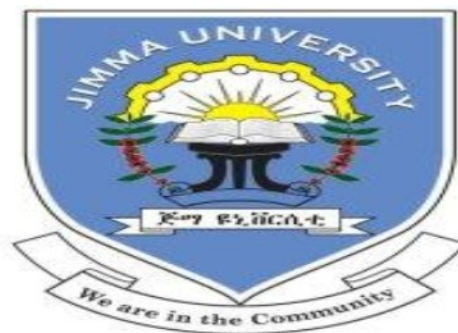


CONFLICT IN SCHOOLS: TYPES SOURCES AND ITS MANAGEMENT: THE
CASE OF GUMAY WOREDA GOVERNMENT OWNED FIRST AND SECOND
CYCLE PRIMARY SCHOOL

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**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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Abbreviation

CSA - Central Statistics Agency.

CRC - Cluster resource center.

ESDP.IV - Education sector development programs four.

GEQIP - General education quality improvement program.

IBM - International Business Management.

MOE - Ministry Of Education.

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

WEO: - Woreda education office.

Abstract

The main purpose of this study was to investigate conflict in primary schools: types, sources, consequences, views and management styles used to handle these conflict situations. In doing so, attempts were made to identify different types of conflict, common source of conflict, consequence of conflict, views of conflict and conflict management style used by teachers and educational managers. Descriptive research design and descriptive survey method by employing both qualitative and quantitative methods of data gathering were used. Stratified and simple random sampling techniques were used to select sample of the study. The sample of the study includes 94 respondents: 16 principals and 78 teachers. The instruments used were survey questionnaire, interview and documentary analysis. Primary sources of data were used. On top of these, the data were analyzed using percentage, mean and standard deviation. The findings showed 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 sources of conflict in school which were accredited by teachers, principals, and vice principals. Conflict situations in schools where they are wisely managed and handled, are capable of producing vital benefits such as making the academic staff conscious of how to deal with their differences, and providing a golden opportunity for staff members to fostering competitive work culture. On the other hand, negative consequences of conflict in these schools include escalated emotional antagonism, wastage of resource, the existence of loose co-operation and integration, absence of subordination of individual's interest to schools interest. Conflicts in these schools were viewed as normal aspects of interaction and inevitable phenomena and constructive as well. But, very few staff members viewed conflict as negative experience. Application of different types of conflict management styles with varying frequency illustrates the reality in the schools of Gumay Woreda. On the basis of these findings the following recommendations were forwarded: improving man power utilization, allocation of equitable budget, expansion of resources, rearranging workable rule and regulation and improving communication channel may guide the educational leaders and teachers to manage conflict wisely and successfully towards the harmonious working environment with optimum productivity in the area under consideration.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The daily activity of organizations revolves around people and the interpersonal dynamics complicated in getting them engaged in goal accomplishment. And just we all need skills to work well with others who do not always agree with us and in team situations that are often complicated and stressful. Conflict occurs whenever interaction and disagreement exists in social situation over issues of substance, or whenever emotional antagonisms create frictions between individuals or groups. Team leaders and members can spend considerable time dealing with conflicts; sometimes they are directly involved and other time they act as mediators or third parties to help resolve conflicts between other people (Teachers). Managers have to be comfortable with conflict dynamics in the work place and know how to best deal with them. This includes being able to recognize situations that have the potential for conflict and address them in a ways that will best serve the needs of both the organization and the people involve (H.J Schermerhorn, 2011).

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. 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.

These all types of conflict have several causes to occur as it is stated by Miner (1985), Kinard (1988), Plunkett and Raymond (1994), Stephen (2009), and Rue and Byars (2009). Conflicts have many sources to occur at work place including schools such as, competition of two or more individuals on scarce resources, 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, disagreements about teachers work activities, disagreements about individual teachers approaches by their nature and diverse style, and breakdown in communication channel are the main sources of conflict (Plunkett & Raymond, 1994).

According to Hellriegel and Slocum (1982), conflict is either destructive or constructive, but conflict has to be treated in a balanced manner. Conflict has both negative and positive consequences and hence it has to be handled properly by minimizing the negative consequences and maximizing the positive consequences of conflict for the sake of responding to organizational change, growth, and innovation.

The way in which people handle and prevent conflict in organizations (schools) depends up on the way how they view it. Thomas (in Plunkett & Raymond,1994) describes, conflict is viewed and understood in three different directions in work place such as, traditional view of conflict (conflict avoiders), behavioral or contemporary view of conflict (conflict accepters), and interactionist view of conflict(conflict encouragers) are regarded as prominent views of conflict in work environment.

There are several strategies to manage conflict in school setting. A viable strategy for conflict management begins with an analysis of the conflict situation and then moves to the development of strategy options. Educational leaders and teachers have to take analysis of the conflict situation by answering the following key questions to arrive at decent conflict management: who is in conflict It may be between individual and team or between departments. What is the source of conflict It may arise from competition of scarce resources, personal differences or poor communication and How the level of conflict is It helps the managers to be familiar to the situation of conflict to deal with it immediately or at moderate level of intensity (Plunkett & Raymond, 1994).

Different conflict management strategies 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) and Gebretensay (2002) have done their contribution in Ethiopian context how to manage conflict in reasonable and balanced manner in school environment.

As to Ghaffar various conflict management strategies are adopted for handling conflict. The most important among these are mediation, negotiation, avoidance, collaboration, and etc. Ghaffar main thrust was on the exploration of the nature of conflict in schools, its cause and techniques adopted for its management and remedy. He concluded his findings by stating that, conflict is

seemingly an avoidable particularly in school setting. It is obviously necessary for administrators to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage conflict and to apply conflict management strategies in a particular way.

Similarly, in Ethiopian school context different investigation were made by different researchers at different time and place on conflict and jot down their findings. For the sake of this study, let's raise two researchers from the rest. Gebretensay (2002) in his research mentioned that the main sources of conflict in the study area were, communication problems, outdated rules and regulation, bad work environment, and the incapability of educational managers to deal with conflict were some of the common sources of conflict which frequently occurred in secondary schools of Addis Ababa. Also forcing, compromising and avoiding were the most frequently used techniques of managing conflict.

Fikru (1993) in his study states that the main sources of conflict in the study area were dissatisfaction of teachers' performance evaluation, unfair distribution of class load and non class room responsibility are the main sources of conflict. Also he concluded his findings as avoiding, forcing and compromising were the most frequently used conflict management device at the study area. Moreover, after these have been said the writer of this research was intended to take an investigation on "Conflict in schools: types, sources, and its management strategies: The case of Gumay Woreda Government owned first and second cycle primary school. Having this in to consideration it is better to be well familiarized within the concept of conflict as follows.

Conflict is defined by different scholars in distinct perspective and diverse definitions. For the sake of this study better to see the definitions intended by different authorities Narayana (1987) defines that, conflict is not organizational abnormality, it is a normal aspect of social inter course. It is the fact of life that must be understood well rather than fought. It is also inevitable; an inherent component structure in all social relations and it is integral to the nature of organizational changes.

Supporting this idea, Stoner (as cited in Plunkett & Raymond, 1994) conflict is a disagreement between two or more organizational members or teams. It occurs because of people in organization do not always agree on goals, perceptions, and believes.

Getachew (2000) points out that conflicts are inherent in any organization including schools as they are the natural consequence of interaction among people with differing personalities, and not necessary to eliminate all conflicts as they are not always harmful rather it can contribute in positive fusion to organizational creativity and productivity.

Again Stephen (2009) states that conflict is a process in work place that can begins when one party perceives that another party has negatively affects something that the first part cares about or it is a hostile struggle between two or more persons or groups for an object or value that each prizes. Conflict is also the process in which the opposing parties attempt to injure, harm or destroy one another in order to achieve certain goals.

Even though, Gonies and Gebretensays research was conducted at secondary school level, the intention of this paper writer is to assess conflict in schools: types, sources, consequences, view, and its management strategies used in primary schools for the sake of achieving school objectives.

Conflict is a matter that has attracted the attention of administrators, managers, and other analysts in various fields of research, theory and practice. As a result a number of researchers have attempted to expose and analyze the causes of conflict. Others have concentrated particularly on the process and management of conflict; authorities that have made contributions in this regard are Rahim (1979), Schwenk (1990), Plunkett and Raymond (1994), Brown (1995), and Ghaffar (2004).

Some researchers have studied educational conflicts exclusively as opposed, for instance to conflicts related to politics or industry. After tracing the causes of educational conflict, they intended to investigate how these have been managed. These researchers include Gordon (1987) and Ghaffar (2004) in general context of school conflict and researchers like Fikru (1993), Gonie (1998), and Gebretensay (2002) have made their contemplation on Ethiopian school context. 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 in almost all schools of Ethiopia. The same thing is true in Gumay Woreda primary schools. However, according to a 2010 and 2011 Jimma and Addis Ababa University libraries documentation, computer search, and exhaustive up and downs walk conducted, the writer of this

paper obtained in 2011, no study had at that time being conducted on conflict issues and its management in Gumay Woreda Primary Schools.

The absence of such a study is conspicuous in examination of the different types of conflict that has been experienced by these schools, especially between 2005 and 2010. Since no academic attention has been given to conflict management in Gumay Woreda Primary Schools there is no scientific data available as to operating models of conflict management in these schools. Whatever models are in operation, no research exists as to their effectiveness or ineffectiveness in Gumay Woreda Primary Schools. Gumay Woreda Primary Schools function under a different set of circumstances from those in areas elsewhere where research on conflict has been done. These circumstances will be described clearly in chapter two. This research therefore, beyond looking at conflict types, sources, and consequences it has looked partly at operating models of conflict management in Gumay Woreda Primary Schools as well as their effectiveness.

Therefore, the researcher observed that primary schools in Gumay Woreda like most primary school in Jimma Zone have for a long time experienced conflicts of a diverse kind. He felt it was important to investigate the causes of conflict and to determine the methods which are used to manage it in these Woreda primary schools. The researcher has the opinion that an investigation of this kind can pave the way for improved understanding and management of conflict by various actors (educational leaders and teachers) in schools. Scientific study of conflict in some Gumay Woreda primary schools can provide data which can be used to make constructive recommendations towards management of conflict.

1.2. Statement of the Problem

Several times educational institution including schools have experienced with numerous problems like, financial problems, school facilities, inequitable utilization of human resource and the influence of outside environment. Conflict happens whenever and wherever there are social intercourse between and among the employees and the manager for the sake of accomplishing organizations and their own goals (plunkett & Raymond, 1994). Conflict in schools are the result of different work force brought together to attain common educational objectives (Ayalew, 1991). Ghaffar (2004) describes that conflicts are neither constructive nor destructive but, the way these are handled make them either positive or negative.

Gray and stark(1984) discussed that conflict has positive benefit if it is handled in proper fashion by increasing the energy level of individual and groups, foster integrity between staff members, it made known the school problem, motivate individual and groups to clarify their objectives and aware of staff members how to learn more from their differences. Similarly, Hunt (1992) states that conflict has the potential to disrupt the school goals if not managed in proper manner by escalating antagonism between individual, diverting employee attention from organizational goals, dislocate and increase polarization among and between entire groups, and made uncomfortable silence at a time of meeting and decision making.

Accentuating this idea, Rue and Byars (2009) state that conflict is an overt behavior that results when individual or group of individuals have different perceptions, beliefs and goals in an organization.

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. Also conflicts exist whenever someone believes or feels that another person or group might obstruct its efforts.

