

**CAUSES AND MANAGEMENT OF CONFLICTS IN SECONDARY
SCHOOLS OF GAMBELLA NATIONAL REGIONAL STATE**

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MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

DECLARATION

I, the under signed, declared that this thesis is my original work and that all source of materials used for the thesis have been duly acknowledged.

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The thesis on the Title major causes of conflict and management practices in secondary schools of Gambella Regional State is approved as the original work of Tigabu Tekle.

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Acronyms and Abbreviations

ASA-Annual Statistical Abstract

BESO – Basic Education System Overhaul

EdPM- Educational Planning and Management

ESDP- Education Sector Development Programs

GNRS-Gambella National Regional State

GREB-Gambella Region Education Bureau

MoE - Ministry of Education

REB- Regional Education Bureau

UNESCO-The United Nations Educational, Scientific, and Cultural Organization

USAID- United States Agency for International Development

WEO- Woreda Education Office

Abstract

The purpose of this study was to assess causes and management of conflicts in secondary schools of Gambella National Regional State. It examined the view of teachers and principals on conflict, the causes of conflicts, the strategies or mechanisms to resolve conflict, the role of school principals, cluster supervisors and WEOs in managing conflict and challenges encountered during conflict resolution in the study area. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out in proportional allocation to give equal chance for all Woredas of the region followed by lottery method to selected ten (33.3%) secondary schools of Gambella Regional State. Then, 163 teachers were selected using simple random sampling techniques. 10 principals, 10 vice principals, 9 cluster supervisors and 9 WEOs were included in the study by using purposive sampling techniques. 20 department heads and 20 school boards of managements were also included by using simple random sampling techniques. Questionnaire was the main instrument of data collection. Interview and document analysis were also utilized to substantiate the data gained through the questionnaire. Percentage was employed to analyze the quantitative data, while qualitative data which was obtained through open ended questions, interview and document analysis were analyzed using narration. The results of the study revealed that, conflict in these schools viewed as a destructive and teachers are afraid of being victim out of conflicting situations. Dissatisfaction with the decisions made by school leaders, dissatisfaction for working on tasks, improper allocation of benefits and rewards, communication barriers, poor collaboration and relationship between teachers and school principals, lack of management skills, informal relationship of individuals in the same departments with their leaders, unfair evaluation of teachers performance appraisal by their leaders and the presence of individuals who disturb the relationships of department members were the sources of conflict in these schools. On the other hand, the ability of school leaders to manage conflicts and their overall competency to do other managerial activities were very poor. That is, lack of inventing options for mutual gain, improper use of dominating and poor application of scientific steps to resolve conflicts were the problems of conflict resolution strategies. The role of school principals regarding team building and role negotiation as well as the inclination to see or treat all teachers equally was very poor. The role of cluster supervisors and WEOs to guide the problem solving process and be an active member of the interactions in school was also found to be low. Unable to tolerant teachers and school principals each other in conflict resolution process and any conflict considered as a destructive in most teachers due to lack of viewing conflict as a natural, inevitable and a challenge for a change were the challenges to manage conflict in these schools. From the result of the findings, it is possible to conclude that, there is gap of collaboration among the top to the bottom educational leaders in conflict management. Finally, recommendations were drawn based on the findings. The point of the recommendations include: training opportunities on conflict management decision making program for stakeholders such as school principals, teachers and school board of managements through seminars, workshops and discussion forums, develop school level policy and guidelines for conflict management particularly conflict resolution strategies. Moreover, suggestions were forwarded to alleviate/solve the factors that hinder proper implementation of school conflict resolution strategies or mechanisms.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Management is a process of coordinating all resources through the processes of planning, organizing, leading and controlling in order to attain stated objectives of an organization (Sisk and William 1981). Organizations should coordinate in order to achieve both individual and organizational goals and the management has to create an environment in which members can cooperate with each other. However, work groups usually have a tendency to compete for limited resources, power and status, to the extent of disrupting the cooperative efforts, (Van WR 1989).

When people interact with one another for the sake of accomplishing task and attaining their desired objectives in organization setting, it is natural for conflicts to occur. Conflict is a felt struggle between two or more interdependent individuals over perceived incompatible differences in beliefs, goals and values over differences in desires for esteem, control and connectedness (Wilmot & Hocker, 2011). Conflict is also any divergence of interests, objectives or priorities between individual, groups, or organizations to requirements of a task; activity or process (Gardiner and Simmons, 1992).

Plunkett and Raymond (1994) states that several types of conflicts are manifesting in organization, institution, and enterprises such as, intra-personal conflict, interpersonal conflict, structural or group conflict, political conflict, and organizational conflict. According to Roloff (1987), organizational conflict occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services of the organization. Deutsch and Coleman (2000) also stated that, conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually indicates the absence of meaningful interaction.

However, conflict may have either positive or negative effect on organizational performance, depending on the nature of the conflict and how it is managed (Armstrong, 2009). For a group to be effective, individual members need to be able to work in a positive conflict environment. Schein (cited in Plunkett & Raymond, 1994) reported that the manager who chooses to encourage competition in a positive manner may receive one or more of the following benefits: an increase in cohesion within the competing group, an increased focus on task accomplishment, and an increase in organization and efficiency. But some practicing managers view group conflict negatively and thus seek to resolve or eliminate all types of disputes (Dowling et al. 2008). These managers contend that conflicts disrupt the organization and prevent optimal performance. As such, conflicts are a clear indication that something is wrong with the organization and that sound principles are not being applied in managing the activities of the organization.

Furthermore, Browarys and Price (2008), base their approaches on the principles of authority and unity of command to resolve conflict. They believe that conflicts could be resolved or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies. Moran (2001) also views that managing conflict is a philosophy and a set of skills which is used by individuals and groups of people to understand conflict in a better way and to deal with any conflict situation in their respective lives.

Thus, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch and Coleman, 2000). Zikmann (1992) also stated that effectively managed conflicts can help identify previously undetected problems and attitudes and can also help clarify uncertainties and improve overall cooperation. So, conflicts should not totally be seen as evil, but rather as a challenge to effect change. But conflicts affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when poorly managed.

According to Albert (2001), conflict is part of a school because teachers and school leaders have varying ideas about issues; they have different backgrounds and experiences. These differences can cause so much damage to the school if they are not well managed and hence a conflict resolution strategy is too important for school administrators and teachers. In managing conflicts,

it is pertinent to know the causes of such conflicts and the influence it will have on the school system as well as methods of resolving conflict including compromising, accommodating, collaborating, avoiding and competing (Folger, Poole and Stutman, 1997).

However, in order to counteract misbehavior within the school environment, it is useful to operate the view that conflict is a natural and vital part of life. When conflict is understood in a positive manner, it can become an opportunity to encourage learning and creativity. Thus, the synergy of conflict can create new alternatives which replace something that was not possible before the conflict management process took place. Conflict is a part of maturing process and can also result in fear, alienation, withdrawal, attendance problems and academic difficulty (Stader, 2000: 6).

Conflict in schools may arise in different forms. For instance, teachers do not seem to get along with school principals. They do not want to follow school rules and regulations. On the other hand, educational leaders (principals) seem to put pressure on teachers for the uninterrupted operation of the school work. The causes may be difference in individual objectives to that of school objectives, difference in teachers value and perception to that of school leaders, disagreement about teachers role requirement, teachers work activities, individual teachers approaches by their nature and diverse style, and breakdown in communication channel are the main sources of this conflict (Plunkett & Raymond, 1994). As a result, it is now common to speak about the usual occurrence of conflict between principals and teachers. By indicating the causes, Chandan (1994:271) wrote, "wherever there is interaction, there is conflict and it can be considered as an expression of hostility, antagonism and misunderstanding."

Therefore, the task confronting school principals and teachers is to find appropriate ways of reducing conflict such as compromising and negotiation in the school management system (Stader, 2000: 6). Compromising requires individuals to cooperate and exchange ideas. This involves a great deal of negotiation and requires the individuals to be flexible. Dipaola and Hoy (2001: 238) support this approach by mentioning that understanding differences in conflict issues and the relationship between conflict and change helps the school principals and teachers to improve the school climate. The school principal has to ensure that the programme and activities of the school are planned, designed, coordinated and integrated to satisfy the needs of the

personnel (teachers) in the school, the needs and the expectations of the society and meet the educational goals and objectives of the school (Taiwo, 2010).

Moreover, different conflict management strategies such as integrating, compromising, avoiding, dominating, etc. in school have been discussed in common by different scholars at different time such as, Robbins (1989), Chandan (1994), Plunkett and Raymond (1994), Owens (1998), Ghaffar (2004), and Kupparum (2010). Also researchers like, Fikru (1993), Gonie (1998), Gebretensay (2002) and Amare (2013) have done their contribution in Ethiopian context how to manage conflict in reasonable and balanced manner in school environment.

Even though, a great deal of effort have been made by different researchers in investigating conflict in schools and its management strategies, still there are wide gaps of conflict management practices in almost all schools of Ethiopia. The same thing is true in Gambella National Regional State secondary schools.

Now a day, the key issue in Ethiopian school system is to bring quality of education at all levels of education system. To achieve this, managing conflict in schools and give better decisions to resolve conflicts at school level is devoted for improved quality of education in grassroots level. Because conflict in schools made calm the teaching learning process in schools and the effects may be drop out, absenteeism and failures of learners in the success of education.

Therefore, as long as there are interactions in school organization, effective conflict management is essential and school principals and teachers are expected to know the causes of conflict and the possible conflict resolution strategies for smooth operation of schools. To this end, the researcher tried to focus on the causes and management of conflicts as well as the strategies to resolve conflicts between teachers and school principals in secondary schools of Gambella National Regional State.

1.2. Statement of the Problem

A school is a complex social system. It has subunits in which a wide range of activities takes place to seek specific goals (Mathur , 1983: 175). The main participants in the school system are

parents, students, teachers, principals and other staffs with different backgrounds and interests. However, the interaction of these groups and individuals in the dynamic school context may not always be harmonious, and conflicts may be some of the outcomes. Whenever there is interaction, there may be conflict. So, the participants have the potential for producing both highly constructive and destructive consequences for school functioning (Robey, Farrow and Franze, 1989: 172). Whenever individuals with varying needs, values, and personalities come together within school structure, conflict is inevitable (Kinard, 1988: 303).

In a school setting, conflict may arise if leadership within a school does not clearly communicate what is needed and expected from teachers or if what is needed from teachers is unreasonable. When faulty communication is used, individuals generate false assumptions about what is expected. This can lead to disagreement regarding the school's mission, direction, or the objectives and strategies used to accomplish its mission (Center for the Prevention of School Violence, 2002).

As the school principals lead the development of strategy at school level, they should encourage teachers to play a leading role in the development of strategy by participating in the self-evaluation process. The administrative procedures, the capacity of education officials, the nature of their responsibility and accountability, their experience of education management and governance, communication channels, and their individual characteristics all affect the relationship between teachers and school principals (MoE, 2007).

Thus, it is argued that the important elements in the principals' managerial skills include a good educational background, ability to create a good work environment, public relation skills and the ability to communicate well with stakeholders. These elements can be considered as the essence of educational management and, effective management practices of schools may lead to improved performance and productivity. Hence, principals and teachers can make a key contribution to the creation of conducive environment in the school to achieve the goal of school organization (Luck 2011: 3, Naidoo 2005).

According to Workneh (2012), until recently, school management and organization were not given due attention in education policy formulation, education practice and academic research in Ethiopia. Instead education policy documents tend to focus mainly on education access and

equity. Thus, poor school management and decision-making at local level are major challenges in creating equitable access to good-quality of education in Ethiopia. In principle, educational provision can be improved through better management practices, transparency in the use of resources and accountability to all stakeholders such as; community, parents, students, teachers, etc.

Furthermore, researchers such as Fikru (1993), Gonie (1998), Gebretnsay (2002) and Amare (2013) have indicated that conflicts are realities in Ethiopian schools. In line with these findings, Fikru (1993:3) based on MoE reports identified the major conflict generating factors such as; dissatisfaction of some teachers and other workers, unnecessarily dominating (authoritative) principals, dissatisfaction in performance evaluation systems and improper distribution of class loads were the major problems.

Gebretnsay (2002), also stated the problems such as communication problems, outdated rules and guidelines, bad work environment, and the incapability of educational managers to deal with conflicts were some of the common problems which frequently occurred in secondary schools of Addis Ababa.

Moreover, Gonie (1998) concluded based on his findings that, individual characteristics, situational factors, structural related factors, and current causes were the major conflict generating factors. Among these major causes of conflict, teachers' performance evaluation system and the practice of the career development were the main problems for the development of conflict between teachers and principals in Amhara National Regional State secondary schools.

Amare (2013), in his finding reported that, improper distribution of man power, varying insight and perception of conflict issues, inadequate allocation of budget by local governing bodies and competition for scarce resources in schools were seen as the main problems and sources of conflict in Jimma Zone primary schools which were accredited by teachers, principals, and vice principals.

However, roles of cluster supervisors and WEOs in managing school conflicts, challenges to resolve conflicts in schools as well as conflict resolution mechanisms such as mediation and

inventing options for mutual gain are not touched in the above stated researchers in different areas of Ethiopian schools. Hence, since conflict has a dynamic nature, this study is aimed at to fill the gap of the stated researches in Gambella National Regional State secondary schools.

On top of this, from the researcher personal observation and subjective evidence obtained through his ten years experience as a teacher and a principal in the study area, now a day it is common phenomenon to observe the frequent existence of conflict in these schools. Thus, the perception and attitude of school leaders and teachers about conflict and its management strategies seems inappropriate. They see it as destructive rather than productive element. These circumstances moreover inspired the researcher to conduct an investigation on the problem.

Therefore, in light of the stated problems, the major purpose of this study was to investigate the causes and management of conflicts in secondary school teachers and principals as well as efforts were also made to examine what strategies are employed to handle and resolve conflict in Gambella National Regional State secondary schools. Finally, an attempt was made to assess the general view on the concept of conflict. Therefore, in order to carry out these objectives, an attempt was seek answers for the following basic questions.

1. How do teachers and school principals view conflict within school organization?
2. What are the types and causes of conflicts in secondary schools?
3. To what extent various conflict resolution strategies are employed to resolve conflicts in secondary schools?
4. What are the major roles played by principals, supervisors and WEOs in managing conflict in secondary schools?
5. What are the major challenges in managing conflict in secondary schools?

1.3. Objectives of the Study

1.3.1. General objectives

The general objective of this study was to investigate the major causes of conflict and management practices specifically teacher-principal conflict as well as its resolution strategies in secondary schools for the sake of achieving educational goals in Gambella Regional State secondary schools.

1.3.2. Specific objectives

1. To examine teachers and school principals view of conflict in its dynamic nature and inevitable result of differences within school setting.
2. To assess the types and causes of conflicts those frequently occur in the school setting.
3. To examine the extent to which conflict resolution strategies are employed to manage conflict in secondary schools.
4. To assess the role of school principals, cluster supervisors and WEOs to manage conflict in school organization.
5. To examine the major challenges in managing conflict in secondary schools.
6. To recommend some possible solutions on how to manage and view conflict in school environment.

1.4. Significance of the Study

It is hoped that, the study would be of significance and is expected to contribute the following significance.

1. It may contribute to develop appropriate strategies to resolve conflict and to address the conflict management practice of teacher-principal conflicts in secondary schools.
2. It may help to investigate conflict management problems and teacher- principal relationships which may help to recognize the problems in detail for further conflict resolution.
3. It may provide insight to teachers, school principals, WEOs and REB authorities on the magnitude of conflict management problems and help them to identify the causes and adopt appropriate conflict resolution strategies to manage conflicts effectively.
4. It may serve as a source for further study on the problems of conflict management that arise in secondary schools for researchers.
5. It may help to recommend possible solutions on conflict management for Gambella Regional State secondary schools, WEOs and REB authorities.

1.5. Delimitation of the Study

In order to make more manageable, the study was delimited geographically and conceptually. Geographically, the study was delimited to 10 government secondary schools staffed by 285 teachers out of the 30 government secondary schools staffed by 569 teachers those found in the three Zones, one special Woreda and Gambella Town administrative council of Gambella National Regional State which are fairly represent the population in order to manage the study.

Conceptually, the school as a bureaucratic organization with division of labor, line of authority in terms of relationships, communication flow, rule and regulations etc. is bounded to have conflicts. The conflict may be between staff and staff, staff and student or staff and the school administrator resulting in teacher-teacher conflict, teacher-student conflict, and principal-teacher conflict (Fabunimi M. and Alimba C.N. 2010). But for the purpose of this study, conflict was looked at the causes and its management to resolve conflicts between teachers and school principals that affect the teaching learning process in schools. Because, teachers and school principals are the top responsible professionals in school system and they have a great role in the success of educational goals.

Therefore, the researcher derived the following variables as strategies in which teachers and school leaders (principals) to practice in schools such as: mediation, problem solving method, inventing options for mutual gain and separating people from the problems were assessed. Because these strategies are inseparable from the content and more significant to the teaching learning process by creating healthy and organized conditions of the school to handle disciplinary problems and other causes that make conflict management ineffective.

1.6. Limitation of the Study

It is obvious that research work could not be free from limitation. For that matter this study was also constrained with some limitations. One of the limitation was that most of the school principals, vice principals, and teachers were burdened by routine office and teaching activities and they were not loyal to fill the questionnaires and give interviews on time.

1.7. Organization of the Study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the

study, limitation of the study, and operational definition of terms. The second chapter presents review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and method of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter presents summary, conclusions and recommendations of the study.

1.8. Definition of the key Terms

Conflict- is a social interaction process whereby individuals or groups come to perceive of themselves at odds.

Conflict management- refers to programs that teach individuals the concepts and skills for preventing, managing, and peacefully resolving conflicts.

Conflict resolution- is a spectrum of processes that all utilize communication skills and creative thinking to develop voluntary solutions that are acceptable to those concerned in a dispute.

Educational leaders- refer to individuals who are supposed to manage educational institutions at regional, zonal, Woreda and school levels.

Intra-group conflict- refers to disagreement or differences among the members of the group (departments) regarding the goals, functions, or activities of the group.

Intrapersonal conflict- is a struggle which takes place within an individual and a way of blaming the other for one's own inadequacies difficulty and problems.

Intergroup conflict- is the differences and clashes between groups, departments, or divisions within an organization.

Interpersonal conflict- is personality conflict, individual differences in personal qualities such as values, attitudes, abilities and personality traits.

School leaders- refer to school principals giving to administrative duties in schools.

Secondary school- is a four- year- duration of general and streamed education that ranges from grade 9 to 12 (MOE, 1994:14-15).

CHAPTER TWO

2. Review of Related Literature

This chapter is devoted to treating some important topics which are related to organizational conflicts in general and that of school teacher-principal conflicts in particular. The topics dealt with are: the nature of conflict, causes of conflict, types of conflict, conflict management strategies in secondary schools, the role of school principals, cluster supervisors and Woreda education offices in managing conflicts as well as challenges to manage conflicts in school organizations.

2.1. Concept and Definition of Conflict

The term conflict has been defined in many different ways. The importance of defining the term conflict is essential to its understanding. As individuals move through life, they are inevitable faced with internal or external opposing ideologies or inadequate resources which frequently lead to conflict. According to Girard and Koch (1996), conflict is “an expressed struggle between at least two interdependent parties who perceive themselves as having incompatible goals, view resources as being scarce, and regard each other as interfering with the achievement of their own goals” (p. 136). Conflict can also be defined as a battle, contest of opposing forces, discord, antagonism existing between primitive desires and instincts and moral, religious, or ethical ideals. Conflict can be described in terms of change, opposition, differences, uneven distribution of resources, and negativity.

The definition of conflict varies because of its complexity. Bisno (1988) describes conflict as a destructive event perhaps because of the series of disagreements that may lead eventually to an aggressive action. Analyses of various definitions regarding conflict have similar components that indicate: conflict is natural and inevitable; occurs due to incompatible goals, need, or values; develops with differing opinions and perceptions; and results in power imbalances and limitations of resources. As Stoner (cited in Plunkett & Raymond, 1994) conflict is disagreement

between two or more organizational members or teams. Conflict occurs because people do not always agree on goals, issues, perceptions and the like and because people inevitably compete.

On the other hand, Kupparum (2010) describes that, conflict is the process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is perception, so it exists whenever someone believes or feels that another person or group might obstruct its efforts. Emphasizing this Getachew (2011) describes that, there are various definition of conflict; all of them imply that conflict is a disagreement between two or more people or group of people concerning matter or matters and that it involves the blocking of goals. The deliberate blocking of goals may be active or passive. The resulting disagreement may be exposed either formally or informally. In formal conflict the parties involved to describe their disagreement clearly while some of the parties in informal conflict communicate the source of disagreement not clearly. The other scholar Narayana (1987) defines that conflict is not organizational abnormality it is a normal aspect of social inter course. It is a fact of life that must be understood rather than fought. Conflict is inevitable; it is an inherent structure component in all social relation and it is integral to the nature of organizational change. To accentuate this idea Joseph (1987) argues that “conflict is issues, matters, practices that enhance frustration, adversely affect some person’s interests, goals or needs”. Supporting this idea Rue and Byars (2009) state that conflict is an overt behavior that results when an individual or group of individuals thinks a perceived need of the individual or group has been blocked. Conflict occurs because individuals have different perceptions, beliefs, and goals. From an organizational perspective, conflict can be viewed as anything that disrupts the normal routine.

Schermerhorn (2011) identify that conflict occurs in work place when parties disagree over substantive issues or when emotional antagonisms create friction between them. In line with this, Getachew (2000) points out that conflicts are inherent in any organization, as they are the natural consequence of interaction among people with differing personalities. It is not necessary to eliminate all conflicts as they are not always harmful. In fact, conflicts can contribute in positive fashion to organizational creativity and productivity. Conflict and disagreement force reexamination of basic ideas and philosophies, often resulting in modification that benefits the organization as a whole.

