

*Effects of Organizational Conflict on organizational performance in case of Dadu High school in Hababo Guduru Woreda*

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## **Declaration**

I, the undersigned, declare that this study is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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## CERTIFICATE

This is to certify that the thesis entitles “Effects of Organizational Conflict on organizational performance in case of Dadu High school in Hababo Guduru Woreda” submitted to Jimma University for the award of the Degree of Master of Business Administration (MBA) and is a record of confide research work carried out by Mr. Kebede Simie, under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

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## ABSTRACT

*The study is designed to examine the Effects of Organizational conflict on Organizational performance in the case of Dadu Highschool in Hababo Guduru Woreda. The objective of the study is to investigate effects of organizational conflicts on organizational performance. Three (3) types of organizational conflicts were studied: task conflict, relationship conflict and process conflict. It is also explored which of the three (3) conflicts have the most implication on the organization performance in the organization. The researcher used Explanatory research design to study the cause and effect relationship between dependent variable (Organizational performance) and independent variables (Task conflict, Relationship conflict process conflict).The target population of the study was all employees of Dadu High school in Horro Guduru Wellega ,Oromia with the sample size of 95 employees from which 89 questions are valid by using census method. The method of data gathering that researcher used is primary sources (questionnaire for employees) and secondary sources such as written materials which were published and un published which are related to study helped the researcher for the study. To analyze data, the researcher was used descriptive statistics, inferential statistics and multiple linear regression. The finding of this research indicates Task conflict and process conflict have positive significant relation with organizational performance while relationship conflict has no significant relationship with organizational performance. The study therefore concluded that a moderate task and process conflict can be constructive and healthy for the organization as it can aid in individual's development and team effectiveness improvements. The findings of this study offer recommendations that would help the organization to improve the situation such as school of management should encourage and promote personal relationship to improve their morale, Government should Direct Resources to Schools, Give training and workshops time to time for Employees on conflict management.*

**Keywords:** *Conflict; Organization; Performance;Task conflict;Relatio ship conflict; process conflict*

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## LIST OF ACCRONYM

CM..... Conflict Management

HRD.....Human Resource Development

OC----- Organizational Conflict

OP..... Organizational Performance

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Back ground of the study

Conflict is a process in which one party suggests that its interests are being opposed by another party. As a rule, people see only the observable aspect of conflict – angry words, actions of opposition, etc. But this is only a small part of the conflict process (Mashanne and Glinow, 2008). Conflict is an inseparable part of people’s life. It is a perpetual gift of life, although varying views of it may be held. Some may view conflict as a negative situation which must be avoided at any cost. Others may see it as a phenomenon which necessitates management. Still, others may consider conflict as an exciting opportunity for personal growth and so try to use it to their best advantage. Wherever one may fall on this continuum concerning conflict, seldom would one expect to be in a continual state of conflict as the basis for employment (Nebgen, 1978).

A basic definition of organizational conflict is disagreement between individuals or groups within the organization, which can center on factors ranging from resource allocation and divisions of responsibility to the overall direction of the organization. Conflict means struggle between people with differing wants, thoughts, ideas, values, or goals. Conflict within teams is usual; however, the results of conflict are not predetermined. Conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products (The Foundation Coalition, 2010)

Conflict among employees in an organization is not simply inevitable; rather it is the nature of complex organizations (Putnam & Krone, 2006). However, if managed properly, it can have a positive impact on employee satisfaction and performance (Dana, 2000).

In the organization context, performance is the ability to carry out the job well (Armstrong, 2006). According to Lebars & Euske (2006), Performance is a set of financial and nonfinancial indicators which offer information on the degree of achievement of objectives and results. According to Babin and Boles (2000), employee performance is about directing and supporting

employees to work as effectively and efficiently as possible in line with the needs of the organization.

According to Petkovic (2008), conflict management involves acquiring skills related to conflict resolution, establishing structures of conflict models, putting strategic measures as well as approaches in place. Timely management of conflict has the potential of improving employee satisfaction and job performance (Awan & Anjum 2015). Management should therefore resolve conflicts so that organizational performance can be increased (Song, 2000).

Awan and Anjum (2015) says that properly managed conflict promotes open communication, collaborative decision making, regular feedback, and timely resolution of conflict. Open communication and collaboration enhance the flow of new ideas and strengthen work relationship, which can have a positive effect on employee morale. Regular feedback and timely resolution of conflict has the potential of improving employee satisfaction and job performance.

## **1.2 Statement of the problem**

Organizational Conflict can have effects on its Performance in many ways. On an individual level; workplace conflict can result in the absence of psychological safety. The absence of psychological safety then can result in poor performance and job dissatisfaction. For the organization, the effects may be absenteeism, diminished productivity and lack of employee engagement. A number of studies have been done by different researchers at different time relating to Effects of Organizational Conflict on Organizational Performance. But no one study about Effects of Organizational Conflict on organizational Performance in case of schools in Ethiopia. Therefore the researcher intends to study about Effects of Organizational Conflict on organizational Performance in case of Dadu High school in Hababo Guduru District to fill the gaps not studied by the researchers before.

The following are studies done by different researchers with their findings which all lack study of Effects of Organizational conflict on Organizational performance in case of education sector. Study done by Md. Zahid Hossain, which entitled “The Impact of Organizational Conflict on Employees” Performance in Private Commercial Banks of Bangladesh” investigated/found that the relationships between employee performance and conflict attributes significantly impact on employees’ performance in banking sector of Bangladesh; The study done by Mahad Ali which

entitled “The role of conflict management in organizational performance” Case Study: Somali National University, found that the common causes of conflict in the university to be poor communication, poor performance, and conflict over salary payments. Study done by Marilyn Y. Byrd entitled “The Effects of Racial Conflict On Organizational Performance: A Search For Theory” found that The HRD community of scholars and researchers is challenged to collaborate with researchers from other disciplines and engage in theory-building research addressing racial conflict among organizational groups.

### **1.3 Objectives of the study**

The general objective of this study is Effects of Organizational Conflict on its Performance in case of Dadu High school in Hababo Guduru Woreda. In line with this the researcher developed the following specific objectives.

- To assess the level of conflict in Dadu Highschool
- To examine effects of Task conflict on Organizational performance
- To study effects of Relationship conflict on Organizational performance
- To investigate effects of Process conflict on Organizational performance

### **1.4 Research Questions**

- What are the assess level of conflict?
- What are the effects of Task conflict on organizational performance?
- What are the effects of relationship conflict on organizational performance?
- What are the effects of Process conflict on organizational performance?

### **1.5 Significance of the study**

This research will be used for individuals, governments (federal, regional and zone), NGOs and other researchers to know and identify the Effects of Organizational conflict on Organizational performance. For High schools (government and private) it will help the directors of high schools, teachers, students and communities of the schools to identify the Organizational conflict and refrain themselves not to participate in things which can be reasons for conflict. It generally helps the high school community as a mirror image to see and protect themselves from conflict. For researchers who wants to study his research on this title or related titles it will use as an input to support their study.



### **1.6. Scope of study**

Geographically the study focused only on Dadu high school in Hababo Guduru Woreda. It is not intends to study as Ethiopian, and even at the Oromia level on all zones because of time and budget constraints.

Contextually the study focused only on Effects of organizational Conflict on Organizational performance since it is difficult to take all variables explain about conflict because of time and resource constraint.

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

There were some possible limitations in this study Geographically and ethologically.

Geographically the study focused only on One High school in Hababo Guduru Woreda. The following are the methodological limitation of this study.

**Sample size:** sample size is of this study is too small, and it is difficult to find significant relationships from the data, as statistical tests normally require a larger sample size to ensure a representative distribution of the population.

**Lack of available and/or reliable data :** A lack of data or of reliable data were likely required to limit the scope of the study analysis, the size of sample, or it was a significant obstacle in finding a trend and a meaningful relationship.

**Lack of prior research studies on the topic:** Depending on the currency or scope of this study topic, there were little prior topic.

### **1.8 Operational definition**

#### **Operational definition of variables and important words**

For the study of Effects of Organizational conflict on its performance, the following important or crucial words (variables) are defined.

**Conflict:** It refers to the widest set of circumstances in which conflict parties perceive that they have mutually incompatible goals.

**Organization:** It's a group of people who have a particular shared purpose or interest and work towards attaining it.

**Conflict resolution:** It's a term used for dealing with conflicts by the parties involved in the conflict. Each party uses its power to influence the other to achieve its goals

**Performance:** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.

**Employees performance:** How your workers behave in the workplace and how well they perform the job duties you've obligated to them.

**Organizational performance:** The actual output or results of an organization as measured against its intended outputs (or goals and objectives).

