagues were invited to provide their comment. The participants of the pilot test were also first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaires.

3.5.2. Interviews

The interview enables the researcher to get in depth responses which could not gather through questionnaire. Its purpose is to find out what is in or on someone else's mind. Interviews were also used to gather information regarding an individual's experiences and knowledge, his or her opinions, beliefs, and feelings about teacher-principal conflict on students' academic performance in their respective schools. Interview guide was of semi-structured type for the respondents. Having this in mind, interview was conducted with students' council, and supervisors. Thus, they can provide valuable information concerning the study during interviews. The interview was recorded manually to gather in-depth responses of the interviews. Questions for interview was prepared in English language and translated to Afan Oromo during interview in order to avoid communication barriers. The translation was done by language teachers. The total time the interview held with each respondents was averagely 25 minutes summing up to 11 hours.

3.5.3. Document review

Information obtained from different files, documents, records and minutes which were documented in schools on the issues of teacher-principal conflicts and its influence on students' academic performance in secondary schools were analyzed by the researcher to supplement the information obtained through primary sources of data.

3.6. Procedures of Data Collection

The first step in data collection process was to get the willingness of the respondents to fill the questionnaire by self-introducing and showing letter of cooperation. Once the respondents were willing to fill the questionnaire, the researcher assigned two individuals to distribute and collect the questionnaires filled by respondents. Before distributing any of the instruments, brief explanations were provided by the researcher to the respondents for ensuring transparency and clarity. Time for collecting data was decided through mutual discussions between the researcher and the respondents. Accordingly, the final questionnaires were administered to respondents in the selected school. The respondents were allowed giving their own answers to each item independently and the data collectors were closely assisted and supervised them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis. But, regarding the document review and interview, the instruments were directly utilized by the researcher and gathered relevant information.

3.7. Methods of Data Analysis

The data collected on the basis of the purpose of the study through the above mentioned instruments were tallied, tabulated, and organized in to tables. The obtained data was analyzed quantitatively and qualitatively. To answer the basic questions of the study, appropriate data analysis were adopted. Thus, the quantitative data was analyzed in-terms of frequencies, percentages, and mean. The reason to employ these data analysis is that, frequency helps to identify a number of respondents' responses for a given specific items while, percentage will help the researcher to simplify and explain a given set of data. Mean was also enable to identify average responses given by respondents. Indeed, t-test will be used to camper teachers and principals view. The qualitative data was coded, categorized and identified the patterns systematically to support the quantitative data.

In general there are two types of data analysis techniques namely: qualitative and quantitative here by the choice of these methods greatly depends on the type of information the researcher will have at hand. If most of information was collected contains numerical, the analysis calls

for quantitative tools and descriptive statistics can be used to characterize the data. On the other extreme, if most of the data collected are in words which mean data gathered using individual interviews, open –ended questions and focus group discussion, it is logical enough to apply qualitative data analysis tools. Therefore, as determined in the data collection tool for this study, data was collected in both questionnaire and interview. Accordingly, the collected data was analyzed using quantitatively and qualitatively. The collected data was coded, entered SPSS version 24. The result was presented using descriptive statistical frequency; percentage, mean and standard deviation was employed.

3.7.1. Descriptive Analysis

This method of data analysis refers to the use of ratios, figures, percentages, means, standard deviations and charts. The descriptive data was analyzed in two ways as follows:

i) Quantitative data

The data was easily analyzed by generating frequency tables and computing percentages. Then the findings were identified, discussed and conclusion is drawn for each item.

ii) Qualitative data

As for the qualitative data, which is generated from the open-ended questions, summaries of the major or interesting points are made and reported as the results of this survey.

3.8. Ethical Consideration

The research was in line with ethical guidelines in that participation that had been voluntary and respondents' identity was confidential. Supervisors, principals' teachers, and students' council were free to participate in the research. The responses were kept confidential, as the respondents were not asked to fill their names or were given any identification.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section of the study deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document review. Thus, the quantitative as well as qualitative analyses of data were included into this section. The qualitative part was supposed to be complementary to the quantitative analysis. The data were collected 241 copies of questionnaire which were distributed, to eight secondary schools, for 212 teachers and 22 principals . Seven questionnaires from teachers did not turn back, 234 questionnaire copies were returned. Interview was successfully conducted with interviewees" seven supervisors, and eight sixteen students' council chairpersons. Moreover, related documents were assessed.

4.1. Background Information of the Respondents

Description of the background of the respondents provides some basic information about the sample population involved in the study. Hence, this part contains general background information of respondents. The data obtained regarding the sex, age, serves year, qualification and field of study were summarized in table 4.1 below.

Table 4.1: Characteristics of Respondents

No	Items		Respondents' groups							
			Teachers		Principals		supervisors		Students' council	
			F	%	F	%	F	%	F	%
1	Sex	Male	159	75	22	100	7	100	10	62.5
		Female	53	25	-	-	0	0	6	37.5
		Total	212	100	22	100	7	100	16	100
2	Age	25 & less than	22	10.38	-	-	0	0	16	100
		26- 35	78	36.80	14	63.63	4	57.14	0	0
		36 – 45	103	48.58	8	36.37	2	28.57	0	0
		46 & above	9	4.24	-	-	1	14.29	0	0
		Total	212	100	22	100	7	100	16	100
3	Service year	5 & below	21	9.9	-	-	0	0	-	-
		6 – 10	75	35.37	8	36.37	2	28.57	-	-
		11 – 20	96	45.28	14	63.63	4	57.14	-	-
		21 & above	20	9.43	-	-	1	14.29	-	-
		Total	212	100	22	100	7	100	-	-
4	Qualification	Diploma	3	1.40	-	-	0	0	-	-
		B.Sc/BA/B.Ed	203	95.8	19	86.36	2	28.57	-	-
		MSc/MA/M.Ed	6	2.83	3	13.63	5	71.43	-	-
		Total	212	100	22	100	7	100	-	-
5	Field of study	School leaders	-	-	3	13.63	3	42.85	-	-

Source: Field survey,2019

On the table 4 concerning the sex of the respondents, the majority 159 (75.%) of the teachers, 22 (100 %) of the principals,7(100) of supervisors and 10(62.5%) of the students' council are males. Only the rest 53 (25 %) of the teachers and 6(37.5%) of students' council were females. According to the information gathered, many of the respondents are males. From the above data, one can realize that the participation of females as principals and supervisors were none and female teachers in secondary school were minimal.

Regarding age, item 2 table 4, teachers, school principals and supervisors 78 (36.80%), 14 (63.63%) and 4(57.14) of them were found between 26-35 years respectively, whereas 103 (48.58%) teachers, 8 (36.37%) principals and 2(28.57) supervisors were in the age between 36-45 years. From this, one can say that the majority of the respondents were old enough to deal with possible conflicts. Another item in the same table was concerned with the service year of respondents; it can be seen that 21 (9.90%) of teachers had 5 and below service of

years, school principals and supervisors had not a service less than 5 years. Whereas 75 (35.37%) of the teachers, 9 (40.91%) principals and 2(28.57) of supervisors service between 6-10 years, while the majority 96 (45.28%) of the teachers, 13 (59.09 %) of the school principals and 4(57.14) of supervisors had a service between 11-20 years. This shows that the majority of the respondents had enough work experience to deal with the conflicting situations.

Another item in the same table was concerned with qualification of respondents. As it can be seen from the table, 3 (1.40%) of the teachers were diploma holders, whereas 203 (95.8%) of the teachers, 19 (86.3%) of the school principals and 2(28.57) of supervisors had their first degrees. In addition to this, 4 (2.8%) of teachers, 3 (13.69%) of principal and 5(71.43) of supervisors were MA holders. From this one can deduce that the majority of the respondents were fulfil minimum requierments and could understand the conflicting situations and deal with them.