From the above introduction to conflict, it is apparent that many variables affect the conflict situation. This is particularly true of the sources of intrapersonal, interpersonal, intra-group and intergroup conflicts and conflict management strategies, on which this research will focus. These aspects of the conflict situation can certainly be influenced by numerous variables. Secondary school administrators in terms of their conflict management strategies, a look at each aspects of the topic will be helpful in furthering the understanding of this research as a whole.

2.2. Nature of Conflict in School Organization

An organization comes into being when there are people who are to interact with each other and who are prepared to put force and a unified effort in pursuit of a common goal. Conflict in school organizations has been a common phenomenon for a long period of time. It received different degree of emphasis from social scientists during various periods of history. Thus, the phenomena related to conflict have been deeply studied by philosophers, sociologists, economists, political scientists, anthropologists, and psychologists. Management scholars were interested in studying conflict in organizations in recent times (Rahim, 1986:11).

Among the classical philosophers, Plato, and Aristotle stated the following about conflict. They said " order makes the good life and disorder the opposite; conflict is a threat to the success of the state and should be kept off an absolute minimum and removed altogether if possible" (Spika in Rahim, 1986:2). The classical organizational theorists such as Taylor and Weber (in Rahim, 1986:7) did not seem to appreciate different impacts that conflict can have in an organization. They prescribed organizational structures, rules and procedures, hierarchy, channel of command, etc. so that organizational members would unlikely engage in conflict. While the recent researchers have discovered that organizational conflict is considered as legitimate, inevitable, and even a positive indicator of effective management.

Today, a synthesis of the classical and modern viewpoints has brought us to determine that the productive as well as destructive potentials of conflict exist in school organizations. Furthermore, in the real world of educative organizations, a significant of life is the presence of conflict in many forms and at various levels of strength. It is becoming clearly among the most " touchy" topics in the field of organizational behavior, undoubtedly because of the potential in every conflict situation for destructive outcomes. Hence the central theme of the contemporary

behavioral science applied to conflict is that, with diagnosis and management approaches available, it is possible not only to minimize the destructiveness of conflict but also, in many cases, to deal with it productively.

In order to achieve goals that cannot be achieved individually, their organizational ideals normally call for cooperation, harmony, and collaboration (Owens, 1998:230). When people work cooperatively and harmoniously, with collaborative effort, it is true for conflict to occur. Thus, because conflict is present in all human experience, it is becoming an important aspect of organizational behavior in education. That is why management scholars are interested in studying organizational conflicts in recent times (Rahim, 1986:11). Conflict can occur within and between persons or social units. It can also occur between two or more people or social units. The literature tries to confine itself to conflicts in organizational life -organizational conflict. In most cases, organizational conflicts involve interpersonal conflict and intergroup conflict (Owens, 1998: 230)

Therefore, the idea of any type of conflict and its management strategies is not only limited to the education institutions but it can always and often be found in other disciplines as well. Literature testifies that conflict management can be linked to the secondary school principal because of his administrative position in the school. Hence, it is mandatory that while conflict management strategies are developed, field experiences should be taken into consideration. Now it becomes obligatory on the principals that they need to be participating in field of activities to make themselves familiar with the management skills which need to be adopted in the institutions. Successful leaders therefore need to have mastered what could be termed as the basics of school management and also be able to respond to the unique circumstances they may occasionally find themselves in.

2.3. Views of Conflict

There are various perceptions regarding conflict. Conflict is a reality in everyone's life and should be considered a natural process that occurs daily. As a group performs its assigned tasks, conflict inevitably arise (Robbins, Bergmann, Stagg and Coulter, 2003: 421). For most, conflict has negative connotations, invokes negative feelings and often leads to destruction.

Whether the effect of conflict is good or bad depends on the strategies used to deal with it (Rahim 1986).

The way in which people handle conflict depends on how they view it. Some people consider conflict as problematic, uncivilized or destructive. Others view it as a natural and inevitable result of differences within the organization. Other people also argue that it can have many benefits, which will be lost if it is avoided or suppressed. For example, disagreement and conflict over plans and goals can expose their weakness and lead to their eventual improvement, or conflict may lead to needed organizational change (Billisbery, 1999:28).

Writers such as Hellriegel and Slocum (1982:637) state that; the word "conflict", for many people, suggests negative situations such as war, destruction, aggression, violence, and competition. For others, the word has positive connotations -excitement, intrigue, adventure, and challenge. Other people respond to conflict with mixed feelings; this is probably the most realistic and useful point of view of conflict for a manager. According to Owens (1998:230), the existence of conflict is viewed as an evidence of failure in the organization. The failure may be on the part of managers to plan adequately or to exercise sufficient control mechanisms. This is true in classical school of management theory. In human relations school of thought, according to him, conflict is seen again as disruptive.

Hence, today, a synthesis of the traditional and modern viewpoints has brought us to determine that the productive as well as destructive potentials of conflict exist in school organizations.

2.3.1. Traditional view of Conflict

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 destruction (Robbins, 1989:368). This writer further suggested that many of the important institutions like schools used to entertain this view of conflict. In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, managers often were evaluated for the absence or presence of conflict.

Luthan's (1981:381) traditional approach of organizational conflict was based on the following four assumptions. 1) Conflict is by definition avoidable. 2) Conflict is caused by trouble makers,

boat rockers and prima donnas. 3) Legalistic forms of authority such as going through channels or "sticking to the book" are emphasized. Ivancevich and Matteson (1990:303) also agree that the traditional perspective of conflict asserts that all conflict is bad. They say since conflict is inherently bad, it must be eliminated in the form of suppression.

Gray and Starke (1984:480) also argued that in the view of traditionalists, organizational conflict was a proof that there was something "wrong" with the organization. In this case, the traditional view assumed that performance declined steadily as conflict increased. In the traditional view point of conflict, it is observed that many educational managers attempt to eliminate all types of conflict, whether functional or dysfunctional. The reason for this according to Ivancevich and Matteson (1990:307) is: 1) In school systems, conflict has been discouraged; teachers had all the answers, and both teachers and children were rewarded for orderly classrooms 2) Manager often are evaluated and rewarded for the lack of conflict in their areas of responsibility.

2.3.2. Contemporary view of Conflict

Currently, organizational conflict is viewed as neither good nor bad, but is inevitable. Thus, whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it (Gray and Strake, 1984:481). Ivancevich and Matteson (1990:303) describe the contemporary viewpoint of conflict as "too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere. Too little conflict, on the other hand can also be negative in that such a state can lead to apathy and lethargy and provide little or no impetus for change and innovation." That is to say if everything is going smoothly i.e. if there is no conflict, the desire of people to make changes in the organization will become very less.

According to Ivancevich and Matteson, "the critical issue is not conflict itself but how conflict is managed." Other writers such as Terry and Franklin (1991:246) argue that "conflict exists in all organizations despite the finest formal organizations and the most cohesive informal organization." According to them, it is reasonable to expect difference of opinions, beliefs and ideas among managers and workers, between departments and between other groups in the organization. Therefore, since conflict is the inevitable accompaniment of change, the challenge is not to prevent the conflict arising, but to identify the outcome of conflict and find the best

ways to manage it (Brown, et al 1995:184). The modern view of conflict does not encourage the elimination of conflict but rather to manage conflict so that it can help groups and individuals perform better (Mowday, 1985:419). Mowday further argued that "the important task for the manager is to channel conflict so that its consequences are more likely to enhance than to impede effectiveness".

Thus, from the contemporary view point of conflict, Luthan (1981:382) summarized that: Conflict is inevitable; determined by structural factors such as the physical shape of a building, the design of a career structure, or the nature of a class system; is integral to the nature of change; and a minimal level of conflict is optimal.

2.4. Types of Conflicts and their Causes

Conflict at the workplace occurs when two or more people disagree over issues of organizational substance and or experience some emotional antagonism with one another (Wood et al 2003:597). There are four types of conflict, namely, intrapersonal conflict, interpersonal conflict, intra-group conflict and intergroup conflict (Wood et al, 2003: 59).

2.4.1. Intrapersonal Conflict and its Causes

Intrapersonal conflict is an experience that takes place within the individual; in other words, "me against myself." As stated by Rahim (1986), intrapersonal conflict occurs when an individual has to choose between alternatives that are opposing and compelling. Intrapersonal conflict arises when individuals are asked to act against their personal ethical standards and moral values.

However, periods of intrapersonal conflict are natural and normal life events. Beginning teachers may encounter dilemmas where they are trying to decide whether to spend less time on discipline and more time on instruction. This teacher can be easily torn between the competing choices or sides. In this instance, more time on instruction may lead to improved standardized test scores while more time on discipline can produce less classroom disruptions and office referrals. Many times, there are valid arguments that support both points of view that can lead to conflicting internal values. In the midst of intrapersonal conflicts, there are conflicting emotions in viewing an issue or, perhaps, an individual or a group. Therefore, individuals experience feelings of "mixed emotions."

According to Rue and Byars (2009), intra personal conflict is internal to the individual. It is probably the most difficult form of conflict to analyze. It can result when barriers exist between the drive and the goal or when a motive is blocked before the goal is reached, frustration and anxiety can occur. The barrier can be either overt rules or procedures or hidden mental hang ups. When a barrier exists, people tend to react with defense mechanism, which are behaviors used to cope with frustration and anxiety.

Intrapersonal conflict is caused by poor person- environment fit, poor time management underestimation or overestimation of skills, and assigned tasks that do not bring much goals, interests, values or abilities, lack of confidence, feeling of powerlessness and the likes (Hanson,1996). The primary sources of intrapersonal conflict as suggested by Kinard (1988) are; conflicting needs, role ambiguity, incompatibility of organizational and personal values. At the individual level, behavioral scientists have asserted personality as " The dynamic organization within the individual of those needs dispositions that govern his/her unique reactions to the environment " Getzels (cited in Campbell et al., 1983). In other words, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities.

There are three basic types of intrapersonal conflicts as indicated by (Kundu & Tutoo, 1989). These are: 1) Approach-Approach conflict,(refers to the conflict between positive valences that are equal in strength). 2) Approach-Avoidance conflict, (occurs when a person has to deal with a situation which possesses both positive and negative aspects). 3) Avoidance- Avoidance conflict, (occurs when each of the competing alternatives possesses negative consequences).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 frustration, tension and anxiety (Rashid & Archer, 1983).

In general, the sources of intra-personal conflict are mainly structural; they are situational imposed, and these are mainly characterized in the form of five identified antecedents (sources) of intra-personal conflicts. Rahim (1986) survey report identifies the major causes of such conflict as: 1) Miss assignment and goal inconsistent, 2) Inappropriate demand on capacity, 3)

Organizational structure (that is creating conflicting goals, policies, and delayed decisions), 4) Supervisory styles, and 5) Position (that is loss of concern and respect ion).

Therefore, there is a close relationship between the different levels of conflict because an individual's own internal (intrapersonal) conflict influences the conflict found among groups.

2.4.2. Interpersonal Conflict and its Causes

Interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance (Nzuve, 2007). When interpersonal conflict occurs, people are more concerned with gaining advantage over others than with task performance. Since the value of conflict can be determined by how it is managed, managers should know its sources and consequences so that they can find ways of managing it.

Interpersonal conflict occurs when two or more individuals perceive their attitudes, behavior or preferred goals as being in opposition. Interpersonal conflict is based on some type of role conflict in which a person perceives incompatible messages and pressures from the role senders such as boss or supervisors (Wood et al, 2003: 596). He describe interpersonal conflicts are natural and can actually spur creativity and performance of the participating individuals. Among the common reasons for this level of conflict are differences in personal beliefs and values. Another source of interpersonal conflict is role ambiguity. This is the uncertainty or lack of clarity surrounding expectations about a single role.

According to Kupparum (2010), inter personal conflict is a type of conflict that arise in schools between two or more individuals irrespective of role pressure. Such types of conflicts are formed in an organization due to the following reasons. These are 1) conflict over scarce resources 2) conflict over goal, objective and values 3) conflict over means 4) conflicts over facts. Conflict over scarce resource: is the type of conflict in an organization due to lack of available budget. Conflict over goal: is frequently occurring conflicts in an organization due to disagreement over goals, objectives, or value. Conflict over means is other components of interpersonal conflicts sometimes such types of conflicts are centered more on the policies, procedures, and tactics to attain the goals rather than the goals themselves. These conflicts are more intense when there is little knowledge or expert opinion available to aid in identifying the appropriate means. Conflicts over facts can be resolved by better communication and free flow of information and ideas for all

organizational work forces. This type of conflict occurs between one individual and another who are brought together in work places or elsewhere.

Most employees are concerned about their position, status, power etc, within the organization and resent any violation on them. Also they are often competing with each other for recognition, approval and promotion (Rashid and Archer, 1983). Kinard (1988) identified three primary sources of interpersonal conflict. These are 1) Personality difference, 2) Power struggles, and 3) Competition.

Hence, Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. It leads to separation and tensions in the relationships between the individuals or persons involved. Interpersonal conflict may eventually spread to other members of the group if it is unresolved. Some of the group members may be drawn into the conflict out of a sense of loyalty to one or the other individuals in the original conflict.

2.4.3. Intra-group Conflict and its Causes

Intra-group conflict occurs among group members and it involves some clashes among some or all of the group members which often affect the group's processes and effectiveness. Intra-group conflict is also very common in institutions. When employees are in one group, which has norms and values, and one finds them incompatible to one's expectations and values a conflict emerges within the group. The performance of the group and teamwork in general may significantly be affected (Wood et al. 2003: 567).

Members of the same group (department, or two or more subgroups within a group) develop conflict either substantive or affective one, based on intellectual disagreement, or on emotional responses to a situation (Gordon, 1987:475-476). There are multiple factors which affect intra-group conflict. Among the major factors, leadership style is to be the primary source of this conflict. Group composition and size, Group cohesiveness and group think and external threats and their outcomes are also the sources of intra-group conflict.

Studies conducted by Amare (2013), suggested that, the inequitable department members' involvement in pedagogical center, poor department heads' professional skills, improper

proposal of teachers for promotion, improper evaluation of teachers' performance and inappropriate distribution of teachers' class load and non- classroom responsibility are causes of intra-group conflict in schools.

2.4.4. Intergroup Conflict and its causes

Intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization (Hellriegel and Slocum 1982: 662). According to these writers, the causes of intergroup conflicts are: 1) task interdependency; 2) task dependencies; 3) inconsistent performance criteria and rewards; 4) intergroup differences; and 5) problems in sharing scarce common resources.

Inter-group conflict may arise in situations where conflicting goals, task dependency, dissimilar work orientations, competition for limited resources, and competitive reward systems exist (Adler, 2008). Once conflict has surfaced, it goes through certain stages, covering a wide range of behaviors such as accommodating or avoiding it. This brings about change which can occur within and between groups. Some changes have positive effects and others have negative effects.

Similarly, Organ and Bateman (1991:505) indicated three major factors 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. Organizational goals are so subjective and are open to different interpretations. These complications give rise to the third factor contributing to intergroup conflict, difference in perceptions, which are also exacerbated by departmentalization and different flows of information to different organizational sub units.

In line and staff members in schools, have different time horizons, goals, interpersonal orientations, and approaches to problems. Allen in Stoner and Freeman (1989:391-403) asserts that, " These differences enable line and staff members to accomplish their respective tasks

effectively; but the differences also increase the potential for conflict between them". Hence, the conflicts between line and staff members in school organizations are examples of intergroup conflicts. In general, it is obvious for intergroup conflict to occur between groups or units in organizations and the managing bodies who head the organization.

Miner (1985) pointed out some of the conditions or causes that raise intergroup conflicts listed as follows. 1) the presence of individuals who particularly inclined to the expression of aggression or who because of their non conformity, creativity, and the like tend to elicit aggression in others. 2) The presence of individuals who are experiencing major dissatisfactions with aspect of their roles in the organization. 3) Interdependence between the work of individuals and groups requiring that decisions be made jointly. 4) Sharp competition between groups having differing objectives and goals. 5) Individuals and groups possessing differing perceptions regarding aspects of the work situation especially if these perceptions are rooted in strongly held values. 6) Considerable loose-lying power with the result that authority allocations are not well established and their considerable ambiguity regarding roles.

2.5. Conflict management

Conflict management is the process through which management encourages the interaction of differing knowledge, skills and attitudes towards the effective running of organization. Conflict management involves negotiation which bringing diverse groups in to deliberating on the problems of the organization. Management of conflict is absolutely essential to the effectiveness and competitiveness of organization because the lack of proficient conflict management has a pervasive detrimental impact on productivity and career fulfillment (Mayer, 1995: 80).

Conflict management is necessary for the interpersonal relationship management in the work place. Managers must always ensure that the interpersonal relationship among the employees is maintained and improved the employee's feeling of self-worth and competence (kuye and et. al. 2002:158).

According to Owens (1998), frequent and powerful conflict can have a devastating effect on the behavior of people in organizations. Such conflict results in physical and psychological withdrawal and is a widely occurring phenomenon in schools that is often written off as laziness on the part of teachers who have been spoiled by "soft" administrative practices. Effective

management of conflict can lead to outcomes that are productive and enhance the health of the organization. Ineffective management of conflict on the other hand can and frequently does create a climate that exacerbates the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness.

As to Owens participative leadership style helps people in an organization have good ideas and quality information for making better decisions. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning. Except in some situations where conflict can lead to competition and creativity, in most other cases conflict is destructive in nature. Therefore it should be resolved as soon after it has developed as possible.

2.5.1. Managing intrapersonal conflict

Intrapersonal conflict is the conflict within an individual. Unless it is carefully handled, it can cause a person frustrations, tension and anxiety (Rashid and Archer, 1983:312). Its management involves matching the individual goals and role expectations with the needs of the tasks and with the role demand in order to optimize the goal of the individual and the organization as well (Rahim, 1986:46).

Individual conflict can sometimes be resolved by reassessment and new ranking of the values in the choice situations, this results either because of a change in the situation or because of the development of new insight and understanding on the part of managers (Culberston, et-al, 1960:482). The management of intrapersonal involves the process of diagnosis and intervention mechanisms, and these can be expressed respectively.

A) Diagnosis of Intrapersonal Conflict: - The diagnosis of intrapersonal conflict can be performed by self report, and interview methods. Rizzo et al. (in Rahim, 1986: 46-47) designed a questionnaire to measure role conflict and role ambiguity which are frequently used in any organizational studies. They used the self-reporting incompatibility inconsistency in the requirements of the role of an individual to measure role conflict and ambiguity. So, the diagnosis of interpersonal conflict involves: a) the amount of interpersonal conflict, b) the sources of such conflict, and c) styles of conflict resolution mechanisms (Rahim, 1985: 85-86).

B) Intervention in the Intrapersonal Conflict: - Two types of intervention, behavioral and structural approaches are available for the management of intrapersonal conflict (Rahim, 1986:51). The writer's views on these approaches can be briefly stated in the following.

i. Behavioral Approach: This method of intervention which is called 'Technique, of Role Analysis' was first applied by Oaya and Thomas (in Rahim, 1986:51-52) to help a new organization in India, to increase its effectiveness. Role analysis is an intervention which is designed to improve over-all organizational efficiency intervening at individual, group, and intergroup levels.

ii. Structural Approach: This method refers to job design as structural intervention for managing intrapersonal conflict. Haskmand and Oldham (in Rahim, 1986:53) identify five core dimensions that must be considered in enriching a job: a) skill variety, b) task identity, c) task significance, d) autonomy; and e) feedback. In spite of the fact that, this intervention mechanism is in its early stage of development, further studies are necessary to investigate the practical effects on conflict situation.

2.5.2. Managing interpersonal conflict

According to Rue and Byars (2009), in the case of inter personal conflict there are five general approaches can be used to deal with such conflict situation, these are: 1) compromising for the sake of ending the conflict. 2) Smoothing over the conflict and pretending it does not exist. This approach leads long term solutions and generally results in more conflict. 3) With drawl of one or more of the participants involves actions such as firing, transferring or having an employee quit and it usually provide the basis for future conflict. 4) Forcing the conflict to a conclusion through third parties intervention and this is the way it is going to be but, this is regarded as saw the seeds for future conflict. 5) Forcing a confrontation between the participants in an effort to solve the underlying source of conflict. It is generally considered to be the most effective method of resolving conflict, third party intervention has been found to be the least effective method.

Generally if two parties are in conflict with one another and have a confrontation to discuss their true feeling and also listen to what the other party has to say, the n resolution tends to be longer lasting. Different strategies may be used to handle Interpersonal conflict.

Other writer such as Filly (in Rashid & Archer, 1983) listed three possible strategies that are used to manage interpersonal conflicts. 1) Win-lose strategy: - In this approach only one person wins while the other person suffers from the humiliation of losing. In such a situation there is little room for compromise. But there are cases where personal dominance by the boss, rule by majority, and or rule by powerful minority use this strategy for the proper management of this type of conflict. 2) Lose- lose strategy: - This is a "compromising" technique in which everyone gains a little but lose a lot-by compromising standards, qualities, and other important values; but resolving the conflict to a certain extent.3) The win-win strategy:- This states that " everybody can win and nobody loses." This involves realistic, goal oriented, problem-solving efforts leading to discussions by consensus. In this case, people tend to be problem-centered than ego-centered. They carry out open and honest transactions with each other, focusing on goals and using an integrative strategy so that both parties stand to gain.

Interpersonal styles of handling conflicts may be used when the school leaders, individuals, or groups enter conflict or when they are coming in conflict situation. In order to seek solution for this type of conflict, Rahim (1985:83-85) suggested some styles. These are: a) Integrating: - This involves openness, exchange of information, and examination of differences to reach a solution acceptable to both parties. It involves problem solving which may lead to creative solutions (Rahim and Bonoma, 1979:1327). b) Obliging: - It is also called smoothing, which refers to the tendency to minimize or suppress the open recognition of real or perceived differences in conflict situations while emphasizing common interest (Hellriegel and slocum, 1982:658).