### **1.9 Organization of the paper**

This research has five chapters; chapter one includes; background of the study, statements of the problem, research objectives, research questions, significance of the study, scope of the study, limitations of the study and Operational definitions. Chapter two includes Literature review which contains discussion of dependent variable and independent variable.

Chapter three includes research design, target population, sample size, sampling method, method of data analysis, method of interpretation. Chapter four includes data analysis and interpretation. Chapter five includes Summary, Conclusion and Recommendation.

# CHAPTER TWO

## LITERATURE REVIEW

### 2. Introduction

This chapter looked into organization conflict and its effects on performance in the workplace using available literature from books and other studies relating to the topic. And a critical review of literature has done on conflict and conflict management.

#### 2.1 Definition of conflict

The word ‘conflict’ has numerous definitions, but it is universally described as an active discord between or among people with divergent personal views or principles (Ajiboye, 2008; Ryan & Kossek, 2008; He & Fang, 2016; Jayamohan et al., 2017). Conflict is inevitable whenever two or more people interact, whether in the workplace or at home. Conflict can occur between two or more individuals, two or more groups, or an individual and a group. When dealing with conflict in an organization, it is important to remember to address the issue, not the people. According to Fajana (1995), conflict can be defined as a disagreement between two or more parties who perceive that they have incompatible concerns. It exists whenever an action by one party is perceived as preventing or interfering with the goals, needs or actions of another party. Schramm-Nielsen (2002) defines a conflict as a state of serious disagreement and argument about something perceived to be important by at least one of the parties involved.

Conflict can be regarded as a reality of management and organizational behavior and can be related to power and politics. Mullins (2005) sees conflict as behaviour intended to obstruct the achievement of some other person’s goals. According to this author, conflict is based on the incompatibility of goals and arises from opposing behaviours. Although it's generally accepted that conflict is an inevitable and integral part of the work environment, it's important to clarify just what conflict means. Dzisi, Smile (2014) several attempts have been made by various authorities at defining conflict in modern societies. However, no single definition stands out so clearly and distinct.

Conflict is synonymous with antagonism, opposition, disagreement, discord, combat and encounter. Conflict can also connote competition between or among groups in society. Ursing (2003) stated that conflict is the differences in perspectives, beliefs, actions or interests which are sometimes verbalized and sometimes they are not. Mankoe (2007), also defined conflict as the pursuit of incompatible or at least seemingly incompatible goals, such that gains to one side come out of the expense of the other. Rahim (2001) looked at conflict as “an interactive process manifested in incompatibility, disagreement or dissonance within or between social entities (that is individual, group, organization, etc.)” Esquivel and Kleiner (1997) viewed that conflict is generally regarded as a disagreement regarding interests or ideas. Bagshaw (1998) view conflict as a fact of life.

## **2.2 Organizational Conflict**

A basic definition of organizational conflict is disagreement between individuals or groups within the organization, which can center on factors ranging from resource allocation and divisions of responsibility to the overall direction of the organization. Organizational conflict relates to arguments that occur when goals, interests or values of different individuals or groups are incompatible and they block or tend to frustrate each other’s attempt to achieve their objectives. Jones, George, and Hill (2000) reiterate that the actions and reactions make conflict an inevitable part of an organization’s life, since the goals of different stakeholders, such as senior management or executives and staff are often incompatible.

## **2.3 Causes of conflict**

According to the Wall (1995) when there is interaction between an individual with other individuals are often in conflict. Conflicts that often lead to conflict. According to the two experts were things that can lead to conflict, among others: (a) the individual characteristics that is a person's personality, values espoused someone, commitment and purpose. (b) factors that may lead to interpersonal conflict is the perception of others, communication between individuals or groups of individuals or other groups, differences in status, and previous interactions prior to the group. (c) The issues that can lead to conflict is dependent on the complexity, the extent of the growing issue, and vague details of outstanding issues. Conflict is not always destructive, it may be a motivator. When it is destructive, however, senior management or executives need to understand and do something about it; a rational process for

dealing with the conflict should be planned. Richard Arvid Johnson (1976) explained that this process includes a planned action response on the part of the manager or the organization, rather than relying on a simple reaction or a change that occurs without specific action by management.

## **2.4 Conflict management Techniques**

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Rahim, 2002). Knippen, Yohan, and Ghalla (2011), asserted that conflict management broadens understanding of the problem, increases the resolutions and tend to work towards consensus and to seek a genuine commitment to decision making. K. Thomas (1992) effort to identify the primary conflict handling intentions. Using two dimensions cooperativeness (the degree to which one party attempts to satisfy the other party's concerns) and assertiveness (the degree to which one party attempts to satisfy his or her own concerns). The study identifies five conflict handling intentions: competing (assertive and uncooperative), collaborating (assertive and cooperative), avoiding (unassertive and un- cooperative), accommodating (unassertive and cooperative), and compromising (midrange on both assertiveness and cooperativeness) that managers or top management adopt strategy to reduce conflict that comes negative outcome from employee.

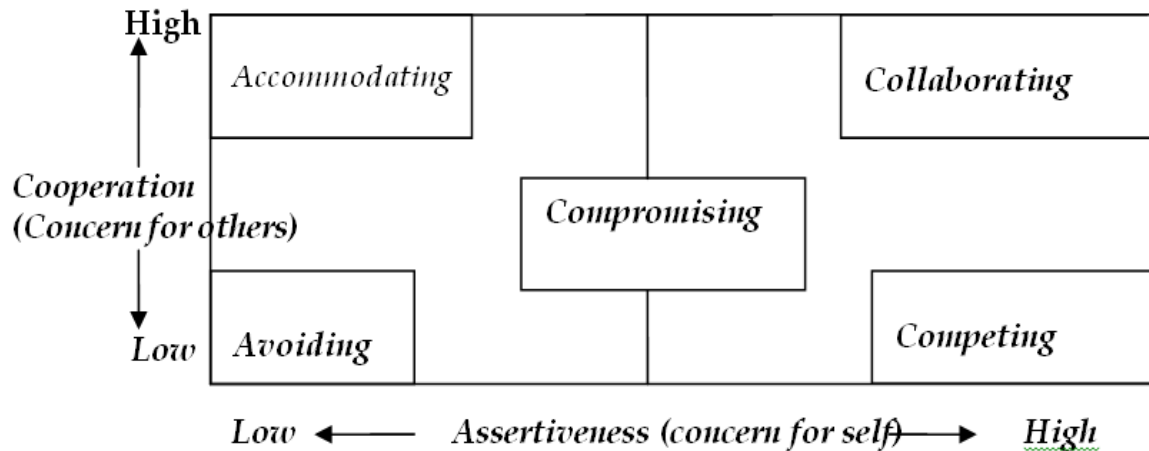
**Competing:** When one employee seeks to satisfy his or her own interests in spite of the impact on the other employees to the conflict, that person is competing.

**Collaborating:** When employees in a department of a bank conflict separately, each employee desire to fully satisfy the concern of all employees, there is cooperation and a search for a mutually beneficial outcome. In collaborating, the employees intend to solve a problem by clarifying different rather than by accommodating various points of view.

**Avoiding:** An employee may recognize a conflict exists and want to withdraw from or suppress it. Examples of avoiding include trying to ignore a conflict and avoiding others with whom one disagrees.

**Accommodating:** employee who seeks to settle an opponent may be willing to place the opponent's interests above his or her own, sacrificing to maintain the relationship.

**Compromising:** In compromising, there is no clear winner or loser. Rather, there is a willingness to ration the object of the conflict and accept a solution that provides incomplete satisfaction of both conflicting concerns. The distinguishing characteristic of compromising, therefore, is that each employee engaged in conflicts intends to give up something.



*Cooperation* The degree to which one tries to satisfy the other person's concerns

## 2.5 Effects of conflict on performance

Armstrong (2006) defines performance in output terms as the achievement of objectives and how these objectives are achieved. High performance results from appropriate behavior, especially discretionary, and the effective use of the required knowledge, skills and competencies. Performance may be understood differently depending on the person involved in the assessment of the organizational performance for instance performance can be understood differently from a person within the organization compared to one from outside (Lebans & Euske2006). According to Gilbert and Ivancevich (2000), performance refers to the act of performing or carrying into execution or recognizable action, achievement or accomplishment in the undertaking of a duty. Cascio(2006) defines performance as working of individuals in an organization to be more effective.

Different conflicts are related with performance of the employee either in positive or negative outcomes. If it manages properly, it will bring catalyst for change and can have a positive impact on employee satisfaction and performance of the organization. Conversely, unmanaged conflict negatively impacts both employee satisfaction and job performance. When organizational leaders

ignore workplace conflict, they send a message that unsatisfactory job performance and inappropriate behavior are acceptable.