Table 4 was deal with the training condition of the respondent especially in leadership area. It was found that all of teaches were graduates of different subjects. On the other hand, 3 (13.63%) principals and 3(42.86) of supervisors were graduates of school leaders. This shows that most of school principals and supervisors were assigned without having the necessary managerial training. As a result, they might have faced problems in handling the conflict situation easily and effectively.

4.2. Teachers' and Principals' Perception towards Conflict

This part of the study deals with teachers' and principals' perceptions towards conflict and its impact on students' academic performance in the School. To assess the situation satements were designed which can describe teachers and principal views towards conflict on students academic performance in the school. The information collected through data collection instruments and its result presented as follows.

4.2.1. Views of conflict

Attempts were made to gather information on how teacher and principal view towards conflict on students' academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 10 items were presented to examine both the traditional and constructionist view of respondents on conflicts.

4.2.1.1. Traditional view of conflict

Attempts were made to gather information on how teacher and principal view towards conflict on student's academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 5 items and the overall view were presented to examine the traditional view on conflict.

Table 4.2.1: Analysis of the Respondants Responses On Traditional Views of Conflict

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
Conflict by its nature is bad and must be avoided	Strongly Disagree	6	2.8	-	-	3.79	0.80
	Disagree	16	7.5	5	22.7		
	Undecided	6	2.8	-	-		
	Agree	169	79.7	15	68.2		
	Strongly Agree	15	7.1	2	9.1		
	Total	212	100.0	22	100.0		
Conflict is caused by failure of leadership	Strongly Disagree	3	1.4	1	4.5	2.56	1.00
	Disagree	162	76.4	5	22.7		
	Undecided	3	1.4	-	-		
	Agree	31	14.6	16	72.7		
	Strongly Agree	13	6.1	-	-		
	Total	212	100.0	22	100		
Conflict is always unpleasant and destructive	Strongly Disagree	7	3.3	1	4.5	2.44	0.88
	Disagree	156	73.6	11	50.0		
	Undecided	6	2.8	-	-		
	Agree	42	19.8	10	45.5		
	Strongly Agree	1	0.5	-	-		
	Total	212	100.0	22	100.0		
Conflicts create bad feelings within conflict part in the school	Disagree	50	23.6	1	4.5	3.59	0.86
	Agree	162	76.4	14	63.6		
	Strongly Agree	-	-	7	31.8		
	Total	212	100	22	100		
The task of management is eliminating conflict	Strongly Disagree	2	0.9	-	-	3.65	0.78
	Disagree	30	14.2	8	36.4		
	Undecided	1	0.5	-	-		
	Agree	178	84.0	13	59.1		
	Strongly Agree	1	0.5	1	4.5		
	Total	212	100.0	22	100.0		

Source: Field survey,2019

Table 4.2 showed that teachers' and principals' perception towards conflict. The first item was Conflict by its nature is bad and must be avoided. Against the statement the respondents replied that conflict by its nature is bad and must be avoided and 169 (79.7%) of teachers and 15 (68.2%) of principals. The researcher tried to differentiate the responses through interview made with supervisors responded that:- Principal believed in avoiding any conflict from the school if conflict occurs in the school as it not only negatively influences the student's academic achievement but also might lead to lose of their positions. So, they would rather work hard to avoid conflict although they could not. Thus, from the aformationed information it is possible to say conflict is not only caused by failure of leadership personal attitudes.. In this regards, 162(76.4%) of teachers said disagree while 16(72.7%) of principals said agreed . The other conflict is always unpleasant and destructive. In this regards, 156(73.6%) of teachers and 11(50%) of principals said agree. Thus, from the above information it is possible to say that conflict is always unpleasant and destructive. Conflicts create bad feelings within conflict part in the school. In this regards, 162(76.4%) of teachers and 14(63.6%) of principals said agreed. The interview made with students council responded on the view that: "Moreover principal believed that when conflict rose it creates uncomfortable work environment, especially its bad influence on students academic performance and creates negative feelings in students' emotion". Thus, it is possible to say that conflict create bad feeling with in conflict part in the school. The other view of respondents regarding to the task of management is eliminating conflict. In this regards, 178(84%) of teachers and 13(59.1%) of principals said agreed. Thus, it is possible to say that the task of management is eliminating conflict. From this it can be deduce that conflict is always considered as bad. Conflicts result positive outcomes in the school. In general form traditional view of conflict result one can deduce that principals were more traditional in their view of conflict as compared to teachers. In line with this finding, Swart (2001) indicate that most principals have traditionally viewed conflict as a problem to be avoided.

4.2.1.2. Constructionist Views of Conflict

Attempts were made to gather information on how teacher and principal view towards conflict on students' academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 5 items and the overall view were presented to examine the constructionist view of conflict.

Table 4.2.2: Analysis of the Respondents Responses on Constructionist Views of Conflict

Conflicts result positive outcomes in the school	Strongly Disagree	2	.9			3.66	0.88
	Disagree	34	16.0	9	40.9		
	Undecided	3	1.4				
	Agree	158	74.5	12	54.5		
	Strongly Agree	15	7.1	1	4.5		
	Total	212	100.0	22	100.0		
Conflict is useful in creating new idea if properly managed	Strongly Disagree	1	.5			3.85	0.68
	Disagree	16	7.5	6	27.3		
	Undecided	2	.9				
	Agree	179	84.4	16	72.7		
	Strongly Agree	14	6.6				
	Total	212	100.0	22	100.0		
Conflict on student academic performance is inevitable	Disagree	30	14.2	8	36.4	3.68	0.77
	Undecided	4	1.9				
	Agree	171	80.7	14	63.6		
	Strongly Agree	7	3.3				
	Total	212	100.0	22	100.0		
Conflict is not necessarily good or bad by it self	Strongly Disagree	2	.9			3.68	0.83
	Disagree	32	15.1	7	31.8		
	Undecided			1	4.5		
	Agree	167	78.8	14	63.6		
	Strongly Agree	11	5.2				
	Total	212	100.0	22	100.0		
Conflict can have several sources depending on different situations	Disagree	3	1.4	3	13.6	4.01	0.42
	Undecided	1	.5				
	Agree	191	90.1	19	86.4		
	Strongly Agree	17	8.0				
	Total	212	100.0	22	100.0		

Source: Field survey, 2019

Table 4.2.2 showed that teachers' and principals' perception towards conflict. The first item was Conflict result positive outcomes in the school. Against the statement the respondents said that conflicts results positive out comes in the school and this is confirmed by 158(74.5%) of teachers and 12(54.5%) of principals said agreed. Thus, it is possible to say

that conflict result outcomes in the school. Conflict is useful in creating new idea if properly managed. Against this statement 179(84.4%) of teachers respondents and 16(72.7%) of principals respondents said agreed. Accordingly interview made with supervisors responded that:“Always principals try to avoid conflicts in the school, but if it occurs they were not active to use the conflicts’ resolution as source of new idea, but teachers more looks it as a source of change than management bodies.”

From the above information it is possible to say that conflict is useful in creating new idea if properly managed. Conflict on student academic performance is inevitable. In this regards, 171(80.7%) of teachers respondents and 14(63.6%) of principal respondents said agreed. . The researcher tried to differentiate the above responses check through interview made with supervisors responded that: “The principals believed that conflict was not predictable on students’ academic performances because we have to control it with collaborations of schools’ stakeholders but teacher believed that conflict was inevitable on students’ academic performance, so as much as possible we use it in positive perspectives.”

From the above information it is possible to say that conflict impact on students academic performance is inevitable. Conflict is not necessarily good or bad by it self. Relating to this, 167(78.8%) of teachers respondents and 14(63.6%) of principals reported that agreed to the statement. . The researcher tried to differentiate the above responses check through interview made with supervisors responded that: “The principals believed that conflict was not predictable on students’ academic performances because we have to control it with collaborations of schools’ stakeholders but teacher believed that conflict was inevitable on students’ academic performance, so as much as possible we use it in positive perspectives.”