In this case, the leader acts as though the conflict will pass with time and appears to the need for cooperation. This style is effective on a short-term basis. c) Avoiding: - This is the tendency to withdraw from or remains neutral in conflict situations. d) Compromising: - refers to both parties give up something to make a mutually acceptable decision (Rahim and Bonoma, 1979:1327). This is give- and takes approach involving moderate concern for both self and others (Krietner and kinicki, 1992:382). Thus, conflict-resolution is an important aspect of problem- solving. But, Rahim and Bonoma (1979:1328) suggested that there is no best style for handling conflict-it all depends on the situation.

2.5.3. Managing intra-group conflict

It is suggested that team building is the prominent method among others to manage intra- group conflict. It helps the group members to learn the integrative or collaborative styles of behavior in handling disagreements (Rahim & Bonoma, 1979). It was also noted that negotiation is another technique that can be effectively used together with team building Harrison (in Rahim & Bonoma, 1979).

Intra- group conflict can be reduced by transferring one or more of the conflicting members to other units. This type of conflict may also be reduced by making a group more cohesive and homogeneous through interventions for organizational development. So, effective managers of relevant qualification are needed. The head of the department or the manager can also affect the amount of conflict by altering the reward system, rules, procedures, and goals (Rahim and Bonoma, 1979:1336).

According to Mair and Verser (in Rahim, 1986:153) there are three situational sources of intra-group conflict.

Situation A: This occurs when the leader treats group members differently. Group members may be in conflict with one another if the leader provides favor to one or two members.

Situation B: Intra-group conflict will increase if the group members unite against the leader. This may happen if the leader changes the task structure, schedules procedures, or removes some privileges, which are perceived by the number as unfair and or unfavorable.

Situation C: This represents a split in the group. Differences in status, work interests, office space, etc., encourage the formation of subgroups and conflict among them.

Intra-group conflict, therefore, refers to the disagreement, differences, or incongruous among the members of a group or its subgroups regarding goals, functions, or activities of the group. Rahim (1986:87) shows that the task structure, group composition, size, group thought, etc. affect the amount of intra-group conflict and the style of handling conflict by the group members.

2.5.4. Managing intergroup conflict

The most effective ways of managing intergroup conflicts are collaboration and compromise. Conflict can also be minimized by the changes in the organization's reward system, better

personnel selection and other effective training programs (Hellriegel and Slocwm, 1982:668). According to them variety of other mechanisms such as interventions by superiors, use of super-ordinate goals (shared goals of groups that can be achieved only through cooperation), separate integrating groups, and standardized practices are used to manage intergroup conflicts.

Ivancevich and Matteson (1990:308) listed seven styles of managing intergroup conflict through resolution. These are: 1) problem solving (face to face discussion), 2) super-ordinate goals, 3) expansion of resources; 4) avoidance, 5) forcing, 6) smoothing (de-emphasizing their difference), and 7) compromise (no distinct winner or loser). These writers also pointed out for strategies for managing intergroup conflicts through stimulation. These are: 1) Communication or information, 2) Bringing outside (new) individuals into the group, 3) Altering the organization's structure, and 4) Stimulating competition. There are also other tactics used to resolve intergroup conflicts. These are: identifying subordinate goals, interchanging group members, identifying a common enemy (external threats), reward cooperation, and involve the third party as a facilitator (Hunt, 1992:104).

2.6. Conflict Resolution Strategies at the Work place

A strategy is an action which involves two or more individuals coordinating, planning, implementing and evaluating an activity in the pursuit of a goal. A strategy can simply be viewed as a plan aimed at achieving something. According to Lombard (1991: 126), a strategy is a predetermined comprehensive course of action which can be taken in order to attain a specific goal or aim. A strategy is therefore a well-planned action which has been identified and developed as most effective in reducing a phenomenon, conflict in this regard. Effective strategies are necessary for the elimination of conflicts at the workplace. Some public management practitioners have called the strategies to eliminate conflict.

Conflict resolution is a situation whereby conflicting parties enter in to an agreement that solves their incompatibilities, accept each other's continued existence as parties and cease all violent actions against each other. It is important for managers to take most of their times towards the identification and handling of conflicts at their organization. Jeong (2000: 31) has also noted that "in conflict situation, resources are mobilized to force the other party to change their behavior according to one's own wishes." It is proper for managers to always manage conflicts in their

workplace. According to Jeong (2000: 169), conflict resolution refers to an outcome in which the issues in existing conflicts are satisfactorily dealt with through a solution that is mutually acceptable to the parties. Resolving conflicts means challenging normal processes and procedures in an effort to improve individual productivity or introduce innovative systems (Robbins, Bergman, Stagg and Coulter, 2003: 421-422).

Therefore, conflict resolution requires knowledge of various skills and strategies, yet one of the most fundamental elements is knowledge of self because it influences how one handles problem situations. In conflict, people typically concentrate on the actions and reactions of others, rarely taking time to examine how their personal beliefs, attitudes, and behaviors can contribute to conflict. So, background knowledge of personal beliefs, particularly for school principals in understanding social and cultural diversity, is important because it helps teachers to develop a better sense of his/her own social and cultural identity.

2.6.1. Parties' point of view

Barash and Webel (2002: 537) have mentioned that conflict resolution is aimed at enabling people to view the outside world in different perspectives. This maintains that the conflicting parties must be afforded an opportunity to see their differences in a more constructive way. Conflict resolution has the following outcomes; one side is changed, one side is eliminated, both sides are changed, neither side is changed nor both sides are eliminated. Conflicts can be resolved by means of violence, by the issues changing over time or by mutual agreement.

2.6.2. Dominating

Dominating is similar to win-lose orientation or forcing behavior to win one's position (Rahim, 1986). Hellriegel and Slocum (1982) pointed out that, the successful use of dominating style results in outcomes that are satisfactory to only one of the parties. According to them this style is applied when: a) there are extreme emergencies and quick action is necessary; b) unpopular course of action must be taken for long term organizational effectiveness and survival; and c) when others are trying to take advantage of someone, and the person needs to take quick action for self-protection.

2.6.3. Inventing options for mutual gain

This is difficult to do because humans naturally see conflict as an “either-or” proposition. We either win or lose; we get what we want, or the other side gets what it wants. We feel the results will be favorable either to us or to the other side, and we do not see any other possible options. However, this tendency to see conflict as a fixed choice proposition needs to be overcome by inventing new options to resolve the conflict to the satisfaction of both parties (Fisher and Ury, 1981:42).

Korsgaard et al (2005: 63) maintain that group members experience what is termed a mutual gain when they are collaborating involved in mutual problem solving process. This strategy provides parties an opportunity to design options that may be potential solutions without the pressure in deciding to do so. Before parties try to reach an agreement, they brainstorm a wide range of possible options in advance, share interests and creatively reconcile differing interests (Bodine & Crawford, 1999: 168). This strategy embodies the quality of communication which is out of utmost importance in the conflict resolution process. Employees and their respective management must make sure that they know how to talk and listen to each other.

Kuye et al (2002: 169) contributed the form of communication as follows; in a hazard manner, information can be expressed in a mixture of facts, interpretations, opinions and attitudes. This is confusing as it cannot be transformed in to knowledge and skills necessary for the existence of an individual. In a persuasive manner, information can be in the form of persuading others and or informing them. This good information is meant to bring forth responses to the recipients. In a formal and informal manner, information can be transmitted through written modes such as letters and emails through a friendly talk and respectively.

Communication can be in the form of a one way transmission of information when person continues to tell the other what to do without listening what the other can say, and in the form of an integral part of a continuing dialogue which is a process of a discussion between two people. All these form of communication are important in the conflict resolution paradigm and therefore managers must select the most relevant ones to specific situations. Managers must ensure that the barriers to communication are eliminated at all cost, these being language, poor listening habits, differences in perception, behavioral patterns such being empathetic and lack of honesty (Kuye et al, 2002: 171).

2.6.4. Problem-solving method

Problem solving is a continuous process that follows a logical sequence for examining issues and improving the quality of decisions to make interventions more effective. This process can be completed independently or within a group, also helps to identify which tools and techniques to apply to current and future circumstances (Center for the Prevention of School Violence, 2002).

Scientific approach to problem solving and its steps are elaborated by UNESCO (1980) as follows: Recognize that the problem exists; Collect facts (information) pertaining to it; Analyze and classify information; Establish one or more hypothetic solutions; Select each one and assess feasibility; Select the optimal solution and try it; and Check and make adjustment if necessary. Thus, conflict-resolution is an important aspect of problem solving. But, there is no best style for handling conflict all depends on the situation.

2.6.5. Separating People from the Problems

Separating people from the problem during conflict is not easy because they are entangled. If a leader and his/her subordinate are in a heated conversation over the subordinate's negative performance review, it is very difficult for the leader and the subordinate to discuss the review without addressing their relationship and personal roles. Fisher and Ury (1981:11), suggest that people in conflict need to "see themselves as working side by side, attacking the problem, not each other." Separating the people from the problem allows us to nurture and strengthen our relationships rather than destroy them.

In this regard, every problem is said to have both the substantive issues and relationship issues. That is, before managers can start working on the substantive conflict, it divided into components which are separately and individually dealt with. Bodine and Crawford (1999: 165) have identified that peoples' problems fall in to three categories such as; perception, emotion and communication. In order to deal more effectively with such problems, a close consideration in to the manifestations perceptions, emotion and communications as the basis of conflict resolution is regarded. It goes on that this strategy is more effective in resolving conflict because it is fundamentally aimed at changing people from adversaries in a confrontation to partners in a side-by-side search for a fair agreement with each other, and that the technique has an advantage of

focusing on interests of the conflicting parties rather than on the positions held by the people in an organization.

Cloke and Goldsmith (2005: 67) mention that the best strategy to the resolving conflict is to separate a problem from people. Individuals tend to be violent if their personalities are directly and openly attacked. It is therefore advisable for managers to always define the problem areas in terms of the difficult behaviors.

2.6.6. Mediation

Bentley (1996: 4) describes mediation as a form of problem solving process where a neutral person assists disputants to reach a mutually acceptable agreement. This process embraces fairness to the extent that the aggrieved party finds it easy to accept the outcome. Mediation could be used for certain strategies to solve problems because it is aimed at promoting positive relationships. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained peers (D'Oosterlinck & Broekaert, 2003: 222). The adult authority serving as the mediator settles the dispute between parties. Mediation is aimed at reaching consensus between the conflicting parties. In this regard, the disputants are expected to participate in a cooperative and collaborative manner and to work towards the resolution to their problem. Mediators are people who are professional in the processes of listening skills and chairpersonship, and they will be neutral and refrain from taking sides during discussions.

Mediators are defined as unethical if they become biased during the mediation process and if they cannot keep secrets of the deliberation information. The principle of human rights in the public management is very important within the negotiation and mediation contexts because if people's rights are violated by management, then the overall conflict resolution process is affected. Drake (2001: 85) contends that where human rights are denied, they do tangible harm not only to the individual concerned but also to the process. Mediation whether formal or informal is another effective method of conflict management. Mediation has advantages in that, its utilization is less costly than other methods and that parties are more frequently able to reach agreement in a more satisfactory manner.

Deutsch (2005: 15) maintains that mediation is the method which is used where there are obstacles to conflict resolution such as interpersonal barriers, poor communication, and strong disagreement over the issues and where there is an absence of forum for negotiation. Mediation tends to create conditions which enhance cooperative problem-solving process between the conflicting parties. This they achieve through the encouragement of parties to enhance their decision-making skills. According to Deutsch (2005: 16), mediators require four kinds of skills in order to deal with conflicts experienced by parties such as;

- They must be able to establish a working relationship with each of the conflicting parties.
- They must be able to establish cooperative problem-solving attitudes among the conflicting parties.
- They must be able to develop a creative group process and group decision- making and
- They must gather considerable substantive knowledge about the problems around which the conflict centers.

2.7. Role of school Principals in managing Conflict

The role of school principals is one of the factors in the success or failure of the education system at school level. School principals play an important role in school administration and staff management for improving students' academic achievement (Mpoksa and Ndaruhutse 2008: 11). The functioning of the school is to greater extent determined by the way in which the school principal manages the school activities (UNESCO, 2004).

Collins (2003: 17) states that there are many “hats” that principals wear as school leaders. During a typical school day, the principal’s duties include acting as building manager, administrator, politician, change agent, boundary spanner and a leader. Principals are also expected to create save environments, respectful schools and assume the role of school mediator. In order to accomplish this, many leaders are examining conflict resolution programs. A few numbers of the roles of school principals are discussed as follows;

Agent of communication, the principal must be an agent of communication in that all other stakeholders in the school management interact with each other through hem/her. It must be noted that communication skills are the most important tool principals have available to them as

they interact with others in the school environment. As conflict occurs, it is essential that the principal monitors his/her thoughts, emotions and communications (Moster, 1998: 133).

A negotiator, usually conflict occurs among teachers, between teachers and heads of the departments, between teachers and learners, between teachers and parents, between teachers and the governing bodies, between teachers and principals and between teachers and other stakeholders. Principals are responsible for the identification and resolution of conflicts that may occur at the school premise. And when conflicts occur, principals must become the negotiators in that, they facilitate the involvement of differing parties towards resolving their conflicts (Lombard, 1991: 189).

A leader, leaders should find ways to acknowledge and reinforce the interdependence of all organization participants in a meeting the goals and frequently reminding individuals of their vital contributions (Uline et al, 2003: 797).

A caring person, principals must be seen as caring towards the individual problems of teachers, learners, parents and others individuals who have an interest in the schools. A caring person is that who is able to listen and support others during their emotional outburst. Maintaining a construction level of conflict requires not only skills but also an open and respectful attitude towards others (Uline et al, 2003: 797).

A problem solver, a problem-solver is a practitioner who is capable of utilizing diverse methods of data collection intended to formulate their decisions. The elimination of conflict seems to be the ideal goal for principals and principals must guard against treating organizational conflict (Dipaola and Hoy, 2002: 239).

An encourager, the principal plays a role of an encourager or a facilitator when encouraging conflicting parties to seek a consensus agreement to their problem. To reduce superior result, principals and teachers must work diligently to encourage a balance between the cognitive and affective aspects of conflict.

A decision-maker, the school principal plays a role of a decision-maker because after through deliberations concerning the resolution of conflicts, it finally him/her who must take the most informed decision. Dipaola and Hoy (2001: 242) have realized that this role is closely supported

by trust and an ability to communicate well with others. The ability to work with others is another dimension because developing a creative group process and group decision-making are essential tools for successful administrators.

A person who is not authoritative, principals who want to cultivate a climate of professionalism and change in their schools should avoid reliance on their authority to control teachers and nurture a professional perspective of autonomy. Such an orientation may increase cognitive conflict, but the conflict generated by professional teacher will likely leads to constructive change and helps avoid rigidity and stagnation in schools (Dipaola and Hoy, 2003: 239).

A researcher, research is the process through which the facts concerning problems and their solutions are obtained (Lombard, 1991: 185). The principal regularly conducts a feasibility study about the school and its respective socio-economic, political, natural, religious and other environments.

A mediator, solution oriented approaches to conflict management may work best where principals serve in meditative roles and emphasize solution finding through consensual cooperative process which avoids antagonism that may endanger future personal and or professional relationships. Such a meditative approach in a solution-oriented conflict management can reinforce belief in the fairness of outcomes and simultaneously allow conflicting parties to feel that they have some control over the process (Henkin et al, 2000:154). Lipsky, Seeber and Fincher (2002: 174) contend that, the supervisor uses his/her authority to convene disputing employees and explore mutually acceptable solution during the mediation process.

2.8. Role of Supervisors and WEOs in managing Conflict

When ESDP II was designed in 2002, the Government realized the significance of management and decision-making at the Woreda and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralize critical decision-making from regions and zones to the Woreda and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MoE 2005: 23).

The devolution of decision-making authority to the Woreda level was expected to strengthen Woreda-level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MoE 2005: 23). The focus of the decentralization programme at this time was to strengthen the capacity of Woreda Education Offices (WEOs) through training in educational and financial management (MoE 2005: 23).

The school functions in general and instruction in particular is a cooperative work that requires coordinated effort of principals, teachers, supervisors, administrators and public including community. Thus, developing relationship with the public in relation to the instructional matters through supervision is very crucial aspect of the school administration. Hence, effective supervision is concerned with in forming, securing assistance, and avoiding unreliable influences from the public in relation to instructional programs (USAID BESO Project II, 2004).

According to Glikman (1990), the supervisor's role in this approach is to guide the problem-solving process be an active member of the interaction help keep teachers and principals focused on their common problems. The teacher and principals mutually agree on the structures, processes and criteria for solving their problems. The supervisor posits that each party must accept modifications of ideas, rather than taking a hard stand.

2.9. Challenges to manage Conflict in Schools

A challenge has been define as an expectation which we normally attach to the professional person. The challenges facing the school principal are that he/she must maintain a good environment at the schools and influence the teachers, the parents and other stakeholders to become more tolerant to each other.

According to Dipaola and Hoy (2003: 242), one of the basic challenges in schools is to construct an enabling work environment where professionals can perform their tasks relatively imaginative by administrative control and teacher independence is a fundamental dilemma that cannot be completely resolved, rather a balance between the two is necessary. A healthy working relationship is a major aim for conflict management. If it is absent, an organization becomes dysfunctional.

Woody (2001: 116) agrees that more comprehensive conflict resolution programs are needed that include school wide participation and delivery of the program over the entire school year. Implementing conflict management programs in schools directly or indirectly affects the school's social climate.

2.10. Summary of Related Literatures

Effective management of conflict can lead to outcomes that are productive and enhance the health of the organization. Ineffective management of conflict on the other hand can and frequently does create a climate that makes worse the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness. Participative leadership helps people in an organization have good ideas and quality information for making better decisions. The confrontation of divergent views often produces ideas of superior quality. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning.

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

Educational managers must develop relationships that ensure adequate communication with their subordinates (teachers). The managerial or perceptual skill of a leader depends on his/ her capacity to read the requirements of the situation, especially the requirements of the task and his/her subordinates, and his/her flexibility in react that situation. Educational managers are relatively consistent in the way that they try to influence other's behavior. A manager who dominates his/her subordinates in one situation is not likely to use a high degree of consideration and participation in another.

Finally, it is hoped that most of the research reviewed in this study provide a theoretical framework for identifying the nature of conflict (views), the types of conflicts, the sources of

conflicts, techniques of resolving conflicts and the leadership roles of educational managers to manage conflicts in school organizations. Thus, on the basis of these theoretical considerations, further investigations will be carried out to answer the basic questions of the study.

CHAPTER THREE

Research Design and Methodology

This chapter incorporates the research methodology, the study site, sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methods of data analysis and finally ethical considerations.

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswel & Planoclark, 2007). In order to identify and clarify the current practices of conflict management and thereby recommend constructive ideas, it is necessary to conduct a descriptive research in the schools. Therefore, descriptive research design was used for this study to analyze responses from participants. Because descriptive research sets out to describe what is and it is used to draw valid general conclusions in its natural setting. Concerning this, Yalaw (1998), stated that descriptive research is concerned with: conditions or relationships that exist, practice that prevail, beliefs, point of views or attitudes that are held, process that are going on, effects that are felt, or trends that are developing. Hence, in this study, descriptive research is concerned with: relationships that exist in schools, practices that employed to manage conflicts, views that are held on conflicts and challenges which are faced. Accordingly, the research design employed in this study was descriptive survey.

3.2. Research Method

Both quantitative and qualitative data were required to assess the causes and management of conflicts in secondary schools of Gambella National Regional State. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview was

employed (Muijs, 2004). The qualitative information was used to provide greater clarity and understanding of the information obtained from the quantitative survey response (Creswell, 2002). Therefore, these methods were selected with the assumption that they were helpful to obtain precise information concerning the current work causes and management of conflicts in detailed from numerous numbers of respondents.

3.3. The Study Site

The study site is Gambella National Regional State (GNRS). Gambella National Regional State is one of the nine regional states of Ethiopia. This region is located to the South-West of the country at 766kms away from Addis Ababa which is the capital city of Ethiopia. The region is bordering Oromia National Regional State in the North, Southern Nation Nationalities Regional State in the East, Benishangul Gumuz National Regional State in the North-West and South Sudan in the West. The region is structured in to three Zones, one special Woreda and one administrative council Town namely; Agnwa zone, Nuer zone, Majang zone, Itang special Woreda and Gambella Town administrative council. When GNRS was established as a region under the proclamation number 7/1992, there was only one secondary school and a few primary schools in the region. Now a day there are 30 government secondary schools in the region. The total numbers of primary and secondary schools of the region are 236 and 30 and the number of teachers also 2606 and 569 respectively (GREB, 2013).

3.4. Sources of Data

3.4.1. Primary Sources

The primary sources of data for this study were Principals, Vice principals, teachers, department heads, school board of management, cluster supervisors and Woreda teacher's development coordinators. The decision to use these subjects as a source of data was based on the expectation that, they have a better experience and information about the implementation of conflict management activities in secondary schools. They are also more relevant to the issue by the virtue of the position and responsibilities they have in schools and Woreda education offices management.

3.4.2. Secondary Sources

The secondary sources of data for this study were disciplinary issue decisions on conflict recorded documents of school board of management, supervisors and the Woreda teacher's development coordinators.

3.5. Population of the Study

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008: 130).” Therefore, the populations that included in this study were all 569 teachers including 120 department heads of the 30 government secondary schools of GNRS, 30 principals, 30 vice principals, 27 cluster supervisors, 180 school board of managements and 14 WEOs teachers development coordinators with a total of 850 population.

3.6. Sample size and sampling Techniques

The population and sample schools are determined on the basis of the year 2013 Annual Statistical Abstract (ASA) of Gambella Regional State Education Bureau. According to the report there are 30 government secondary schools staffed by 569 teachers in 13 Woredas and one administrative council Town in the region. There are 8 secondary schools in Agnwa Zone which are distributed in 5 Woredas, and also 8 secondary schools in Nuer Zone which are distributed in 5 Woredas, 6 secondary schools in Majang Zone which are distributed in 2 Woredas, 4 secondary schools in Itang special Woreda and also 4 secondary schools in Gambella Town.