Conflicts are classified in to different types. These are conflict based on its location, conflict based on its effect on organization, and conflict based on its nature. Plunkett and Raymond (1994) argue that the existence of different types of conflict in work places. As to him conflict occurs among and between different classes of people and produce different kinds of result. Sometimes conflict brings creativity and enhances productivity which can favor organizational change and development. At other time it devastate over all organizational goal successes. Plunkett and Raymond state four types of conflict based on its location such as, intra-personal conflict, interpersonal conflict, intra-group conflict, and intergroup conflict.

Ivancevich and Matteson (1990) categorized conflict in to two parts based on its effect on organization goals. These are constructive (functional conflict) and destructive (dysfunctional conflict). Both of them have their own outcome on organization goal attainment. Functional conflict in work place improves quality of decision and employee creativity. While dysfunctional conflicts in work place leads to late communication, poor group integrity, continuous fighting with in staff members.

Billisbery (1999) classified conflict in to two components. These are visible and invisible (hidden) conflict based on its nature. Visible conflict is a formal manifestation of conflict in organization by clear physical and ideal fighting, while invisible conflicts are covert and done secretly. It is invisible and submerged under the surface of the organization and described by some common signs likes, coolness or rigid formality between the opposing parties, uncomfortable silence at a time of meeting, and constant referral to formal rule and procedure.

There are several reasons for the sources of conflict. As Stephen (2009) states that conflict is by its nature ever-present and inevitable in human everyday life and living. It is a product of human interaction and relation. Its occurrence is only among and between parties or groups. According to this scholar, for conflict to occur, it requires at least two people or two parties or actors who may be individual or organization or departments, or nations or their components are enough. He believes again as conflict arises from a desired scarce resources and strong desire for position and power.

The occurrence of conflict can come about as the result of a multiplicity of reasons hinged on the nature, trends and ground of conflict and the parties in the conflictual relationship. Plunkett and Raymond (1994) argues that there are many sources of conflict in many organizations including schools such as, competition of two or more organizational members for scarce resources, difference in individual and organizational objectives, difference in individual value and perception to that of organizational leaders, disagreement about individual role requirements, disagreement about individual work activities, disagreement about individual approach by its nature and diverse style, and breakdown in communication. Having this in mind manager has to develop the knowledge of conflict management strategies.

The concept of conflict management can be described as a processes of finding and maintaining the right levels of harmony by the parties involved in the conflict (internal conflict management) and by the third party (external conflict management). Internal conflict management process, is the process through which inter personal communication is used to gather the parties to a conflict with the aims of resolving their differences, while external conflict management is the process of assessing disputants views and action through negotiation, bargaining, conciliation, mediation, and arbitration. The degree to which conflict is effectively settled is a foundation of the degree

which parties to the conflict perceive their benefits and losses during the negotiations and bargaining (Stephen, 2009).

It has been observed that the new education and training policy which was issued by MOE in 1994 has been challenged and resisted by teachers and other professionals. Fikru (1993) and Gebretensay (2002) indicated that conflicts are realities and normal aspect of interaction in the context of Ethiopian schools. Conflict in school is sourced due to dissatisfaction of teachers in performance evaluation system, unfair distribution of class load and none class room responsibility, break down of communication, outdated rule and regulation, uncomfortable work environment and, incapability of educational manager to handle conflict situation was the leading sources of conflicts in school environment which were under consideration.

On top of this, from the researcher personal observation and anecdotal evidence obtained in the study area, now a days it is common phenomenon to observe the frequent existence of conflict in these schools. As Woreda Education Office Head he was hearing and observing the following dispute issues which were causes of conflicts in schools between teachers, department head and school principals.

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, the major purpose of this study was to investigate conflict in schools, types, sources, and its management style used for the sake of attaining school effectiveness. Thus, in order to achieve these objectives and deduce possible solution, an attempt was made to seek answer for the following basic research questions.

1. What major types of conflicts are there in Government primary schools of Gumay Woreda?
2. What are the major sources of these conflicts in these primary schools?
3. What are the potential consequences of conflicts in these schools?
4. How do teachers and educational leaders in these schools view conflicts?
5. What strategies do teachers and educational leaders frequently use to manage conflict in the schools?

1.3 Objective of the study

1.3.1 General objective

The general objective of this study was to investigate conflict in schools: types, sources, and its management strategies used in resolving conflicts in schools for the sake of achieving intended educational goals in Gumay Woreda Government Owned first and second cycle Primary Schools of Jimma Zone.

1.3.2 Specific objectives: The specific objectives of this study were:

1. To assess the major types of conflict those frequently occur in the school setting.
2. To identify the major sources of conflict in Gumay Woreda primary schools.
3. To examine the potential consequence of conflicts on school functioning whether it is destructive or constructive in area under study.
4. To examine how Gumay Woreda primary schools teachers and school leaders view work place conflict (whether they are rejecter, accepter or encourager of conflict in their schools).
5. To identify types of conflict management strategy that teachers and school leaders use to manage conflict in schools.
6. To recommend some possible solutions on how to view conflict and manage it in school environment in Gumay Woreda.

1.4 Significance of the study

Schools are the major social institutions where by the teaching and learning processes are taking place, knowledge economy is established, and reliant citizens are shaped thus, problems which affect the smooth operation of the school need to be carefully examined. Therefore, it is hoped that the study will be significant for school leaders, teachers, students, Woreda Education Officers and other professionals who seek to conduct research on the areas as described hereunder.

1. It will indicate the magnitude and source of conflict so that the school leaders and teachers can take measure to handle the problem that can hinder the smooth operation of educational activities at the study areas.

2. It may also help Gumay Woreda teachers and school leaders to know the techniques of minimizing undesirable conflicts and maximizing the benefit of desirable ones.
3. It can serve as reference material by providing basic data for researchers who need to undertake further in depth study.
4. The outcome of this study can narrow the existing gaps of conflict in schools and the management strategies which were practiced by teachers and schools leaders in this Woreda.

1.5 Delimitation of the study

Conflicts are becoming realities at all levels of school, zones, regions and the country. However, this study is delimited geographically and conceptually as it is stated below.

I) Geographic delimitation

Jimma Zone has 18 Woreda. From the total of 18 Woredas in the Zone, the study is delimited to only one Woreda which is Gumay. Gumay Woreda is one of 18 Woreda found in the Western part of Jimma Zone of Oromia region. It is found at 415K.M distance from Addis Ababa at 7⁰ 50' North Latitude and 36⁰ 25' East Longitude. Out of 25 primary schools found in Gumay Woreda, this study is delimited only to 13 Government Primary Schools. The rest 12 primary schools are (1-4) level and not included in the study due to their small size of teacher's population and not believed as they fairly represent the population.

II) Conceptual delimitation

The researcher was observing the pressing problems of conflict and imbalance manner of its handling in the study area as he was working for 20 years in that Woreda..

In order to make it manageable, the study is delimited to the conflicts situation and its management strategies used by teachers and educational leaders in achieving the intended educational objectives. Besides, to make the study more manageable, it was decided to delimit the types of conflicts from various types in to intra-personal, interpersonal, intra-group, and inter group conflicts in school system.

1.6 Limitation of the study

Firstly it is important to be clear with uncertainty and limitation of sample teachers and educational leaders being the exact representative of the whole study population. The study of conflict, as organizational and managerial problems, on individual and group levels require a long time and intensive follow up to get actual problem and its development. Also the researcher was constrained by shortage of time and transport accessibility. Even though walking by lag ups and downs in remote country side schools was difficult, the researcher was able to collect the necessary data for this study

1.7 Operational definition of terms

Conflict: is a situation when it is difficult for two things to exist together or be true at the same time.

Conflict management: is a strategy that has to be taken by educational leaders to manage conflict by identifying: who is in conflict, what the source of conflict is, and how the level of conflict in schools is.

Intra-personal conflict: is a type of conflict that is internal to the individual and the most difficult form of conflict to analyze.

Interpersonal conflict: is a type of conflict that can arise between two or more individual irrespective of role pressure or it is a conflict type due to over scarce resources in schools.

Intra-group conflict: is a type of conflict that refers to disagreement of differences among the members of a group or its sub groups regarding to the goals, functions or activities of the group in the schools.

Intergroup conflict: is a type of conflict that refers to differences and clashes between groups, departments or division of work unit in schools due to task interdependency and inconsistent performance criteria and reward system.

Educational leaders is schools leaders who are assigned in school setting to carry out their leadership position like, managing personal conflict, helping employees deal with changing condition and same case, discipline employees.

First and second cycle primary schools: It is an educational structure incorporating one - eighth grade level.

1.8 Organization of the study

This research paper is organized by five chapters. The first chapter incorporates the introductory part of the study which consists of background of the study, statement of the problem, objective of the study, significance, delimitation, limitation, and operational definition of terms.

The second chapter deals with review of related literature which was suitable for the research study. The third chapter discussed about research design and methodology. The fourth chapter is about data presentation, analysis, and interpretation while the last chapter deals about summary, conclusions and recommendations of the research findings. Reference and appendix which includes questionnaire, semi structured interview, and document analysis format are parts of the document.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definition and concepts of conflict

Different definitions for the term conflict are given by different scholars; for the sake of our purpose let us see the following definition which seems the most appropriate for our case. According to Macmillan English dictionary (2002) the word conflict is stated as angry disagreement between people or groups. Supporting this 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.

2.2 Types of conflict and their major sources

2.2.1 Types of conflict

In many cases, the signs of conflict are obvious and visible. There may be arguments, raised tempers and emotions, possibly even fighting or formal disputes (Billisbery, 1999). This writer argued that there are also hidden conflicts, which are submerged below the surface of the organization. However, there is usually something visible above the surface if you look carefully. According to Billisbery, some signs of potential hidden conflict include: a) Coolness or rigid formality in relations between parties involved; b) Uncomfortable silences at meetings, and; c) Constant referral to formal rules and procedures. Kinard (1988) explained how conflict can occur. He said “conflict commonly occurs between line, and between union and non-union members, and between informal group and formal organizations". According to Kinard conflict can arise between the individual and the organization, between individuals, within the individual him/herself, between groups and individuals, and between groups in the organization.

According to Plunkett and Raymond (1994), the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Gray and Stark (1984) suggest that, there are six sources of conflict. These are: 1) Limited resources; 2) Interdependent work activities; 3) Differentiation of activities; 4) Communication problems; 5) Differences in perceptions; 6) The environment of the organization. According to these writers, conflict can also arise from a number of other sources, such as: 1) Individual differences (some people enjoy conflict while others don't); 2) Unclear authority structures (people don't know how far their authority extends); 3) Differences in attitudes; 4) Task

proportions (one group is more powerful than another and the weaker group tries to change the situation; 5) Difference in time horizons (some departments have a long-run view and others have a short -run view).

Another author Deutch (cited in Camp bell et al., 1983) identified a list of sources of conflict. These are; control over resources, preferences and bothers, values, beliefs, and the nature of relationships between the parties. There are also factors conducive to conflict that are potential sources with organization, particularly in schools. It is said that professionals employed in an organization develop difficulties in their relationships, not only with their clients or the public at large, but also with their bosses (Glatter et al., 1988) before looking at the actual management side of conflict, it is proper to see the distinct types of conflict. However, different scholars have divided the types of conflict differently according to their views.