**Functional or Constructive Conflict:** Robbin (2001) defines functional conflict as the conflict that supports the goals of the group and improves its (group's) performance.

**Dysfunctional/Destructive Conflict:** Dysfunctional conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests overriding the overall interest of the business. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict motivated disinterest in team work (Kinicki and Kreitner, 2008).

## **2.6 Types of Conflict**

Different scholars have tried to classify conflict into various forms. The first classification is the relationship, task and process conflict. There is, however, considerable conceptual overlap between these different forms of conflict (Dirks and Parks, 2003).

### **2.6.1 Task Conflict**

Jehn and Chatman (2000) highlighted that the most favourable type of conflict is task conflict in comparison to relationship conflict and process conflict. As further explained by Jehn and Chatman (2000) task conflict usually occurs when different opinions, viewpoints, decisions and proposed changes arise. If task conflict is at a moderate level, it is deemed to be positive as it promotes creativity, healthy competition among team members that leads to a better outcome.

The better outcome can be achieved as different perspective of team members will lead to discussions. As team members get to share and present their views and opinions, this provides the team members with the satisfaction and fulfilment feeling when working in team. This promotes team members' self-esteem, appreciation and job satisfaction. Therefore, task conflict often includes constructive discussion in which leads to better decision-making and work outcomes.

Disagreements about the task that focus solely on content-related issues can improve team effectiveness and performance. These are disagreements about the content of a task and work goals, such as distribution of resources, procedures and interpretation of facts (John, 1995;

1997). Task conflicts include differences in view points, ideas and opinions, and may coincide with animated discussions and personal excitement.

In contrast to relationship conflict, findings concerning task conflict are not as conclusive. Task conflict has been associated with several beneficial effects such as improving the use of debate within a team (Jehn, et al, 1999), which results in quality ideas and innovation (Amason, 1996; West & Anderson, 1996) and leads to better service delivery (Tjosvold, Dann & Wong, 1992). In addition, studies have shown that task conflict can also be associated with several harmful effects, such as job dissatisfaction, lack of team work (Kabanoff, 1991; Jenn, et al, 1997), and increased anxiety (Jehn, 1997).

### **2.6.2 Relationship Conflict**

Relationship conflict is deemed to be harmful considering the volatility and counter-productive nature that provide a negative impact on the group or team members. Relationship conflict highlights the negative emotions and interpersonal relationships among team members that are not associated to the task (Thomas, 1992; Jehn and Chatman, 2000). This type of conflict leads to delayed projects and poor project outcomes.

Relationship conflicts cause different personalities, attitudes and perceptions among team members. This is one of the contributors of workforce diversity that impose challenges to the management. In addition, relationship conflict not only increases stress and anxiety levels of team members, it also limits team members' decision making skills. Relationship Conflict exists when there are interpersonal incompatibilities among group members, including personality clashes, tension, animosity and annoyance (Jehn, 1995). This type of conflict produces negative individual emotions, such as anxiety, mistrust, or resentment (Jehn, 1995), frustration, tension and fear of being rejected by other team members (Murnighan and Conlon, 1991)

### **2.6.3 Process Conflict**

Process conflict arises when dividing and delegating responsibility and deciding how to get work done (Behfar, Peterson, Mannix and Trochim, 2008). Process conflicts are usually observed in large groups or teams. This is due to the visibility of disputes and frustrations over responsibilities and assignments. For example, disagreements on work allocation and person in charged often caused delays and heated discussions about members' contributions and worth which leads to negativity among team members. However, low level of process conflict is an



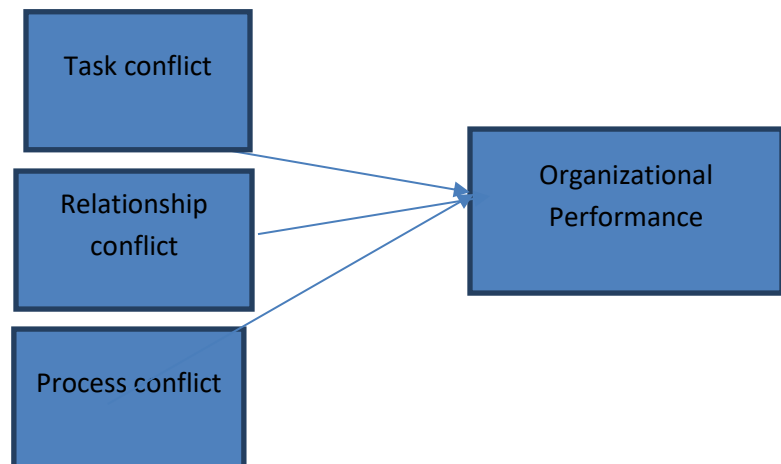
advantage as it promotes motivation and support positive competition among team members. Therefore, process conflicts should be kept at low level as it could trigger jealousy, loss of motivation and job dissatisfaction. This is where it should be controlled in order for managers and team leaders to obtain team effectiveness and satisfaction.

Process conflict refers to disagreement about how a task should be accomplished, individuals' responsibilities and delegation (Jehn & Mannix, 2001), e.g. when group members disagree about whose responsibility it is to complete a specific duty. Process conflict has been associated with lower morale, decreased productivity (Jehn, 1997) and poor team performance (Jehn, 1999).

## 2.7 Conceptual frame work

Based on the literature discussed above, researchers will propose the following framework further explains the relationship between dependent and independent variable of the study.

*Figure 1 Dependent variable and independent variable conceptual frame work*



Source: Developed from Literature Review

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3. INTRODUCTION**

In this chapter, the methodology that was used in the research study is presented. Attempt was made to discuss that the researcher follows in selecting the research design. A detailed explanation was given about sampling procedures, sources and methods of data collection as well as the data presentation, interpretation and analysis procedures. The researcher was use both primary sources such as questionnaires and secondary sources such as researches, documents from the school and education office, international journal articles, etc.

#### **3.1. Research Design and Strategies**

Kothari (2003) defined research design as the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data. According to Burns and Groove (1997), the design of a study is the end result of a series of decisions made by the researcher concerning how the study will be conducted. The design is closely associated with the framework of the study and guides planning for implementing the study. According to Polit and Hungler (1995) research designs vary with regard to how much more structure the researcher imposes on the research situation and how much flexibility is allowed once the study is underway.

The researcher used the Explanatory research design. According to Kothari (2004) explanatory research design seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behavior. This method was preferred because it sought to identify and describe how the independent factors influenced the dependent variable. For this study, the independent variables were Task conflict, Relationship conflict and third Process conflict, while the dependent variable was organizational performance.

#### **3.2. Data Sources and Collection**

The researcher used both primary and secondary sources to collect data. The primary sources of data are the teachers working in the selected high school in Hababo Guduru District and Administration Worker Working in these schools. Primary data for this study was collected using structured questionnaires. Schwab (2005) defined a questionnaire as measuring instruments that asks individuals to answer a set of questions or respond to a set of statement. Mugenda and

Mugenda (2003) and Kothari (2004) defined a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. The overriding objective of the questionnaire was to translate the researcher's information needs into a set of specific statements that respondents were willing and able to answer. It was simple to administer, time saving and a lot of information was collected within a short period. On the other hand, the secondary sources of data were various necessary and related published and unpublished documents distributed by government and non-governmental organizations locally, nationally, and internationally which are related to the study. Kothari (2004) defined secondary data as data that is already available, referring to the data which have already been collected and analyzed by someone else.

**Questionnaire (Schedule) Administration (Primary Data):** The questionnaire was guided by the research objectives which formed the sections of the questionnaire mainly intended to collect data from the teachers and Administrative Workers who are in the Hababo Guduru District school to collect the relevant primary data. Basically, the questionnaire was designed to collect data in relation to the characteristics of the school.

**Observation** includes taking a sample from sampled schools to check the failed data and practically see.

**Documentary** includes policies and strategies, annual reports, statistical publications. Both qualitative and quantitative data type for triangulation purpose were used. The researcher was follow the following ethics in procedures of data collection: avoid long, ambiguous questions and repetitive language, while sections within the form was clearly sequenced for added clarity and cohesion. The questionnaire was kept brief to reduce respondent fatigue and boredom. It was used mostly with close-ended and open-ended as the main instruments in assessing government support impact factors.

**Procedures of data collection:-**In data collection, the researcher used business research ethics to prevent the problems that created during data collection and for the success of the appropriate thesis data collection:- Obtaining Voluntary and Informed Consent, Handling Deception, Not to Cause Harm to Subjects, Avoiding Conflicts of Interest, Ethical Reporting.