Hence, to select 10 secondary schools in each Zone, Itang special Woreda and Gambella Town administrative council, proportional stratified (allocation) to the size of schools was employed. This helps the researcher to maintain representativeness of the research work through giving equal chance for each Zone and Woredas to be a sample unit. Making proportional allocation to schools in each Zone, Itang special Woreda and Gambella Town helps equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample schools (10) with the total number of schools in Gambella

Region (30) and multiplied with total number of schools in each Zone, Itang special Woreda and Gambella Town.

Mathematically; $Ps = \frac{n}{N} \times \text{No of schools in each Zone, the special Woreda and Gambella Town}$

Where, $Ps = \text{Proportional allocation to size}$

$n = \text{Total school sample size (10)}$

$N = \text{Total number of schools in Gambella Region (30)}$

Therefore, the sample schools are 3(37.5%) from Agnua Zone, 3(37.5%) from Nuer Zone, 2(33.3%) from Majang Zone, 1(25%) from Itang special Woreda and 1(25%) from Gambella Town with a total of 10 secondary schools were the sample size of this study.

To determine the sample schools of the three Zones in to Woreda level, Lottery method sampling technique was employed to give equal chance to all secondary schools which are stated in the three Zones. Hence, the 3(37.5%) secondary schools of Agnwa Zone are selected from 2 Woredas, the 3(37.5%) secondary schools of Nuer Zone are selected from 3 Woredas, and the 2(33.3%) secondary schools of Majang Zone are selected from 2 Woredas. After determining sample schools to each sampled Woredas, the researcher employed availability sampling technique to a Woreda which has only one secondary school, and lottery method sampling technique to a Woreda which has more than one secondary school.

Generally, 10(32.3%) secondary schools of the Region are selected from 8(69.2%) Woredas and Gambella Town administrative council namely, Abobo secondary school (Abobo woreda), Abol secondary school (Abol Woreda), Bonga secondary school (Abol Woreda), Korgang secondary school (Lare Woreda), Nibnib secondary school (Jikawo Woreda), Gninggnang secondary school (Mekoy Woreda), Tinishu Metti secondary school (Godere Woreda), Jein secondary school (Mengeshi Woreda), Itang secondary school (Itang special Woreda) and Eley secondary school (Gambella Town).

To determine the sample size of teachers in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workneh and shimels, 2010) was employed. Therefore, the total number of teachers who were included in the study was 163(57.2%) from the 285 total

population of teachers in the ten selected secondary schools. The formula is attached at the end of the report. To select these teachers, first from the total of 30 government secondary schools 10(32.3%) were taken as a sample by the researcher personal judgment. The researcher decides to use these schools as a sample is due to the available financial and material resources to conduct the study effectively. After determine the sample size of teachers in probability sampling technique, the following stratified formula of William (1977) was utilized to determine the sample size of teachers for each secondary school.

$$n_h = \frac{N_h n}{N}, \text{ where, } n_h = \text{sample size of school } h$$

N_h = population of school h

n = total sample size (for this study, it is 163)

N = total population of sampled schools (for this study, it is 285)

Based on the above stratified formula, sample size of teachers in each secondary school has shown in the following table.

Table.1. Summary of population and sample ratio of the sampled schools by stratified sampling.

No	Name of Woredas	Name of secondary schools	Population	Sample size	%
1	Abobo	Abobo secondary school	28	16	57.1
2	Abol	Abol secondary school	19	11	57.9
		Bonga secondary school	13	7	53.8
3	Gambella Town	Eley secondary school	33	19	57.6
4	Godere	Tinishu Metti secondary school	50	29	58

5	Itang	Itang secondary school	32	18	56.3
6	Jikawo	Nibnib secondary school	20	11	55
7	Lare	Korgeng secondary school	59	34	57.6
8	Mekoy	Gninggnang secondary school	17	10	58.8
9	Mengeshi	Jien secondary school	14	8	57.1
Total	9	10	285	163	

To determine the sample size of teachers for each department of the selected secondary schools, the following stratified formula was applied.

$$n_d = \frac{N_d n}{N}, \text{ where, } n_d = \text{sample size of department } d$$

N_d = population of department d

n = total sample size of selected schools

N = total population of selected schools

Based on the above stratified formula, sample size of teachers in each department of the selected secondary school has shown in the following table. Finally, the samples of teachers in each department were selected by random sampling technique, particularly by the lottery method.

Table 2: Summary of the sample woredas, schools and teacher representatives in each department

No	Name of Woredas	Name of S. Schools	Teachers in Each Department			
			Language	Natural Sc.	Social Sc.	Civics and Ethical ed.

			<i>T. P</i>	<i>S.S</i>	<i>T. P</i>	<i>S.S.</i>	<i>T. P</i>	<i>S.S</i>	<i>T. P</i>	<i>S.S</i>
1	Abobo	Abobo	7	4	11	6	8	5	2	1
2	Abol	Abol	4	2	7	4	6	4	2	1
		Bonga	4	2	5	3	3	1	1	1
3	Gambella Town	Eley	8	5	12	7	9	5	4	2
4	Godere	Tinishu Metti	12	7	19	11	14	8	5	3
5	Itang	Itang	8	4	11	6	10	6	3	2
6	Jikawo	Nibnib	6	3	8	4	5	3	1	1
7	Lare	Korgeng	16	9	21	12	16	9	6	4
8	Mekoy	Gninggnang	3	2	7	4	5	3	2	1
9	Mengeshi	Jien	3	2	6	3	4	2	1	1
Total	9	10	71	40	107	60	80	46	27	17

N. B. T.P. stands for Target Population & S.S. Read as Sample Size

$$T.P = 71+107+80+27 = 285$$

$$S.S = 40+60+46+17 = 163$$

To determine the sample size of principals, department heads, school board of management, cluster supervisors and WEO teachers' development coordinators, simple random and purposive sampling techniques were employed. Simple random sampling technique was used for department heads and school board of management, and purposive sampling technique was used for principals, cluster supervisors and WEO teachers' development coordinators.

Then, 10(100%) principals, 10(100%) vice principals, 20(33.3%) department heads, 9(100%) cluster supervisors, 9(100%) WEO teachers' development coordinators and 20(28.6%) school board of management were included under this study. Therefore, 163 teachers, 10 principals, 10 vice principals, 20 department heads, 9 cluster supervisors, 9 Woreda teacher's development coordinators and 20 school board of managements with a total of 241 respondents were the sample size of this study.

Table 3: Summary of Population and Sample size in each selected schools

No.	Types of respondents	Population size	Sample	%	Sampling technique
1	Main Principals	30	10	33.3	Purposive
2	Vice Principals	30	10	33.3	Purposive
3	Teachers	449	163	36.3	Stratified and simple random
4	Department heads	120	20	16.6	Simple random
5	School board of managements	180	20	13.3	Simple random
6	Cluster Supervisors	27	9	33.3	Purposive
7	Woreda Education offices	14	9	64.3	Purposive
	Total	850	241		

3.7. Instrument of Data Collection

3.7.1. Questionnaires

Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than interviews.

Therefore, the researcher was prepare questionnaires as the main data gathering instruments because questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended questions were developed as main instruments of data collection from the respondents. The closed type of questions was in the form of likert-scale model by which the researcher has the chance to get a greater uniformity of responses of the respondents that is helpful to make it easy to be proposed.

In addition to this, few open ended types of questions were used in order to give opportunity to the respondents to express their feeling regarding the practice of conflict management. To this end, the researcher was design questionnaires for teachers in the selected schools.

3.7.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). Interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for cleaning up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999). Hence, in order to get depth qualitative data, school principals, vice principals, department heads, cluster supervisors, school board of managements and WEO teachers' development coordinators were included in the interview for the current practice of conflict management in the selected secondary schools.

3.7.3. Document Analysis

Available documents such as work directive and manuals, work plan of school board of managements and disciplinary issues that have direct relation with conflict and its management strategies at the school level was investigated by the help of check list format to emphasize the data gathered through questionnaire and semi- structured interview at a time of the study.

3.8. Procedures of Data Collection

After having a letter of authorization from Jimma University, the researcher was visited Gambella Regional State Education Bureau (GREB) to discuss about the purpose of the research activity by showing the support letter from Jimma University and was asked a letter to the Woredas of selected secondary schools. Before starting the data collection, the questionnaires were pilot tested in Gambella preparatory and secondary school which was not included under the sample schools. The purpose of the pilot test was to collect the information that helps to improve the item in a questionnaire. At the end of all aspects related to pilot test, the researcher was contact to WEOs and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introducing his objectives and purposes. Then, the final questionnaires were administered to sample respondent teachers.

The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the data collectors to solve any confusion regarding to the instruments. Finally, the questionnaires were collected back at the right appointment. The data collected through closed ended questions was tallied, tabulated and quantitatively analyzing and interpretation was made with the help of percentage and frequency.

The interviewees were school principals, Woreda education teacher's development coordinators, cluster supervisors, department heads and school board of managements. The interview was conducted after participants' individual consent was proved to lessen communication barriers during in depth discussions. The data collected through document analysis, open ended questionnaire and semi-structured interview were analyzed qualitatively to strengthen the quantitative data.

3.9. Methods of Data Analysis

To analyze the data, the statistical tool employed was percentage, which was used to explain the personal background of respondents and to compare some of the data collected through content analyses. The qualitative data gathered through open ended questions, interviews and document analysis were organized according to their major concepts and identified from research questions. The results of the qualitative data were then presented using narration. Finally, based on the findings, conclusions and recommendations were made.

3.10. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and a pilot study was carried out to pre-test the instrument. In addition, to avoid ambiguity and unclear statements, the draft questionnaire was first tested with the Gambella preparatory and secondary school 25 more experienced teachers. The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable

information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated.

The objectives of the pilot test were to: a) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; b) obtain teachers suggestions and views on the items; c) determine the level of difficulty of the items; and d) assess the reliability of the questionnaire. Then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researchers found the coefficient of Alpha (α) to be .847, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, et al. (2007) also suggest that, the Cronbatch's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, <0.5 poor. The table below indicates the computed reliability coefficient of the pilot test.

Table 4: Reliability Coefficients of the Conflict Management Practices

No	Categories of conflict management	Number of items	Reliability Coefficients
1	View of conflict	5	.81
2	Intrapersonal conflict and its source	6	.90
3	Interpersonal conflict and its source	4	.90
4	Intra-group conflict and its source	4	.86
5	Intergroup conflict and its source	4	.80
6	Conflict resolution strategies	5	.83
7	Role of principals in managing conflict	5	.92
8	Role of supervisors and WEOs	3	.82
9	Challenges to manage conflict in schools	3	.80
Average Reliability Coefficient			.847

3.11. Ethical Issues Consideration

Virtually all studies that have human participants involve some degree of risk. As Siber and Stanly (in Kaufman, 2005) stated risks are facing the researchers with an ethical dilemma regarding the degree to which participants should be placed at risk in conducting research for the sake of scientific progress. In line with this rule and regulation, the researcher has received official attachment letter of cooperation from Jimma University begun to communicate all the target institutions and participants legally and smoothly. Every respondent's burden and work load was taken in to account by researcher at a time of data gathering, interviewing, and document analysis. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was conducted at their voluntarily consent without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

Presentation, Analysis and Interpretation of the Data

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews, and document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interviews and document analysis.

The data was collected from 163 teachers, 10 principals, 10 vice principals, 20 department heads, 20 school board of managements, 9 supervisors and 9 Woreda Education teachers development coordinators with a total of 241 respondents. To this effect, a total of 163 copies of questionnaires were distributed to 163 teacher respondents. The return rates of the questionnaires were 154(94.5%) and 9(5.5%) were not returned. Moreover, 10 principals, 10 vice principals, 20 department heads, 20 school board of managements, 9 cluster supervisors and 9 Woreda Education teachers development coordinators were interviewed.

The chapter consists of two sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table below.

Table 5: Characteristics of Respondents

Items	Category	Respondents											
		Teachers		Principals and vice principals		Department heads		School board of Management		Supervisors		WEO experts	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Sex	Male	141	91.6	20	100	18	90	19	95	9	100	9	100
	Female	13	8.4	-	-	2	10	1	5	-	-	-	-
	Total	154	100	20	100	20	100	20	100	9	100	9	100
Age	20-25	47	30.5	1	5	-	-	-	-	-	-	-	-
	26-30	63	40.9	3	15	3	15	1	5	-	-	1	11.1
	31-35	23	14.9	5	25	6	30	9	45	2	22.2	1	11.1
	36-40	14	9.1	8	40	7	35	6	30	5	55.5	2	22.2
	41-45	7	4.6	2	10	4	20	3	15	2	22.2	3	33.4
	46-50	-	-	1	5	-	-	1	5	-	-	2	22.2
	Above 50	-	-	-	-	-	-	-	-	-	-	-	-
Service year	1-4	73	47.5	-	-	-	-	2	10	-	-	-	-
	5-8	31	20.1	3	15	4	20	4	20	1	11.1	-	-
	9-12	22	14.3	5	25	7	35	8	40	2	22.2	1	11.1
	13-16	13	8.4	8	40	4	20	5	25	4	44.5	3	33.4
	Above 16	15	9.7	4	20	5	25	3	15	2	22.2	5	55.5

Academic qualification	TTI	-	-	-	-	-	-	-	-	-	-	-	-
	Diploma	-	-	-	-	-	-	1	5	-	-	-	-
	Degree	154	100	18	90	20	100	19	95	8	88.9	9	100
	Masters	-	-	2	10	-	-	-	-	1	11.1	-	-
Field of specialization	EdPM			2	10	-	-	-	-	1	11.1	-	-
	Non-EdPM			18	90	20	100	20	100	8	88.9	9	100

As can be seen from Table 5, 141(91.6%) of teachers, 20(100%) principals and vice principals, 18(90%) of department heads, 19(95%) of school board management, 9(100%) cluster supervisors, and 9(100%) WEO coordinators were males and 13(8.4%) of teachers, 2(20%) of department heads and 1(5%) of school board of management were females. All (100%) of school principals, Woreda education coordinators and cluster supervisors were males.

As can be seen from the same Table, the majority 63 (40.9%) of the teachers age is between 26-30 years age. Whereas 8(40%) of school principals, 7(35%) of department heads, 6 (30%) of school board of management, 5(55.5%) of cluster supervisors were found between the age category of 36 - 40 years. On the other hand 3(33.4%) of the WEO teachers development coordinators were found between 41- 45 years of age. Therefore, age differences of teachers have its own contribution on the experiences to manage conflict in schools and for better relationships of individuals in the study area.

Regarding work experience, the majority 73(47.5%) of teachers were between 1 – 4 years of work experience while 8(40%) of principals and vice principals were between 13-16 years of work experience. On the other hand, 7(35%) of department heads and 8(40%) of school board of managements found to be between the category of 9 – 12 years work experience. Moreover, 4(44.5%) of cluster supervisors and 5(55.5%) of WEO teachers development coordinators were

found in the category of 13 – 16 and above 16 years of work experience respectively. The data implies that, the majority of respondents experience is adequate and very important for this study because they have stayed in the school for 4 years and above and they might have sufficient experience on how conflict is managed in their respective schools.

Table 5 further indicates that, 2(10%) of principals and 1(11.1%) of cluster supervisor had second degree. Whereas, the majority 154(100%) of teachers and 20(100%) department heads had first degree. Yet, the education and training policy suggests that teachers at the secondary schools level ought to have a minimum of first degree (MoE 2010). The implication, thus, is that these teachers were in a position to have a better understanding of the issue under investigation and in turn might provided adequate and right responses to the items presented to them. Furthermore all 9(100%) of Woreda education office teachers' development coordinators were first degree holders. Therefore, we can conclude that principals, cluster supervisors and woreda education office teachers' development coordinators had equivalent education level to serve their colleague teachers, in helping each other in improving their professional competence and quality of education in secondary schools. Therefore, it would be possible to conclude that respondents possess relatively adequate qualification, ages and experiences to understand the questionnaires and give appropriate information for the study.

Regarding the field of specialization, the 2(10%) of school principals and 1(11.1%) of cluster supervisors are trained in Educational leadership and management at masters level. But the rest 18(90%) of the school principals 20(100%) of department heads, 20(100%) of school board of managements, 8(88.9%) of cluster supervisors and 9(100%) of Woreda education offices teachers' development coordinators field of specialization is non educational planning and management. From this, one can conclude that, there is a problem of implementation on the top management of Woreda education offices to put individuals who trained in the field of management at the right place and position in school organization.

4.2. View of Conflict

Conflict is not just considered as the inevitability of school life but it may also be seen as a process through which school grows and develops over time. According to these views, effective administration lies in one's ability to control and channel conflict to ensure the progress of an

organization rather than to eliminate it. Thus, subjects were asked to rate the extent of their view on conflict issues in schools under investigation in the form of question items.

Table 6: Responses on view of conflict

No	Items related to view of conflict	Teacher respondents N= 154					
		Low/Very low		Medium		High/Very high	
		n	%	n	%	n	%
1	I consider conflict as a normal aspect of interaction and healthy phenomenon of school relationships.	86	55.9	40	25.9	28	18.2
2	I view conflict as a result of interaction and inevitable at work place.	80	51.9	44	28.6	30	19.5
3	I view conflict as it provides an opportunity for growth, change and innovation.	71	46.1	51	33.1	32	20.8
4	I view conflict in school as it is a means of strengthening the bond between two or more staff members	88	57.2	39	25.3	27	17.5

5	I view conflict as it blocks an interpersonal relation and renders ineffective actions whether or not handled properly.	31	20.1	28	18.2	95	61.7
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As can be observed in Table 6 of item 1, teacher respondents were asked whether considering conflict as a normal aspect of interaction and healthy phenomenon of school relationship or not. To this end, the majority 86(55.9%) of the total teacher respondents confirmed that, viewing of conflict as a normal aspect of interaction and healthy phenomenon of school relationships is low/very low. On the other hand, 40(25.9%) of teachers revealed that, there is a medium view on conflict as a normal aspect of interaction in a school relationships while 28(18.2%) were have a high/very high view on conflict as it is a normal aspect of interaction in school relationship. As the majority of the respondents replied, the view of teachers on conflict as a normal aspect of interaction and a healthy phenomenon in school relationship is low/very low.

In Table 6 of item 2, teacher respondents were asked to give their opinion whether they view conflict as it is the result of interaction and inevitable at work place or not. Accordingly, the majority 80(51.9%) of the total respondents were replied low/very low view on conflict as it is the result of interaction and inevitable at a work place while 44(28.6%) of the respondents were having a medium view and 30(19.5%) were replied high/very high view on conflict as it is the result of interaction and inevitable at a work place. As the majority of the respondents replied, the view of teachers on conflict as it is the result of interaction and inevitable at a work place is low/very low.

Under the same Table item 3, teacher respondents were also asked about viewing conflict as it provides an opportunity for growth, change and innovation. In this regard, the majority 71(46.1%) of the total respondents were replied low/very low view on conflict provides an opportunity for change and innovation. On the other hand, 51(33.1%) were responded in a medium view while 32(20.8%) of the respondents replied a high/very high view on conflict provides an opportunity for change and innovation. As the majority of respondents responded, the view of teachers on conflict which provides an opportunity for change and innovation is low/very low.

In Table 6 of item 4, teacher respondents were asked their view on conflict in school is a means of strengthening the relationship among staff members. The majority 88(57.2%) of the total respondents revealed that, viewing conflict in schools as a means of strengthening the relationship among the staff members is low/very low. Whereas, 39(25.3%) were viewing in a medium view while, 27(17.5%) of the respondents were having a high/very high view on conflict in school is a means of strengthening the relationship among staff members. As the majority of respondents revealed, the view of teachers on conflict as a means of strengthening the relationship among staff members is low/very low.

As indicated in Table 6 of item 5, teacher respondents were asked their view on conflict as it blocks an interpersonal relationship and renders ineffective actions if it is not handled properly. Regarding, this 31(20.1%) of the total respondents replied that, the view of conflict as it blocks an interpersonal relation if it is not handled properly is low/very low while 28(18.2%) were having a medium view. But the majority 95(61.7%) of the total respondents were replied high/very high on conflict which blocks interpersonal relationship if it is not properly handled. As the majority of the respondents replied, teachers have high/very high view on conflict which blocks interpersonal relationship if it is not properly managed.

From the above findings with regard to the views of conflict, one can deduce that conflict can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. If it is properly managed it can even create new ideas and bring about a change in an organization. It is important to note that teachers are not in a position to accept the existence of conflict and its role to make a change. But on the contrary, as the information obtained through interview with school principals, department heads, school board of managements, cluster supervisors and WEOs; most of the interviewees agreed that the existence of conflict in an organization or in a place where people work together is inevitable. They also believe that conflict can bring a change in an organization and it is a must for conflicts to exist in organizations where people of differing views, interests, values, beliefs etc, work together. It is clear from the data that teachers seem to agree with the idea that conflict is harmful for two parties that are in conflict.

In the case of behavioral (contemporary) views, organizational conflict is viewed as neither good nor bad, but it is inevitable. Thus, whether we like it or not, conflict will exist or will occur even

if organizations have paid great sacrifice to prevent it (Gray & Strake, 1984). Therefore, since conflict is the inevitable accompaniment of change, the challenge is not to prevent the conflict arising, but to identify the outcome of conflict and find the best ways to manage it (Brown et al., 1995). The modern view of conflict does not encourage the elimination of conflict but rather to manage conflict so that it can help groups and individuals perform better (Mowday, 1985).