From the above information it is possible to say that conflict by itself necessarily good or bad. Conflict can have several sources depending on different situations. In this regards, 191(90.1%) of teachers and 19(86.4%) of principals said agreed. Thus, from the above information it is possible to conclude that conflict can have several sources depending on different situations. The higher mean value was 4.01 which describe conflict can have several sources depending on different situations. Thus, it is possible to say that teachers’ and principals’ views towards conflict is conflict can have several sources depending on different situations. In general, from the above constructionist view of findings, it was possible to

conclude that principal view of conflict was found to be almost traditional while that of the teachers' was more towards the balanced or modern view. This difference of views may be due their position in their organization, experiences and exposures to different situations.

4.3. Causes of Conflict between Teacher and Principal and its Impact Students' Learning

This section deals with causes of conflict between teacher and principal and its influence on students' academic performance. Causes of conflict between teacher and principals categorized as School related causes, Principal related cause of conflict, Teachers' related causes of conflict and Individual related cause of conflict. To describe each causes statements were designed and the data obtained from the field presented as follows.

Table 4.3: School Related Causes of conflict between teacher and principal and its impact on students' learning

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
In school inappropriate structural design of the school activity	Strongly Agree	4	1.9	-	-	3.85	0.56
	Agree	194	91.5	17	77.3		
	Undecided	-	-	-	-		
	Disagree	14	6.6	5	22.7		
	Strongly Disagree	-	-	-	-		
	Total	212	100.0	22	100		
In school shortage of teaching learning material and facilities	Strongly Agree	4	1.9	2	-	3.86	0.58
	Agree	194	91.5	16	-		
	Undecided	-	-	-	18.2		
	Disagree	13	6.1	4	72.7		
	Strongly Disagree	1	0.5	-	9.1		
	Total	212	100.0	22	100.0		
Teachers' over load work on the teaching and learning process	Strongly Agree	-	-	-	-	3.80	0.59
	Agree	196	92.5	15	68.2		
	Undecided	-	-	-	-		
	Disagree	16	7.5	7	31.8		
	Strongly Disagree	-	-	-	-		
	Total	212	100	22	100		

Source: Field survey, 2019

Table 4.3 showed that School Related Causes of conflict between teacher and principal and its impact on students' academic performance. The first item was in school inappropriate structural design of the school activity. In this regards, 194(91.5%) of teachers and 17(77.3%) of principals said agreed. Similarly, as information obtained from document review revealed that cause of conflict related to school are: "Inappropriate working load, lack of awareness on rules and regulation of the schools, scarcity of resources and lack of delivering the necessary materials, were among the major causes of conflict between teacher and principal." This implies that n school inappropriate structural design of the school activity. The second item was "in school shortage of teaching learning material and facilities". In relation to this, 194(91.5%) of teachers and 16(72.7%) of principals were said agreed. This implies that in the school there is shortage of teaching learning material and facilities. The third item was "teachers' over load work on the teaching and learning process". In this regards, 196(92.5%) of teachers and 15(68.2%) of principle said agreed. This implies that teachers' over load work on the teaching and learning process is school related causes of conflict between teachers and principals. Moreover, the higher mean value was 3.86 which describe shortage of teaching learning material and facilities. Thus, the school related conflict between teachers and principal is shortage of teaching material and facilities

Table 4.4: Principal Related Cause of Conflict

Statements	Responses	Teachers		Principals		Supervisor		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent	Frequency	Percent		
Principal's inappropriate handling of teacher	Strongly Agree	1	0.5	-	-	1	14.30	3.77	0.63
	Agree	190	89.6	15	68.2	5	71.40		
	Undecided	1	0.5	1	4.5	1	14.30		
	Disagree	20	9.4	6	27.3	-	-		
	Strongly Disagree	-	-	-	-	-	-		
	Total	212	100.0	22	100.0	7	100		
Role ambiguity/ lack of clearly stated school task by principal	Strongly Agree	45	21.2	2	9.1	-	-	4.20	0.40
	Agree	167	78.8	20	90.9	5	71.40		
	Undecided	-	-	-	-	1	14.30		
	Disagree	-	-	-	-	1	14.30		
	Strongly Disagree	-	-	-	-	-	-		
	Total	212	100.0	22	100.0	7	100		
Principal's inappropriate distribution of school activities for teacher	Strongly Agree	36	17.0	3	13.6	1	14.30	3.99	0.71
	Agree	160	75.5	15	68.2	4	57.14		
	Undecided	-	-	-	-	-	-		
	Disagree	16	7.5	4	18.2	2	28.56		
	Strongly Disagree	-	-	-	-	-	-		
	Total	212	100.0	22	100.0	7	100		
Principal's inappropriate and biased reward system for teacher.	Strongly Agree	1	0.5	2	9.1	1	14.30	3.76	0.67
	Agree	190	89.6	13	59.1	4	57.14		
	Undecided	-	-	-	-	-	-		
	Disagree	21	9.9	6	27.3	2	28.56		
	Strongly Disagree	-	-	1	4.5	-	-		
	Total	212	100	22	100	7	100		
Principal lack of participative decision making in school	Strongly Agree	4	1.9	2	9.1	2	28.56	3.86	0.57
	Agree	195	92.0	14	63.6	4	57.14		
	Undecided	-	-	-	-	-	-		
	Disagree	13	6.1	6	27.3	1	14.30		
	Strongly Disagree	-	-	-	-	-	-		
	Total	212	100	22	100	7	100		

Source: Field survey,2019

Table 4.4 illustrated Principal Related Cause of Conflict. In this regards, the first item was “Principal’s inappropriate handling of teacher; of which 190(89.6%) of teachers, 15(68.2%) of principals and 5(71.4) of supervisors agreed to the statement. The second item was Role ambiguity/ lack of clearly stated school task by principal. Against this statement 167(78.8%) of teachers, 20(90.9%) of principals and 5(71.4) of supervisors were agreed. The third item was Principal’s inappropriate distribution of school activities for teacher. In this regards, 160(75.5%) of teachers, 15(68.2%) of principals and 4(57.14) of supervisors agreed to the statement. The fourth item was Principal’s inappropriate and biased reward system for teacher. In this regards,190(89.6%) teachers, 13(59.1%) of principals and 4(57.14) of supervisors were agreed. The fifth item was principal lack of participative decision making in school. In relation to this,195(92.%) of teachers, 14(63.6%) of principals and 4(57.14) of supervisors said agreed. The higher mean value was 4.20 which describe role ambiguity/ lack of clearly stated school task by principal. Similarly, as information obtained from interviews with supervisor stated that: “Not convey appropriate orders to do task, inappropriate distribution of activities, lack of handling conflict, lack of treating teachers equally, lack of work experience on the positions of leading, autocratic style, inappropriate reward system, lack of constructive communication and lack of program of discussion. In addition, interference of principals in the action of teachers on students’ discipline, fault finder on teachers’ activities, biased decision on students discipline and initially principal is not assigned on merit and competence basis.”

In general this finding implies that principal related causes the most contributed teacherprincipal conflict on students’ academic performance. Supports this finding, Fabunimi and Alimba (2010) stated that poor management behavior is the main cause of conflict in schools. Deutsch & Coleman (2000) communication problems may also cause conflict. The potential source of conflict concerned with the particular requirement for decision making used by each of the interacting groups (Henry, 2003).