### 3.3. Population and Sampling Procedures

#### 3.3.1 Population

Cooper and Schindler define population as the total collection of elements from which individuals wish to draw a conclusion. The target population interest of this study is the teachers and Administration Workers of the Dadu High school in Hababo Guduru District as well as the District's education office head. The research was interested in the Effects of Organizational Conflict on organizational performance.

*Table 3. 1 Population Distribution*

Department	Number of Employees	Percentage
Language	17	18
Mathematics	17	18
Natural Science	26	27
Social Science	17	18
Administration	18	19
Total	95	100

Source: (Dadu highschool, 2020)

#### 3.3.2 Sampling size and Design

According to Nesbary (2007) a sample is a subset of a population that has been selected and contains the characteristics of a population. According to this study, the sample size was proportional to the population size in each department at Dadu highschool.

##### 3.3.2.1 Sample Size

Sample size is the finite part of a statistical population whose characteristics are researched in order to gain information about the organization (Naoum, 2009). The criteria used when deciding the sample size is the extent to which the sample is representative of the population. The sample size for this study was 95 employees working at Dadu highschool since it is a census; all the employees were involved in the research since the number of Employees are small.

table 3. 2 sample Distribution

Department	Number of Employees	Percentage
Language	17	18
Mathematics	17	18
Natural Science	26	27
Social Science	17	18
Administration	18	19
Total	95	100

Source: (Dadu highschool, 2020)

### 3.4. Procedures of presentation, analysis and interpretation

#### 3.4.1. Data presentation

Both quantitative and qualitative data presentation techniques were used whichever appropriate. Quantitative data collected through questionnaire and observation was presented using tables and diagrams. Besides data collected using observation is presented in a narrative way to triangulate the data collected by questionnaires and quantitative analysis results and findings.

#### 3.4.2. Data analysis method

The primary data that collected through questionnaire was analyzed qualitatively and quantitatively. Data collected using different methods was analyzed using descriptive, inferential statistics and explanatory processes with the help of SPSS. Descriptive statistics is used to provide details of Effects of Organizational Conflict on its Performance in case of Dadu high school, Hababo Guduru District. To evaluate the effects of Organizational Conflict on Performance in case of Selected High schools in Hababo Guduru Woreda, the researcher was used multiple regression analysis because in case the title effects of Organizational conflict on its performance, dependent variable (Organizational performance) is not continues, and also there are two and more than two independent variables (Organizational conflicts such as Task conflict, Relationship conflict, Process conflict). The researcher was use multiple regression analysis to investigate the relationship between these dependent variable (Organizational/teachers performance) and independent variables (Organizational conflicts: Task Conflict, Relationship Conflict, and Process Conflict).

The value of a dependent variable is defined as a linear combination of the independent variables plus an error term. It can be shown by the following form.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \epsilon_i$$

**Where:** - Y is dependent variable (school/teachers' performance)

$\beta_k$  are regression coefficients,

$X_k$  are column vectors for independent variables

$\epsilon_i$  is vector of error of prediction.

The regression coefficients were interpreted as the change in the expected value of Y associated with a one-unit increase in an independent variable, with the other independent variables held constant.

The reason that the researcher used *Multiple regression* with equation ( $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_k X_k + \epsilon_i$ ) is that, the number of independent variable is three that is Task conflict, Relationship conflict, process conflict that is *Organizational Performance*. There can be different factors which can affect Organization performance, but the researcher specifically focused only these three conflicts, not other factors.

### 3.5 Reliability and Validity

Validity is the degree to which a measure accurately represents what it is supposed to. It is concerned with how well the concept is defined by the measure(s). Therefore this study tried to addresses validity through the review of literature and adapting instruments used in previous research. On the other hand Reliability is concerned with the internal consistency of the items. To test the reliability of the Likert scale used in this study, reliability analysis was done using Cronbach's Alpha as the measure. A reliability co-efficient of  $\alpha \geq 0.7$  was considered adequate. In this case, a reliability co-efficient of 0.879 was registered indicating a high level of internal consistency for the Likert scale used as shown in table 3.3 below.

*Table 3. 3 Reliability Analysis of the questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.954	19

*Source surve,2020*

### **3.6 Ethical consideration**

In this study, ethical issue was taken in to consideration. The respondents were assured that the response they give as used with complete confidentiality of the research and the participants informed about the purpose of the questioner by the researcher. While collecting and analyzing the data the name of the participants remained confidential and questionnaires were administered without interrupting the normal work place. The researcher was open and honest when communicating with the respondent.

# **CHAPTER FOUR**

## **RESULTS AND FINDINGS**

### **4. INTRODUCTION**

This chapter presents the results and findings of the study of the research questions with respect to the data information collected from the respondents. The chapter begins with the analysis and reports on General information with respect to the respondents and finally the last part covers on the inferential statistics showing the regression coefficient analysis and the correlation test. A total of 95 questionnaires were administered and 89 were realized. This translates to a response rate of 93.7%. The findings were then presented in the same order as the research questions.

#### **4.1 General Information**

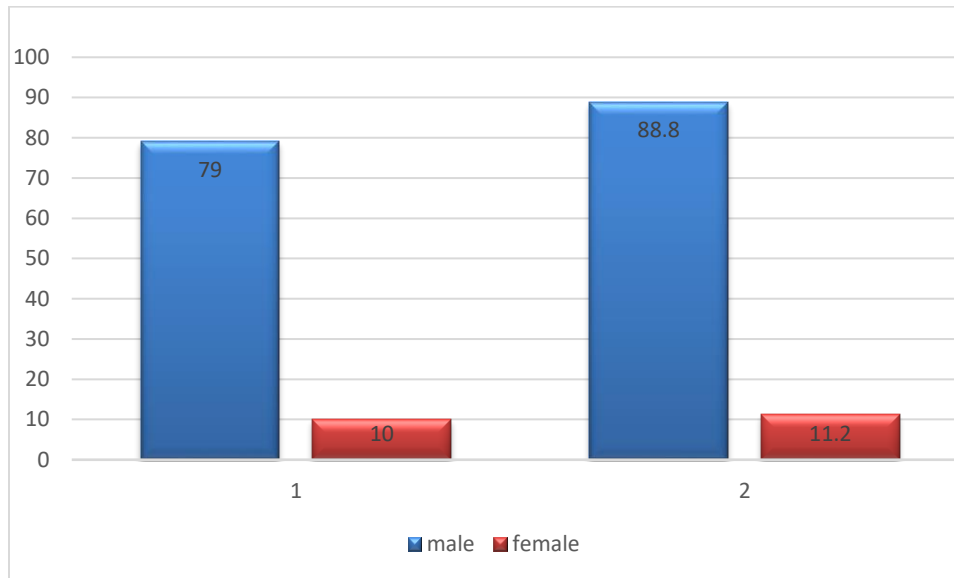
The general information about the respondents was collected based on sex, age, marital status Education level, department of work and the years of experience. Majority of the respondents were male (88.8%), between 31-40 years (57%), most of the respondents had BA degree (73%) and majority had worked for the organization for a period of 11-15 years (45%). This was collected in order to ascertain the quality and link of responses given in relation the Effects of Organizational Conflict on organizational Performance at Dadu high school.

The section also sought to ensure there was age diversity of respondents such that all ages were represented in the study and to ascertain whether the age of the respondents affected the quality of responses, education levels of the respondents and if there was a link of the responses in relation to the effects of organizational conflict on organizational performance. In addition, the years of work experience of the respondents sought to ascertain whether the respondents had worked long enough to be knowledgeable on the area of the study, and if this influenced their responses on the effects organizational conflict on organizational performance.



### 4.1.1 Gender of the Respondents

Figure 2 Gender of Respondents



(Source: Researcher's Survey)

The graph above revealed that 88.8% of the respondents were males and the rest 11.2% of the respondents were females. This indicates that most of the respondents were found to be males.