Therefore, it can be said that conflict is useful for an individual and the organization as whole if it is properly managed. Educational leaders (interviewees) believed that conflict is a means of causing changes, while teachers were reluctant to accept this idea. It seems that teachers are afraid of being victim out of conflicting situations. It also shows that teachers have not yet started enjoying differences. Educational leaders by virtue of their work experience in management are conscious about the role of conflict in bringing about needed changes but teachers' attitude towards conflict is that any challenge is seen only as destructive.

However, as Narayana (1987) defines that conflict is not organizational abnormality it is a normal aspect of social interaction and an inherent structure component in all social relation and it is integral to the nature of organizational change. Supporting of this, Getachew (2000) points out that conflicts are inevitable in any organization, as they are the natural consequence of interaction among people with differing personalities. In line with this, Schermerhorn (2011) identify that conflict occurs in work place when parties disagree over substantive issues or when emotional antagonisms create friction between them.

4.3 Types of conflicts

Respondents were asked through an interview question to give information on the types (levels) of conflict those occurred in secondary schools.

Table 7 Responses on types of conflicts

NO	Types of conflicts		Interviewees N= 78													
			Principals		Vice principals		Department heads		School board of management		Cluster supervisors		WEOs coordinators		Total	
			n	%	n	%	n	%	n	%	n	%	n	%	n	%

1	Intrapersonal	3	30.0	2	20.0	6	30.0	8	40.0	3	33.3	2	22.2	24	30.8
2	Interpersonal	4	40.0	3	30.0	7	35.0	9	45.0	5	55.6	4	44.5	32	41.0
3	Intra-group	2	20.0	4	40.0	5	25.0	3	15.0	1	11.1	2	22.2	17	21.8
4	Intergroup	1	10.0	1	10.0	2	10.0	-	-	-	-	1	11.1	5	6.4
Total		10	100	10	100	20	100	20	100	9	100	9	100	78	100

The possible types of conflict found in the literature were forwarded as an example out of which respondents can select the types of conflict which they think existing in secondary schools. The results are clearly seen in the above Table7. According to the data observed in the table, the types of conflict can be put in order on their degree of magnitude that is 32(41.0%) of respondents replied interpersonal conflict, 24(30.8%) of them were said Intrapersonal conflict, while 17(21.8%) were tell Intra-group conflict, and 5(6.4%) of them answered Intergroup conflict. Therefore, interpersonal and intrapersonal conflicts are predominantly found in secondary schools, while intra-group and intergroup conflicts are seen to exist in rare cases.

4.4. Intrapersonal Conflict and its Causes

In each conflict situation, identifying the sources of conflict at each level is important so that the individual can choose appropriate skills and necessary approaches to handle the conflict. Thus, subjects (teachers) were asked to rate the extent to which intra-personal conflict was sourced. In addition, they were asked to list, if any other sources of intra-personal conflict which was undermined by the researcher.

Table 8: Responses related to intrapersonal conflict and its causes

No	Items related to intrapersonal conflict and its source	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	The extent of dissatisfaction with the decisions made by	15	9.7	22	14.3	26	16.9	30	19.5	61	39.6

	the school administration.										
2	The extent of disagreeing with your work assignment	19	12.3	10	6.5	54	35.1	43	27.9	28	18.2
3	The extent of decreasing your participation due to domination of your leaders	26	16.9	31	20.1	40	25.9	43	27.9	14	9.2
4	Improper allocation of benefits and reward processes	19	12.3	27	17.5	25	16.2	29	18.8	54	35.2
5	The extent of dissatisfaction due to the unnecessary overload tasks	17	11.0	20	12.9	49	31.8	41	26.7	27	17.6
6	The existence of mixed or alternative emotions due to dissatisfaction for working on tasks	20	12.9	26	16.9	28	18.2	31	20.1	49	31.9

As shown in the above Table 8 of item 1, teacher respondents were asked about their dissatisfaction with the decisions made by school administrators and if it is a source of conflict or not. In this case, 15(9.7%) of the respondents replied that, the dissatisfaction with the decisions made by their school administrators never the source of conflict while 22(14.3%) of the respondents were replied that, dissatisfaction with the decision of their school administrators was seldom causes intrapersonal conflict. On the other hand, 26(16.9%) of the respondents responded that, the extent of dissatisfaction with the decision of their school leaders was sometimes cause intrapersonal conflict and, 30(19.5%) of the respondents revealed that, the dissatisfaction of decisions was often the source of intrapersonal conflict. Whereas, the majority 61(39.6%) of the total respondents replied that, decisions of school leaders always causes dissatisfaction of teachers and it become the source of intrapersonal conflict. As the majority of the respondents replied, teachers do not always satisfied with the decisions of their school leaders and this is the source of intra personal conflict in individuals mind.

In the same Table of item 2, teacher respondents were asked how often disagreement on their work assignment is a source of intrapersonal conflict. Accordingly, 19(12.3%) of the respondents revealed that, disagreement with the work assignment is never the source of intrapersonal conflict while 10(6.5%) of the respondents responded that, this is seldom causes intrapersonal conflict. Whereas, the majority 54(35.1%) of the total respondents were replied that, disagreement on work assignment sometimes causes intrapersonal conflict and 43(27.9%) of the respondents were replied that, it is often caused intrapersonal conflict. On the other hand, 28(18.2%) of them responded that it is always the source of intrapersonal conflict. As the majority of the respondents replied, disagreement on the work assignment of teachers is the source of intrapersonal conflict.

As indicated in Table 8 of item 3, teacher respondents were asked how often the domination of their school leaders is a source of intrapersonal conflict by decreasing teachers' participation. To this end, 26(16.9%) of the respondents replied that, their school leaders never dominate on their participation and 31(20.1%) of the respondents were responded that, their school leaders are seldom dominate their participation. On the other hand, 40(25.9%) of the respondents were also replied that, school leaders are sometime influencing their participation. Whereas, the majority 43(27.9%) of the respondents were replied that, they often decrease their participation in their school due domination of their leaders and 14(9.2%) of the respondents were revealed that, school leaders are always dominate to influence teachers' participation. As the majority of the respondents replied, teachers are decreasing their participation due to domination of their leaders.

In the same Table of item 4, teacher respondents were asked how often improper fixation of motivational and reward processes is a source of conflict. Accordingly, 19(12.3%) of the respondents have confirmed that, their school leaders never fix unacceptable reward and motivation among teachers but 27(17.5%) of the respondents were replied that, their school leaders seldom fix improper reward and motivation processes among teachers. On the other hand, 25(16.2%) of the respondents revealed that, school leaders sometimes use improper fixation of reward and motivational actions and these actions result intrapersonal conflict in individual. Whereas, 29(18.8%) of the respondents replied that, the school leaders often use improper fixation of reward and motivational processes while the majority 54(35.2%) of the total respondents confirmed that, the unacceptable fixation for reward and motivational actions among

teachers are always applied by school leaders is the source of intrapersonal conflict within individual teachers. As the majority of the respondents replied, there is always discrimination among teachers to fix for reward and motivational activities by their school leaders.

In Table 8 of item 5, respondents were asked how often they dissatisfied with unnecessary over load tasks which can be a source of conflict. Accordingly, 27(17.6%) of the respondents were replied that, there is no unnecessary over load tasks in their school but 20(12.9%) of them replied that, they seldom dissatisfied with unnecessary over load tasks. Whereas, the majority 49(31.8%) of the respondents revealed that, dissatisfaction of teachers sometimes occurred due to unnecessary over load tasks in their schools while 41(26.7%) of them replied dissatisfaction of teachers often caused due to unnecessary over load tasks. The rest 17(11.1%) were confirmed that, there is always dissatisfaction of teachers due to unnecessary over load tasks in their school. Therefore, as the majority of the respondents replied, the cause of intrapersonal conflict due to overload tasks was in a moderate situation.

In the same Table item 6, teacher respondents were asked to put their opinion on the existence of mixed or alternative emotions due to dissatisfaction for working on tasks. Accordingly, 20(12.9%) of the respondents were replied that, alternative emotions due to dissatisfaction for working on tasks is never exist in their school teachers. But 26(16.9%) were confirmed that, alternative emotions of teachers due to dissatisfaction for working on tasks happen seldom. On the other hand, 28(18.2%) of the teacher respondents replied sometimes teachers find other alternatives due to dissatisfaction for working on tasks and 31(20.1%) were responded teachers often find other alternatives due to dissatisfaction for working on tasks. Whereas, the majority 49(31.9%) of the respondents replied that, the existence of alternatives due to dissatisfaction for working on tasks is always occurred in teachers. Therefore as the majority of respondents replied, teachers always find other alternative due to dissatisfaction for working on tasks.

As some of the respondents replied on open ended questions regarding the source of intrapersonal conflict, they are mentioned the causes of finding other alternatives due to dissatisfaction for working on tasks such as the salary paid for teaching compared to working on tasks of teaching is not matched to survive the alive. In addition, the absence of incentives such as workshop training for teachers and the autocratic leadership style of school principals are the other causes for teachers to find other alternative emotions in schools.

Supporting of this idea from the interview conversation, one natural department head replied that:

Absence of incentives such as teachers' promotion back payments and workshop trainings for teachers as well as delaying of monthly salary for a minimum of 45 days are some of the emotions to find other alternative employment in every individual teacher's mind. Due to this reason teachers isolate themselves for working on their tasks and they develop intrapersonal conflict gradually.

Therefore, as the majority of the respondents replied, the existence of finding other alternatives due to dissatisfaction for working on tasks is always occurred in teachers. It is possible to conclude that, finding of other alternatives due to dissatisfaction for working on their tasks may cause mixed ideas in individuals mind and finally leads to intrapersonal conflict at work place.

In contrary this, as Rashid and Archer (1983:312), intrapersonal conflict is the conflict within an individual. Unless it is carefully handled, it can cause a person frustrations, tension and anxiety. In line with this, Rahim (1986:46) points out that, conflict management involves matching the individual goals and role expectations with the needs of the tasks and with the role demand in order to optimize the goal of the individual and the organization as well.

In addition, concerning intrapersonal conflict and its sources a discussion was held through interview with principals, vice principals, department heads, school board of managements, cluster supervisors and WEOs. Accordingly, most of school principals confirmed that, most of the time the rewards and motivational activities including workshop training are given for talent teachers as an incentive for their teaching learning activities. To this end, the selection of teachers for this purpose was decided by school board of management. Most of vice principals also supported the idea of school principals regarding the selection of reward and motivational activities of teachers. But vice principals of a few schools were put one limitation that blocks the selection of reward and motivational activities for teachers. They told that, sometimes, the selection of teachers for reward and motivational activities such as workshop training are given directly to teachers by cluster supervisors and WEOs for teachers those have informal relationship with them. At this time, teachers decrease their activities or participation due to lose of incentives and unable to be competent by their participation or activities.

Department heads of most secondary schools also described that, fixation of teachers for motivational and reward activities especially workshop trainings for teachers in schools are not fair. Most of the time, official letters those send to school for training from WEOs are not informed for all individuals, no one know it except school principals. But teachers know it after the concerning individuals have gone and returned from the training. In line with this, school board of managements also mentioned that, concerned rewards and motivational incentives of teachers, decisions are dominated by school principals to made beneficiary for the concerned individuals. But cluster supervisors and WEOs told the strength of the selection of motivational and reward processes in schools which is based on the criteria of the schools themselves.

Moreover, as observed the document analysis of most secondary schools of the study area, absence of work plan including work directive manuals and regular meeting of school board of managements are as the sources of losing capacity of school board of managements in decision making to reduce conflicts in schools. For this, one can conclude that, at the time of decision-making on one criterion for choosing or select teachers for award, teachers may not involved to participate in the decisions-making to aware them and it might also lack of transparency of school leaders for their subordinates.

However, according to Hayes (2002: 6), a healthy relationship between managers and their subordinates shall develop only if such a relationship is rewarding to them. People voluntarily enter and stay in a relationship only so long as it is adequately satisfactory in terms of reward and motivation. That is, managers must be able to assess the balance in satisfaction of the rewards and motivations among employees.

Generally, the above findings regarding the sources of intrapersonal conflicts, therefore, justify that dissatisfaction with the decisions made by the school administration, dissatisfaction for working on tasks and improper fixation of motivational and reward processes by school leaders seem to be the causes of intrapersonal conflict in secondary schools.

4.5. Interpersonal Conflict and its Causes

In some cases, interpersonal conflict leads to separation and tensions in the relationships between the persons involved. If left unresolved, interpersonal conflict may eventually spread to other

members of the group. Thus, subjects were asked to rate their feelings on the sources of interpersonal conflict.

Table 9: Responses related to interpersonal conflict and its sources

No	Items related to interpersonal conflict and its source	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	The occurrence of communication barriers between teachers and principals	15	9.7	22	14.3	31	20.1	37	24.0	49	31.9
2	The extent of teachers and principals conflict due to personality differences, competition and power struggle	67	43.5	25	16.2	21	13.7	22	14.3	19	12.3
3	The degree of teachers and principals disagreements over goals and objectives of school organization	34	22.1	46	29.9	40	25.9	19	12.3	15	9.8
4	The extent of teachers and principals avoid their disagreement in constructive way	27	17.6	47	30.5	45	29.2	18	11.7	17	11.0

As it can be seen in the above Table 9 of item 1, teacher respondents were asked how often communication barriers occurred between teachers and principals in their school being a source of inter personal conflict. Accordingly, 15(9.7%) of the respondents showed that communication barriers never happen between teachers and principals as a source of conflict in their schools but

22(14.3%) were replied that communication barriers seldom occurred between teachers and principals. On the other hand, 31(20.1%) were revealed that, communication barriers are sometimes occurred between teachers and principals in their schools while 37(24.0%) of the respondents were replied communication barriers are often occurred between teachers and principals. Whereas, the majority 49(31.9%) of the total respondents replied that, communication barriers between teachers and principals are always occurred in their school. As the majority of the respondents replied, communication barriers are always occurred between teachers and school principals in schools. Based on this response it is possible to conclude that, communication barriers develop mistrust of teachers on school principals and finally it may results conflict between teachers and principals that is interpersonal conflict.

As shown in Table 9 of item 2, teacher respondents were asked to put their opinion on the degree of teachers and principals conflict due to personality differences, competition and power straggle in their schools. Based on this, the majority 67(43.5%) of the total respondents replied that, there is no conflict between teachers and principals due to personality differences, competition and power struggle but 25(16.2%) were revealed that, the occurrence of conflict between teachers and principals due to personality differences, competition and power struggle is seldom. On the other hand 21(13.7%) were replied that, conflict between teachers and principals sometimes occurred due to personality differences, competition and power struggle. 22(14.3%) were responded that, conflict between teachers and principals often occurred due to personality differences, competition and power struggle and 19(12.3%) were replied there is always conflict between teachers and school principals due to personality differences, competition and power struggle in their schools. As the majority of the respondents replied, there is no conflict due to personality differences, competition and power struggle between teachers and school principals.

As observed in Table 9 of item 3, teacher respondents were asked to respond on the degree of teachers and principals disagreements over goals and objectives of school organization. Based on this, 34(22.1%) of the respondents were replied that, teachers and principals never disagree on goals and objectives of school organization. But the majority 46(29.9%) of the respondents were replied that, there is seldom disagreements of teachers and principals over the goals and objectives of the school. On the hand, a significant number or 40(25.9%) were replied that teachers and principals disagree over the school goals and objectives sometimes while 19(12.3%)

of respondents showed that teachers and principals disagreement on school goals and objectives often occurred. The rest 15(9.8%) respondents indicated that the disagreement over the goals and objectives of the school organization occurred always. Therefore, as the majority of the respondents replied disagreements of teachers and school principals over goals and objectives of the school is rare.

In the same Table of item 4, teacher respondents were request to put their opinion regarding the extent to which teachers and principals avoid their disagreements in constructive way. Accordingly, 27(17.6%) of the respondents indicated that teachers and principals never avoid their disagreements in constructive way while the majority 47(30.5%) of the total respondents said disagreements of teachers and principals rarely avoided in constructive way in their schools. On the other hand, 45(29.2%) of the respondents were responded teacher-principal disagreements are sometimes avoided in constructive way while 18(11.7%) were replied disagreements often avoided in constructive way and 17(11.0%) were replied disagreements of teachers and principals are always avoided in constructive way. As the majority of the respondents replied, avoiding disagreements of teachers and school principals in constructive way is rare.

Generally, as the findings obtained through the data regarding the sources of interpersonal conflict, occurrence of communication barriers between teachers and school principals and the extent of teachers and school principals avoid their disagreements in constructive way to be rare might be the sources of interpersonal conflicts in secondary schools. In addition, the data obtained from interviewees about the sources of interpersonal conflict in schools seem greatly support the data from the questionnaire. Hence, the information obtained from most of WEOs teachers' development coordinators through interviews shows that, due to poor collaboration and relationships between teachers and school principals and lack of management skills of school principals are seen as sources of interpersonal conflicts in schools.

On the other hand, the information obtained from cluster supervisors through interview regarding the sources of interpersonal conflict mentioned that, mostly, teachers come in to conflict with the school principals because of the following major causes or factors such as: lack of timely decisions from the side of teachers, absence of effective management in schools, shortage of

short term training and career structure and disciplinary problems from the side of teachers are the sources of interpersonal conflict in schools.

According to the information obtained through interview from most of department heads also shows that, absence of clarity from the side of school principals for teachers and teachers also not being able to benefit from the information sources had led them to involve in interpersonal conflict. In line with this, most of school board of managements also mentioned that, absence of clear school rule and regulations, domination of decisions by school leaders and partiality among teachers by school principals and Woreda education offices teachers' development coordinators are the factors of interpersonal conflict in their schools.

But in contrary, as the information obtained through interview from most of school principals and vice principals reported that, teachers absenteeism, personal characteristics of teachers and unable to attend their class on a time are mentioned as a sources of interpersonal conflict in their schools. Additionally, from the document analysis of disciplinary measures, reductions of monthly salary for absenteeism of some teachers were recorded as disciplinary penalties.

Hence, as the data obtained from the questionnaires, interview and document analysis, interpersonal conflict is predominantly found in secondary schools. Therefore, smooth communication, transparency and avoiding disagreements in a constructive way are the possible solutions to operate interpersonal conflict in secondary schools. Based on the responses, it is possible to conclude that, the way school leaders (principals) communicate with teachers, democratic handling, treatment and all the approaches may contribute to the creation of communication problems in school setting. Unclear school rule and regulations and their improper implementations as well as absence of guidelines are also found to be the primary sources conflict in school settings.

Furthermore, according to Moster (1998: 133), the principal must be an agent of communication in that all other stakeholders in the school management interact with each other through him/her. Communication skills are the most important tool and principals have available to them as they interact with others in the school environment. As conflict occurs, it is essential that the principal monitors his/her thoughts, emotions and communications.

4.6. Intra-group Conflict and its Causes

This type of conflict occurs when disagreement or differences exists among members of the same group or its sub-groups. There are multiple factors which affect intra- group conflict. Among the major factors, leadership style is to be the primary source of this conflict. Hence, an effort was made to gather data on certain issues that are thought to be sources of intra-group conflict and restrain school objective to attain. Subjects were asked to rate the extent to which the listed sources of intra- group conflicts in schools were main sources of this type of conflict.

Table 10: Responses related to intra-group conflict and its causes

No	Items related to intra-group conflict and its source	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	Lack of required professional skills of school leaders to support their members	15	9.8	13	8.4	29	18.8	31	20.1	66	42.9
2	Unfair treatments and relationships of individuals in the same group or department	17	11.0	25	16.2	30	19.5	58	37.7	24	15.6
3	The degree of disagreement of members due to differences in educational status, work experience and genders	57	37.0	23	14.9	46	29.9	17	11.0	11	7.2
4	Unfair evaluation of teachers' performance appraisal by department heads	14	9.1	21	13.6	39	25.3	30	19.5	50	32.5

As indicated in Table 10 of item 1, teacher respondents were asked to show how often lack of professional skills of school leaders to support their members being a source of conflict. Consequently 15(9.8%) of the respondents responded that, lack of professional skills of school leaders in their school is never a source of conflict, but 13(8.4%) of the respondents said lack of professional skills of school leaders to support their members is seldom occurred as a source of

conflict. On the other hand, 29(18.8%) of respondents rated as it occurs sometimes while 31(20.1%) were replied that, intra-group conflict often occurred due to lack of professional skills of school leaders. Whereas the majority 66(42.9%) of the total respondents were rated that, intra-group conflict always occurred due to lack of professional skills of school leaders in supporting their members.

Therefore, as the majority of the respondents replied, lack of professional skills of school leaders to manage department members is the source intra-group conflict in secondary schools. From this, one can conclude that, assigning school leaders (principals) to be a head or a principal is might not depend on the work experience of teachers and field of management due to lack of evaluation of teachers career development by Woreda education offices.

As shown in the same Table of item 2, teacher respondents were asked to rate their feelings whether there is unfair treatments and relationships of individuals in the same group (departments) or not. Regarding this, 17(11.0%) of the respondents indicated that they never experienced unfair treatments of individuals in the same group/department in their schools, but 25(16.2%) respondents revealed that they were seldom experienced such treatment in their schools. On the other hand, 30(19.5%) of respondents indicate that unfair treatment and relationships of individuals in the same group by school leaders is happening sometimes. Whereas, the majority 58(37.7%) of the total respondents replied that, intra-group conflict is often caused due to unfair treatment or relationship of individuals in the same group in their schools and the other 24(15.6%) were responded unfair treatments and relationships of individuals in the same group by school leaders is always occurring.

According to the majority of the respondents, unfair treatments and relationships of individuals in the same group by school leaders is often caused intra-group conflict in schools. This shows that unfair treatments and relationships of individuals in the same group by their leaders is the source of intra-group conflict.