Luthans (1981) identified two types of conflict. These are: 1) Intrapersonal conflict (which includes frustration, goal conflict, role conflict and ambiguity). 2) Interpersonal conflict (which results when two or more persons are interacting with one another). Rue and Byars (1989) divided conflict into two types: internal (within the individual) and external (outside to the individual). Gordon (1987) also identified three levels of conflict: intrapersonal and interpersonal, intra group and intergroup and intra organizational and inter organizational. As, Rue and Byars (2009) classify conflict in to five major types based on the entities involved. These are: intra personal, inter personal, inter group (structural), organizational, and political conflicts. Nevertheless, researchers such as Fikru (1993), Gonie (1998), and Gebratensay (2002) have discovered that school conflicts could be stratified on the basis of individual, group, and the organization at which they occur. In these regard, school conflicts may be leveled out, as intra-personal, interpersonal, intra- group, and intergroup conflicts as stated by (Rahim, 1986).

2.2.2 Intra-personal conflict and its sources

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 lose of concern and respect ion).

2.2.3 Interpersonal conflict and its sources

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.

Example when qualified individual all hope to be transferred to a new position but only one such position is possible when there are adequate budget. Conflict over goal: is frequently occurring conflicts in an organization due to disagreement over goals, objectives, or value. Example it is a kind of conflict that can be arise between two members of school board who hold dramatically opposed viewpoints about the mission of schools in the field of sex education. 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. While conflict over facts many times conflicts that seems to be over resource, goals, or means are actually conflict over facts. 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. Confrontations between individuals are often occurring where they have to compete for limited resources (Kinard, 1988). 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. Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two departmental managers who are competing for limited capital and manpower resources. Likewise, interpersonal conflicts can develop when there are three equally deserving professors and they are all up for promotion, but only one of them can be promoted because of budget and positional constraints (Chandan, 1994). According to him, interpersonal conflicts can also be expressed by disagreements over goals and objectives of the organization. For example, some members of a school board may like to offer courses in sex education while others may find this proposal morally offensive and thus causing conflict.

Hunt (1979) also described about the occurrence of interpersonal conflict. He said it occurs between two or more persons when attitudes, motives, values, expectations, or activities are

incompatible and if the individuals perceive themselves to be in disagreement. Interpersonal conflict, as stated by Hellriegel et al. (1982) is caused by: 1) disagreement over policies, practices, plans and; 2) emotional issues involving negative feeling, such as anger, distrust, fear, rejection, and resentment. Deer (1972) also pointed out that interpersonal conflict is common to any organization. According to him, "This type of conflict arises because of different orientations, power struggles, role competition and other events that involve two or more persons". As to Rue/Byars (2009) inter personal conflict may result from many factors like opposing personality's results in interpersonal conflict. Some people simply rub each other the wrong way. Personal background or origin can also cause interpersonal conflict, Example College graduate verses the person with only high school education and longtime employee verses the new hire. Another cause of inter personal conflict arises when individuals became dissatisfied with their role relative to the role of other.

2.2.4 Intra- group conflict and its sources

Intra- group conflict refers to disagreements of differences among the members of a group or its subgroups regarding the goals, functions, or activities of the group (Rahim & Bonoma, 1979). 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 Situation (Gordon, 1987). 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 (Foder, 1976).

2.2.5 Intergroup conflict and its sources

Intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization (Hellriegel and Slocum, 1982). 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. Ivancivech and Matteson (1990) suggested that there are causes of inter group conflict. These are: 1) Interdependence (pooled, sequential and reciprocal) 2) Difference in goals, and 3) Difference in perceptions.

Similarly, Bateman (1999) 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. Perhaps the most important type of intergroup conflict that takes place within most business and educational organizations is between the management group and the teacher union. Both groups have well defined roles, objectives and tactics. Such a conflict is intensified not only by factors in the organization's internal environment (excessive overtime, unfair treatment etc.), but also by factors in the external environment (e.g. the rate of inflation and foreign market competition) as pointed out by Rashid and Archer (1983). In a similar manner, line and staff members in schools, have different time horizons, goals, interpersonal orientations, and approaches to problems.

Allen (in Stoner & Freeman, 1989) 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 group or units in organizations and the managing bodies who head them. 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.

At last, but not least, Kinard (1988) summarized that there are four primary sources of intergroup conflict. These are: 1) Limited resources; 2) Communication problems; 3) Conflicting interests; and 4) Overlapping tasks. Inter unit or structural conflict as, Rue and Byars (2009) it is the third types of conflict that arise between groups in an organization such as between department, sections or work teams. It involves more individual caused by both personal reasons and due to factors within the organization itself. There are four components of inter unit conflicts that can be associated under structural causes for inter unit conflicts. These are 1) Inter unit conflict caused by task inter dependencies example conflict that can arise between waiters and cooks in a restaurant. 2) Inter unit conflict caused by task dependencies such types of conflict occur when one unit must rely on another for services. 3) Inter unit conflict caused in consistent reward and performance criteria example as well different department often operate under different reward system. 4) Inter unit conflict caused by differentiation between unit ,example fundamental differences in terms of both structural and process differ in their goal orientation and time orientation Warren and Denis's (as cited in Getachew, 2011).

According to Rue and Byars (2009), argue that inter group (structural) conflict arises due to organizational structure. The organizational structure may be the cause of inter group or structural conflict. Such types of conflict may be relatively independent of the individuals occupying the roles within the structure. For Example, the conflict situation can be more intense if the managers of each department are also experiencing inter personal conflict.

2.3 The major sources of conflict

A competition is but one of many sources of conflict. Other includes differences in objectives, value and perceptions, disagreements about role requirements, work activities and individual. Plunkett and Raymond (1994) identified that the source of conflicts by focusing on seven major issues that can be causes for the source of conflict in an organization. These are:

Competition, it can take the form of two individuals trying to outperform each other. Competition can also erupt over a struggle for limited resources. The leader of each work unit depends on an allocation of money, personnel, equipment, materials and physical

facilities that can help him or her to accomplish the desired objectives. Some managers inevitably receive fewer resources than others. This situation can lead not only to lack of co-operation but to open conflict as well.

Differences in objectives, individual employees objectives may differ from those of the organization as individuals may aim to advance within an organization over a three years period, whereas the organization may have a tradition of seasoning an employee over a longer period. There may conflict in this situation departments within an organization may develop conflicting objectives example suppose the production division focuses its energies on manufacturing a product at the lowest possible cost, while the sales department wishes to promote high quality, due to their different objectives conflict may arise.

Differences in value and perception, the value system and perceptions of each individual differ from those of others. These differences can lead to conflict For example an employee may place a high value on time with family. A manager may request frequent over time or let hours, not understanding the employees need for family time. Another example is that group as well as individuals in an organization can have conflicting values and perceptions manager may perceive reports and procedures as valuable control devices aimed to provide information while line workers may view such paper work as valueless routine work load.

Disagreements about role requirement, when employees begin working in teams their role must change. Suppose, for example an employee who has received numerous rewards for individual performance must now play an accustomed role of team player. Conflict is likely to arise between the team and individual.

Disagreements about work activities, conflict between individuals and groups can arise over the quantity of work assigned or the relationship among the work units. In the first situation, the cause of conflict can be resentment because one group or individual believes the work load is inequitable. Conflict over the relationships of work groups can take two terms. One group or individual may depend on another to complete work before starting its own. If work is late or of poor quality, conflict can result. The other conflict situation arises when two work groups or individuals are purposely placed in competition with each other.

Disagreements about individual approaches, peoples by their nature have diverse styles and approaches in dealing with others and with situations. One person may be reflective, speaking little until ready and then speaking wisely. Another person may be combative often taking an argumentative approach, giving immediate responses with little thought and pressuring for agreement.

Break downs in communication, communication is seldom perfect, and imperfect. Communication may result in miss perception and misunderstanding. Sometimes a communication breakdown is inadvertent. Because the receiver is not listening actively, the receiver may simply misunderstand the sender. The result can be a disagreement about goals, role or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague. (Pp182-183)

Not only this, Plunkett and Raymond also adds an additional point that can be considered as a source of conflict between employee and organizational manager i.e., absenteeism. Absenteeism is the percentage of an organization workforce not at work on any given day. All organizations must maintain a realistic standard for absenteeism say 5%. As with turnover, manager must assess the cause for absence and judge their validity. Many organization find that 90% of their absenteeism is caused by less than 10% of their work force members at any given time absenteeism that exceeds the standard may be assign of trouble circumstances such as a wide spread outbreak or a natural disaster that prevents people from getting to work may be considered involuntary but the other case can be means for conflicts. To avoid this situation many manager including school directors try to prevent absenteeism by encouraging 100% attendance by offering financial rewards and set realistic and equitable attendance policies.

As Davis and New storm (quoted in Plunkett & Raymond, 1994) have also identified the problem of an informal group or organization by being the causes of conflict almost in all organization. An informal organization may present pressure to conform , the norms of informal groups strongly pressure group members to conform the more cohesive the group, the stronger the acceptance of behavioral standards. An informal group often uses rewards or penalties called sanctions. Also they may present conflict, informal group can be in effect a second master for an employee and an attempt to satisfy the informal group, the employee may come in to conflict with the formal organization. The informal group can be resistance to change.

The informal group to protect its values and beliefs they can place road blocks in the path of modifications. Also they exchanged rumor up and downs in the organization by establishing informal communication system the grapevine can create and process false information that can upset the balance of the work environment. In addition to this, informal groups are exposure for weak managers. Skilled and competent managers can see and use the relationships of informal organization while other weak managers are pushed by this group that does not last for a prolonged time.

Kupparum (2010) has tried to reveal, the source of conflict in an organization by six main categories. These are:

Goal incompatibility, this is a common source of conflicts which occurs when people or work units have goals that interfere with each other. Financial reward for goal

accomplishment further emanates the personal conflicts because employees are motivated to pursue their own goals.

Differentiation, every enterprise or firms have partners with diverse educational and experience back grounds that pushes the organization members for occasional tensions. Differentiation occurs when people hold divergent beliefs and attitudes due to their unique back ground training or experiences. People having divergent technical back grounds tend to see problems in a particular way and have difficulty understanding each other's perspectives.

Task interdependence, conflict tends to increase with the level of task interdependence it exists when team members must share common inputs, interact in the process of executing their work or receive outcomes determined party by their mutual performance. The higher the level of task interdependence, the greater the risk of conflicts because there are the greater chance that each side will disrupt or interfere with the other side's goals. There are three types of task interdependence in an organization that everybody has to know, such as, pooled interdependence: this is the lowest level of interdependence in which work unit operate independently except for reliance on a common resource or authority, Sequential interdependence: This occasion occurs where the output of one person or unit becomes the direct input for another person or unit, Reciprocal interdependence: This is the highest level of inter dependence in which work output is exchanged back and forth among individual or work unit.

Scarce resources, scarce resources generate conflict because scarcity motivates people to compete with others who also need those resources to achieve their objectives.

Ambiguity, ambiguity generates or breeds conflict at the highest stage because the uncertainty increases the risk that one party intends to interfere with the other party's goals. Ambiguity also encourages political tactics and in some cause employees enter for a free for all battle to win decision in their favor.

Communication problems, conflict often occurs due to the lack of opportunity ability or motivation to communicate effectively. Its causes are when two parties lack the opportunity to communicate they tend to use stereotype to explain past behaviors and anticipate future action such types of misunderstanding leads the parties to enter towards hostility and conflicts. The lack of motivation to communicate also explains, along with differentiation why conflict is more common in cross-cultural relationship. Some miss understand each other verbal and nonverbal signals. Some feel uncomfortable or awkward interacting with co-workers from different cultural as they are less motivated to engage in dialogue with them. (pp 184-185)

2.4 Consequence of conflicts

As Stoner (cited in Plunkett & Raymond, 1994) argued that conflict has both the positive and negative aspects in an organizational setting. A manager with an interaction philosophy is able to identify the positive and negative aspects of conflict. The manager sees dysfunctional conflict as that which limits the organizations ability to achieve its objectives while functional conflict

however can support the objectives of the organization, especially when performance is low and the intended goal is not achieving people have to be motivated to improve performance by competition by creating a kind of conflict among/with work force if the manager think their way is better than someone else.