### 4.1.2 Age of Respondents

table 4. 1 Age of Respondents

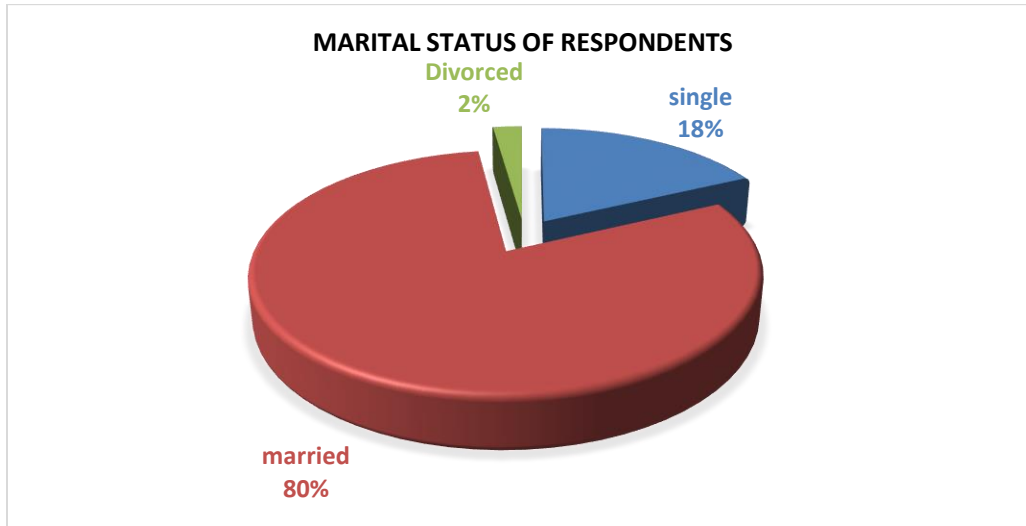
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-25	6	6.7	6.7	6.7
26-30	29	32.6	32.6	39.3
31-40	51	57.3	57.3	96.6
above 40	3	3.4	3.4	100.0
Total	89	100.0	100.0	

(Source: Researcher's Survey)

From 89 respondents, it was found that 6.7% of the respondents were between 21-25 years old, 32.6% were between 26-30 years old, 57.3% were between 31-40 years old, 3.4% of the respondents were above 41 years old as shown in chart 4.1 above. It is concluded that majority of the respondents age were between 31-40.

### 4.1.3 Marital Status of Respondents

Figure 3 Marital Status of Respondents



(Source: Researcher's Survey)

From 89 Respondents, it was found that 80% of the respondents were married, 18% of the respondents were single and 2% of the respondents were divorced as shown chart 4.3 above.

From This general information we conclude that majority of the respondents were married.

### 4.1.4 Education of Respondents

table 4. 2 Educational level of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	5	5.6	5.6	5.6
BA degree	65	73.0	73.0	78.7
Valid Master	19	21.3	21.3	100.0
Total	89	100.0	100.0	

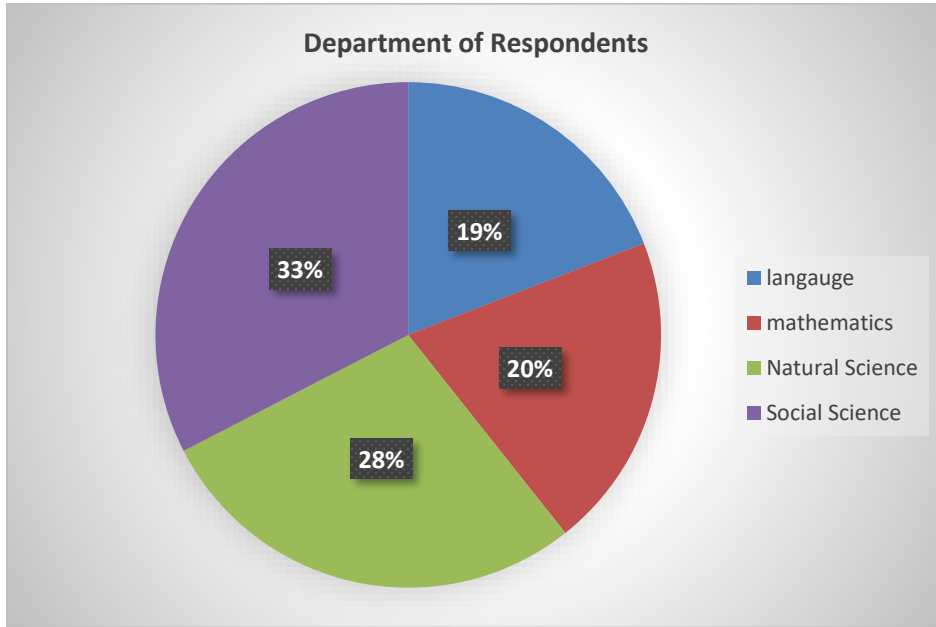
(Source: Researcher's Survey)

From the general information provided on the level of education, it was found that 5.6% of the respondents are Diploma holders, 73% of the respondents are Degree holders, 21.3% of the

respondents had post graduate degree as their highest level of Education. The majority (73%) of the respondents are Degree holders as shown in Chart 4.3 above

#### 4.1.5 Department of respondents

Figure 4 Department of Respondents



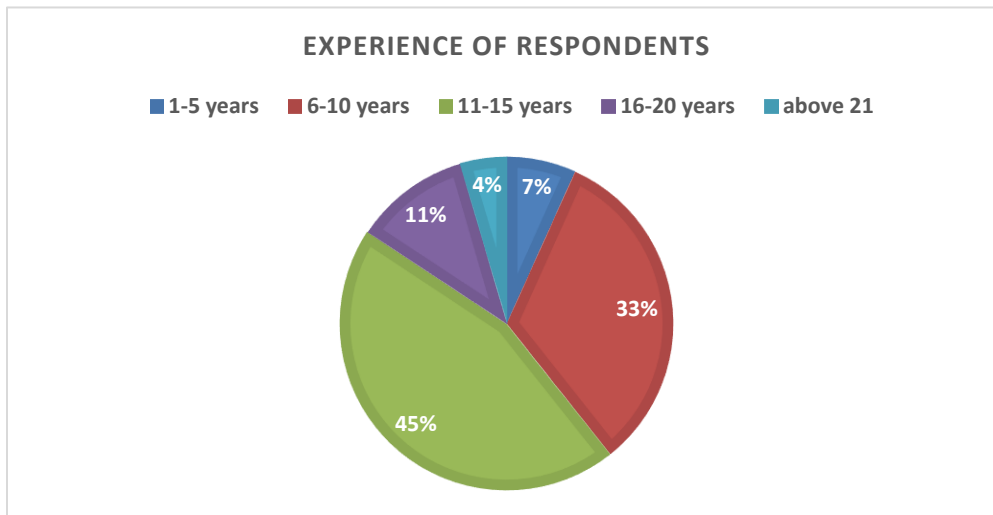
(Source: Researcher's Survey)

From the information provided by the respondents it was found that 19% of the respondents were Language department, 20% of the respondents were Mathematics department, 28% of the were Natural science department ,33%% of the respondent were Social Science department. The majority 33%) of the respondent were Social science department as shown in Table 4.4 above.

#### 4.1.6 Period worked for the Organization

From the general information based on the work experience in the organizations, it was found that, 7% of the respondents had 1-5 years of job experience, 33% of the respondents had 6-10 years of job experience ,45% of the respondents had 11-15 years of job experience ,11% of the respondents had 16-20 years of job experience and 4% of the respondent had greater than 21 years of job experience. The majority (45%) of the respondents had 11-15 years of experience as shown in Chart 4.5 above.

Figure 5 Experience of Respondents



(Source: Researcher's Survey)

From the general information of the respondents, it is observed that, there was a good representation of respondents in terms of sex, age and level of education. There was also a good distribution of respondents with different years of experience in all the departments of work at the Dadu High school.

#### 4.2 Existence of Conflict and perception on Conflict

In Dadu high school the existence and perception of school members on conflict is responded as the following by staff members.

table 4. 3 Existence of conflict and perception on Conflict

S.N	Questions	Response	Frequency	Percent
1	Have you ever encountered conflict with people in your work place?	Yes	49	55.0
		No	40	45.0
2	With whom do you get in to conflict?	Administrative staff	14	15.7
		Academic staff	43	48.3
		Students	32	38.0
3	How Frequent is conflict in your	Very frequent	3	3.4

school?				
		Not frequent	41	46.1
		Frequent	45	50.6
4	Which parties in your school are frequently get in into conflict?	Academic staff with Academic staff	15	16.9
		Academic staff with Administrative staff	21	23.6
		Administrative staff with Administrative staff	18	20.2
		Academic staff with students	24	27.0
		Administrative staff with students	2	2.2
		Students with students	9	9.0

(Source: Researcher's Survey)

55% of the respondents responded they encountered conflict with people in their Organization, while 45% of the respondent responded not. The respondents sked with whom they get in to conflict in their Organization majority of the respondents (48.3%) responded with Academic staff (Teachers in this case),38.0% of the respondents responded with students and 15.7% of the respondents responded with Administrative staff. (50.6%) of the respondents responded the conflict in the school in frequent,46.1% of the respondents responded not frequent and 3.4% of the respondents responded in very frequent. Again the respondents asked Which parties in their school are frequently get in into conflict. Majority (27%) of the respondents responded Academic staff with students,23.6% of the respondents responded Academic staff with Administrative staff, 20.2% of the respondents responded Administrative staff with Administrative staff,16.9%of the respondents responded Academic staff with Academic staff,9% of the respondents responded Students with students and 2.2% of the respondents responded Administrative staff with students.