Table 4.5: Teachers' Related Causes of Conflict

Statements	Responses	Teachers		Principals		Supervisors		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent	Frequency	Percent		
Teachers' resist in using new technology	Strongly Disagree	1	0.5	-	-	-	-	3.80	0.65
	Disagree	22	10.4	2	9.1	2	28.57		
	Agree	189	89.2	15	68.2	5	71.43		
	Strongly Agree	-	-	5	22.7	-	-		
	Total	212	100.0	22	100	7	100		
Teacher Providing poor continuous assessment system for students	Strongly Disagree	39	18.4	-	-	-	-	3.67	0.77
	Disagree			1	4.5	1	14.29		
	Agree	172	81.1	17	77.3	6	85.71		
	Strongly Agree	1	0.5	4	18.2	-	-		
	Total	212	100.0	22	100.0	7	100		
In appropriate use of class room management system by some teachers	Strongly Disagree	2	0.9	-	-	-	-	3.39	0.93
	Disagree	66	31.1	2	9.1	-	-		
	Agree	144	67.9	20	90.9	6	85.71		
	Strongly Agree					1	14.29		
	Total	212	100.0	22	100.0	7	100		

Source: Field survey,2019

Table 4.5 showed that teachers' related causes of conflict. In this regards, the first item was teachers' resist in using new technology. In this regards, 189(89.2%) of teachers, 15(68.2%) of principals and 5(71.43) of supervisors said agreed. The second item was Teacher Providing poor continuous assessment system for students. To this issue 172(81.1%) of teachers, 17(77.3%) of principals and 6(85.71) of supervisors were said agreed. Moreover, in appropriate use of class room management system by some teachers. To this regards, 144(67.9%) of teachers, 20(90.9%) of principals and 6(85.71) of supervisors said agreed. From the above information, the higher mean value was 3.80 which describe teachers' resist in using new technology. The information obtained from interview with supervisors also confirms that: "Some teacher provide poor continuous assessment of students' activities, missing regular class, late comings, absentees, lack of class room management, lack discipline, taking unbalanced measurements on students, against school principal and do not give feedback to students assessment."

In general this result showed that teacher related causes also the most contributed teacher principal conflict on students' academic performance in secondary school. In line with this finding Philips (2000), suggested that, teachers display incompetence, laziness and lack interest in students work. This could be attributed to the fact that some teachers are forced into the teaching profession without commitment it make conflict. In addition, Burden (2003) discusses that teachers sometimes needlessly create disciplinary problems by the way, they manage and conduct their classroom and it makes conflict with teachers.

Table 4.6: Individual related cause of conflict

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
Individual differences between teacher and principal (the way one perceives reality).	Disagree	20	9.4	6	27.3	3.78	0.64
	Undecided	1	.5				
	Agree	190	89.6	14	63.6		
	Strongly Agree	1	.5	2	9.1		
	Total	212	100.0	22	100.0		
Teacher and principal differences in values ,beliefs and attitudes	Strongly Disagree			1	4.5	3.24	0.98
	Disagree	82	38.7	5	22.7		
	Agree	129	60.8	16	72.7		
	Strongly Agree	1	.5				
	Total	212	100.0	22	100.0		
mismatch goals between teacher and principal	Strongly Disagree	1	.5			3.81	0.59
	Disagree	16	7.5	4	18.2		
	Undecided	1	.5				
	Agree	194	91.5	18	81.8		
	Total	212	100.0	22	100		

Source: Field survey,2019

Table 4.6 showed that Individual related cause of conflict. In this regards,the first item was individual differences between teacher and principal (the way one perceives reality). To this regards,190(89.6%) of teachers and 14(63.6%) of principals said agreed. The second item was teacher and principal differences in values,beliefs and attitudes.To this regards, 129(60.8) of teachers and 16(72.7) of principals said agreed on this issues. Regarding the third item,194(91.5%) of teachers and 18(81.8%) principals agreed on mismatch goals

between teacher and principal the one raising conflict between teacher-principal. The higher mean value was 3.81 which is teacher and principal between mismatch goals in teaching learning process. Thus, the individual related cause of conflict is teachers and principals mismatch goals in teaching- learning process. In general this finding indicates that individual related causes also the one developed teacher-principal conflict on students' academic performance. Support this finding Ayalew (2000) suggest that the high potential for conflict between people with different values, different preferred ways of behaving and different views of the world.

Table 4.7: Students' Academic Performance And Back Ground Characteristics

Academic Year	Grade	Enrollment Students			Attended Students			Ripiters			%
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
2006-2010	9	19295	14134	33429	1591 6	10612	2652 8	2452	2581	5033	15
2006-2010	10	15835	13545	29380	1391 5	11394	2530 9	1334	1527	2861	9.73
2006-2010	9-10	35130	27679	62809	2983 1	22006	5183 7	3786	3808	7894	12.5

Source: Field survey, 2019

The above table 4.7. Show that, in academic year of 2006-2010 grade 9, 33429 enrolment students, 26528 attended students and 5033 (15%) ripiters students and also in the academic year of 2006-2010 grade 10, enrolment students 29380, attended students 25309, ripiters students 2861 (9.73%) in eight secondary schools of north shoa years 2006-2010 were ripiters by 12.5% and educational wastage one of the cause of these was teachers and principal conflict in the school.

Table 4.8:Influence of teacher-principal conflict on students’ academic performance

Satements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequ ency	Percent	Frequ ency	Perce nt		
Teacher principlal conflict influnces the students' academic performance negatively	Strongly Disagree					4.10	0.47
	Disagree	8	3.77				
	Midium	1	0.47				
	Agree	179	84.44	15	68.18		
	Strongly Agree	24	11.32	7	31.82		
	Total	212	100	22	100		
Teacher principlal conflict causes feeling of anxiety,frustraraion and hospotality between them	Strongly Disagree					3.76	0.68
	Disagree	28	13.21	1	4.55		
	Midium	3	1.42	1	4.55		
	Agree	181	85.37	15	68.18		
	Strongly Agree			5	22.72		
	Total	212	100	22	100		
Teacher-principal conflict makes teachers absenteeism from teaching learning activity	Strongly Disagree					4.45	0.52
	Disagree	6	2.83				
	Midium						
	Agree	167	78.78	6	27.27		
	Strongly Agree	39	18.39	16	72.73		
	Total	212	100	22	100		
Teacher principlal conflict diversts time and enegy from the main issue teaching learning process	Strongly Disagree					3.70	0.71
	Disagree	33	15.56	1	4.55		
	Midium	2	0.94				
	Agree	177	83.50	20	90.90		
	Strongly Agree			1	4.55		
	Total	212	100	22	100		
Teachers principlal conflict affects students' academic performance negatively.	Strongly Disagree					3.73	0.75
	Disagree	33	15.57	1	4.55		
	Midium	3	1.42	1	4.55		
	Agree	169	79.71	19	86.35		
	Strongly Agree	7	3.30	1	4.55		
	Total	212	100	22	100		
Teacher principlal conflict can lead in to the disintegartion between teacher,students and principlals.	Strongly Disagree					3.91	0.63
	Disagree	17	8.01	2	9.09		
	Midium			1	4.55		
	Agree	179	84.44	18	81.81		
	Strongly Agree	16	7.55	1	4.55		
	Total	212	100	22	100		

Source: Field survey,2019

Table 4.8. showed that Teacher principlal conflict influnces the students' academic performance negatively. In this regards, 179(84.4%) of teachers and 15(68.1%) of principals said Agreed.

The second item was Teacher principal conflict causes feeling of anxiety, frustration and hostility between them. To this issue 181(85.37%) of teachers and 15(68.1%) of principals were said Agreed. The third item was Teacher-principal conflict makes teachers absenteeism from teaching learning activity. In this regards 167(78.7%) of teachers agreed and 16(72.7%) of principals strongly agreed to the statement. The fourth item was Teacher principal conflict diversts time and enegy from the main issue teaching learning process. In this regards, 177(83.5%) of teachers and 20(90.9%) of principals were Agreed. The fives items was Teachers principal conflict affects students' academic performance negatively. In relation to this, 169(79.7%) of teachers and 19(86.3%) of principals agreed to the statement. The last item was Teacher principal conflict can lead in to the disintegartion between teacher, students and principals. In relation to this, 179(84.4%) of teachers and 18(81.8%) of principals agreed to the statement.