The contingency model of conflict which was set by Hellriegel and Slocum (1982) treats conflict in a balanced manner. That is to say conflict has both positive and negative aspects and hence it has to be managed. According to Hellriegel and Slocum, "proper management of conflict usually minimizes negative effects and maximizes positive effects". Negative outcomes of conflict are known as dysfunctional outcomes of conflict. Different scholars use the words "negative" and "dysfunctional" interchangeably when dealing with conflict. The negative views of conflict are the destructive forms of conflict. Dysfunctional conflict is any confrontation or interaction between groups that harms the organization or impedes the achievement of organizational goals. Management members are always in a position to eliminate dysfunctional conflict (Ivancivech and Matteson, 1990). Most people can think of conflict situations in their organizations that have diverted time, energy and money away from the organization's goals. Moreover, it is entirely possible for such a situation to turn into continuous conflict and cause further harm to the organization (Williams, 1978).

Likewise, Campbell et al. (1983) indicates that most administrators are agreed to the dysfunctional rather than the functional outcomes of conflict and thus they view conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and restrain the achievement of goals. If conflict lasts for a long time or if it becomes intense, it will have negative effect. At the interpersonal level, co-operation and team work may deteriorate and distrust may grow among people who need to cooperate in their efforts. For individuals, some may feel defeated, while the self-image of others will decline. Consequently, the predictability and the motivation level of some employees will be reduced (Davis & New storm, 1989).

According to Williams (1978), conflict may cause one or more employees to leave the organization. It can also adversely affect the health of the involved parties. Intense conflict can lead to sabotage, stealing, lying, and distortion of reality (information), and similar behavior that can have a negative effect on the organization. Other writers like Hellriegel and Slocum (1982) also agree with the above statements. They say, intense conflict often leads to biased perception

and goal distortion. This can cause managers to make a decision that increases conflict rather than reduce or resolve it. They also see it from control stand point i.e., managers might dislike conflict because they believe that it interferes with productivity and efficiency. To negative oriented people, conflict is seen as evidence of failure to develop appropriate norms in the organization (Owens, 1998).

Hunt (1992) generally listed six points with regard to the negative aspects of conflict. These are; conflict may: 1) Prevent members from 'seeing' task at all; 2) Dislocate the entire group and produce polarizations; 3) weaken the objectives in favor of sub-goals; 4) Lead people to use defensive and blocking behavior in their group; 5) Result in the disintegration of the entire group; and 6) Stimulate a win-lose conflict, where reason is secondary to emotion. Gray and Starke (1984) also identified three negative outcomes of conflict listed as follows; 1) A decline in communication between the conflicting parties 2) Hostility and an aggression development 3) Over conformity to group demands.

There are also positive outcomes of conflict. These are often called functional conflicts. Functional conflict is a confrontation between group that enhances and benefits the organization's performance. Without functional conflict in organizations, there is a possibility to have little commitment to change, and most likely groups would become stagnant. Hence, managers in any organization would like to encourage such kind of conflict (Ivancivech & Matteson, 1990). Positive or functional conflicts result in an urge for excellence and creativity. Such conflicts take the form of healthy competition (interpersonal or intergroup competition). With such type of competition, Pa reek (1982) said; better ideas are produced, people are forced to search for new approaches, long standing problems are dealt with people and are forced to clarify their ideas, and the tension stimulates interest and creativity. Conflict and disagreement between decision makers can improve organizational decision making. Despite this, evidence of the researches has shown that decision makers disliking conflicts may lead to the reduction of conflicts but under stress Janis and Mann (as cited in Schwenk, 1990).

Conflict can also indicate the need for adjustments in managerial process (such as organizational structure, decision making systems, planning) or in behavioral process (such as motivation, communication, or leadership patterns). In addition, conflict provides managers or administrators with information about their operations and show where corrective actions might be needed (Hellriegel & Slocum, 1982). Luthans (1981) also pointed out that conflict stimulates managers to

search ways to reduce or resolve the disagreements, and this process often lead to innovation and change. According to Davis and New storm (1989), one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas. Another benefit is that once hidden problems are brought to the surface, they may be confronted and solved.

Thomas (as cited in Mathur & Sayeed, 1983) also suggested about the benefits of conflict. He said that the confrontation of different views coming out from different parties to the surface, produce ideas of good quality. The divergent views which are based on differences in opinion, evidence, considerations, orientations and frames of reference are helpful for taking comprehensive view of things by synthesizing the elements of one's own and of others in a more fruitful way.

According to Williams (1978), Rue and Byars (1989) and Hunt (1992), conflict has the following Benefits, 1) Conflict usually causes changes; 2) Conflict activates people; 3) Conflict is a form of communication; 4) Conflict can be healthy in that it relieves pent -up emotions and feelings; 5) Conflict can be educational; and 6) The aftermath of conflict can be a stronger and better work environment. Another scholar Billisbery (1999) listed the following three benefits of conflict. 1. Conflict improves interpersonal relation: - People need room to release their strong feelings (such as angers) that are likely to have because of the aspects of their works and their workmates. This is probably healthier than hiding the anger or resentment. 2. Conflict improves group dynamics: - conflict can help to improve group dynamics by revealing personal agendas and laying the foundation for appropriate group goals, norms and procedures. 3. Conflict improves ideas and practices: - Hearing alternative ideas and suggestions from others may enable to a group to arrive at a better solution to the problem at hand.

- 1) Gray and Starke (1984) also identified the positive outcomes of conflict and are listed as follows. The energy level of groups or individuals increases with conflict;
- 2) Group cohesion increases;
- 3) Problems are made known during conflict;
- 4) Conflict motivates groups to clarify their objectives, and this increases the group's awareness of its purpose;
- 5) Conflict encourages group to protect values they think are important;

- 6) Individuals or groups are motivated to mobilize information that is relevant to the conflict- Additional information is usually developed that can be helpful in resolving the problem;
- 7) Conflict can increase an organization's overall effectiveness because it forces groups or individuals to adapt to the changing external environment that the organization faces.

2.4.1 Positive aspect of conflict:

Schein (cited in Plunkett & Raymond, 1994) reported that the manager who chooses to encourage competition may receive one or more of the following benefits.

- A. An increase in cohesion within the competing group.
- B. An increased focus on task accomplishment.
- C. An increase in organization and efficiency.

2.4.2 Negative aspect of conflict

If the situation of competition is not managed properly however it can produce the following negative consequences.

- A. Communication between competitors may decrease or stop to exist.
- B. The competitor may be perceived as enemy.
- C. Open hostility may develop between competitors.
- D. One competitor can sabotage the efforts of another.

So then, regardless of the strategy a manager selects when working with conflict, careful analysis and follow up are required. To add some Getachew (2011) explain that for many of us conflict connotes a clash between people which at best is disruptive and at worst leads to violence. This rather negative view of conflict was held by many early contributors to management thought. They concluded conflict as something which has to be avoided and has to be suppressed by emphasizing their reason on the following four points. These are:

1. Conflict interferes with the normal functioning of organizational processes. It disrupts the smooth functioning of organizational processes and creates confusion and disorder. It is fundamentally inefficient.
2. Conflict encourages emotions rather than reason. The flow of information in the organization is reduced as parties in the conflict hold information. Stereotypes about opponents emerge decisions are based on incomplete information and faulty impressions.

3. Attention is focused away from organizational goals toward personal goals. Conflict takes attention away from organizational goals to the immediate conflict situation. At same time it takes to accentuate personal goals. The result is that performance objectives are forgotten.
4. Many of the typical human reaction to conflict s are dysfunctional in the organization. Some typical coping behaviors include frustration infighting, absenteeism, and turn over. In addition conflicts encourage a winner-loser mentality which causes people to see any and all disagreement as resolvable only in a black-white win-loss fashion. As an unfortunate consequence, many conflicts that are amenable to everybody win resolution result instead in dissatisfied and disgruntled loser.

2.5 View points on conflict

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).

Writers such as Hellriegel and Slocum (1982) 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, stimulation, reuse, 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), 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 and /or to exercise sufficient control mechanisms. This is true in classical school of management theory. In human relations school of thought, according to Owens conflict is seen again as disruptive. Even though, different scholars give different views about existence of conflict in an organization Thomas (in Plunkett & Raymond, 1994) describes the following three views of conflict in an organizational setting. These are traditional views of conflicts, contemporary (behavioral) views of conflicts, and interactionist views of conflicts.

2.5.1 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). 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. In strengthening this idea, Plunkett and Raymond (1994) stated the following.

A manager may view conflict as unnecessary and harmful to an organization. If this is the philosophical foundation, the manager's reaction would be to fear its occurrence and to eliminate all evidence of conflict.

Luthans (1981) 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 don as. 3) Legalistic forms of authority such as going through channels or "sticking to the book" are emphasized. 4) Scrape goats (sic) are accepted as inevitable. Ivancivech and Matteson (1990) 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) 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. Gray and Starke's said the idea of the traditional view of conflict can be summarized in the following sentences low level of conflict in an organization contribute for existence of high organizational performance.

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 Ivancivech and Matteson (1990) 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.

2.5.2 The contemporary (behavioral) views of conflict

According to these scholars 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 & Strake, 1984). Ivancivech and Matteson (1990) describe the contemporary viewpoint of conflict in the following manner actually the behavioral views of conflict accept the existence of conflict in any organization.

“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 such a state can lead to lack of interest and lack of energy and provide little or no moving force 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 Ivancivech and Matteson, "the critical issue is not conflict itself but how conflict is managed." Other writers such as Terry and Franklin (1991) 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). 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).

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, Luthans (1981) 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.

2.5.3 Interactionist view of conflicts

Thomas (cited in Plunkett & Raymond, 1994) states that interactionist views are the newest perspective and highly encourages the existence of conflict in the organization. The interactionist views assumes that conflict is necessary to increase performance then encourages conflict based on the beliefs that a harmonious, peaceful, but too cooperative organization (organization with no conflict) likely to become static, apathetic, stagnant, and unable to respond to change and innovative. This approach encourages managers to maintain an appropriate level of conflict enough to keep projects self critical, viable, creative and innovative. To this end, conflict is inevitable in organization, conflict is necessary for organizational health; conflict is neither inherently good nor bad. Also managers are managing conflict in work place to maximize the positive and minimize the negative.

Using these three views of conflict, the managerial action to be taken can be decided by comparing the actual level of conflict and desired level of conflict.

2.6 Conflict Management

2.6 .1 Managing conflict in general

The strategies that have to be taken by managers in most organization to manage conflicts as discussed by (Plunkett & Raymond,1994) that managers must recognize potential sources of conflict and be prepared to manage it. A viable strategy for conflict management begins with an analysis of the conflict situation and then moves to the development of strategy options. Manager or leader has to analysis of the conflict situation by answering the following key questions: 1. who is in conflict? It may be between individual and team or between departments.2. What is the source of conflict? The conflict may arise from competition, personal differences or organizational roles. Answering this question requires trying to view each situation through the eyes of the parties involved. At the sometime the level of conflict has to be clearly identified, because this helps the manager to well familiar on the situation of conflict to deal with it immediately or at moderate level of intensity. If the goal of work group threatened or sabotage is occurring, the manager must take action immediately. If individuals or groups are simply in disagreement a less immediate response is required. By doing all this and the situation requires action have taken. The first thing mangers must consider in conflict situation is whether the conflict is of potential benefit to the organization or not.