Table 4.3 shows the conflict encountered in the school between the members of the school in frequent. Conflict occurred between Academic staff and students at most present.

### 4.3 Effects of Conflict

Organization Effects of conflict can be many, but the major Effects of conflict divided in to three: Personal factors, structural factors and communication factors.

#### i. Personal factors

- ❖ Are the following personal factors affecting your Organization? Tick the answer ‘yes’ or ‘no’.

*table 4. 4 Personal factors*

S.N	Items	Response	Frequency	Percent
1	Emotions	1	66	74.2
		2	22	24.7
2	Attitude	1	70	78.7
		2	19	21.3
3	Skill and responsibility diversity	1	51	56.0
		2	38	44.0
4	Personalities	1	33	37.1
		2	56	62.9
5	Jealousy	1	37	41.6
		2	52	58.4
6	Value and Ethics	1	59	66.3
		2	30	33.7

(Source: Researcher's Survey)

Key terms: 1= yes, 2=No

74.2% of the respondents responded yes as Emotions is Effects of conflict, while 24,7% responded No. In response to Attitude whether it is Effects of conflict in Organization 78.7% of the respondents responded yes while 21.3% of the respondents answered no.56% of the respondents responded yes for skill and responsibility diversity as Effects of conflict, while 44% of the respondents responded no. For personality whether it is Effects of conflict in Organization

37.1% of the respondents responded yes and 62.9% of the respondents responded no. 41.6% of the respondents responded yes as Jealousy is Effects of conflict in organization, while 58.4% of the respondents responded no. In response to Value and ethics is Effects of conflict in organization 66.3% of the respondents responded yes and 33.7% of the respondents responded no. Overall, table 4.4 shows that personal factors occur in the High school. Personal factors causes effects of conflict between 37.1% and 78.7% percentage. From the table we conclude that the most effects of conflict under personal factors In Dadu Highschool are Attitude, Emotions, Value and Ethics, Skill and responsibility diversity, Jealousy, and Personalities.

## ii. Structural factors

- ❖ Are the following Structural factors affecting your Organization? Tick the answer ‘yes’ or ‘no’.

*table 4. 5 structural factors*

S.N	Items	Response	Frequency	Percent
1	Goal difference	1	59	66.3
		2	30	33.7
2	Status inconsistence	1	48	53.9
		2	41	46.1
3	Interdependence	1	44	49.4
		2	45	50.6
4	Relationship among the authorities	1	45	50.6
		2	44	49.4
5	Scarcity of resources	1	69	77.5
		2	20	22.5
6	Unclear Job boundary	1	52	58.4
		2	37	41.6

(Source: Researcher's Survey)

Key terms: 1='yes' 2='No'

66.3% of the respondents responded yes as Goal difference is effects of conflict, while 33.77% responded No. In response to Status inconsistence whether it is effects of conflict in Organization 53.9 % of the respondents responded yes while 46.1% of the respondents answered no. 49.4% of the respondents responded yes for Interdependence as effects of conflict, while

50.6% of the respondents responded no. For Relationship among the authorities whether it is effects of conflict in Organization 77.5% of the respondents responded yes and 22.5% of the respondents responded no. 74.2% of the respondents responded yes as Scarcity of resources is ceffects of conflict in organization, while 25.8% of the respondents responded no. In response to Unclear Job boundary is effects of conflict in organization 58.4% of the respondents responded yes and 41.4% of the respondents responded no.

In general table 4.5 shows structural factors more effects of conflict in High school Dadu are Scarcity of resources, Unclear Job boundary, Goal difference, status inconsistence, Relationship among the authorities and Interdependence respectively in in percentage.

### III. Communication factors

- ❖ Are the following Communication factors affecting your Organization? Tick the answer 'yes 'or 'no'

*table 4. 6 Communication factors*

S.N	Items	Response	Frequency	Percent
1	Distorted message	1	29	32.6
		2	60	67.4
2	Use of Jargon(Technical terms)	1	10	11.2
		2	79	88.8
3	Errors in perception	1	51	57.3
		2	38	42.7
4	Information overload	1	55	61.8
		2	44	38.2
5	Lack of communication skill	1	45	50.6
		2	44	49.4
6	Emphatic	1	44	49.4
		2	45	50.6

(Source: Researcher's Survey)

Key terms: 1='Yes 2='No'

32.6% of the respondents responded yes as Distorted message is effets of conflict, while 67.4% of the respondents responded No. In response to Use of Jargon (Technical terms) whether it is ceffects of conflict in Organization 11.2 % of the respondents responded yes while 88.8% of the



respondents answered No. 57.3% of the respondents responded yes for Errors in perception as effects of conflict, while 42.7% of the respondents responded No. For Information overload whether it is effects of conflict in Organization 61.8% of the respondents responded yes and 38.2% of the respondents responded No. 50.6% of the respondents responded yes as Lack of communication skill is effects of conflict in organization, while 49.4% of the respondents responded No. In response to Emphatic is effects of conflict in organization 49.4% of the respondents responded yes and 50.6% of the respondents responded No.

In general table 4.6 shows communication factors more effects of conflict in High school Dadu are Information overload, Errors in perception, Lack of communication skill, Emphatic and Distorted message respectively in in percentage.

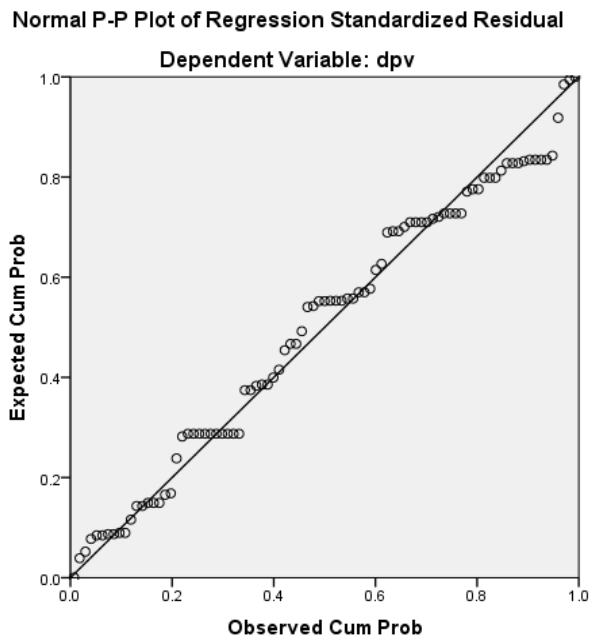
Generally, the above study indicates three major effects of conflict in Dadu high school are Attitude, Scarcity of Resources and Emotion.

#### 4.4 Multiple Regression analysis for Method Preference

##### Testing Assumptions of linear Regression

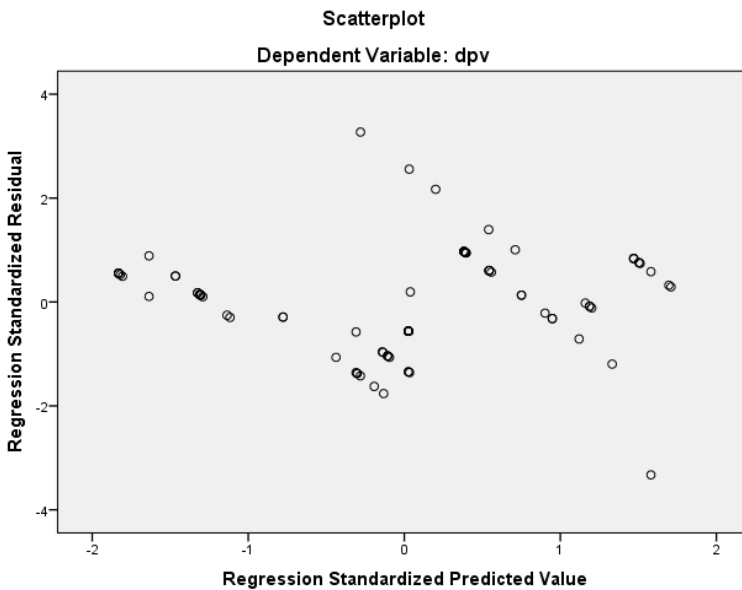
**Normality:** The residuals of the regression should follow a normal distribution.