Table 4.9 Influence of teacher- principal conflict on students’ academic performance

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequenc y	Percen t	Frequenc y	Percent		
Teacher principal conflict increase productivity of students academic performances	Strongly Disagree	3	1.42	2	9.09	2.38	0.81
	Disagree	159	75	19	86.36		
	Midium	1	0.47	1	4.55		
	Agree	49	23.11	-	-		
	Strongly Agree	-	-	-	-		
	Total	212	100	22	100		
Teacher principal conflict improves the quality of decision making practices	Strongly Disagree	-	-	-	-	2.71	0.95
	Disagree	125	58.96	18	81.81		
	Midium	-	-	1	4.55		
	Agree	87	41.04	3	13.64		
	Strongly Agree	-	-	-	-		
	Total	212	100	22	100		
Teacher principal conflict brings desirable change on students academic performances	Strongly Disagree	3	1.42	-	-	2.43	0.84
	Disagree	158	74.53	18	81.81		
	Midium	-	-	1	4.55		
	Agree	51	24.05	3	13.64		
	Strongly Agree	-	-	-	-		
	Total	212	100	22	100		
Teacher principal conflict increase communication between them on students academic performance	Strongly Disagree	3	1.42	-	-	2.42	0.84
	Disagree	158	74.53	17	77.27		
	Midium	-	-	1	4.55		
	Agree	51	24.05	4	18.18		
	Strongly Agree	-	-	-	-		
	Total	212	100	22	100		
Teacher principal conflict stimulates and searching for better approach in enhancing students academic performances	Strongly Disagree					2.26	0.71
	Disagree						
	Midium						
	Agree						
	Strongly Agree						
	Total						

Source: Field survey,2019

Table 4.9 showed that Teacher principal conflict increase productivity of students academic performance. In this regards, 159(75%) of teachers and 19(86.36%) of principals said Disagreed. The second item was Teacher principal conflict improves the quality of decision making practices.To this issue 125(58.96%) of teachers and 18(81.81%) of principals were

said Disagreed. The third item was Teacher principals conflict brings desirable change on student academic performances. In this regards 158(74.53%) of teachers and 18(81.81%) of principals Disagreed to the statement. The fourth item was Teachers -principals conflict increase communication between them on students academic performance. In this regards, 158(74.53%) of teachers and 17(77.27%) of principals were Disagreed. The last item was Teachers principals conflict stimulates and searching for better approach in enhancing students academic performances. In relation to this, 152(71.7%) of teachers and 16(72.72%) of principals disagreed to the statement. As interview made with students' council revealed that: "Since the conflicts were not managed properly, its productivity on students' academic achievement was remarkable. Where there is conflict between teacherprincipal teacher did not offer positive interaction with students instead they prefer to take revenge on principal by missing classes, by taking unnecessary measure on students, do not teach students heartily". This result indicates that teacher-principal conflict was not well treated on students' academic performance in secondary schools. On this finding Fisher (2000) suggests that, conflict is well understood and managed effectively: it can improve both satisfaction and productivity student performance. Therefore, conflict can result in to negative or positive outcomes depending on the approach taken to treat it.

Finally, the respondents' on the overall the five item indicates positively perceived influence of conflict on students academic performance were analyzed and their responses were disagreed on the presence of teacher-principal conflict increased productivity of students' academic performance, improved the quality of decision made practice, brought desirable changes, stimulated creativity and increased communication on students' academic performance. Accordingly, To sum up, as information obtained from supervisor responded that:

"the influence of teacher-principal conflict on students' academic performance positively or negatively depending on the ways it managed conflicts, but in a school conflict was not well treated and managed, because of this there were no enhanced outcome of conflict on students academic performance positively. These are: decreases in degree of job effectiveness, productivity, and avoid desirable changes on students' academic performance but if this conflict is treated properly and collaboratively, it increases communication, competition, and brings desirable behavioral changes and enhances students' academic performance."

According to it can be seen from the above findings, if conflict was not properly managed and treated collaboratively at the right time and with the right person (concerned body) conflict cannot stimulate creativity, the search for improves approach, brings about desirable changes, improves quality of decision making and increases communication. As a result coordination of work impossible and students' performances collapse because of lack of effective exchange of information (Swart, 2001). Generally based on the above findings, it is possible to assume that conflict has both positive and negative out come. It is possible to increase the positive outcomes if it is well understood and treated in an organized, collaborative way. Generally based on the above findings, it is possible to assume that conflict has both positive and negative out come. It is possible to increase the positive outcomes if it is well understood and treated in an organized, collaborative way.

4.4. Strategy Managing Conflict Between Teacher-Principal to Enhance Students' Academic Performance in the School

Conflict is unavoidable happening in human day to day activities. So the should be conflict management strategies which enhance to resolve conflict. Some of the conflict management strategies employed to manage conflict between the individual were avoiding /ignoring,accommodating/ smoothing, competing/ fighting, compromising/ sharing and collaborating / Problem Solving

Table 4.10: Avoiding /Ignoring

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
To what extent do teacher and principal conflict resolves itself without requiring any personal involvement?	Never	7	3.3	6	27.3	3.64	0.83
	Rarely	31	14.6				
	Occasionally			3	13.6		
	Some times	172	81.1	19	86.4		
	Often	2	.9	2	9.1		
	Total	212	100.0	22	100.0		
To what extent do you think teacher and principal lets the other party have his/ her own way?	Never	1	.5			3.49	0.88
	Rarely	52	24.5	5	22.7		
	Occasionally			2	9.1		
	Some times	158	74.5	15	68.2		
	Often	1	.5				
	Total	212		22	100.0		
To what extent do you think teacher and principal acts as if there were no problem	Never	2	.9			3.51	0.86
	Rarely	45	21.2	6	27.3		
	Occasionally			5	22.7		
	Some times	165	77.8	11	50.0		
	Often						
	Total	212	100.0	22	100.0		

Source: Field survey,2019

Table 4.10 showed that avoiding/ ignoring. In this regards, the first item was to what extent do teacher and principal conflict resolves itself with out requiring any personal involvement? To this regards, 172(81.1%) of teachers and 19(86.4%) of principals said some times. The second item was To what extent do you think teacher and principal lets the other party have his /her own way? To this issue 158(74.5%) of teachers and 15(68.2%) of principals said some times. Moreover, to what extent do you think teacher and principal acts as if there were no problem? To this regards, 165(77.8%) of teachers and 11 (50%) of principals said some times. The higher mean value was 3.64 which describe some times teacher and principal conflict resolves itself without requiring any personal involvement.

Table 4.11: Accommodating/ Smoothing

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
To what extent do teacher and principal tries to please the other part /make the other part feel free/	Never	7	3.3			3.74	0.69
	Rarely	31	14.6				
	Occasionally						
	Some times	179	84.4	21	95.5		
	Often	2	.9	1	4.5		
	Total	212	100.0	22	100		
To what degree do teacher and principal play down the importance of the conflict?	Never	1	.5			3.85	0.55
	Rarely	16	7.5				
	Occasionally			1	4.5		
	Sometimes	194	91.5	20	90.9		
	Often	1	.5	1	4.5		
	Total	212	100.0	22	100.0		
To what extent do teacher and principal apologize readily compute?	Rarely	24	11.3			3.80	0.62
	Occasionally	1	.5				
	Some times	187	88.2	18	81.8		
	Often			4	18.2		
	Total	212	100.0	22	100.0		

Source: Field survey,2019

Table 4.11 showed that accommodating/smoothing. The first item was to what extent do teacher and principal tries to please the other part /make the other part feel free? To this regards,179(84.4%) of teachers and 21(95.5%) of principals said some times. The second item was to what degree do teacher and principal play down the importance of the conflict? To this issue 194(91.5%) of teachers and 20(90.9%) of principals said sometimes.The last item was To what extent do teacher and principal apologize readily compute? To this regards, 187(88.2%) of teachers and 18 (81.8%) of principals said sometimes. The higher mean value was 3.85 which which indicate sometimes teacher and principal play down the importance of the conflict.