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. The war of words 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. 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. But it is advisable for managers to make an effort in preventing it from developing (Chandan, 1994). He lends us general ideas as to how we deal with conflicts. According to him there are four guiding principles that are used for the management of conflicts.

- 1) Preventing conflict:- According to Schein (in Chandan, 1994), four preventive measures are taken in the management of conflict. These are: - a) Goal structure: - Goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified. b) Reward system: - fair compensation system must be there in order not to create individual competition or conflict within units of the organization. c) Trust and communication: - The greater the trust among members of unit, the more honest and open the communication among them would be. Individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary. d) Coordination:- properly coordinated activities reduce conflict.
- 2) Resolving Behavioral Conflict: - Here, five primary strategies for dealing with and reducing the impact of behavioral conflict are identified. These are a) Ignoring the quarrel:- In certain situations, it may be advisable for managers to play a passive role and avoid it all together.

The parties involved in the conflict may themselves prefer to avoid conflict. b) Smoothing:- This simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself. c) Compromising:- In dealing with compromising each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies. d) Forcing:- This is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party. This technique is effective in situations, such as firing a trouble-maker and conflict creating managers by the president of the company. e) Problem solving: - This technique involves "confronting the conflict" in order to seek the best solution to the problem. This approach objectively assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved, through discussions and respect for differing viewpoints. In general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based differing value systems, where it may even intensify differences and disagreements.

- 3) Resolving structural based conflicts:- This can be solved or prevented by redesigning organizational structure and work -flow. A general strategy would be to move towards as much decentralization as possible so that most of the disputes can be settled at the lower levels in the organization.
- 4) Stimulating conflict:- It is pointed out earlier that under certain circumstances conflict is necessary and desirable in order to create changes and challenges within the organization. In such situations, management would adopt a policy of conflict stimulation so that it encourages change and innovation. Some of the factors that stimulate or create conflict are: too much satisfaction with the status quo, low rate of employee turnover, shortage of new ideas, strong resistance to change, friendly relations taking precedence over organizational goals and excessive efforts at avoiding conflict. Robbins (in Chandan, 1994) suggests some specific techniques for inducing conflict written as follows: a) Appoint managers who support change. Some highly authoritative managers are very conservative in their outlook and tend to suppress opposing viewpoints.

Accordingly, change-oriented managers should be selected and placed in such positions which encourage innovation and change from the status quo. b) Encourage competition:- competition, if

managed properly can enhance conflict which would be beneficial to the organization- such competition can be created by giving incentives to performance, recognition of efforts, bonuses for higher performance and status enhancement. c) Manipulate scarcity: - this would cause conflict and make the individuals and groups do their best in order to fully utilize such resources. d) Play on status difference:- sometimes, ignoring the senior staff members and giving visible responsibilities to junior members can cause a conflict requiring senior members to work harder to prove that they are better than the junior staff members.

According to Kupparum (2010), the most important means to handle conflict successfully in an organization settings are 1) reducing differentiation, to fundamentally reduce differentiation some organization encourage and reinforce generalist employees rather than specialist career orientation. For example many Japanese companies move people around to different jobs, department and regions so that they eventually develop common experiences with other senior decision makers in the organization.2) Improving communication and understanding is critical to effective conflict management. By improving the opportunity, ability, and motivation to share information, the parties develop less extreme perceptions of each other than if they rely on stereotypes and emotion. Direct communication provides a better understanding of the other party work environment and resource limitations. Some companies introduce dialogue meeting in which the disputing parties discuss their differences. Having dealt with the general approaches for managing conflicts, an attempt will be made to treat the types of conflict and their management techniques one by one.

2.6.2 Managing intra-personal conflict

Intra-personal conflict is the conflict within an individual. Unless it is carefully handled, it can cause a person frustrations, tension and anxiety (Rashid & Archer, 1983). 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). Individual conflict can sometimes be resolved by reassessment and new ranking of the values in the choice situations. This result either because of a change in the situation or because of the development of new insight or understanding on the part of managers (Culberston et al., 1960).

2.6.3 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 resolution tends to be longer lasting. Different strategies may be used to handle Interpersonal conflict.

Blake and Mounon (cited in Rahim & Bonoma, 1979) presented five styles for managing this type of conflict. These are: avoiding, accommodating, competing, compromising and collaborating. 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 (1986) suggested five styles. These are:

- 1) 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 & Bonoma, 1979).
- 2) 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 & Slocum, 1982). 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.
- 3) Dominating: - This 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 him 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.
- 4) Avoiding: - This is the tendency to with draw from or remain neutral in conflict situations.
- 5) Compromising:- refers to both parties give up something to make a mutually acceptable decision (Rahim & Bonoma, 1979). This is give- and takes approach involving moderate concern for both self and others (Krietner & Kinicki, 1992).
- 6) Problem-solving:- This is a mechanism in which the cases are looked into and eliminated through corrective action. 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, Rahim and Bonoma (1979) suggested that there is no best style for handling conflict-it all depends on the situation.

2.6.4 Managing intra- group conflicts

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. To do 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 & Bonoma, 1979).

2.6.5 Managing intergroup conflict

As Rue and Byars (2009) inter group conflict much of the time results from inter dependencies among organizational unit that are inherited in the organizational structure. The best methods to solve such types of conflicts are removed by decoupling the conflicting units by reducing their common source of dependencies; giving each control over its own resources, introducing buffer inventories, practicing impersonal straightforward rules for resource allocation. A more affordable approach to reducing conflict due to interdependencies is the use a ‘linking position between dependent departments’.

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 & Slocum, 1982). 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.

Ivancivech and Matteson (1990) 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 four 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).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter consisted of research design, research method, target population and source of data, sample and sampling techniques, instruments and data collection procedure, method of data analysis, and ethical consideration.

3.1 Research design

A research design is the arrangement of conditions for collection, measurement, and analysis of data in a manner that aims to combine relevance to the research purpose within the procedure. It helps to plan in advance of the methods to be employed for collecting relevant data and techniques to be adopted for their analysis, as to pursue the objective of the research in best possible manner.

To this end, the researcher was used descriptive research design. Because, the main purpose of the researcher was to describe and examine what sample respondents say about their behaviors, attitudes, and opinions regarding to data instrument derived from basic research questions and provided to give their sound decision. This research design was also derived from relatively large sample having them respond to questions, it is strong in terms of generalisability, precision, control over extraneous variables, and it has high power of measurements. In addition to this it is formal and structured; it does not change during the course of study. This is probably the most widely used research design. Also prominent data can be collected from a huge population regardless of sex, service year, and educational status of respondents by asking standardized questions to carefully selected sample of the population. In addition to this it is less time consuming for data generalization and interpretation by the help of statistical device such as percentage, mean and standard deviation.

3.2. Research method

The research method employed by researcher was descriptive survey method. In addition to this both quantitative and qualitative method of data gathering techniques were employed. Quantitative research method helped the researcher to collect available data from huge population regardless of sex, service year and educational status of the target population. It kept heterogeneity by balancing reasonable composition of different respondents. In this method developing instruments, data gathering, and analyzing of data was less time consuming.

Quantitative research method was useful, because assessing the conflict types, sources, and its management strategies in schools could be more expressed in quantifiable manner. The researcher was also employed qualitative method, because it helped to discover in-depth ideas and information by the help of semi-structured interview. It also provided additional idea which was undermined by the researcher. Again, this method was appropriate for triangulating and supplementing the data gathered through quantitative research method.

3.3. Target population and sources of data

The target populations of this study were 196 teachers, 13 principals, and 13 vice principals of 13 Government owned first and second cycle primary schools of Gumay Woreda. Out of these 78 teachers, eight principals and, eight vice principals of the selected schools were used as primary sources of data for this study. Also various types of documents like schools letter, conflict related documents, and reports were analyzed that have direct relation to the particular research question. In line with this Saeideh (2002), states that document such as, official and unofficial records, annual reports, letters and statistical records of the schools are pivotal sources of information for the researcher.

3.4. Sample and sampling techniques

The population and sample schools were determined on the basis of data taken from Gumay Woreda education office information case person in 2004 E.C. According to the report in Gumay Woreda, there were 13 Government owned first and second cycle Primary Schools with a man power of 196 teachers, 13 principals, and 13 vice principals which clustered in to four CRCs. Abramson (1990) describes that appropriate sample, enables the researcher to examine the representativeness of his/her survey to keep external validity of research.

Kaufman (2005) states that when schools are clustered in the form of some geographic sub divisions, area sampling technique is appropriate sample and suitable for generalizing the findings for the rest of populations.

Out of 13 government owned first and second cycle primary schools in the Woreda, 8(61%) of schools were selected by area sampling techniques. These schools principals and vice principals were selected by availability sampling for the study. Again, from 156 teachers of eight schools 78

(50%) of teachers were selected by using stratified sampling followed by simple random sampling technique.

James (1996) the reason behind using stratified sampling is that, it first addresses the division of target population in to different homogenous sub groups for the sake of keeping reasonable balance of heterogeneity and composition of different characteristics of the respondents.

Since, the school principals and vice principals are responsible to conflict problem, its management function and facilitating the work of disciplinary issue all school principals and vice principals of sample schools were included in the study. Totally 94 respondents were selected as a sample for the study, meaning 78 teachers, eight principals and eight vice principals were included in the study.

Accordingly, the proportion of selected teachers, principals, and vice principals from each sample schools is described under the following table.

Table 1: Total Population and sample size

No	Respondents	Total Population	Sample size	%	Sampling technique	Remark
1	Teachers	156	78	50	Stratified sampling followed by simple random sampling	
2	Principals	13	8	61.5	Availability sampling	
3	Vice-Principals	13	8	61.5	Availability sampling	

Table 2: Sample schools and number of teachers from each school.

In addition, the name of sample schools and number of sample teachers which were selected from each sample schools is depicted in the table below.

No	Schools Name	Total Number of teachers	Number of sample teachers	%	Sampling technique
1	Tobba Idiget	42	21	50	Stratified sampling technique for teachers and area sampling technique for sample schools
2	Yachi	29	14	48	
3	Hawissa	16	8	50	
4	Bore	14	7	50	
5	Chando	17	8	47	
6	Inchini	13	7	53	
7	Nego	12	6	50	
8	Gaato	13	7	53	
9	Total	156	78	50	

3.5. Instrument and data collection procedure

Gathering of the necessary data for the study was done by using questionnaire, semi structured interview and document analysis. In addition to these relevant reference books, internet source and alternative conflict management manuals were consulted to produce well-mannered tools for this study.

3.5.1. Questionnaire

Saeideh (2002) states that, questionnaires are extremely flexible and appropriate tools used to gather information on almost any topic involving large or small numbers of people. It allows the respondents to fill it out at their own convenience. To this end, to gather information for this study about conflict in schools types, sources, and its management strategies questionnaire was prepared for teachers in light of research questions and literature reviewed. Both close ended and open ended questions in the questionnaire were prepared in English Language as the researcher believed that the respondents can read and understand the questions to decide their best option

from the given five point likert scale item. Also they were asked to give their additional opinion on some open ended items. The questionnaire contained different parts to obtain necessary data about basic research questions stated by the researcher.