*Figure 6 Normality*



**Homoscedasticity:** whether residuals are equally distributed, or whether they tend to bunch together at some values, and at other values, spread far apart. If there are points equally distributed above and below zero on the X axis, and to the left and right of zero on the Y axis.

*Figure 7 Homoscedasticity*



**Multicollinearity:** Refers to when predictor variables are highly correlated with each other.

An easier way to check multicollinearity is using VIF values. You want these values to be below 10.00, and best case would be if these values were below 5.00 or Tolerance must greater than 0.1. Table 4.9 below shows VIF is less than 10 and  $t = \text{Tolerance}$  greater than 0.1 this implies multicollinearity does not exist.

**Linearity:** means that the predictor variables in the regression have a straight-line relationship with the outcome variable. If residuals are normally distributed and homoscedastic then linearity will appear. Table 6 and table 7 above shows linearity.

The multiple regression was employed to test the relationship between independent variable (task conflict, Relationship conflict, Process conflict) and dependent variable (Organizational performance) in case Dadu High school in Hababo Guduru Woreda, Oromia.

*table 4. 7 Model Summary*

<b>Model Summary<sup>b</sup></b>					
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.919 <sup>a</sup>	.844	.838	.31955	1.004

a. Predictors: (Constant), Task conflict, Relationship conflict, process conflict

b. Dependent Variable: Organizational performance

R-value of model summary represent multiple correlation and is 0.919 (the R-column) which indicates the high degree of correlation among independent Variables (Organizational conflict) and Dependent Variable (Organizational performance). That is 91.9% indicates that there is strong relationship between the dependent variable and independent variables.

R-square (R-column) (also called the coefficient of determination) indicates how much the total variation in the dependent variable that is Task conflict, Relationship conflict and process conflict can be explained by the independent variable that is Organizational Performance, in this case the value of R-square which is 84.4% is very large. And 15.6% (100%-84.4%) of the variation is caused by factors other than the predictors included in this model.

Adjusted R-square indicates that percentage of variance in the dependent variable or outcome variable explained by the independent variable or predictor variable. In this case, 83.8% of the variance in Organization performance can be explained by organizational conflict (task conflict, relationship conflict, process conflict).

ANOVA shows how well the regression equation fits the data, that is predicts the dependent variable and is shown below:

*table 4. 8 ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.851	3	15.617	152.935	.000 <sup>b</sup>
	Residual	8.680	85	.102		
	Total	55.531	88			

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Task conflict, Relationship conflict, Process conflict

ANOVA indicates that the regression model predicts the dependent variable (Organization performance) significantly well. The P-value is .000, which is less than 5%. This indicates that the overall regression model statistically significantly predicts the outcome variable that is it is good fit for the data.

To predict independent variable from dependent variable as well as determine whether dependent variable contributes statistically significantly to the model (by looking at the sig. column), Furthermore we can use the column in the “**B**” Column under the unstandardized coefficients column shown below.

*table 4. 9 Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	1.689	.104		16.230	.000		
	idp1	.620	.041	.893	15.202	.000	.533	1.877
	idp2	-.035	.045	-.046	-.793	.030	.554	1.805
	idp3	.041	.017	.115	2.393	.019	.794	1.259

a. Dependent Variable: dpv

From the above model, it is clear that there exists a positive relationship between organizational performance (Y) and Task conflict(X1), process conflict (X2) and negative relationship between the Organizational Performance (Y) and Relationship conflict (X4).

Of the three (3) independent variables, only task conflict and process conflict contribute moderately to organizational performance where task conflict contributes slightly more to organizational performance ( $\beta=0.893$ ,  $p<.05$ ) compared to process conflict ( $\beta=0.115$ ,  $p<.05$ ). Negative significant contribution was found between relationship conflict and organizational performance.

Results from the study indicated that organizational conflicts do exist in this organization. The four (4) major findings of the research are:

- (i) There is a moderate positive relationship between task conflict and Organizational performance.
- (ii) There is negative significant relationship between relationship conflict and Organizational performance
- (iii) There is a moderate positive relationship between process conflict and Organizational Performance and
- (iv) Task conflict mostly effect Organizational performance

#### **Previous studies**

Researcher demonstrated advanced previous studies related to study topics:

- ❖ **Dr, Korir Jacqueline, Eliza Buyeke Kisii University, Eliza Buy eke, Milka Wafula, Joseph Musyoki Rongo (2015)**, Effects of interpersonal conflict on organizational performance in selected hotels in Kisiitown, Kenya

**Result:** There existed a negative relationship between organizational performance and relationship conflict, task conflict and outcomes of conflict and positive relationship between the Organizational Performance and strategies to manage conflicts.

- ❖ **Idaya Husna Mohda, Muhammad Khalil Omara, Tengku Nural Tengku Asria (2016)**, Organizational Conflicts: The Effects on Team Effectiveness in a Malaysian Statutory Body

**Result:** The goal of this paper is to investigate the effects of Three (3) types of organizational conflicts (task conflict, relationship conflict and process conflict) toward

team effectiveness in a Malaysian statutory body. Based on the findings of this research, both task conflict and process have a moderate positive relationship with team effectiveness while there are no relationship between relationship conflict and team effectiveness.

## **4.5 Discussion**

The purpose of this study is to investigate the effect of organizational conflict on organizational performance in case of Dadu Highschool. Findings are presented in frequency tables. The presentation is aligned to the research questions and covers on the reports of the Effects of conflict, effects of Task conflict on organizational performance, effects of relationship conflict on organizational performance, and effects of process conflict on organizational performances and finally the last part covers on the inferential statistics showing the regression coefficient analysis.

table 4.10 shows Existence of conflict and perception on Conflict of school Employees. The finding shows the conflict occurred among the employees of the school and frequently between Academic staff and Students of the school. The causes of Effects of conflict in Dadu High school were divided in to three The first is Personal factor The finding indicates the most effects of personal factors in school are Attitude and Emotions. The second is structural factors Table 4.5 shows the most personal factors that cause of Effects in Highschool are scarcity of resources and Unclear job boundary. The third is communication factors table 4.6 shows shows the most communication factors that cause of Effects in Highschool are Information overload and Errors in perception.

Generally the finding indicates there is assess of level of conflict in Dadu Highschool and the most causes of Effects of conflict in Highschool are attitude, scarcity of resources and Emotion.

Multiple regression of the study indicates that Task conflict and process conflict positively influences organizational performances and Relationship conflict negatively influence organizational performance at Dadu High school. The influence extent from the regression model shows that change of Task conflict by one unit increases the organizational performance by 62%, change in the relationship conflict by one unit decreases the organizational performance

by 0.035 and change in the process conflict by one unit increases the performance organization by 0.043. Therefore, it can be concluded that task conflict highly and positively influences organizational performances at Dadu high school. The next chapter summarized the results, conclusions and gave recommendations for the study.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMANDATIONS

#### 5.1. Introduction

This chapter presents a summary of the study, conclusions, and recommendations based on the implications of the study findings. The chapter commences with the summary of the study with a special focus on the problem statement, objectives, findings, and general implications of the study; concomitantly, the second part articulates conclusions, the third part of the chapter deals with the recommendations for research and practitioner.

#### 5.2 Summary of Findings

The predominant purpose of this study was to assess the effects of Organizational conflict on organizational performance in case of Dadu High school in Hababo Guduru Wereda. The researcher was used both primary and secondary sources to collect data. The primary sources of data were the employees working in Dadu High school On the other hand, the secondary sources of data were various necessary and related published and unpublished documents distributed locally, nationally, and internationally which are related to the study.

Finally, individual respondent employees were selected using census sampling technique since populations were small, homogeneous & readily available. The number of respondents included in the sample was 95 employees that includes all teachers (Academic staff ) and Administration Staff from which 89 respondents were filled the questionnaire appropriately whereas 6(six) respondents were not responded.

To evaluate the effects of Organizational conflict on organizational performance, the researcher was used **Multiple regression analysis** because it is a statistical tool for the investigation of relationship between variables. The respondents were asked the major Effects of conflict in High school are Personal factors and structural factors.

R-value of model summary represent simple correlation which is 91.9% indicates that there is strong relationship between the independent variable (Task conflict, Relationship conflict, Process conflict) and dependent variable (Organizational performance).



R-square (R-column) which is 84.4% indicates that variation in the dependent variable (Organizational performance) is explained by the independent variable (Task conflict, Relationship conflict, Process conflict).

The ANOVA indicates that the overall regression model statistically significantly predicts the outcome variable that is it is good fit for the data.