Table 4.12: Competing/ Fighting

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
To what extent do teacher and principal seeks the support of other people?	Never	1	.5			3.63	0.74
	Rarely	27	12.7	8	36.4		
	Occasionally			12	54.5		
	Some times	184	86.8	2	9.1		
	Often						
	Total	212	100.0	22	100.0		
To what extent do teacher and principal becomes aggressive?	Never	1	.5			3.63	0.74
	Rarely	27	12.7	8	36.4		
	Occasionally			12	54.5		
	Sometimes	184	86.8	2	9.1		
	Often						
	Total	212	100	22	100.0		
To what degree do teacher and principal tries to get their own way?	Never	4	1.9			3.55	0.78
	Rarely	28	13.2	1	4.5		
	Occasionally	18	8.5	18	81.8		
	Some times	161	75.9	3	13.6		
	Often	1	.5				
	Total	212	100.0	22	100.0		

Source: Field survey,2019

Table 4.12 showed that competing/ fighting. The first item was to what extent do teacher and principal seeks the support of other people? To this regards,184(86.8%) of teachers said some times and 12(54.5%) of principals said occasionally.The second item was to what extent do teacher and principal becomes aggressive? To this issue 184(86.8%) of teachers said some times and 12(54.5%) of principals said occasionally.The last item was to what degree do teacher and principal tries to get their own way? To this regards, 161(75.9%) of teachers said some times and 18 (81.8%) occasionally. The higher mean value was 3.63 which describe sometimesteacher and principal seeks the support of other people and still some times teacher and principal becomes aggressive.

Table 4.13: Compromising/ Sharing

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
To what degree do teacher and principal negotiates with others so that compromise can be reached?	Never					2.94	0.48
	Rarely	30	14.2	3	13.6		
	Occasionally	168	79.2	13	59.1		
	Some times	13	6.1	6	27.3		
	Often	1	.5				
	Total	212	100.0	22	100.0		
To what degree do teacher and principal tries to split the difference?	Never	1	.5			2.91	0.39
	Rarely	27	12.7	1	4.5		
	Some times	184	86.8	6	27.3		
	Occasionally			15	68.2		
	Often						
	Total	212	100	22	100.0		
To what degree do teacher and principal goes for a quick deal of conflict?	Never	4	1.9			2.85	0.43
	Rarely	41	19.3	1	4.5		
	Occasionally	166	78.3	19	86.4		
	Some times	5	2.4	2	9.1		
	Often	1	.5				
	Total	212	100.0	22	100.0		
To what degree do teacher and principal looks for a fair solution?	Rarely	27	12.7	1	4.5	3.55	0.78
	Occasionally	181	85.4	16	72.7		
	Some times	4	1.9	5	22.7		
	Total	212	100.0	22	100.0		

Source: Field survey,2019

Table 4.13 showed that compromising/.In this regards the first item was to what degree do teacher and principal negotiates with other so that compromise can be reached? The first item was 168(79.2%) of teachers and 13(59.1%) of principals said occasionally.The second item was to what degree do teacher and principal tries to split the difference? To this issue 184(86.8%) of teachers said some times and 15(68.2%) of principals said occasionally.The third item was to what degree goes for a quick deal of conflict? To this regards, 166(78.3%) of teachers and 19 (86.4%) said occasionally.The last item was to what degree do teacher and principal looks for a fair solution? To this issue 181(85.4%) of teachers and 16(72.7%) of

principals said occasionally. The higher mean value was 3.55 which indicate occasionally teacher and principal looks for a fair solution.

Table 4.14: Collaborating / Problem Solving

Statements	Responses	Teachers		Principals		Mean	Stan dev.
		Frequency	Percent	Frequency	Percent		
To what degree do teacher and principal listen carefully to what is said by the other party?	Rarely	34	16.0	1	4.5	2.92	0.48
	Occasionally	170	80.2	14	63.6		
	Some times	6	2.8	7	31.8		
	Often	2	.9				
	Total	212	100.0	22	100.0		
To what extent do teacher and principal focuses on a series of possible solutions?	Rarely	33	15.6	1	4.5	2.93	0.48
	Occasionally	169	79.7	15	68.2		
	Some times	8	3.8	6	27.3		
	Often	2	.9				
	Total	212	100.0	22	100		
To what extent do teacher and principal restates common interests?	Rarely	42	19.8	1	4.5	2.83	0.41
	Occasionally	169	79.7	18	81.8		
	Some times	1	.5	3	13.6		
	Total	212	100.0	22	100.0		

Source: Field survey, 2019

Table 4.14 showed that Collaborating. The first item was to what degree do teacher and principal listen carefully to what is said by the other party? To this regards, 170(80.2%) of teachers and 14(63.6%) of principals said occasionally. The second item was to what extent do teacher and principal focuses on a series of possible solutions? To this issue 169(79.7%) of teachers and 15(68.2%) of principals said occasionally. The last item was to what extent do teacher and principal restates common interests? To this regards, 169(79.7%) and 18(81.8%) said occasionally. In this regrds, the higher mean value was 2.93 which indicate that occasionally teacher and principal focuses on a series of possible solutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to explore teacher-principal conflict and perceived influence on students' academic performance in Secondary School of North Shoa Zone of Oromia Regional State. Descriptive survey research design was employed in this study. Accordingly, both quantitative and qualitative research approach were used for the necessity of the topic that need detail investigation of facts and opinion. The study was conducted at zonal level, which includes 7 woreda and one secondary school from each woreda. The populations of the study were teachers, principals, supervisors, and students' council chairperson in government secondary schools of the zone. The information for the study was obtained through questionnaires, document reviews and interview. However, the document reviews and interview were supplements the questionnaire to make the study more reliable and comprehensive. The data obtained were analyzed using different statistical tools such as frequency, percentages, means.

The Research attempted to answer the following basic questions:

- what extent are teachers and principals conflict affect students academic performance in secondary school of north shoa zone?
- What are the causes of teacher-principal conflict in secondary schools of NorthShoa Zone?
- To what extent teacher -principal conflicts and perceived influence students' learning in secondary schools of North Shoa Zone?
- What are the strategies used to manage teacher-principal conflict in secondary school of North Shoa Zone?

Accordingly the results of the data analysis, the major findings of the study were given as the following:

Back ground information of respondents

The data indicated that school principal was came to the position without having school leader's qualification and other necessary training the data showed that 3 (13.63%) only

graduated of school leaders. This implies that principal cannot enable them to properly handle conflict and to deal with other managerial activities effectively. Teacher-principal view influences of conflict on students' academic performance

The study has showed that majority of the principal have traditional views on conflict as their mean rated 3.62 compared to modern view mean rated 3.39 while teachers mean rated 3.18 traditional view compared to mean rated 3.82 on conflict were towards modern view. From interview results of PTA and supervisor, principal view about conflict negatively influences students' academic performance.

The main causes of teacher-principal conflict

Regarding school related causes, it was found that there were inappropriate structural design of school activity, shortage of teaching materials, facilities and teacher over load work in the school as stated by all groups the grand mean scores that was 3.79. This implies that school related causes have high contribution to teacher-principal conflict.