Accordingly, in order to examine the appropriateness of content validity of the tools prepared the questions in the questionnaire were made: small in its size, neat and clear, arranged in a logical sequence, simple to understand, comprehensive and easily answerable, and protected from leading question. Again, draft instrument were tartan by scholars and experienced researchers of Jimma University Educational Leadership and Management Institute staffs. Finally, pilot testing was conducted on five teachers at one government primary school out of the sample schools. At the end by giving due consideration for expertise comment and lesson learned from pilot school further modification was done on the questionnaire by omitting unnecessary questions. Thus, the instrument was found valuable to collect the data for the study.

3.5.2. Semi structured interview

This tool permits greater depth of response which is not possible through any other means. In relation to this Saeideh (2002) states that, it is interview that can takes place between the researcher and the respondents by sequence of questioning and wording. The tool has strong quality, because participants are usually encouraged to discuss any other issue related to the study which was undermined by the researcher. Also it encourages the capturing of respondents perceptions in their own word. Thus, semi structured interview was conducted with eight principals and eight vice principal. The researcher was used some initial guiding questions to ask about points related to the study.

The interview was conducted both in mother tongue and English language and supported by audio (tape recorders) in order to keep it up the audio information until generalization. The recorded data were categorized based on similarities of responses. The reason behind for selecting principals and vice principals for interview was, they were small in number, they have important position in handling conflict and its management, and they have detailed information about conflict in schools types, sources and its management strategies frequently used in their respective schools which helped the researcher to get significant information.

3.5.3. Document analysis

Available documents and disciplinary issues that have direct relation with conflict and its management strategies at the school level and WEO were investigated by the help of check list format to accentuate the data gathered through questionnaire and semi structured interview at a time of the study.

3.6. Methods of data analysis

According to Solomon (2004), research approaches are divided into two major parts such as, quantitative and qualitative approaches. A major contrast between qualitative and quantitative research method is the way how information is gathered and analyzed. The choice to use either of them is based on the type of questions prepared and constructed to be answered. Therefore, the researcher was more employed quantitative method of data analysis based on data gathered and instrument used. For the sake of triangulation of quantitative data, at some extent the researcher was used qualitative method of data analysis by the help of narrating and using qualitative phrases to enrich and refine the quantitative data analysis.

I, Quantitative data

Regarding to the quantitative data, responses were categorized and tallied before presenting, analyzing and interpreting the data. In addition a set of statistical tools were employed which included percentage, mean, and standard deviation. The researcher was used percentage to explain the personal background of respondents while mean and standard deviation were employed to compare respondents' response. The mean and standard deviation of different variables were calculated by using SPSS version 16.00 to identify and to show significant difference among the responses of respondents in line with expected mean set. Likert scale was employed to identify to what extent the respondents agree or disagree. Because, likert scale is easy and takes less time to construct, simple to describe opinion, and provides more freedom to respond. The scale consisted of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree. For simplicity of analysis and interpretation, the researcher used 3.0 as expected mean. The mean score of each item was interpreted as follows. The practices of conflict in schools and its management strategy with a mean value of 0.05 -1.49 was considered as very low, 1.50-2.49 as low, 2.50-3.49 as satisfactory, 3.50-4.49 as high, and 4.50-5.00 as very highly important practices of the activities which were under investigation.

II, Qualitative data

The information collected through semi structured interview and hand- written notes of document analysis were transcribed, categorized, and compiled into related themes by the help of summary sheet prepared ahead of time in order to supplement the main interpretation.

At the end, data interpretations was made on the basis of the questionnaires, interview and document analysis. And then, the study came up with findings, conclusions, and recommendations which will enable the practitioners to practice efficient conflict management strategies that can benefit students, teachers, principals and the school as a whole.

3.7. Ethical considerations

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. For this reason a number of ethical codes have been developed to provide guidance and establish principles to address such ethical dilemmas by the U.S department of health and human services(title 45,part46 of the code of federal regulation).This codified principles are intended to ensure that researchers consider all potential risks and ethical conflicts when conducting research. In line with this rule and regulation, the researcher having received official attachment letter of cooperation from Jimma University begin 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. The information obtained from schools and individuals were kept confidential for anonymity of both schools and individual respondents.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with two parts. The first part reports the characteristics of the study population, which includes personal and professional characteristics. The second presents the analysis of conflict in schools: types, sources, consequences, views and its management strategies used by school leaders and teachers in government owned first and second cycle primary schools of the study area.

In order to maximize diversity, different categories of respondents were involved in the study. This includes principals, vice principals and teachers of eight first and second cycle primary schools. The subjects included in the study were considered relevant and key actors in the field for their position and responsibility in the management of conflicts in schools to realize the intended school objectives.

The necessary data was gathered through questionnaire, semi structured interview, and document analysis. The questionnaire was distributed to the primary school teachers and interview question was also employed with the primary school principals and vice principals while document analysis was conducted at respective primary schools of the study area. Seventy eight questionnaires were distributed and all the distributed tools are returned back to the researcher. Percentage, mean and standard deviation were used to analyze the data.

4.1 Description of the sample population

The importance of this part is to provide some basic background information about the population with the assumption that it might have some kind of relationship with the issue to be assessed. The characteristics (sex, qualification and service year) of respondents are classified, analyzed and interpreted as follows.

Table 3: Characteristics of respondents

No	Item		Respondents					
			Teachers		Principals and vice principals		Total	
			N	%	N	%	N	%
1	Sex	Male	48	61.5	14	87.5	62	65.95
		Female	30	38.47	2	12.5	32	34.05
		Total	78	100	16	100	94	100
2	Qualification	Certificate	19	24.46	-	-	19	20.21
		Diploma	53	67.94	15	93.75	68	72.34
		First degree	6	7.69	1	6.25	7	7.44
		Total	78	100	16	100	94	100
3	Service year	1-5	36	46.15	6	37.50	42	44.68
		6-10	30	38.46	9	56.25	39	41.48
		11-15	4	5.12	1	6.25	5	5.31
		16-20	3	3.84	-	-	3	3.19
		21-25	3	3.84	-	-	3	3.19
		26&above	2	2.56	-	-	2	2.12
		Total	78	100	16	100	94	100

Item one in table three, depicted that the majority (61.53%) of teachers and (87.5%) of educational managers were males. The minority (38.47%) of teachers and (12.5%) of educational managers were females. Hence, many of the respondents were males.

Even though, it is beyond the scope of this study, the participation of women as educational manager in area under consideration were almost none or minimal. As information gathered from Woreda Education Officers about their poor participation the following core issues were raised (that needs further investigation) first, they are not volunteers to be educational leaders. Second, those who are volunteers not need to serve at distance area from town. Thirdly, still majority of women are not convincing themselves (the idea of I can lead).

Item two in the same table was concerned with qualification of respondents. As it depicts few, (24.36%) of teachers were certificate holders, while the majority (67.94%) of teachers and (93.75%) of educational managers were diploma holders. Again (7.69%) of teachers and (6.25%) of educational managers had their first degrees. Obviously the circumstances depicts that the majority of respondents at some extent seem capable enough to deal with conflict situation in well balanced manner in school environment.

But, according to the Oromia Regional State Education Bureau work directives (OREB, 2002 EC) every first and second cycle primary school directors and CRC supervisors are required to have first degree in Educational Planning and Management or in any other subjects. Thus, in order to carry out decent responsibility and to be able to deal with conflict situation, the existence of qualified school leaders seems prominent. Actually modern school leadership requires the deployment of trained principals for ensuring professional leadership and increased school effectiveness by wisely maintaining the conflict issues.

Recently, (24.36%) of certificate teachers were engaging in educational system of the study area. According to Ministry of education (ESDP IV, 2003) 100% primary school teachers must qualify in diploma in 2007 E.C, but the issue seems unreachable at an intended time. What so ever the respondents are in their sex, service year and qualification they were responsible and capable enough in their position to give necessary data for the study.

Regarding the service year of respondents, the majority (46.15%) of teachers and (37.50%) of educational leaders served for less than five, while greater number of teachers (38.46%) and (56.25) of educational leaders are reported to have served for less than eleven years in their current position. Even though, majority of respondents have short work experiences and seemed to lack the necessary skills they were appropriate to provide available data for conflict situation in their respective schools.

4.2 Analysis of conflict in schools, types, sources and its management strategies.

As it is indicated in chapter one, the main purpose of the study was to investigate conflict in schools types, sources, and its management strategies used in Government primary schools in order to achieve the desired education goals. The study also aimed at examining the consequences

of conflict and view of conflict. The data were gathered from teachers and educational leaders of different status with the aim of getting a clear picture of the conflict situation in area under investigation.

Corresponding to the research questions that the study framed to answer, the data have been categorized under the following issues such as: intra- personal conflict sources, interpersonal conflict sources, intra-group conflict sources, intergroup conflict sources, common sources of conflict, positive and negative consequences of conflict, views of teachers and principals on conflict and conflict management style used in schools of the study area.

4.2.1 Intra- personal conflict sources

Many writers such as Rahim (1986) believes that, intra- personal conflict are sourced due to unfair assignment of man power, inappropriate demand on capacity, creating a conflicting goals and lose of concern and respect in work environment are the prominent cases for germination of intra- personal conflict. Also Kinard (1988) indicates that, the primary sources of intra-personal conflict are individual conflicting needs, role ambiguity, incompatibility of organizational and personal value are the main sources of intra-personal conflict. Supporting this idea Rue/Byars (2009) identified that, intra- personal conflict is internal to the individual. It is probably the most difficult form of conflict to analyze. It can result in an individual when barriers exist between the drive and the goal or when the drive is blocked before the goal is reached.

Thus, subjects (teachers) were asked to rate the extent to which intra-personal conflict was sourced (eight main sources of intra-personal conflicts issues in schools were designed). In addition, they were asked to list, if any other sources of intra-personal conflict which was undermined by the researcher. Ratings were also made on a scale from 1 (strongly disagree) to 5 (strongly agree). Then, mean scores from data analysis were interpreted as follow; 0.05-1.49 very low, 1.5-2.49 low, 2.5-3.49 satisfactory, 3.50- 4.49 high and 4.50 and above very highly important practice.

Table 4: Response about intra-personal conflict sources

No	Items	No	Mean	S.D
1	Inadequate skill to perform your daily activities	78	3.4487	1.28576
2	A sign of blocking effect to achieve ones predetermined goals in work place	78	3.8333	1.07409
3	Improper utilization of rule and regulation at schools	78	3.7949	1.13228
4	Individual personality differences in schools with the same formal responsibility	78	3.6795	1.28421
5	Unfair assignments of teachers to different grade level and subject	78	3.8333	1.35241
6	Lack of facilities and it's inequitable distributions	78	3.9103	1.34054
7	Assigning of task of creating a conflicting goals by school leaders and line managers	78	3.7692	1.19439
8	Delayed decision about academic issues and its late response	78	3.9744	1.16189

As can be seen in Table 4 above, the mean ratings score showed that seven of the items were considered high sources of intra-personal conflict by subjects. These are signs of blocking effect on pre-determined goals($X=3.83$), improper utilization of rule and regulation($X=3.79$), individual personality differences($X=3.67$), unfair assignment of teachers($X=3.83$), lack of facilities and their unfair allocation (3.91), Assigning of tasks of conflicting goals ($X=3.76$), delayed decision and late response to academic issues ($X=3.97$). Even, having inadequate skills to perform ones daily activities was also regarded as a reasonable cause for intra-personal conflict to occur ($X=3.45$). Generally, the mean score averages have reflected that all the issues listed in the table were seemingly objective causes of the sort of conflict mentioned in this paragraph.