As it can be seen from Table 10 of item 3, teacher respondents were asked to rate their opinion regarding the degree of disagreement of members due to differences in educational status, work experience and genders. To this end, the majority 57(37.0%) of the respondents indicated that they never experienced disagreements of members of the same group due to differences in educational status, work experience and gender. But 23(14.9%) of the respondents were rated to

similar item as it occurs rarely. Whereas, 46(29.9%) of the respondents replied that, there is sometimes disagreements in the same department members due to differences in educational status, work experiences and genders in schools. On the other hand, 17(11%) of the respondents indicated that, disagreements of the same members due to the differences in educational status, work experience and gender are often caused intra-group conflict in their schools while 11(7.2%) of them said, there is always disagreements of the same department members due to differences in educational status, work experience and gender. From this, it is possible to say there is no intra-group conflict due to difference in educational status, work experience and gender.

In Table 10, item 4, teacher respondents were asked whether there is unfair evaluation of teachers' performance appraisal by department heads/school leaders or not. Hence, 14(9.1%) of the respondents indicate that they never face unfair evaluation of teachers' performance appraisal by school leaders while 21(13.6%) of them reacted the same question as they seldom experienced it. On the other hand, 39(25.3%) teachers illustrated that they face unfair evaluation of teachers' performance appraisal by department heads/leaders sometimes while 30(19.5%) of respondents replied that, intra-group conflict is often caused due to unfair evaluation of teachers' performance appraisal by department heads in their school. Whereas, the majority 50(32.5%) of the respondents revealed that, there is always intra-group conflict due to unfair evaluation of teachers' performance appraisal by their department heads. As the majority of the respondents replied, intra-group conflict is always occurred due to unfair evaluation of teachers' performance appraisal in schools.

Regarding the above sources of intra-group conflict, some respondents were replied on the open ended questions that, lack of coordination among the department members and demoralization of teachers due to discrimination among teachers by department heads and school leaders were other sources of intra-group conflict. In addition, discussions through interview was held to school principals, vice principals, department heads, cluster supervisors and Woreda education offices teachers' development coordinators for the source of intra-group conflict. Most of school principals reported that, the relationship between teachers and department heads in school were not often smooth. The reason that they suggested for this were, some teachers did not obey for their heads and were not interested to participate in the career of department members due to lack

of management skills. Similarly, some department heads were not committed to understand the feeling and suggestions of their department members.

In line with this, most of the vice principals also reported the problems such as; lack of participation or unable to do some teachers their annual, weekly and daily lesson plans are the major sources of intra-group conflicts in their schools. The interview held with department heads also most of them mentioned that, unable to participate teachers in the preparation of teaching aid, lack of coordination and relationship among department members and teaching class load among teachers were the sources of intra-group conflict in their school.

Moreover, as the information obtained through interview with cluster supervisors and Woreda education offices teachers' development coordinators reported that, most of the time, conflicts regarding intra-group in schools are occurred as a form of a group conflict among teachers because one can be benefited and the other was loser or loaded in his/her career by his/her leaders. This was elaborated to the others because conflicts were not getting solutions by school leaders as soon as conflicts started.

Hence, it is possible to conclude that, intra-group conflict needs immediate solutions because it has an influence on teachers' performance activities and it might blocks the social climate of the same members of departments as well as the whole school organization

Therefore, from the above findings regarding to intra-group conflict, it is possible to justify that, lack of professional skills of department heads to support their members, unfair treatments and relationships of individuals in the same department and unfair evaluation of teachers' performance appraisal by department heads are the sources of intra-group conflict in schools. In line with this finding, studies conducted by Amare (2013), suggested that, the inequitable department members' involvement in pedagogical center, poor department heads' professional skills, improper proposal of teachers for promotion, improper evaluation of teachers' performance and inappropriate distribution of teachers' class load and non- classroom responsibility are causes of intra-group conflict in schools.

4.7. Intergroup Conflict and its Causes

Intergroup conflict is the disagreements of two or more groups (departments). Thus, issues that are thought to be the sources of inter group conflict were presented to subjects to rate the extent to which inter group conflict sources hamper school objectives to attain. In addition they were asked to list any other sources of inter group conflict which was not mentioned by the researcher.

Table 11: Responses related to intergroup conflict and its causes

No	Items related to intergroup conflict and its source	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	The occurrence of conflict between departments possessing different perceptions regarding aspects of the work situation	15	9.8	27	17.6	36	23.3	32	20.8	44	28.5
2	The extent of principals make interfere in the affairs of departments	31	20.1	34	22.1	41	26.6	26	16.9	22	14.3
3	The extent of conflict between departments due to competing with limited resources	33	21.4	51	33.1	43	27.9	14	9.1	13	8.5
4	The presence of individuals who disturb the relationship of departments	10	6.5	19	12.3	40	25.9	31	20.1	54	35.2

As shown in Table 11 of item 1, teacher respondents were asked to rate their opinion regarding the rate of conflict between departments due to possessing different perceptions to ward aspects of the work situation. Accordingly, 15(9.8%) of the respondents indicated that, conflicts are never occurred between departments due to possessing different perceptions regarding the work

situation while 27(17.6%) of the respondents reacted similar item as it rarely occurred. On the other hand, 36(23.3%) of the respondents replied that conflict occurs sometimes due to different perceptions of group members regarding the work situation, and 32(20.8%) of the respondents illustrated that conflict between departments often occurred due to different perceptions of group members. Whereas, the majority 44(28.5%) of the respondents showed that, there is always conflict between departments due to possessing different perceptions regarding the work situation.

As the majority of the respondents replied, conflict between departments always occurred due to different perceptions of group members regarding the work situation in secondary schools. Based on this it is possible to conclude that, possessing different perceptions of different department members regarding the work situation causes a disagreement or separation in idea and this might one source of inter group conflict in the secondary schools of the study area.

When respondents asked how often the principals make interfere in the affairs of departments in the same Table of item 2, 31(20.1%) of the respondents replied that, principals never interfere in the affairs of departments but 34(22.1%) were responded that, principals seldom interfere in the affairs of departments. On the other hand, the majority 41(26.6%) of respondents replied that principals sometimes interfere in the affairs of departments while 26(16.9%) were revealed that principals often interfere in the affairs of departments. These responses left 21(13.6%) of the respondents' view as principals always interfere in the affairs of departments. As the majority of the respondents replied, school principals sometimes made interference in the affairs of departments.

As can be viewed in Table 11 of item 3, teacher respondents were asked about their opinion on how often conflict occurs between departments due to competing for limited resources. In this regard, 33(21.4%) of respondents replied that, they never faced when conflicts occur between departments due to competing for limited resource. However, the majority 51(33.1%) of the respondents indicated that conflicts are rarely occurred between departments due to competing for limited resources in their schools. In addition, a significant number of respondents, 43(27.9%) responded the same question as it happen sometimes. The other 14(9.1%) and 13(8.5%) of the respondents indicated that conflicts between departments occurred due to competing for limited resources in schools often and always respectively. As the majority of the

respondents replied, conflict is rarely occurred between departments due to competing limited resources.

As indicated in Table 11 of item 4, teacher respondents were asked how often individuals disturb the relationship of intergroup or departments. Accordingly, 10(6.5%) of the respondents replied that there never face individuals who disturb the relationship of departments. But 19(12.3%) of respondents indicated that, there are individuals who seldom disturb the relationship of departments. On the other hand, 40(25.9%) of the respondents showed that, there are individuals who sometimes disturb the relationship of departments while 31(20.1%) of the respondents reacted as they face individuals who often disturb the relationship of departments. Most importantly, the majority 54(35.2%) of the respondents replied that, there are individuals who always disturb the relationship of intergroup or departments.

As the majority of the respondents replied there are individuals who always disturb the relationship between departments. From this point, it is possible to conclude that the presence of individuals who disposed the relationship among departments might the activity of individuals to gain advantage over others by the administrative bodies.

Moreover, as the information obtained from most of department heads through interview confirmed that, the absence of separate offices for different departments and absence of work schedule in pedagogical center for departments to prepare teaching aids are the sources of intergroup conflict. Absence of work schedule results competition of scarce resources of pedagogical center among departments and this leads to cause conflict among them. As the information obtained from most of school principals and vice principals, intergroup conflict in their schools was rare. But sometimes, some departments those have a class load due to shortage of subject teachers were complained to participate in non teaching activities such as school clubs. They are complaining to other departments those have no class load due to adequate subject teachers.

The information obtained through interview with cluster supervisors and Woreda education offices teachers' development coordinators shows that, the occurrence of intergroup conflict in secondary schools is very rare. But sometimes, department heads come to complain to their school principals regarding unequal flow of information and motivational incentives. In line with

this, most school board of managements also confirmed that, sometimes intergroup conflict is occurred when official letters send for non field workshop trainings to schools. At this time, all members of different departments will compete and complain each other and it is a challenge to give decision for a solution.

Hence, based on the aforementioned discussion regarding to the sources of intergroup conflict, the researcher posited that possessing different perceptions regarding aspects of the work situation between departments and the presence of individuals who disturb the relationship of departments were major causes of inter-group conflicts which had arisen in the secondary schools of Gambella Regional State. As a consequence, we could imagine the potential that these factors seem to have for defeating the purpose of teaching and learning in the study area.

As Miner (1985) pointed out some of the conditions or causes that raise intergroup conflicts listed as follows.1) the presence of individuals who particularly inclined to the expression of aggression because of their non conformity, creativity, and the like tend to elicit aggression in others. 2) The presence of individuals who are experiencing major dissatisfactions with aspect of their roles in the organization. 3) Interdependence between the work of individuals and groups requiring that decisions be made jointly and 4) Sharp competition between groups having differing objectives and goals are the sources of intergroup conflict.

In addition, Organ and Bateman (1991:505) indicated three major factors that contribute to intergroup conflicts in organizations such as; a) the dependence and interdependence over and between groups dictated by the systems nature of organizations, b) the difference in goals which are open to different interpretations and difference in perceptions, which are also exacerbated by departmentalization and c) different flows of information to different organizational sub units are contributing intergroup conflicts.

On the other hand, as the information obtained through interview with school principals, vice principals, department heads, school board of managements, cluster supervisors and WEOs regarding to the types of conflicts usually occurred in secondary schools, intrapersonal and interpersonal conflicts are predominantly found in secondary schools. While the intra-group and intergroup conflicts are seen to exist in rare cases.

4.8. Conflict Resolution Strategies

Conflict resolution is a situation whereby conflicting parties enter in to an agreement that solves their incompatibilities, accept each other's continued existence as parties and cease all violent actions against each other. It is important for managers to take most of their times towards the identification and handling of conflicts at their organization. Subjects were asked to rate their opinion regarding the conflict resolution mechanisms listed in the table below.

Table 12: Responses related to conflict resolution strategies or mechanisms

No	Items related to conflict resolution strategies	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	Resolving conflicts through forcing or punishment (dominating)	25	16.2	18	11.7	36	23.4	45	29.2	30	19.5
2	Resolving conflict by providing something to make a mutually acceptable decision to both parties (inventing options for mutual gain)	24	15.6	59	38.4	40	25.9	14	9.1	17	11.0
3	Resolving conflicts by applying scientific steps (problem solving method)	40	25.9	51	33.1	31	20.2	16	10.4	16	10.4
4	Resolving conflicts by separating people during conflict (separating people from the problems)	30	19.5	18	11.7	39	25.3	46	29.9	21	13.6
5	Resolving conflicts between teachers and school principals to bringing in agreement by the third parties such as school board of managements (mediation)	35	22.7	27	17.6	60	38.9	25	16.2	7	4.6

As shown in the above Table 12 of item 1, teacher respondents were asked to reply on the rate of resolving conflicts through forcing or punishment. To this end, 25(16.2%) of the total respondents were replied that, teacher-principal conflicts never resolved through forcing or punishment but 18(11.7%) of the respondents reacted that teacher-principal conflicts seldom resolved through forcing or punishment. On the other hand, 36(23.4%) were replied that, teacher-principal conflicts sometimes resolved through forcing or punishment while the majority 45(29.2%) of the total respondents were rated teacher-principal conflicts are often resolved through forcing or punishment. Whereas, 30(19.5%) were responded that, teacher-principal conflicts are always resolved through forcing or punishment. As the majority of respondents replied, teacher principal conflicts are often resolved through forcing or punishment.

Moreover, as the information obtained from the interview with school principals regarding dominating conflict resolution strategy to handle conflict most of them assured that, teacher-principal conflicts are sometimes resolved through punishment (dominating) when teachers repeatedly score the source of conflicts; for example attendance absenteeism and individuals who disturbing the healthy relationships of staffs. For these cases, conflicts are resolved through punishment such as reduction of monthly salary for the absenteeism days of teachers and demotions for the individuals who disturbing the relationship of staffs. As a result, two secondary schools of school board of management documents recorded that, the transfer of three teachers to another schools in demotion cases.

The results of the interview with heads of departments also confirmed that, resolving teacher-principal conflicts through punishment (dominating) is common in their school. Most of the time, decisions were made before asking the reasons why teachers were absent in schools. At this time, conflicts are elaborated and form a group. In line with this, the information obtained from school board of managements through interview again confirmed that, punishment (dominating) during conflict resolution is important to avoid misbehavior of individuals. But most of the time, this conflict resolution strategy is used for easy as well as heavy situations. As the interview held with most of cluster supervisors and Woreda education offices teachers' development coordinators, dominating conflict resolution strategy is common in their schools. But schools are take actions or decisions before they are sure to punish individual based on their evidence.

Besides, the document analysis from school board of management files indicated that, dominating conflict resolution strategy was used as a mechanism to resolve conflicts. For example decisions based on salary for absenteeism of teachers were common in the files. Hence, it is possible to conclude that, dominating conflict resolution mechanism needs appropriate evaluation and decision before deciding for actions.

Hellriegel and Slocum (1982) pointed out that, the successful use of dominating style results in outcomes that are satisfactory to only one of the parties. According to them this style is applied when: a) there are extreme emergencies and quick action is necessary; b) unpopular course of action must be taken for long term organizational effectiveness and survival; and c) when others are trying to take advantage of someone, and the person needs to take quick action for self-protection. Based on the data obtained from the majority of the respondents, interview and document analysis it is possible to conclude that, conflicts are often resolved through forcing or punishment in secondary schools and this might in order to minimize or avoid the distractive behavior of teachers.

When teacher respondents asked how often conflicts between teachers and principals resolved through a mutually acceptable decision to both party or the provision of something like inventing options for mutual gain, Table 12 of item 2 portray that 24(15.6%) of the respondents never experienced this way of resolving conflicts. Whereas the majority 59(38.4%) of the total respondents were responded that, teacher-principal conflicts are seldom resolved by mutually acceptable decisions for both parties. On the other hand, 40(25.9%) were answered that, teacher-principal conflicts are sometimes resolved by a mutually acceptable decisions for both parties while 14(9.1%) were replied conflicts often resolved by mutually acceptable decisions. The rest 17(11.0%) respondents responded that teacher-principal conflicts are always resolved through mutually acceptable decisions for both teachers and school principals.

As the majority of the respondents replied, teacher-principal conflicts are rarely resolved through inventing options for mutually acceptable decisions to both parties. Similarly, as the information obtained from the interview discussion with department heads most of the interviewees assured that, most of the time, teacher-principal conflicts are not get decisions to include the interest and opinion of teachers. But decisions are always take the sides of principals' ideas and interests. In contrary, the common idea of most school principals and vice principals through interview

discussion confirmed that, the nature of teachers is difficult to accept the administrative decisions. It is also difficult to satisfy the interest of teachers. In most school meetings, they don't mutually accept the idea from the administrative part.

As the information obtained through interview discussion with school board of management show that, most of the time, at the decisions of issues related to training, behavioral issues etc. in schools, it is difficult to satisfy to all individuals during the decision. Because as the behavior of individuals different, the interest of individuals also different. In this case, every individual forces the idea of the issue towards his/her interest. Due to this behavior, it is difficult to bring mutually acceptable opportunities to parties or groups at the time of decision.

According to most of cluster supervisors and Woreda education offices teachers' development coordinators ideas in common during the interview discussion, the problem of to providing mutually acceptable decision for all groups in school meeting is the problem of both teachers and school principals. Because, as teachers become eager to accept the decision mutually, school principals should evaluate the decision and must find other opportunities for common acceptable alternatives or mechanisms to the idea.

In relation of this, Korsgaard et al (2005: 63) maintain that group members experience what is termed a mutual gain when they are collaborating involved in mutual problem solving process. This strategy provides parties an opportunity to design options that may be potential solutions without the pressure in deciding to do so. By supporting this, Bodine & Crawford (1999: 168), pointed out before parties try to reach an agreement, they brainstorm a wide range of possible options in advance, share interests and creatively reconcile differing interests.

In the same Table of item 3, teacher respondents were rated their feeling on resolving conflicts by applying scientific steps and logical sequences during teacher-principal conflicts. In this regard, 40(25.9%) of the respondents replied that, conflicts are never resolved by applying scientific steps whereas the majority 51(33.1%) of the total respondents were responded that, teacher-principal conflicts are seldom resolved by applying scientific steps. On the other hand, 31(20.2%) were rated teacher-principal conflicts are sometimes resolved by applying scientific steps while 16(10.4%) were responded conflicts are often resolved by applying scientific steps

and 16(10.4%) of the respondents were replied that, teacher-principal conflicts are always resolved by applying scientific steps.

As the majority of the respondents replied, resolving teacher-principal conflicts by applying scientific steps is rare. In the same manner, the interview held with most of cluster supervisors and Woreda education offices in common mentioned that, most of the time, teacher-principal conflicts are common in their schools and these conflicts were easy to resolve by the schools themselves. But due to not applying scientific steps or sequential warning, schools principals direct go to resolve conflicts through punishment. At this time conflicts are elaborated and teachers came to cluster supervisors and Woreda education offices for further resolution.

In line with this, as most of department heads confirmed through interview discussion, due to emotional and hot characteristics of school principals, sometimes actions were not follow steps for take measurements. In this case, teachers and school principals will be in a heated conversation and conflict. This has a great influence on teaching-learning activities in schools and it will be too difficult to resolve easily. Besides, most of school board of managements also mentioned that, absence of managerial guidelines and trainings regarding to managing conflicts are contribute to lack of conflict resolution mechanisms. In this regard, one can conclude that it might a lack of putting the right person at the right place and position for a better decision and conflict resolution in school organization.

In contrary this, UNESCO (1980), elaborate scientific approach to problem solving and its steps as follows: Recognize that the problem exists; Collect facts (information) pertaining to it; Analyze and classify information; Establish one or more hypothetic solutions; Select each one and assess feasibility; Select the optimal solution; Check and make adjustment if necessary are the steps of scientific approach..

As indicated in Table 12 of item 4, teacher respondents were rated their opinion on resolving conflicts by separating people during conflict if the school leader and teachers are in a heated conversation over the teachers' negative performance. Hence, 30(19.5%) of the respondents were responded that, conflicts are never resolved by separating people during conflict while 18(11.7%) were replied conflicts seldom resolved by separating teachers and school leaders when they are in a heated conversation. On the other hand, 39(25.3%) of the respondents were

rated that, teacher-principal conflicts are sometimes resolved by separating them if they are in a heated conversation on teachers' negative performance while the majority 46(29.9) of the total respondents were replied that, teacher-principal conflicts are often resolved by separating them during conflict and 21(13.6%) were responded teacher-principal conflicts are always resolved by separating them when they are in a heated conversation.

As the majority of the respondents replied, teacher-principal conflicts are frequently resolved by separating teachers and school leaders when they are in a heated conversation on teachers' negative performance. This shows that a good norms and cultural values of the school organizations in separating individuals when they are in a heated conversation and this may help individuals to think their mistakes further.

In the same Table of item 5, teacher respondents were asked to give their response on how often teacher-principal conflicts are resolved by third parties or mediators such as school board of managements to bring in agreement. To this strategy, 35(22.7%) of the respondents were replied that, teacher-principal conflicts are never resolved by the mediators but 27(17.6%) were responded that teacher-principal conflicts are seldom resolved by mediators. Whereas, the majority 60(38.9%) of the total respondents replied that, teacher-principal conflicts are sometimes resolved by mediators while 25(16.2%) were replied that, teacher-principal conflicts often resolved by mediators and the least 7(4.6%) were replied conflicts always resolved by mediators.

According to the majority of the respondents, teacher-principal conflicts are moderately resolved by school board of managements as the third parties or mediators. In this regard, it is possible to conclude that, teacher-principal conflict resolution by school board of managements as mediators is a good trend to find the solutions of the problems and it might to prevent elaboration of negative performances in school setting.

In general, the ability of school leaders to manage conflicts and their overall competency to do other managerial activities was found to be very poor. That is; using of forcing (dominating) to all conflicts to resolve, lack of inventing options for mutual gain, lack of resolving conflicts by applying scientific steps in secondary schools were the major findings regarding conflict resolution strategies. In addition, from the document analysis of most secondary schools; absence

of their own work plan of school board of managements, absence of school board of managements' regular meeting program to investigate school disciplinary issues, absence of work directive and manuals (guidelines) and absence of capacity building training for school board of managements as well as staff members were seen as the problems for conflict resolution in schools.

Therefore, being the situation like this as witnessed by respondent teachers, proper management of conflict in secondary schools would be unthinkable. Another point to be mentioned is that the readiness of school leaders to become change agents was also found to be very low; therefore, one can conclude that school leaders are not in a position to introduce new ways of doing things.

4.9. Role of school Principals in managing Conflict

By regulating or controlling conflict, the school principal may therefore, turn the conflict into fruitful competition or purposeful argument. In this regard, the main role of competition in an organization is to help and develop an individual general psychological world so that he/she develops and attains his/her identity. So, subjects are asked to rate their opinions regarding to the role of their school principals in managing conflict in schools.