Regarding to principals' related causes, it was found that there were lack of constructive communication, unfair distribution of school activity, lack of participative decision making and inappropriate handling teachers on students academic performance as stated by all groups the grand mean scores that was 3.91, and also lack of experience on the position. This indicates that principals related causes have contribution to teacher-principal conflict.

With regard to teacher related causes, it was found that were lack of professional commitment, resistance in using new program, inappropriate class room management and lack of appropriate continuous assessments for students as stated by all groups the grand mean score was 3.76. This implies that teachers related causes have high generated to teacher-principal conflict.

Regarding to individual related causes, it was found that there was individual difference (the way one perceives reality), mismatch goals between teacher and principal and these causes stated by all groups with grand mean scores that was 3.61. This implies that individual related causes have developed to teacher-principal conflict on students' academic performance.

Teacher-principal conflict perceived influences students' academic performance

The study has indicated that all groups of the respondents were believed that conflict can perceived influences the students' academic performance negative as stated by all groups the grand mean scores that was 3.96 compare to positive mean scores 2.44. This shows that conflict: diverted time and energy from teaching learning process, teachers' absenteeism/ missing the class, feeling of anxiety with conflicting parts and students, decreased communication, develop disintegration and decrease stimulation and creativity of students.

Strategies used to manage teacher-principal conflict

The study result showed that the strategies used to handle conflict in secondary schools in accommodating and avoiding methods were the most frequently used to resolve conflict in study area as stated by all groups the total grand mean scores that was 3.56 and 3.86 respectively. In addition, in application of dominating methods to resolve conflicts as stated by teachers and department heads grand mean score 3.69 and 3.56 respectively and also document review pointed out that the applications of these methods employed more of the time in their secondary school.

5.2. Conclusions

From the finding the following conclusions were drawn:

The study revealed that school principals came to the position uses as opportunity without having school leaders/ management qualification and/ other necessary training that enables them to properly handle conflict and to deal with other managerial activities effectively. Thus it can be concluded that shortage of qualified principals contributing for teacherprincipals conflict in the study. The study has showed that majority of the principal have traditional views on conflict while teachers view on conflict were tilted towards modern view. Principals tried to avoid any of conflict instead of managing it positively. The principals do not believe as manageable conflicts are useful in creating new ideas. Thus, principal's traditional views on conflict have contributed negative influence on students' academic performance.

The study area schools have different causes of conflict. These are, unfair distribution of school activity, lack of participative decision making, inappropriate handling of teacher, shortage of teaching materials, inappropriate structural design of activity, over load work. In addition, teachers lack of professional commitment, resistance in using new program, inappropriate class room management and poor continuous assessment system. Hence, there is no healthy communication and discussion between teacher-principal that enhance students learning which influences academic performance.

Teacher-principal conflicts diverted more of time and energy from teaching learning process, increases teachers' missing class, feeling of anxiety with students and conflicting parts, decreased communication, arises disintegration and decrease stimulations and creativity on enhancing students' academic performance. Moreover, it increases bad feeling in conflict parts that contribute for lower or poor students' academic performance. Where there is no collaboration between teachers and principals in schools it is axiom that students' academic performances decreases. It is liable to deduce that there is a great threat to the students' future as far as the effectiveness of their formal education is concerned.

Teacher-principal conflict management, the ability to manage conflict and their overall competency to do other activity was found to be very less. The school principals and teachers incompetent in handling conflicts effectively that was they used accommodating, avoiding and competing most of the time without making situational analysis. This by itself leads to conflicts. In line with this, it is possible to prove from the findings that the readiness of principals to become change agents was found to be very low. Therefore, principals and teachers are not in a position to introduce new ways of doing things and inappropriate handling conflict.

5.2. Recommendations

On the basis of the findings and conclusions drawn, the following recommendations offered.

Conflict plays a great role in the school on students' academic performance. The ability of principal to deal with conflicts and their overall competence to do other managerial activities was found to be poor. In view of this, proper management of conflict in secondary schools would be unthinkable. Therefore, Woreda education office is recommended to provide to

assign principals on merit basis, or else, place has to be given for those who are trained to be principals.

The study has showed that majority of the principal have traditional views on conflict while teachers view on conflict were balanced or towards modern view. Therefore, discipline management teams in the school to assist the development of teacher and principal views of conflict before it worsens teaching and learning process. In addition, supervisors are recommended to provide training for school principal and teacher.

Regarding to school related causes of conflict woreda education offices are have to avoid conflict by fulfilling human resources to decrease over load work of teacher and the school have to fulfill the essential teaching facilities, such as classroom, students text book, library and laboratory equipment and different stationary materials. The concerned higher educational officials in the bureau have to make an effort to replace the unclear structural design of the school and directives by clear and workable guidelines in order to avoid barriers for effective implementation of educational programs.

Regarding to principal related causes, the study stated that principals have lack of constructive communication, unfair distribution of activity, lack of participative decision making and inappropriate handling teachers and these causes generated to teacher-principal conflict. So school supervisor have to follow up and monitor activities of principals through supervision and discussion as well as provide training on gaps among teachers and principals. Furthermore, School principal have to use better mechanisms in exchange of information with students timely through, mini-medias and well prepared notice board.

Teachers related causes of conflict between teacher-principal the study revealed that teacher lack of professional commitment, resistance in using new program, inappropriate class room management and inappropriate continuous assessment system for students and these causes arousal in teacher-principal conflict. Therefore, woredad education office have to be strengthened the school social and counseling committees in the school and educate and advise teachers at large on the issue of conflict, so that it may help to enhance the awareness of individuals on conflict and its causes. In addition roles, duties, and responsibilities of teachers and principals have to be clearly demarcated so as to minimize conflicts. Besides

this, peer mediation teams may be established with selected teachers who are well behaved and equipped with conflict resolution skills to handle teacher-principal conflict.

In individual related causes, there was individual difference and mismatch goals between teacher and principal and these causes sever to teacher-principals conflict on students' academic performance in secondary school. So schools supervisor have to make awareness creation in the school and make face to face discussion on their individual deference to reach on a common understanding.

It was found that conflict influences negatively students' academic performance. So the zone and woreda education offices have to provide training for teacher and principal to know conflict can have a positive or negative influence, depending on how it is managed. For principal and teacher to be effective in a school situation he/ she need to learn how to create positive conflict and how to manage negative conflict and enhance students' academic performance.

Conflict management strategies that were employed in study area were accommodating, avoiding and competing. Most of the time, these methods are not advisable to solve the problems. So teacher and principal depending on the situation have to use cooperative, collaborative and consultative conflict management strategy. In general, North Shoa educationl office and Oromia educational bureau have to be more practical in reducing teacher principal conflicts in the study area to bring improvements in students' academic

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APPENDICES

ADDIS ABABA UNIVERSITY
POSTGRADUATE PROGRAM
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
Department of Educational Planning and Management
Program of School Leadership

Questionnaire to be filled by teachers and School leaders (principals and Supervisors)

Dear respondents,

The main purpose of this questionnaire is to collect relevant data to study teacher and principal conflict in Secondary schools of North Shoa Zone, Oromia Regional State. Your genuine responses play a great role for the success of this study. Thus, you are kindly requested to read all questions and fill the questionnaire with genuine responses. The responses will be used for academic reason only and responses will be kept confidential.

In responding to the questionnaire, Please note the following important points.

- ✓ It is unnecessary to write your name on the questionnaire.
- ✓ Read all instructions before attempting to answer the questions.
- ✓ No need of discussing with other to fill the questionnaire.
- ✓ Put “✓” mark in the boxes or blank spaces provided for you.
- ✓ Give your answer for all questions.
- ✓ Write your responses briefly for open ended questionnaire.