Based on the data obtained from the interviews with school principals and vice principals of the respective schools about the sources of intra-personal conflict some of the respondents, for example, replied that because of the low perception of the community towards them and their poor living conditions has worsen their day to day activities, develops frustration and increase their tension. The qualitative data substantiated teacher's ideas and opinion as there is a strong cause and effect relationship between, sign of blocking effect on pre determined goals, improper provision of rule and regulation, individual personality difference, unfair assignment of teachers, lack of facilities and their unfair allocation, assigning of a conflicting goals, delayed decision and late response on academic issues. This kind of situation definitely impedes the achievement of intended educational objectives in the mentioned schools.

Similar findings were reported in a research conducted by Gebretensay (2002). He indicated that sources of intra-personal conflict in schools were bad work environment, mismatch between personal and organizational goals to some extent, low standard of living, work load, dissatisfaction of getting poor performance evaluation results, and lack of required skill for particular position were the prominent.

4.2.2 Inter personal conflict sources

Rue and Byars (2009) indicate that inter personal conflict may result from many factors like opposing personality's results in interpersonal conflict. Some people simply rub each other the wrong way. Personal background or origins can also sources of interpersonal conflict, Example College graduate verses the person with only high school education and longtime employee verses the new hire. Another cause of inter personal conflict arises when individuals became dissatisfied with their role relative to the role of other.

Thus, subjects were asked to rate the extent to which sources of inter personal conflict in schools are problem in hindering school goal successes. In addition, they were asked to list any other sources of inter group conflict which were not mentioned by the researcher.

Table 5: Response regarding to interpersonal conflict sources

No	Items	N	Mean	SD
1	In adequate class room for tutorial and non class room responsibility	78	3.8718	1.38037
2	Other staffs negative influence to achieve once desired goals	78	3.4615	1.32599
3	Unfair proposal of teachers for participation of seminars	78	3.9744	1.28906
4	Improper screening of teachers for short and long term training program	78	3.9103	1.25031
5	Incapable department head in school to identify and give support for teachers on some activities	78	3.5128	1.37457
6	Inadequate flow of information and lack of communication in school	78	3.8974	1.07619
7	Conflict due to strong desire for position, status and power in schools	78	3.3333	1.33550
8	Competition with other staff members to acquire recognition and acceptance	78	3.4872	1.34593
9	Conflict due to emotional issues such as, anger, distrust and distortion of reality	78	3.5897	1.50700

As it stands to reason, the data in Table 5 above depicted that the mean scores for the majority of the perceived sources of interpersonal conflict listed, except items 2,7, and 8, lay above 3.5 : lack of adequate classroom in schools for tutorial class provision($X=3.87$), unfair selection of teachers for participation of seminar($X=3.97$), improper screening of teachers for short and long term training ($X=3.91$),in competence of a department head to give support for teachers($X=3.51$), poor flow of information and communication channel ($X= 3.89$), and emotional issues such as anger,

distrust and distortion of reality($X=3.58$). This means, the mentioned circumstances are found to be major contextual sources of interpersonal conflicts in the schools under treatment. Similarly, the respondents have declared their observation that other staff members' negative impact on ones desired goals, strong desire for position and power, competition for assuming recognition and acceptance were also good causes of interpersonal conflicts in primary schools ($X=3.46$, $X=3.33$, $X=3.48$ respectively).

Data obtained from interviewees about the sources of interpersonal conflict in schools seem greatly support the data from the questionnaire. For instance, the interviewees said that due to the poor distributions of educational notices, regulations and directories, and not being able to benefit from the information sources had led them to get involved in interpersonal conflicts.

Therefore, the situation discussed above would enable one to suppose that all the issues mentioned in the table are possible causes of interpersonal conflicts that would have occurred in Gumay Woreda Government owned first and second cycle primary schools and hence could have serious repercussion for successfully achieving the schools short and long term goals.

4.2.3 Intra- group conflict sources

This type of conflict occurs when exists disagreement of differences among members of a group or its sub-groups as it is indicated in the literature section. 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 the main sources of intra- group conflict (Foder, 1976).

Intra-group conflict as it was indicated in literature part of this study. It is disagreements of differences among the members of a group or its subgroups regarding to the goals, functions, or activities of the group (Rahim & Bonoma, 1979).

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 Situation (Gordon, 1987).

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 conflict in schools were main sources of this type of conflict.(that is, six noticeable sources of intra- group conflict). In addition; they were asked to list other sources of intra- group conflict, if any, which might be neglected by the researcher.

Table 6: Response on intra- group conflicts sources

No	Items	N	Mean	SD
1	Inequitable department members involvement in pedagogical center to produce teaching aid	78	3.7436	1.27346
2	Department head lacks professional skill to support member	78	3.6026	1.36124
3	Inadequate skills of department heads to coordinate teachers and evaluate student textbook	78	3.7308	1.29608
4	Improper proposal of teachers form department for career structure development	78	3.8333	1.31343
5	Unwise evaluation of teachers' performance appraisal by department heads	78	3.9615	1.33331
6	Improper distribution of class load and non class room responsibility	78	3.8846	1.32881

As can be seen in Table 6, the mean scores indicated that all the six items were considered as significant sources of intra-group conflict. These include inequitable department members' involvement in pedagogical center to produce teaching aid (X=3.74), department heads' poor professional skills to identify and give support for teachers (X=3.60), In adequate skills of department heads to coordinate teachers and evaluate students text book (X=3.73), improper proposal of teachers for promotion and career development (X=3.83), poor teachers' performance appraisal scheme (X=3.96), and improper distribution of teachers' class load and non- classroom responsibility (X=3.88) .

Data obtained from the interviewees about the sources of intra-group conflict in schools greatly support the data from questionnaire. For instance the interviewees said that similar performance evaluation of schools by CRC supervisors for distinct school performance and incapable assignment of CRC supervisors to supervise cluster schools led them to get involved in intra-group conflicts, were substantiate teachers' opinion and perception examined by questionnaire.

Therefore, this is evident from the predominant observation of teachers that 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 were causes of intra-group conflict in the primary schools. Furthermore, one can easily recognize the blocking effects of these factors have on achieving intended school goals.

4.2.4 Intergroup conflict sources

As it is discussed in literature part of this paper, intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization (Hellriegel & Slocum, 1982). 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. Supporting this Ivancevich and Matteson (1990) suggested that there are causes of inter group conflict. These are: 1) Interdependence (pooled, sequential and reciprocal) 2) Difference in goals, and 3) Difference in perceptions.

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 7: Responses about intergroup conflict sources

No	Items	N	Mean	SD
1	Improper allocation of budget for each department and committee to accomplished their tasks	78	3.6795	1.46379
2	Unfair distribution of educational materials and facilities for each department	78	3.8846	1.20584
3	Conflict due to task interdependence of one work division with other departments members	78	3.9231	1.14834
4	Low academic achievement of students on some subjects, when compared with other schools similar subjects	78	3.7564	1.20805

From the responses given, it appears that teachers do believe that the mentioned financial, material, task relatedness and academic achievement issues are noticeable causes which precipitate inter-group conflict in the primary schools. These are: improper allocation of budget for each department and committee ($X=3.67$), unfair distribution of instructional materials and school facilities for each department ($X=3.88$), conflict due to excessive educational task interdependence ($X=3.92$), and low student academic achievement on some subjects when compared with other schools similar subjects ($X=3.75$).

Likewise, data obtained from interviewees and documentary analysis indicated that these issues are major and underlying causes of the type of conflict discussed in the aforementioned paragraph. In this line Hellriegel and Slocum (1982) went on to argue supporting this finding. They endorsed that the following are factors that could generate intergroup conflicts. These include task interdependency; task dependencies; inconsistent performance criteria and rewards system, intergroup differences; and problems in sharing scarce common resources. Ivancevich and Matteson (1990) also suggested that there are similar other causes of intergroup conflict such

as interdependence (pooled, sequential and reciprocal), difference in goals, and difference in perceptions.

Hence, based on the aforementioned discussion, the researcher posited that improper allocation of budget, unfair distribution of school materials and facilities, excessive educational task interdependence (but difference in goals and perceptions) and low student academic achievement of some departments were major causes of inter-group conflicts which had arisen in the primary schools setting of Gumay Woreda. 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.

4. 2. 5 Common sources of conflict

Regarding to common sources of conflict in work place Plunkett and Raymond (1994) identified that, the source of conflicts by focusing on seven major issues that can be causes for the source of conflict in an organization. These are:

- 1) Competition: competition of two or more organizational members trying to outperform each other for scarce resources.
- 2) Differences in individual objectives with organization objectives. Individual objectives may differ from those of the organization as individuals may aim to advance within an organization over a three years period, while the organization may have a tradition of seasoning an employee over a longer period.
- 3) Differences in individual value and perception with that of organization leaders. The value and perceptions of each individual differ from those of others. A manager may request frequent over time or let hours, not understanding the employees need for family time.
- 4) Disagreements about role requirement, when employees begin working in teams their role must change. Suppose, for example an employee who has received numerous rewards for individual performance must now play an accustomed role of team player.
- 5) Disagreements about work activities, conflict between individuals and groups can arise over the quantity of work assigned or the relationship among the work units. One group or individual may depend on another to complete work before starting its own.

- 6) Disagreements about individual approaches by their nature and diverse styles in dealing with others and situations. One person may be reflective and another person may be aggressive often taking an argumentative approach.
- 7) Break down and imperfect communication may result in miss perception and misunderstanding. Sometimes a communication breakdown is in advert ant. Because the receiver is not listening actively what the senders say. (pp 182-183)

Thus, subjects were asked to rate the extent to which common sources of conflict in school can impedes school goal successes. In addition they were asked to list other sources, if any that might account as sources of conflict and restrain school objectives in the study area. It was also researcher duty to establish standard to the issue of common source of conflict in schools replied by the respondents depending up on their mean score value.

Table 8: Response on common sources of conflict

No	Items	N	Mean	SD
1	Competition for scarce resources by department heads and school work force	78	3.8974	1.21238
2	Inequitable distribution of man power by educational managers	78	3.9615	1.14464
3	Unfair assignment of teachers by subject matter	78	3.9231	1.31692
4	Poor assignment of teachers by grade level in schools	78	3.8718	1.17726
5	Improper use and application of rule and regulation	78	3.8333	1.24229
6	Inadequate allocation of school budget by local governing bodies	78	3.9487	1.19411
7	Inappropriate distribution of school physical facilities and educational materials	78	3.7564	1.32102
8	Unfair assignment of incompetent directors and CRC supervisors	78	3.6538	1.33705

As it stands to reason, a quick look at the data in Table 8 verified that the following eight items were found to be considerably great causes for producing conflict in a given social context. Namely, they are competition for scarce resources by department heads and school work force ($X=3.89$), inequitable distribution of man power among departments ($X=3.96$), inappropriate assignment of teachers by subject matter (3.92), inappropriate assignment of teachers by grade level ($X=3.87$), improper use and application of rule and regulation ($X=3.83$), inadequate allocation of school budget by local governing bodies ($X=3.94$), inappropriate distribution of school physical facilities and educational materials ($X=3.75$), and unfair assignment of incompetent directors and CRC supervisors ($X=3.65$). All of the mean scores in the table attested that the issues are real and relevant causes of the prevailing conflict situations in the sampled primary schools of Gumay Woreda. Moreover, the results of this finding are consistent with the research outputs of numerous researchers such as Ghaffar (2004), Plunkett and Raymond (1994) and Kinard (1988) among others.

For instance, Ghaffar (2004) observed that poor communication, competition for common but scarce resources, incompatible goals and the like were possible sources of conflict in schools. Similarly, Fisher (in Ghaffar, 2004) noted that both individuals and groups have undeniable needs for identity, dignity, security, equity, and participation in decision making that could affect them. Consequently, frustrations that might be encountered in any effort to satisfy these undeniable needs will turn out to be just causes for social conflict in a work environment.