Table 13: Responses related to role of school principals in managing conflict

No	Items related to role of school principals in managing conflict	Teacher respondents N= 154					
		Low/Very low		Medium		High/Very high	
		n	%	n	%	n	%
1	His attempt to team building and role negotiation	98	63.6	24	15.6	32	20.8
2	His ability to restructure assignments of individual teachers	49	31.8	73	47.4	32	20.8
3	His assessment of causes and application of mechanisms to resolve conflicts	77	50.0	36	23.4	41	26.6
4	His behavior in conflict situations as a	87	56.5	28	18.2	39	25.3

	mediator						
5	His inclination to see or treat all teachers equally	62	40.3	52	33.8	40	25.9

As indicated in the above Table 13 of item 1, teacher respondents were asked to determine the role of school principals regarding his attempt to team building and role negotiation. In this case, the majority 98(63.6%) of the total respondents replied that, the role of school principals regarding team building and role negotiation to manage conflict is low/very low. On the other hand, 24(15.6%) were determine the attempt to team building and role negotiation of school principals to manage conflict is medium while 32(20.8%) were replied that, the role of school principals to team building and role negotiation in order to manage conflict is high/very high.

Therefore, as the majority of the respondents replied, the role of school principals regarding team building and role negotiation to manage conflict is low/very low. From this one can conclude that, it might the gap of collaboration and support in managerial skills among school principals, cluster supervisors and WEOs because principals are the one who is responsible for leading, administering, planning, coordinating, and evaluating performances of the staff. Among the most frequent duties of the principals are the ability to intensify the psychological aspect of the staff in order to strengthen their mutual relations, and their attempts to team building and role negotiation. In line with this, studies conducted by Lombard (1991: 189) states that, principals are responsible for the identification and resolution of conflicts that may occur at the school premise. And when conflicts occur, principals must become the negotiators in that, they facilitate the involvement of differing parties towards resolving their conflicts.

In the same Table of item 2, respondents were asked to determine the ability of school principals to restructure assignments of individual teachers. In this case, 49 (31.8%) of the total respondents were responded that, the principals ability to restructure assignments of individual teachers is low/very low. Whereas, the majority 73(47.4%) were respond principals effort to restructure the assignments of individuals teachers is in a medium while 32 (20.8%) were replied principals role to restructure the assignment of individual teachers is high/very high. Therefore, as the majority of the respondents replied, the ability of school principals to restructure assignments of individual teachers is in a moderate situation.

In Table 13 of item 3, respondents were asked about the principals' role on the assessment of causes and application of mechanisms to resolve conflicts. Accordingly, the majority 77(50.0%) of the total respondents were replied that, the role of principals on mechanisms to resolve conflict is low/very low while 36(23.4%) were responded the ability of principals to resolve conflict is medium. On the other hand, 41(26.6%) were determine the principals mechanism to resolve conflict is high/very high.

According to the majority of the respondents, the role of school principals on the assessment of causes and applications of mechanisms to resolve conflict is low/very low. One can conclude that the leadership style of most school principals might have lack of skills to resolve conflicts. The finding may go beyond of the studies of Hundy's (1985:251-254) stated that, principals may use various mechanisms to control and regulate conflict in the school settings such as 1) arbitration 2) rules and procedures, 3) co-coordinating device, 4) conformation, 5) Separation, 6) neglect, and 7) fending off specialist.

As show in Table 13 of item 4, respondents were rated their opinion on principals' behavior in conflict situations as a mediator. Hence, the majority 87(56.5%) of the total respondents were replied that, principals behavior as a mediator is low/very low whereas 28(18.2%) were responded that, principals behavior as a mediator is in a medium situation while 39(25.3%) were agree on principals behavior as a mediator is high/very high.

As the majority of the respondents replied, the behavior of school principals as a mediator is very poor. Therefore it is possible to conclude that, for principals to manage their tasks effectively they might not be equipped with the knowledge of initiating, defending, and mediating conflict mechanisms during their training. On contrary, as Henkin et al (2000:154) solution oriented approaches to conflict management may work best where principals serve in meditative roles and emphasize solution finding through consensual cooperative process which avoids antagonism that may endanger future personal and or professional relationships. Such a meditative approach in a solution-oriented conflict management can reinforce belief in the fairness of outcomes and simultaneously allow conflicting parties to feel that they have some control over the process.

In the same Table of item 5, respondents were asked to determine principals' inclination to see or treat all teachers equally. Hence, the majority 62(40.3%) of the total respondents were replied

that, principals inclination to see all teachers equally is low/very low and 52(33.8%) were responded the tendency of principals to see teachers equally is in a medium while 40 (25.9%) of the respondents were rated it is high/very high.

As the majority of the respondents replied, the inclination to see or treat all teachers equally by their principals is low/very low. From this one can conclude that, principals might attribute to the personal behavior of the teachers and may also a lack of supervision for daily teachers' performance in schools. In contrary, as Uline et al, (2003: 797) stated that, principals must be as a caring person towards the individual problems of teachers, learners, parents and other individuals who have an interest in the schools. A caring person is that who is able to listen and support others during their emotional outburst.

Generally, as the interview responses held with department heads regarding the role of school principals in managing conflicts reports most of them pointed out that, lack of efficiencies, careless approach to individual and group problems, superiority or inferiority complexes, nepotism and carelessly handling conflicts are some of the problems of school principals in secondary schools because school principals and supervisors are not assigned according to their field of management and work experience. In line with this, most of Woreda education offices teachers' development coordinators also reported that, the inclination of school principals to treat and satisfy their teachers in order to intensify the psychological relationship of the schools is not satisfactory. Because most of the time, teachers come to Woreda education offices for a minor problems those can be resolve in school administrative.

As most of the cluster supervisors confirmed through interview discussion, the role of school principals in managing conflict is very poor due to many factors such as lack of confidence and managerial skills because most principals come to cluster supervisors and Woreda education offices to consult on easy and heavy conflicts in their school. The information obtained from most school boards of managements through interview discussion regarding the role of school principals also confirmed that, many of the school principals had little knowledge of the nature, levels/types of conflict and its management strategies. The conflict handling mechanisms were not clearly demarcated by many of the school principals in secondary schools. As a result, they tried to search for solution through only disciplinary measures and they were negligent to give appropriate solutions for easy types of conflict.

From the above responses, one can possibly conclude that, the principals' proper utilization of the conflict resolution mechanisms and applying proper decisions in the administrative affairs were ineffective due to the above mentioned and other constraints in the secondary schools. Since these duties were very important for effective management of conflict, necessary measures should have been taken for upgrading the principals' knowledge with the appropriate methods of handling conflicts.

4.10. Role of cluster Supervisors and WEOs in managing Conflict

Developing relationship with the public in relation to the instructional matters through supervision is very crucial aspect of the school administration. Hence, management is one of the tools for the success of educational goals through effective administration. Thus, in addition to school principals, cluster supervisors and WEOs are responsible for the success of educational activities. So, subjects were asked to rate their opinion regarding the role of cluster supervisors and WEOs in managing individual and group conflicts.

Table 14: Responses related to role of cluster supervisors and WEOs in managing conflict

No	Items related to role of cluster supervisors and WEOs in managing conflict	Teacher respondents N= 154					
		Low/Very low		Medium		High/Very high	
		n	%	n	%	n	%
1	The extent to guide the problem solving process and be an active member of the interactions in schools.	71	46.2	63	40.9	20	12.9
2	The extent to helping teachers and school principals focused on their common problems.	75	48.7	54	35.1	25	16.2
3	Their tendency to do teachers and school principals mutually agree on the process and criteria for solving their problems.	94	61.0	33	21.4	27	17.5

As shown in Table 14 of item 1, teacher respondents were asked about cluster supervisors and Woreda education offices role on the collaborative approach to guide the problem solving process and be an active member of the interactions in schools. Accordingly, the majority 71(46.2%) of the total respondents responded that, the extent to guide the problem solving process and be an active member of the interaction is low/very low and 63(40.9%) were replied the degree of cluster supervisors and WEOs to guide the problem solving process is in a medium. On the other hand, 20(12.9%) were agree on the role of cluster supervisors and WEOs to guide the problem solving process and be an active member of interactions is high/very high. As the majority of the respondents replied, the role of cluster supervisors and WEOs to guide the problem solving process and be an active member of school interaction is low/very low.

In the same Table of item 2, respondents were respond their feeling on the role of cluster supervisors and WEOs to helping teachers and school principals focused on their common problems. In this regard, the majority 75(48.7%) of the total respondents replied that, the role of cluster supervisors and WEOs helping teachers and principals to focus on their common problems is low/very low. On the other hand, 54(35.1%) were responded the role to help teachers and school principals to focus on their common problems is medium while 25(16.2%) were responded the role is high/very high. As the majority of the respondents replied, the role of cluster supervisors and WEOs to help teachers and school principals to focus on their common problems is low/very low.

In the last item 3 of Table 14, respondents were asked to give their opinion on the tendency of cluster supervisors and WEOs to do teachers and school principals mutually agree on the process and criteria for solving their problems. Among the whole respondents requested to answer this question, the majority 94(61.0%) of the total respondents were replied that, the tendency of cluster supervisors and WEOs to do teachers and school principals mutually agree on the process for solving the problems is low/very low. On the other hand, 33(21.4%) were replied that, it is in a medium situation while 27(17.5) of the respondents were responded that, the role of cluster supervisors and WEOs to do teachers and principals mutually agree on the process for solving the problems is high/very high. As the majority of respondents replied, the role of cluster supervisors and WEOs to do teachers and principals mutually agree on the process for solving the problem was low/very low.

Generally, as the majority of the respondents replied, the tendencies of cluster supervisors and WEOs to do teachers and principals mutually agree on the process for solving the problems, the tendency to guide the problem solving process and be an active member of the interactions in schools and helping teachers and school principals focused on their common problems is very poor.

Similarly, the result of interview with school principals described that, teacher-principal conflicts in schools are sometimes become over control to resolve by school administration. At this time, the situation is reported to cluster supervisors and WEOs for further solutions, but they are not coming on time and delaying to solve the problems of teacher-principal conflicts. Due to this, conflicts are expanded and form in groups and become over control to resolve easily. In line with this, the most of vice principals added that, WEOs are not commitment and giving attention to school problems but they focusing only criticize for school principals instead of collaborating for conflict resolution contributes conflicts to elaborate in schools.

In addition, as most of the result of interview with department heads also described that, the role of WEOs in managing conflict in schools is very low and sometimes WEOs themselves are the sources of conflict in schools. For this reason, they described one example as “an examiner for grade 10 and 12 national examination is allowed only for teachers. But in selection of examiners for this national examination, WEOs select some of their experts for examiner by reducing the number of examiner teachers. At this time the conflict is start between teachers and school principals and elaborate to WEOs and teachers develop mistrust on their leaders.”

Moreover, the information obtained through interview discussion from most of school board of managements indicated that, the role of cluster supervisors and WEOs in managing school conflict is not expected as their top position to control the activities of schools. Unless the problems of the schools reported to them, they are not come to school to evaluate the activities of the school even once in a month. But only cluster supervisors come to school once in a month to take their monthly report of the school. This shows that the contribution of cluster supervisors and WEOs in conflict resolution in schools is below their responsibility.

From this it is possible to conclude that, cluster supervisors and WEOs have less cooperation with teachers and school principals in problem solving at the time of teacher- principal conflict

in schools. But the school functions in general and instruction in particular is a cooperative work that requires coordinated effort of principals, teachers, supervisors, administrators and public including community (USAID BESO Project II, 2004).

4.11. Challenges in managing Conflict

One of the basic challenges in schools is to construct an enabling work environment by administrative control. A healthy working relationship is a major aim for conflict management. If it is absent, an organization becomes dysfunctional. Therefore, subjects were asked to rate their opinion on the challenges of conflicts which are listed in the table below.

Table 15: Responses related to challenges in managing conflict

No	Items related to challenges to managing conflict	Teacher respondents N= 154									
		Never		Seldom		Sometime		Often		Always	
		n	%	n	%	n	%	n	%	n	%
1	Lack of tolerance within teachers and school principals in conflict resolution process	33	21.4	28	18.2	24	15.6	51	33.1	18	11.7
2	Lack of good working social climate among teachers	20	12.9	54	35.1	30	19.5	28	18.2	22	14.3
3	I consider any conflict as a destructive due to lack of viewing conflict as a natural, inevitable and a challenge for a change in your school	15	9.8	23	14.9	26	16.9	43	27.9	47	30.5

As shown in Table 15 of item 1, teacher respondents were asked to give their opinion on how often lack of tolerance within teachers and school principals is a challenge in conflict resolution process. Among the whole teacher respondents 33(21.4%) were replied that, teachers and school principals never tolerate each other during conflict resolution process while 28(18.2%) of them experienced that they seldom lack tolerance in conflict resolution process. On the other hand, 24(15.6%) of respondents showed that teachers and school principals sometimes unable to tolerate each other in conflict resolution process. Moreover, the majority 51(33.1) of the total respondents replied that, teachers and school principals are often unable to tolerant each other during conflict resolution. The rest 18(11.7) of the respondents indicated that they are always unable to tolerate in conflict resolution in schools. As the majority of respondents replied, most of the time teachers and school principals are unable to tolerate in conflict resolution process. This shows that teachers and school principals might not committed in conflict resolution process.

In item 2 of the same Table, teacher respondents were asked whether there is lack of good social climate among teachers that challenges managing conflicts or not. Accordingly, 20(12.9%) of teacher respondents were responded that, they never face lack of social climate among teachers, however, the majority 54(35.1%) of the total respondents replied that, lack of good social climate is seldom occurred among teachers. On the other hand, 30(19.5%) of the respondents were replied that, there is sometimes lack of social climate among teachers and it is a challenge to manage conflict in schools, and 28(18.2%) of the respondents indicate that lack of social climate often occurred among teachers. In addition, 22(14.3%) of the respondents replied that, there is always lack of social climate among teachers. As the majority of respondents replied, lack of good social climate is rarely occurred among teachers and it might not much affect the working relationship of teachers in their school.

In the above Table of item 3, teacher respondents were asked how often they view conflict as a destructive due to lack of viewing conflict as a natural, inevitable and a challenge for change in their school. In this regard, 15(9.8%) of the respondents replied that, they never view any conflict as a destructive in schools while 23(14.9%) were confirmed conflicts are seldom seen as a destructive and 26(16.9%) of the respondents replied that, sometimes any conflicts are considered as a destructive in schools. On the other hand, 43(27.9%) were responded that

conflicts often seen as a destructive whereas the majority 47(30.5%) of the total respondents replied that conflict always considered as a destructive in schools. This shows that there is lack of awareness of conflict in individuals of the schools organization.

Generally, as the majority of respondents replied regarding to the challenges in managing conflict, unable to tolerate teachers and school principals in conflict resolution process and any conflict consider as a destructive due to lack of viewing conflict as a natural, inevitable and a challenge for a change in school setting are the challenges of managing conflict in schools. In addition, one teacher respondent was mentioned some challenges to manage conflict in schools in the open ended question as follow;

Lack of convincing the sources of conflicts by school principals and other conflict solvers, partiality of mediators in conflict management that is unfairly ensuring the idea of one side and ignoring the other side, magnifying the problem of conflicts and pointed to one for punishment and being rigid without awareness about the source of conflict are the 'bottle neck' in conflict management.

Similarly, as the information obtained through interview with school principals, lack of commitment of teachers to resolve their conflict and the habit of forming a group (taking a side) during conflict resolution are among the challenges to manage conflicts in schools. Most of vice principals also mentioned some challenges as; the personal behavior and the rigidity of individuals in their ideas during conflict resolution are the challenges to resolve conflicts in schools.

According to the result of the interview from most of school board of managements regarding the challenges to resolve conflicts; absenteeism of individuals in school meeting to resolve conflicts, absence of guidelines for conflict resolution and lack of implementation of school rule and regulations are some of the challenges to resolve conflicts in schools. Most of department heads also mentioned some challenges such as; lack of awareness of individuals on conflict and the informal relationship of individuals with the top management bodies are among the challenges to resolve conflicts.

The interview result from most of cluster supervisors and WEOs teachers' development coordinators also described as; most of the time, individuals consider any conflict as a negative

phenomenon rather than considering conflict as a challenge for a change. Due to this view, when conflicts occur among individuals in schools, every individual develops negative relationship with the opposite part rather than resolve conflicts through smooth conversation. In addition, one cluster supervisor mentioned some challenges to manage conflicts in schools as follow;

Lack of commitment from the side of principals and Woreda education office experts, absence of skilled leaders in schools, interference of political power in the management of schools, corruption and illegal relationships among school principals, teachers themselves and WEOs experts are some challenges in managing conflict in schools.

From this point of view, one can conclude that the awareness of individuals on conflict is not as much of possible and it might need to give training for individuals in educational management for decision-making to reduce conflicts in schools.

According to Dipaola and Hoy (2003: 242), the challenges facing the school principal are that he/she must maintain a good environment at the schools and influence the teachers, the parents and other stakeholders to become more tolerant to each other. One of the basic challenges in schools is to construct an enabling work environment where professionals can perform their tasks relatively imaginative by administrative control.

CHAPTER FIVE

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, summary of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems related to improving and ensuring the current practices of conflict management with particular references to secondary schools of Gambella Regional State are presented.

4.1. Summary

The main purpose of this study was to assess the major causes of conflict and management practice by taking in to account conflict management strategies in terms of handling disciplinary problems. The study was conducted in ten government secondary schools of Gambella Regional State. To achieve the purpose of the study, the following research questions were raised to be answered in the course of the study.

1. How do teachers and school principals view conflict within school organization?
2. What are the types and causes of conflicts in secondary schools?
3. To what extent various conflict resolution strategies are employed to resolve conflicts in secondary schools?
4. What are the major roles played by principals, supervisors and WEOs in managing conflict in secondary schools?
5. What are the major challenges in managing conflict in secondary schools?

To collect relevant data on the topic, the study was carried out in ten government secondary schools which were selected by proportional allocation and simple random sampling technique. Descriptive survey approach was employed as a method of the study. The sources of data were teachers, principals, department heads, and school board of managements, cluster supervisors, WEOs and disciplinary documents. To seek answers to the above research questions, the data were gathered through questionnaires, interview and document analysis.

The questionnaires were properly filled and returned by 154 teachers who were selected by simple random and stratified sampling technique. However, nine teachers were not returned the questionnaires. The interview was also conducted with 10 principals, 10 vice principals, 20 department heads, 20 school board of managements 9 cluster supervisors and 9 WEOs who were selected by simple random and purposive sampling techniques and document investigation was also made on the school discipline files. The data obtained through close ended questionnaires were analyzed quantitatively using percentage. Besides, the data gathered through interview, document investigation and open ended items in the questionnaires were analyzed qualitatively.

Finally, based on the analysis of the data, the following major findings were obtained from the study.

1. It was found that all of the secondary school principals vice principals, cluster supervisors and woreda education experts were males. The number of female teachers was also much lower compared to males, only 13(8.4%). It was identified that the majority, 63(40.9%) of respondents were within the age range of 26-30 while the majority 8(40%) of school principals were within the age 36-40. Regarding years of work experience, the majority of respondents, 73(47.5%) of the teachers had 1 to 4 years' of experience while the majority 8(40%) of school principals had 13-16 years' of experience. This great difference of experience between teachers and school principals may have its contribution to unable to tolerate and lack of creation new ideas through experience during conflict resolution process. Regarding the qualification of teachers all 154(100%) and the majority 18(90%) of school principals had first degree while 2(10%) of principals were masters or second degree holders. This implies that, the qualification of teachers and school principals were almost the same qualification and it may have its contribution in complexity and lack of skills in conflict management.

2. From the finding regarding the view of conflict, the study has revealed that most 71(46.1%) of the teachers were found to be reluctant to accept the idea that conflict can bring about a change. But, a considerable number 32(20.8%) of teachers agreed that conflict could create new ideas if it is properly managed. The finding also revealed that most 86(55.9%) of teachers were not in a position to accept the existence of conflict as a normal aspect of interaction and healthy phenomenon of school relationships and its role to make a change. They seem to agree with the idea that conflict is harmful for two parties that are in conflict. It seems that teachers are afraid of being victim out of conflicting situations. It also shows that teachers have not yet started enjoying differences and their attitude towards conflict is that any challenge is seen only as destructive. But on the contrary, most of school principals, department heads, school board of managements, cluster supervisors and WEOs in the interview conversation agreed that, the existence of conflict in an organization is inevitable. They also believe that conflict can bring a change in an organization and it is a must for conflicts to exist in organizations where people of differing views, interests, values, beliefs etc, work together.
3. Regarding to the types of conflicts occurred in secondary schools, the majority 32(41.0%) of the interviewees replied interpersonal conflict and 24(30.8%) intrapersonal conflicts while 17(21.8%) and 5(6.4%) of them responded intra-group and intergroup conflicts respectively. Therefore, interpersonal and intrapersonal conflicts are predominantly found in secondary schools, while the intra-group and intergroup conflicts are seen to exist infrequently.
4. Regarding the causes (sources) of intrapersonal conflicts, the study revealed that, the majority of the respondents replied that, dissatisfaction with the decisions made by the school administration 61(39.6%), dissatisfaction for working on tasks 49(31.9%), and improper allocation of benefits and reward processes by school leaders 54(35.1%), were the sources (causes) of intrapersonal conflicts. In addition, according to the information held through interview indicated that, absence of teachers' promotion back payments and delaying of monthly salary for a minimum of 45 days were found to be the causes of intrapersonal conflict in secondary schools. According to the majority of the respondents, occurrence of communication barriers between teachers and school principals 49(31.9%) and unable to avoid disagreements in a constructive way 45(29.2%), were the causes of interpersonal conflicts. In addition, from the interview conversation, poor collaboration and relationships

between teachers and school principals, lack of management skills of principals and disciplinary problems of teachers were the sources (causes) of interpersonal conflicts in secondary schools.