Thank you in advance for your cooperation

Part one: General information and personal data

1. Name of school _____
2. Sex: A. Male B. Female
3. Age: A. 25 and less on B. 26-35 C. 36-45 D. 46 and above
4. Educational background A. Diploma B.BA C.BSc D.MA
E.MSc
5. Work experience A. 1-5 years B. 5-10 years C. 10 -15 years D. 15-20 year
E. 21 and above years
6. Your current positions A. Teacher B. Principal/ vice principal C .Supervisor
7. Field of study/qualification A. school/ Educational Leaders B. Other field

Part two: Give your responses kindly for the following items by using “√” mark in the box on the rating scales about teacher- principal conflict on students’ academic performance.

Direction I. Teachers’ and principals’ perceptions towards conflict on students’ academic performance in your school. Indicate your opinion by putting “√” sign by using the following rating scales

Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

No	Item	Rating Scales				
		1	2	3	4	5
1	Conflict by its nature is bad and must be avoided					
2	Conflict is caused by failure of leadership					
3	Conflict is always unpleasant and destructive					
4	Conflicts create bad feelings within conflict part in the school					
5	The task of management is eliminating conflict.					
6	Conflicts result positive outcomes in your school					
7	Conflict is useful in creating new idea if properly managed					
8	Conflict on student academic performance is inevitable					
9	Conflict is not necessarily good or bad by it self					
10	Conflict can have several sources depending on different situations					

If you have additional information about view of conflict on students’ academic performance in the school please indicate in blank space

Direction II: Causes of conflict between teacher and principal on students' academic performance.

Please, indicate your opinion by putting “√” sign by using the following rating scales: 5=Strongly Agree 4=Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Item	Rating Scales				
		1	2	3	4	5
1	School related causes					
1.1	In school inappropriate structural design of the school activity					
1.2	In school shortage of teaching learning material and facilities					
1.3	Teachers' over load work on the teaching and learning process					
2	Principal related cause of conflict					
2.1	Principal's inappropriate handling of teacher					
2.2	Role ambiguity/ lack of clearly stated school task by principal					
2.3	Principal's inappropriate distribution of school activities for teacher.					
2.4	Principal's inappropriate and biased reward system for teacher.					
2.5	Principal lack of participative decision making in school					
3	Teachers' related causes of conflict					
3.1	Teachers' resist in using new technology					
3.2	Teacher Providing poor continuous assessment system for students					
3.3	In appropriate use of class room management system by some teachers					
4	Individual related cause of conflict					
4.1	Individual differences between teacher and principal (the way one perceives reality).					
4.2	Teacher and principal differences in values ,beliefs and attitudes					
4.3	Teacher and Principal between mismatch goals in teaching learning process					

If you have any information on the causes of conflict between teacher and principal on students' academic performance, please indicate in the following space

Direction III: The following are some of the **Influence of teacher- principal conflict** on students' academic performance. Please, indicate your opinion by putting “√” sign by using the following rating scales:

5=Strongly Agree 4=Agree 3=Medium 2=Disagree 1=Strongly Disagree

No	Item	Rating Scale				
		1	2	3	4	5
1	Teacher- principal conflict influences the students' academic performance negatively					
2	Teacher-principal conflict causes feeling of anxiety, frustration and hostility between them.					
3	Teacher-principal conflict diverts time and energy from the main issue of teaching learning process.					
4	Teacher-principal conflict makes teachers absenteeism from Teaching learning activity.					
5	Teacher-principal conflict leads to negative perception and goal distortion on students' academic performance					
6	Teacher-principal conflict can lead in to the disintegration between them on students' academic performance.					
7	Teacher-principal conflict increase productivity of students' academic performances.					
8	Teacher-principal conflict improves the quality of decision making practices.					
9	Teacher-principal conflict brings desirable change on student academic performances					
10	Teachers-principal conflict increase communication between them on students academic performance					
11	Teacher-principal conflict stimulates creativity and searching for better approach in enhancing students' academic performances					

If you have additional information about the effect of conflict on student academic performance, please indicate in the following space-

Direction IV: the following are some of the strategy managing conflict between teacher-principal to enhance students' academic performance in the school. Please, indicate your opinion by putting “√” sign by using the following rating scales:

1. Never 2. Rarely 3. Occasionally 4. Some times 5. Often

No	Item	Rating scale				
		1	2	3	4	5
1	Avoiding /Ignoring					
1.1	To what extent do teacher and principal conflict resolves itself without requiring any personal involvement?					
1.2	To what extent do you think teacher and principal lets the other party have his/her own way?					
1.3	To what extent do you think teacher and principal acts as if there were no problem					
2	Accommodating/ smoothing					
2.1	To what extent do teacher and principal tries to please the other part /make the other part feel free/					
2.2	To what degree do teacher and principal play down the importance of the conflict?					
2.3	To what extent do teacher and principal apologize readily compute?					
3	Competing/ fighting					
3.1	To what extent do teacher and principal seeks the support of other people?					
3.2	To what extent do teacher and principal becomes aggressive?					
3.3	To what degree do teacher and principal tries to get their own way?					
4	Compromising/ sharing					
4.1	To what degree do teacher and principal negotiates with others so that compromise can be reached?					
4.2	To what degree do teacher and principal tries to split the difference?					
4.3	To what degree do teacher and principal goes for a quick deal of conflict?					
4.4	To what degree do teacher and principal looks for a fair solution?					
5	Collaborating / problem solving					
5.1	To what degree do teacher and principal listen carefully to what is said by the other party?					
5.2	To what extent do teacher and principal focuses on a series of possible solutions?					
5.3	To what extent do teacher and principal restates common interests?					

If you have additional information about conflict management strategy in the school please indicate in the following space

Interview for students' council, and Supervisors

Direction: The purpose of this interview is additional to gather information on teacher principal conflict on students' academic performance in Secondary. So, kindly requested to experiences & suggest up on the problem below.

General Information

Name of school _____ Current position _____

Sex _____ Age _____ Educational background _____

1. What your view of teacher and principal about the conflict?
2. What do you think mostly causes of conflict between teacher and principal on student's academic performance?
3. Do you think teacher and principal conflict affects students' academic performance? How? 4. How do you manage with conflict in your school?
4. If you have any additional comment about teacher-principal conflict on students' academic performance

Aaaf-Gaaffii Supparvizrootaa, Geggeessitootaa Koree Gamtaa maatii barsiistootaa fi Geggeessitootaa Bakka Bu'oota Barattootaa Waliin Geggeeffamuuf Qophaa'e.

Qajeelfama: Baachisummaan af gaafii kanaa inni guddaan gahumsa barattootaa irratti walitti bu'iinsa barsiisaa fi itti gaafatamaa mana barumsaa ilaalchisee yaada dabalataa funaanuufi. Dhiifama waliin gaaffiwwan armaan gadii kanaratti ibsaa fi yaada akka kaniittan gaafanna.

Odeeffannoo dimshaashaa

Maqaa M/ Barnootaa _____ GaheeHojii _____

Saala _____ Umrii _____ SadarkaaBarnootaa _____

1. Ilaalchi barsiisaa fi ittigaatamaan mana barumsaa waldhabii gaumsa barattootaa irratti qaban maal?
2. Sababni yeroo baay'ee barsiisaa fi ittigaafatamaan mana barumsaa gahumsa barattootaa irratti walitti bu'aniif maal?
3. Walitti bu'iinsi barsiisaafii ittigaafatamaan mana barumsaa akkamitti gahumsa barattootaa irraatti dhiibbaa gaha?
4. Walitti bu'iinsi brsiisaafi ittigaafatamaan mana barumsaa to'achuuf tooftaan itti raawwatamu maali?
5. Yaada dabalataa dhimma waldhabbii barsiisaaf ittigaafatamaa mana barumsaa irratti qabdan yoo jiraate yaa ibsamu.