The coefficient table shows that independent variable has Effects on dependent variable that is Task conflict and Process conflict are positive and significant relationship with organizational performance while relationship conflict is negative relationship with organizational conflict in Dadu high school.

### **5.3 Conclusion.**

The aim of this study is to identify the effects Organizational conflict on organizational performance in case of Dadu High school in Hababo Guduru Woreda. From the research findings, conclusions can be drawn based on the independent variables; task conflict, relationship conflict and process conflict and their effects on the dependent variable organizational performance.

The first research objective was to assess causes of conflict in School. The finding led to a conclusion that major causes of organizational conflicts are Personal factors and Structural factors like attitude, scarcity of resources and Emotion.

The second research objective was the effects of task conflict on organizational performance. The finding led to a conclusion that there was a positive and significant relationship between organizational performance and task conflict. This implied that the higher task conflict in the school, more school performance increased.

The Third Research Objective was the effects of relationship conflict on organizational performance. The finding led to a conclusion that there was a no significant relationship between relationship and Organizational performance.

The Fourth Research Objective was the effects of Process conflict on organizational performance. The finding led to a conclusion that there was a positive and significant

relationship between relationship and Organizational performance. This implied that the higher process conflict in the Dadu High school, more organizational performance.

#### **5.4 Recommendations**

The researcher was analyzed the Effects of Organizational Conflict on Organizational Performance in case of Dadu high school and forwarded the following recommendations based on the finding of this study: -

- Management of school should encourage and promote interpersonal relationships among co-workers to improve on their morale that create good feeling and increased positive attitude.
- Government should Direct Resources to Schools and Grade Levels With the Highest Needs
- expose employees to organization conflict management through workshops and seminars time to time for the Employees.
- Finally, good leadership on the part of management and employee representatives can be a strategy for preventing un wanted conflicts.

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# APPENDIX 1

## QUESTIONNAIRES

**Dear Respondents,** I am MBA (Masters of Business Administration) student at Jimma University. I want to do Research on the title *“Effects of Organizational Conflict on organizational Performance.”* So I want your cooperation to fill me these questionnaires. It has no impact on you since it is just for the Academic purpose.

### NOTE

- ✓ *Please do not write your name while filling the questionnaire.*
- ✓ *Tick or circle your answer in the box*

### I. Respondent's profile

1. Sex: Male  Female
2. Age: 15-20  21-25  26-30  31-40  Above 40
3. Marital status: Single  Married  Divorced  Widowed
4. Educational level: Diploma  BA degree  Master   
Other (please specify) \_\_\_\_\_
5. Which Department are you working in?  
Language  Mathematics   
Natural Science  Social Science

6. How long have you worked for the organization?

- Less than one year  1-5 year  6-10 year  11-15 year  16-20 years   
Above 21 year

### II. Existence of conflict and perception on conflict

1. Have you ever encountered conflict with people in your work place?  
Yes  No
2. With Whom do you get into conflict?  
Administrative staff  Academic staff



Students  Others(please specify)\_\_\_\_\_

3.How frequent is conflict in you school?

Very frequent  Not frequent

Frequent  Other(please specify)\_\_\_\_\_

4. Which parties in your school are frequently get into conflict?

Academic staff with Academic staff  Academic staff with Aministrative staff

Administrative staff with Administrative staff  Academic staff with students

Students with students  Other (please specify)\_\_\_\_\_

### Effects of conflict

The Effects of conflict in an organization can be broadly classified in to three: personal factors, structural factors and communication factors.

1.Is the following personal factors affecting your organizations? Tick the answer

S.N		Yes	No
1	Emotions		
2	Attitude		
3	Skill and responsibility diversity		
4	Personalities		
5	Jealousy		
6	values and Ethics		
	Others (please specify) - _____		

2. Is the following structural factors affecting your organizations? Tick the answer 'yes or no'

S.N	Items	Yes	No
1	Goal difference		
2	Status inconsistencies		
3	Interdependence		
4	Relation Ship among the authorities		
5	Scarcity of resources		
6	Unclear Job boundary		
	Others(please specify)_____		

3. Is the following structural factors affecting your organizations? Tick the answer 'yes or no'

S.N	Items	Yes	No
1	Goal difference		
2	Status inconsistencies		
3	Interdependence		
4	Relation Ship among the authorities		
5	Scarcity of resources		
6	Unclear Job boundary		
	Others(please specify)_____		

Are there any another sources of conflict to mention out of what said above? If yes, please

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**III: ORGANIZATIONAL PERFORMANCE.** This section contains statements assessing the performance in your school. Please tick as appropriate in the boxes using a tick (√) or cross mark (x) the statement that describes your agreement or disagreement with each of the statements.

1= strongly dis-agree    2= Dis-agree    3= Neutral    4= Agree    5= Strongly-agree

S.N	Items	1	2	3	4	5
1	Conflict management increase quality performance in High school					
2	Better conflict management in High school contribute for performance of school					
3	Conflict management may prevent wasted time and help an organization achieve its goals					
4	An individual frustration when a certain obstacle stands in the way of him or her achieving his goal has effect on school performance					
	<b>Task conflict related questions</b>					
1	Having different opinion affect organizational performance					
2	Peoples different view -points affect organizational performance					
3	Decision Conflict(conflict decision) has effect on organizational performance.					
4	Task conflicts have an effect on school performance					
5	I state my true feeling when dealing with conflict.					
	<b>Relationship conflict related questions</b>					
1	Negative emotion has effects on organizational performance					
2	Interpersonal relationship has effect on organizational performance					
3	Personalize among team members affects organizational performance					
4	Attitude among team member has effect on organizational performance					
5	Perception among team member has effect on organizational performance					
6	I share my positive attitude, hoping they do the same					
	<b>Process conflict related questions</b>					
1	Carrying out responsibility increase organizational performance					
2	Assignment of work increase performance of the organization					
3	Delegation affect organizational performance					

**I.** Anything/ additional idea do you have about effects of Organizational conflict on its performane \_\_\_\_\_

---

*Thank you for your kind cooperation*

## APPENDIX 2

### CLASSIFICATION OF ORGANIZATIONAL CONFLICT AND RELATIONS OF EACH CLASSIFICATION WITH ORGANIZATIONAL PERFORMANCE

#### 1. Analysis result of Organizational conflict and organizational performance.

*table 1 Model summary of Task conflict and performance result*

*Model summary of Task conflict and performance result*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.913 <sup>a</sup>	.833	.831	.32664

a. Predictors: (Constant), idp1

b. Dependent Variable: dpv

*table 2 ANOVA of Task conflict and performance result*

*ANOVA of Task conflict and performance result*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	46.249	1	46.249	433.470	.000 <sup>b</sup>
1	Residual	9.282	87	.107		
	Total	55.531	88			

a. Dependent Variable: dpv

b. Predictors: (Constant), idp1

*table 3 Coefficients of Task conflict and performance result*

*Coefficients of Task conflict and performance result*

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.694	.101		16.838	.000
	idp1	.633	.030	.913	20.820	.000

a. Dependent Variable: dpv

## 2. Analysis result of Relationship conflict and Performance.

table 4 Model Summary of Relationship conflict and performance result

Model Summary of Relationship conflict and performance result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 <sup>a</sup>	.344	.336	.64732

a. Predictors: (Constant), idp2

b. Dependent Variable: dpv

table 5 ANOVA of Relationship conflict and performance result

ANOVA of Relationship conflict and performance result

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	19.076	1	19.076	45.527	.000 <sup>b</sup>
1	Residual	36.454	87	.419		
	Total	55.531	88			

a. Dependent Variable: dpv

a. Predictors: (Constant), idp2

table 6 Coefficients of Relationship conflict and performance result

Coefficients of Relationship conflict and performance result

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	19.076	1	19.076	45.527	.000 <sup>b</sup>
1	Residual	36.454	87	.419		
	Total	55.531	88			

a. Dependent Variable: dpv

b. Predictors: (Constant), idp2

### 3. Analysis result of Process conflict and Performance

table 7 Model Summary of process conflict and performance result

Model Summary of process conflict and performance result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481 <sup>a</sup>	.232	.223	.70028

a. Predictors: (Constant), idp3

b. Dependent Variable: dpv

table 8 ANOVA of process conflict and performance result

ANOVA of process conflict and performance result

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.867	1	12.867	26.238	.000 <sup>b</sup>
1	Residual	42.664	87	.490		
	Total	55.531	88			

a. Dependent Variable: dpv

b. Predictors: (Constant), idp3

table 9 Coefficients of Process conflict and performance result

Coefficients of Process conflict and performance result

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.085	.135		22.917	.000
	idp3	.172	.034	.481	5.122	.000

a. Dependent Variable: dpv