5. From the findings regarding to the causes (sources) of intra-group conflict, the majority of the respondents replied that, lack of professional skills of department heads to support their members 66(42.9%), unfair treatments and relationships of individuals in the same department 58(37.7%), unequal evaluation of teachers' performance appraisal by department heads 50(32.5%), were the causes of intra-group conflicts. Moreover, from the interviewees information, unwillingness of teachers to prepare their annual, weekly and daily lesson plans and unable to committed some of department heads to understand the feeling and suggestions of their department members were the sources (causes) of intra-group conflicts. Based on the study regarding to the sources (causes) of intergroup conflict, the majority of the respondents revealed that, possessing different perceptions regarding to the aspects of the work situation between departments 44(28.5%), and the presence of individuals who disturb the relationship between departments 54(32.1%), were causes of intergroup conflicts. From the interview conversation, unequal flow of information and motivational incentives among departments were also causes of intergroup conflicts which had arisen in the secondary schools of Gambella National Regional State.
6. Based on the study, according to the majority 45(29.2%) of the respondents' response, the mechanism or strategy of conflict resolution that school leaders mostly used to resolve conflicts was dominating (punishment). While applying scientific steps to resolve such conflicts by school principals in these schools was very poor. In addition, based on the majority 59(38.4%) of the respondents, the ability of designing other options or alternatives for mutually acceptable decisions during conflict resolution process was also very poor.
7. As the majority 98(63.6%) of the respondents' response, the study revealed that, the role of school principals regarding team building and role negotiation to manage conflict as well as their role on mechanisms to resolve conflict was very poor. Similarly, the most 62(40.3%) of the respondents replied that, the inclination of school principals to see or treat all teachers equally regarding reward systems and performance evaluation in order to intensify the psychological relationships of their staffs was some of the problems. Another point to be mentioned based on the interview is that, the readiness of school leaders to become change

agents was also found to be very low; therefore, school leaders are not in a position to introduce new ways of doing things.

8. Based on the majority 71(46.2%) of the total respondents' vote, it was reported that, the extent of cluster supervisors and WEOs to guide the problem solving process and be an active member of the interactions in schools was found to be low. In addition, the most 94(61.0%) of the respondents also reported that, the tendency of cluster supervisors and WEOs to do teachers and school principals mutually agree on the process and criteria for solving their problems was also very poor.
9. From the findings obtained regarding challenges to manage conflicts, the majority 51(33.1%) of the respondents replied that, unable to tolerant teachers and school principals each other in conflict resolution process and any conflict considered as a destructive in most teachers due to lack of viewing conflict as a natural, inevitable and a challenge for a change in schools were the major challenges. In addition, from the interview conversation and document analysis the challenges of conflict resolution found that, lacks of implementation of school rule and regulations, absence of guidelines regarding conflict resolution mechanisms and rigidity of individuals in their ideas during conflict resolution were some of the other challenges in secondary schools of the study area.

5.2. Conclusions

Based on the findings, the following concluding remarks were made.

1. Sex, age and qualification might form diversities in personalities. Besides, professional competence and training condition of individual respondents may also contribute to emanating conflict between principals and teachers.
2. Based on the findings revealed with regard to the views of conflict, conflict can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. Therefore, school leaders by virtue of their work experience in management are conscious about the role of conflict in bringing the needed changes and ensure the progress of an organization rather than to eliminate it.
3. Each type of conflict has its own causes. Moreover, conflicts in general have got major causes. Among these major causes, in the secondary schools studied, teachers' performance

evaluation system is the current controversial and sensitive issues that developed conflicts between teachers and principals. The practice of performance evaluation often leads to conflict and misunderstandings between the teachers and school principals due to lack of understanding of the goals of evaluation on the part of teachers and the improper implementation of the issue under consideration by the people assigned to it. Teachers' negative attitude toward their managers also prevented them from evaluating their own weaknesses; because they refused to recognize the possible conflicts that may exist between and among themselves. Hence, some school leaders might relate it to the personal characteristics of workers, and some make a comparison between teachers, instead of comparing the person with his/her performance.

4. School leaders trained in the area of management, can have the opportunity to use the different techniques of conflict resolution. Besides, they might know that conflict is the basis of change and development. However the findings indicated that, from the total 20 principals and vice principals in the study area, there are only 2 principals trained in educational leadership and management at master's level but the rest 18 principals and vice principals are not trained in the field of management. Then, the absence of trained school leaders or the way school leaders manage conflicts itself can lead to the creation of conflicts between teachers and principals. For one reason, teachers may think that they are guided by people who have no the necessary competence. Therefore, school leaders may feel inferiority complex because there may be competent staff members with better qualification and work experience who are more able to manage the educational institutions than them.
5. Principals are the one who is responsible for leading, administering, planning, coordinating, and evaluating performances of the staff. But many of the principals seem to lack the knowledge that enabled them to manage conflict properly. As a result particularly the administration roles like initiating, defending, mediating and controlling conflicts were impeded. Thus for the proper utilization of the ways of handling conflicts, principals might have acquired the knowledge through training, have a long experience in the schools, and have to develop confidence in their capacity to manage schools.
6. Schools are the major social institutions where by the teaching and learning process takes place. Therefore, problems which affect the smooth operation of the school need to be carefully examined. Appropriate strategies of conflict resolution also need to be assessed in

order to overcome disruptive problems. Besides, educational leaders such as cluster supervisors and WEOs by virtue of their position are key people for smooth running of schools. They are working constantly with school principals and teachers and can only achieve maximum efficiency when the relations are at satisfactory level. Hence, peaceful coexistence between teachers and educational leaders might be encouraged in order to set up conducive environment for teaching and learning process in schools.

5.3. Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to alleviate the problems of conflict management which are associated with teachers and school principals' discipline and applications of strategies to manage conflict in schools.

1. The generic causes of conflict in schools were found to be improper use and application of rules and regulation, unequal evaluation of teachers' performances, and communication barriers. Therefore, Zonal Education Department and Woreda Education Office are advised to ensure the proper implementation of school rules and regulation through orienting office experts, cluster supervisors and schools principals on how to discharge their responsibility in terms of following school rules and regulation, performing fair evaluation of teachers' performance appraisal and creating smooth communication.
2. Regional Education Bureau, Zonal Education Department and Woreda Education Offices are advised to provide skill trainings for school leaders on how to manage and resolve conflicts in their context since there is no one best way of conflict resolution technique that educational managers can use in every situation. Similarly, these government bodies are recommended to create awareness raising workshop for teachers and other staff to deal with the positive values of conflicts in creating new ideas and generating basic change and development.
3. For the proper management of conflict, the secondary schools principals should recognize the major causes and specific factors of each type of conflict and when conflict is most likely to

occur; they should consider the effectiveness of the past mechanisms that they have used for handling current conflicts, and examine as well as apply the best alternatives.

4. On top of this, it is better to follow and to take preventive measure of conflict management by both teachers and school leaders such as:
 - a) Organizational goals, objectives, work units, and individual goals should be clearly defined by school leaders for the practitioners.
 - b) The role and contribution of individual and each work unit towards organizational goals must be identified.
 - c) Fair reward and compensation system for individual and work unit has to be framed by school leaders for the sake of enhancing school effectiveness.
 - d) Trust and effective communication channel in school system has to be established for enhancing open interpersonal relationship among staff members. Because the greater the trust among members of unit, the more honest and open the communication among them would be developed.
 - e) Proper coordination of entire school activities has to be maintained.
5. Moreover, cluster supervisors need to support school leaders through continuous follow up and feedback about the appropriate implementation of school rules and regulations besides creating good relationship between teachers and school principals. Teachers also advised to work collaboratively with school principals and other stakeholders to minimize negative conflicts which can affect the goal of education.
6. Furthermore, the researcher recommended that, in the future, a detailed study could be conducted to investigate more about conflict generating factors, effects of various types of conflicts on teachers' performance, and design appropriate strategies for managing such conflicts in schools.

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Appendices

Appendix A

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaires to be filled by secondary school teachers

Dear Respondents:

I am a post graduate (Master) student of Jimma University, Ethiopia. I am carrying out a study on the topic: Major causes of Conflict and Management Practices in Secondary Schools of Gambella

Regional State. Thus, the main purpose of this questionnaire is only to collect relevant information to compliment this research work. Therefore, you are kindly requested to fill the questionnaire in order to give necessary information in the issue related to the study. The success of this study directly depends up on your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Directions:

Part I:

1. No need of writing your name.
2. Your answer should represent your direct feeling.
3. Ask the data collector if you need extra support before giving your answer in confusion.
4. Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.

Part II: This part of the questionnaire contains the personal information. Thus, please fill the necessary answers for each item properly by putting “√” or “X” mark in the box prepared.

1. Name of the school-----

1. Sex: Male Female

2. Age:

20-25	26-30	31-35	36-40	41-45	46-50	51 and above

4. Service Year

Less than a year	1-4 years	5-8 years	9-12 years	13-16 years	Above 16 years

5. Academic qualification

TTI	Diploma	Degree	Masters

Part III: This part of the questionnaire contains both close and open ended items that focused on the main issues under investigation. Based on the concept of each item, please try to select the options that directly represent your own position and fill it in the space provided. Similarly write brief answer for the questions which are opened.

1. Items related to view of conflict are listed below. Please show your views by selecting the options that represent your feelings.

Key: 1= Very low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very high (VH)

No	Items related to view of conflict	Rate of outlook				
		1	2	3	4	5
		VL	L	M	H	VH
1.1	I consider conflict as a normal aspect of interaction and healthy phenomenon of school relationships					
1.2	I view conflict as result of interaction and inevitable at work place					
1.3	I view conflict as it provides an opportunity for growth , change and innovation					
1.4	I view conflict in school as it is a means of strengthening the bond between two or more staff members					

1.5	I view conflict as it blocks an interpersonal relation if it is not handled properly					
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2. Questions related to intrapersonal conflict (conflict within self) and its source. I kindly request you to indicate your feeling for each item.

Key: 1= Never (Ne) 2= Seldom (Se) 3= Sometimes (St) 4= Often (Of) 5= Always (Al)

No	Items related to intrapersonal conflict and its source	Rate of occurrence				
		1	2	3	4	5
		Ne	Se	St	Of	Al
2.1	The extent of your dissatisfaction with the decisions made by the school administration.					
2.2	The extent of disagreeing with your work assignment.					
2.3	The extent of decreasing your participation due to domination of your leaders					
2.4	Improper allocation of benefits and reward processes by your leaders					
2.5	The extent of your dissatisfaction due to the unnecessary overload tasks					
2.6	The existence of mixed or alternative emotions due to dissatisfaction for working on tasks					

Please mention any other sources of intrapersonal conflict in your schools which are not mentioned above.

3. Indicate your feelings by selecting the appropriate options for the item interpersonal conflict (conflict with in individuals) and its source.

Key: 1= Never (Ne) 2= Seldom (Se) 3= Sometimes (St) 4= Often (Of) 5=Always (Al)

No	Items related to interpersonal conflict and its source	Rate of occurrence				
		1	2	3	4	5
		Ne	Se	St	Of	Al
3.1	The occurrence of communication barriers among the teachers and school principals.					
3.2	The extent of teacher-principal conflict due to personality differences, power struggle and competition.					

3.3	The degree of teacher and principal disagreements over goals and objectives of school organization.					
3.4	The extent of teachers and principals avoid their disagreement in constructive way					

Please mention any other sources of interpersonal conflict (conflict with in individuals) regarding teacher-principal conflict in your school which is not mentioned above.

4. Questions related to intra-group conflict (conflict with in the same groups or departments) and its sources lead to teacher-principal conflict are listed below. Please indicate your feelings by selecting the appropriate options.

Key: 1= Never (Ne) 2=Seldom (Se) 3= sometimes 4= Often (Of) 5= Always (Al)

No	Items related to intra-group conflict and its source	Rate of occurrence				
		1	2	3	4	5
		Ne	Se	St	Of	Al
4.1	Lack of required professional skills of school leaders to support their members					
4.2	Unfair treatments and relationships of individuals in the same group or department.					
4.3	The degree of disagreement of members due to differences in educational status, work experience and genders.					
4.4	Unfair evaluation of teachers' performance appraisal by department heads					

Please write intra-group conflicts which are the sources of teacher-principal conflicts in your school which are not mentioned above.

5. Questions related to intergroup conflicts (conflicts with in different groups or departments) are listed below. Please fill your degree of feelings in the sources of intergroup conflicts.

Key: 1= Never (Ne) 2= Seldom (Se) 3= Sometimes (St) 4= Often (Of) 5= Always (Al)

No	Items related to intergroup conflict and its source	Rate of occurrence				
		1	2	3	4	5
		Ne	Se	St	Of	Al
5.1	The occurrence of conflict between departments or work groups possessing differing perceptions regarding aspects of the work situation.					
5.2	The extent of principals make interfere in the affairs of departments					
5.3	The extent of conflict between departments due to competing with limited resources					
5.4	The presence of individuals who disturb the relationship of departments					

6. Below are conflict resolution strategies or mechanisms as a means of resolving conflicts. You are kindly request to respond the best corresponding answer from the given alternatives.

Key: 1= Never (Ne) 2= Seldom (Se) 3= Sometimes (St) 4= Often (Of) 5= Always (AL)

No	Items related to conflict resolution strategies	Rate of mechanisms				
		1	2	3	4	5
		Ne	Se	St	Of	AL
6.1	Dominating: Resolving conflicts through forcing treating or punishment.					
6.2	Inventing options for mutual gain: Resolving conflicts by providing an opportunity to design options to the common satisfaction without the pressure in deciding to do so. (Win-win strategy).					
6.3	Problem solving method: Resolving conflicts by applying scientific steps and logical sequences in					

	collaborating the cases					
6.4	Separating people from the problems: Resolving conflicts by separating people during conflict if the school leader and teachers are in a heated conversation over the teachers' negative performance.					
6.5	Mediation: Resolving conflicts between teachers and school principals to bringing in agreement by the third parties such as school board of management, cluster supervisors, Woreda education offices etc.					

7. Role of school principals in managing conflict.

Key: 1= very low (VL) 2= Low (L) 3= medium (M) 4= high (H) 5= very high (VH)

No	Items related to role of school principals in managing conflict	Rate of activities				
		1	2	3	4	5
		VL	L	M	H	VH
7.1	The attempts to team building and role negotiation					
7.2	His ability to restructure assignments of individual teachers					
7.3	His assessment of causes and application of mechanisms to resolve conflicts					
7.4	His behavior in conflict situations as a mediator					
7.5	His inclination to see or treat all teachers equally					

8. Role of cluster supervisors and Woreda Education offices (WEOs) are listed below in common. Please express your feelings by using the given degree of alternatives.

Key: 1= very low (VL) 2= Low (L) 3= medium (M) 4= high (H) 5= very high (VH)

No	Items related to role of cluster supervisors and WEOs	1	2	3	4	5
		VL	L	M	H	VH
8.1	The extent to guide the problem solving process and be an active member of the interactions in schools.					

8.2	The extent to helping teachers and school principals focused on their common problems.					
8.3	Their tendency to do teachers and school principals mutually agree on the process and criteria for solving their problems.					

9. Items related to challenges in managing conflicts are listed below. Please show your opinion by selecting the options that represent your feelings.

Key: 1= Never (Ne) 2= Seldom (Se) 3= Sometimes (St) 4= Often (Of) 5= Always (AL)

No	Items related to challenges to manage conflict	1	2	3	4	5
		Ne	Se	St	Of	AL
9.1	Unable to tolerant teachers and school principals each other in conflict resolution process.					
9.2	Lack of social climate among teachers					
9.3	I consider any conflict as a destructive due to lack of viewing conflict as a natural, inevitable and a challenge for a change.					

Please mention other challenges in managing conflict which are not mentioned in the above table.

Appendix B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview questionnaires to be filled by school principals

Dear Respondents:

I am a post graduate (Master) student of Jimma University, Ethiopia. I am carrying out a study on the topic: Conflict Management Practice in Secondary Schools of Gambella Regional State.

Thus, the purpose of this interview is to gather additional information pertaining to a strategy for managing conflict in secondary schools. You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the interviewees.

1.1. Age: -----

1.2. Sex: -----

1.3. Name of the school: -----

1.4. Academic qualification: -----

1.5. Fields of specialization: -----

1.6. Years of experience: -----

1.7. Present positions: -----

2. The interview question items

2.1. How do you view conflict and its nature?

2.2. Do you expect that conflict exists in the school, particularly between teachers and principals?

2.3. If so, what types of conflicts are there? Identify them.

a) Intra personal conflict-----

b) Interpersonal conflict-----

c) Intra-group conflict-----

d) Intergroup conflict-----

2.4. If conflicts arose frequently between teachers and principals:

a) What are the causes (factors) for each types of conflict?

2.5. State the conflict resolution strategies /mechanisms/ used for resolving conflicts in the school?

a) Dominating-----

b) Inventing options for mutual gain-----

c) Problem solving method-----

d) Separating people from the problems-----

e) Mediation-----

2.6. To what extent do cluster supervisors and Woreda education office saw the issues which arose due to conflicts between teachers and principals in your schools?

2.7. Were there studies or reports (guidelines) carried on the conflict and its management in the school?

2.8. What were the challenges in managing conflict in your school?

2.9. If you have additional suggestions or comments regarding the sources of conflict situations and the strategies to resolve, please state in brief.

Appendix C

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview questionnaires to be filled by department heads and school board of managements

Dear Respondents:

I am a post graduate (Master) student of Jimma University, Ethiopia. I am carrying out a study on the topic: Conflict Management Practice in Secondary Schools of Gambella Regional State.

Thus, the purpose of this interview is to gather additional information pertaining to a strategy for managing conflict in secondary schools. You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the interviewees.

1.1. Age: -----

1.2. Sex: -----

1.3. Name of the school: -----

1.4. Academic qualification: -----

1.5. Fields of specialization: -----

1.6. Years of experience: -----

1.7. Present positions: -----

2. The interview question items

2.1. How do view conflict and its nature?

2.2. Do you expect that conflict exists in the school, particularly between teachers and principals?

2.3. If so, what types of conflicts are there? Identify them.

a) Intra personal conflict-----

b) Interpersonal conflict-----

c) Intra-group conflict-----

d) Intergroup conflict-----

2.4. If conflicts arose frequently between teachers and principals:

a) What are the causes (factors) for each types of conflict?

2.5. State the conflict resolution strategies /mechanisms/ used for resolving conflicts in the school?

a) Dominating-----

b) Inventing options for mutual gain-----

c) Problem solving method-----

d) Separating people from the problems-----

e) Mediation-----

2.6. What is the role of school principals to managing conflicts as:-

a) Negotiator-----

b) Mediator-----

2.7. To what extent does cluster supervisors and Woreda education office saw the issues which arose due to conflicts between teachers and principals in your schools?

2.8. Were there studies or reports (guidelines) carried on the conflict and its management in the school?

2.9. What were the challenges in managing conflict in your school?

2.10. If you have additional suggestions or comments regarding the sources of conflict situations and the strategies to resolve, please state in brief.

Appendix D

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Interview questionnaires to be filled by cluster supervisors and Woreda education office

Dear Respondents:

I am a post graduate (Master) student of Jimma University, Ethiopia. I am carrying out a study on the topic: Conflict Management Practice in Secondary Schools of Gambella Regional State.

Thus, the purpose of this interview is to gather additional information pertaining to a strategy for managing conflict in secondary schools. You are kindly requested to share the experiences and suggestions up on the problems stated below.

Thank you for your advance kindly cooperation!

1. Background information of the interviewees.

1.1. Age: -----

1.2. Sex: -----

1.3. Name of the school: -----

1.4. Academic qualification: -----

1.5. Fields of specialization: -----

1.6. Years of experience: -----

1.7. Present positions: -----

2. The interview question items

2.1. How do you view conflict and its nature?

2.2. Do you expect that conflict exists in the school, particularly between teachers and principals?

2.3. If so, what types of conflicts are there? Identify them.

a) Intra personal conflict-----

b) Interpersonal conflict-----

c) Intra-group conflict-----

d) Intergroup conflict-----

2.4. If conflicts arose frequently between teachers and principals:

a) What are the causes (factors) for each types of conflict?

2.5. State the conflict resolution strategies /mechanisms/ used for resolving conflicts in the school?

a) Dominating-----

b) Inventing options for mutual gain-----

c) Problem solving method-----

d) Separating people from the problems-----

e) Mediation-----

2.6. What is the role of school principals to manage conflicts as:

a) Negotiator-----

b) Mediator-----

2.7. To what extent does the school board of management saw the issues which arose due to conflicts between teachers and principals in schools?

2.8. Were there studies or reports (guidelines) carried on the conflict and its management in the school?

2.9. What were the challenges in managing conflict in your school?

2.10. If you have additional suggestions or comments regarding the sources of conflict situations and the strategies to resolve, please state in brief.

Appendix E

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Check list format prepared to conduct document analysis at respective school of each respondent.

This is a document examination check list format prepared to gather efficient information about school disciplinary issues. Therefore, in order to be able to gather and collect available information that have direct relationship to schools conflict sources and its management strategies, please give your correct response for the question stated below.

Thank you

No	Items	Yes	No
1	Is there school board of management?		
2	Does school board of management has its own work plan?		
3	Does school board of management has its own separate office?		
4	Does school board of management has a regular meeting program to investigate school disciplinary issues?		
5	Does school board of management gives capacity building training program for staff members?		
6	Is there available work directive and manual?		
7	Does school board of management has its own record document book?		
8	Does school board of management get regular capacity building training from top level educational officials?		

Appendix F

To determine the sample size of teachers (in probability sampling technique) the formula of Paler-Calmorin and Calmorin was employed. This formula was used because it is one of the formulas in determining the sample size in probability sampling technique. Then the sample sizes were computed as:

$$n = \frac{NZ + (Se)^2 \times (1 - p)}{NSe + Z^2 \times P(1 - P)}$$

Where;

n = sample size

N = total number of population (285)

Z = the standard value (2.58) of 1% level of probability with 0.99 reliability

Se = Sampling error or degree of accuracy (0.01)

p = the population proportion (it is assumed to be 0.5 since this would provide the maximum sample size)

Therefore,

$$n = \frac{285(2.58) + (0.01)^2 \times (1 - 0.5)}{285(0.01) + (2.58)^2 \times 0.5(1 - 0.5)}$$

$$n = \underline{163}$$

Thus one hundred sixty three secondary school teachers are necessary to represent the whole population of the study.