As regards this, thus, subjects were probed to rate the degree to which the above common causes of conflict are markedly observable in the study area. The responses to this issue were presented as follows.

a) Improper distribution of man power by educational managers, b) Inadequate allocation of school budget by local governing bodies, c) unfair assignment of teachers by subject, d) competition for scarce resources, e) unfair assignment of teachers by grade level, f) improper use and application of rule and regulation, j) poor distribution of school physical facilities and educational materials and, h) unfair assignment of incapable school directors and cluster supervisors.

In addition, data obtained from the interviewees about the common sources conflict realized the respondents result. Some of the interviewees, for example, replied that because of the low perception of the community towards them and their poor living conditions worsen their day to day activities, develop frustration, and increasing their tension. The other respondents add some by saying, “educational sector is forgotten in comparison to other sector in area of budget allocation by local governing bodies which cause severe conflict in school environment.” This greatly substantiates teacher’s ideas and opinion which were collected by questionnaire in impeding school objectives in Gumay Woreda primary schools

Thus, the way how man power is distributed in school, assignment of teachers without their area of specialization and poor attention of school budget allocation has to get a corrective action and improvement to exploit advantage for the successes of educational goals in area under investigation.

4.2.6 Consequences of conflict in schools

4.2.6.1 Positive consequences of conflict in school

Many scholars such as, William (1978), Rue and Bayer (1989) and Hunt (1992) indicate that, conflict has the following positive benefits such as, conflict usually causes change, conflict activates people in work place, conflict is the a form communication, conflict is a healthy and it pent-up emotional and feeling, conflict is educational and finally aftermath of conflict is having a better environment in work place.

The issues that are thought to be the positive consequence of conflict in schools and foster educational goal success were presented for respondents in the form of questionnaire item. They were also asked to list any other positive consequences of conflict in schools.

Table 9: Response on positive consequences of conflict

No	Items	N	Mean	SD
1	Conflicts make attentive the academic staff how to learn more from their differences	78	3.8333	1.43623
2	Disagreement maintains a golden opportunity in school by nurturing competitive work culture among staff members	78	3.6282	1.40601
3	Conflict brings recognizable positive change and innovation in schools by fostering unity	78	3.7051	1.28031
4	Clashes in schools motivates groups to clarify their educational objectives	78	3.5897	1.33325
5	Conflict improves group and individual ideas and practices to arrive at better solution	78	3.8718	1.31286

As it stands to justify, the evidence found in Table 9 above demonstrated that the following five positive consequences of conflict were recognized and accepted as highly valuable by the respondents. Respondents perceived that conflicts make the academic staff attentive and help them to learn more from their differences ($X=3.83$), it brings perceptible positive change and innovation in schools by fostering unity ($X=3.70$). Disagreement gives a golden opportunity through which nurturing competitive work culture among staff members is possible ($X=3.62$). Moreover, respondents are of the opinion that conflict improves group and individual ideas and practices to arrive at a better solution ($X=3.87$). Still further respondents conceived that clashes in schools motivate groups and staff members to clarify their educational objectives ($X=3.58$).

This finding is consistent with Gray and Starke (1984) research findings, which identified the following positive outcomes of conflict. 1. The energy level of groups or individuals increases with conflict; 2. Group cohesion increases; 3) Problems are made known during conflict; 4.

Conflict motivates groups to clarify their objectives, and this increases the group's awareness of its purpose; 5) Conflict encourages group to protect values they think are important; 6) Individuals or groups are motivated to mobilize information that is relevant to the conflict. Additional information is usually developed that could be helpful in resolving the problem; 7) Conflict can increase an organization's overall effectiveness because it forces groups or individuals to adapt to the changing internal and external environment of the organization.

The above finding, therefore, justifies that if conflict situations in schools are wisely managed and handled, they are capable of producing vital benefits such as making the academic staff conscious of how to deal with and learn more from their differences, providing a golden opportunity for staff members by fostering competitive work culture, bringing distinct school change and staff unity, motivating staff members to clarify their objectives and conflict improve group and individual ideas to arrive at a better solution. Also, conflict can increase an organization's overall effectiveness as it forces groups or individuals to adapt to the changing external environment that the organization faces and provides conducive work environment in the primary schools of Gumay Woreda.

4.2.6.2 Negative consequences of conflict

Getachew (2011) explains that for many of us conflict connotes a clash between people which at best is disruptive and at worst leads to violence. This rather negative view of conflict was held by many early contributors to management thought. They concluded that conflict as something which has to be avoided and has to be suppressed by emphasizing their reason on the following four points. These are:

- a) Conflict interferes with the normal functioning of organizational processes. It disrupts the smooth functioning of organizational processes and creates confusion and disorder. It is fundamentally inefficient.
- b) Conflict encourages emotions rather than reason. The flow of information in the organization is reduced as parties in the conflict hold information. Stereotypes about opponents emerge decisions are based on incomplete information and faulty impressions.
- c) Attention is focused away from organizational goals toward personal goals. Conflict takes attention away from organizational goals to the immediate conflict situation. At the same

time it takes to accentuate personal goals. The result is that performance objectives are forgotten.

- d) Many of the typical human reaction to conflicts are dysfunctional in the organization. Some typical coping behaviors include: late communication, poor individual and group integrity, frustration, backbiting, absenteeism, and turn over.

In addition to these conflicts encourage a winner-loser mentality which causes people to see any and all disagreement as resolvable only in a black-white win-loss fashion. As an unfortunate consequence, many conflicts that are amenable to everybody win resolution result instead in dissatisfied and dissatisfied loser.

Thus, respondents were asked to rate the extent to which negative consequence of conflict in schools can hamper the smooth operation of educational activities and impedes the educational goals successes. In addition, they were asked to list any other issues of negative consequences of conflict in schools.

Table 10: Response about negative consequences of conflict

No	Items	N	Mean	SD
1	Conflict situation in schools escalate antagonism and hostility among staff members	78	3.7564	1.55577
2	Disagreement condition in schools enhances wastage of resources and divert the eyes of work force from school goal set to arrive	78	4.0769	1.27686
3	Conflict in schools impedes the existence of cooperation by increasing disintegration	78	3.7821	1.46516
4	Disagreement in school system has diversion of time and money away from the school goal	78	4.1154	1.12793
5	Conflict in schools enhances sabotage and distortion of reality among and between the staff members	78	3.9487	1.37602
6	Dispute in school system dislocate the integrity and produced polarization with in staff members	78	4.1410	1.14783

As it can be seen in Table 10, the mean rating score of negative consequences of conflict in schools showed that the following six negative consequences of conflict were considered highly important practice in restraining school goal attainment by subjects in explaining conflict as it: escalate antagonism and hostility among staff members ($X=3.75$), disagreement condition in schools enhances wastage of resources and divert the eyes of work force from school goal set to arrive ($X=4.07$), conflict in schools impedes the existence of cooperation by increasing disintegration ($X=3.78$), argument in school system has diversion of time and money away from the school goal ($X=4.11$), conflict in school enhances sabotage and distortion of reality among and between the staff members ($X=3.94$), and dispute in school system dislocate the integrity and produced polarization with in staff members ($X=4.14$).

Data obtained from interviewees and document analysis confirmed the actual existence of negative consequence of conflict in area under consideration by impeding the intended school objective to attain.

To accentuate this, Ivancevich and Matteson(1990) indicated that, most manager think of conflict situation in their organization as it have divert time, energy and money away from the organization goals achievement. New storm (1998) state that, at interpersonal level if conflict lasts for a long time cooperation and teamwork deteriorate and distrust may grow among people who need to co operate in their effort.

The above findings, therefore, validated that conflict situation in schools environment that was not managed and handled properly escalate class struggle, enhancing wastage of resource (time energy and money), impeding the existence of co-operation and integration, diverting time and money away from schools goal, generating sabotage and distortion of reality and dislocating integrity within staff members. These effects develop disruptive work environment that can be serious problem for the attainment of school objectives in area under study.

4.2.7 Views of subjects about conflict in schools

Even though, different scholars give different views about conflict in an organization Thomas (in Plunkett & Raymond, 1994) describes the following three views of conflict in organizational setting. These are traditional views of conflicts, contemporary (behavioral) views of conflicts, and

interactionist views of conflicts. Traditional view of conflict 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). 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. In strengthening this idea, Plunkett and Raymond (1994) stated the following. A manager may view conflict as unnecessary and harmful to an organization. If this is the philosophical foundation, the manager's reaction would be to fear its occurrence and to eliminate all evidence of conflict.

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), 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.

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). Ivancevich and Matteson (1990) describe the contemporary viewpoint of conflict in the following manner; too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere. Too little conflict on the other hand produces negative effect by escalating lack of interest, lack of energy and enhances no moving force for organizational change and innovation.”

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). 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).

Thomas (in Plunkett & Raymond, 1994) the newest perspective or interactionist views of conflict are highly encourage the existence of conflict in the organization. These scholars assume that, conflict is necessary to increase performance then encourages conflict based on the beliefs that a harmonious, peaceful, but too cooperative organization (organization with no conflict) likely to become static, apathetic, stagnant, and unable to respond to change and innovative. This approach encourages managers to maintain an appropriate level of conflict enough to keep projects self critical, viable, creative and innovative. To this end, conflict is inevitable in organization, conflict is necessary for organizational health; conflict is neither inherently good nor bad. Also managers are managing conflict in work place to maximize the positive and minimize the negative effect of conflict. Using these three views of conflict, the managerial action to be taken can be decided by comparing the actual level of conflict and desired level of conflict.

Thus, subjects were asked to rate the extent to which they view conflict issues in schools under investigation in the form of question items. In addition, they were asked to list any other views of conflict in their respective school which was not raised.

Table 11: Response on views of conflict

No	Items	N	Mean	SD
1	Considering conflict as a normal aspect of interaction and healthy phenomenon of school relationships	78	4.0256	1.17301
2	Viewing conflict as a result of interaction and inevitable phenomenon at work place	78	3.5641	1.35407
3	Viewing conflict in schools as an opportunity for growth, change and innovation	78	3.4487	1.49151
4	Bearing in mind about conflict in school as a means of strengthening the bond between staff members	78	3.4359	1.40120
5	Viewing conflict in schools as it brings disruption of order and negative experience	78	3.1923	1.46879
6	Recognizing conflict as it is mismatched self-interest of an individual in schools	78	3.6923	1.26191
7	Viewing conflict in schools as a normal social intercourse due to diversity	78	3.7436	1.29370
8	Viewing conflict in schools as one part of staff relationship due to an individual interests and feelings	78	3.3590	1.46805
9	Taking conflict in schools as it punctuates, integrates and renders staff members to clarify their academic matters.	78	3.5513	1.33531
10	Viewing conflicts as it blocks an interpersonal relation and renders ineffective another action	78	3.5256	1.29659
11	Viewing conflict as one areas of dynamism and a social work force brought together to attain common educational goal	78	3.5256	1.34574
12	Perceiving conflict in schools as it is a normal aspect of human existence and individual differences	78	3.6410	1.25847

As it stands to reason, the data in Table 11 demonstrated that, except item (3, 4, and 8) which were regarded as good view of conflict by subjects in explaining conflict: as an opportunity for growth, change and innovation (X=3.4), as a means for strengthening the bond between staff members (X=3.4), and viewing conflict as one part of staff relationship due to an individual interests and feelings (X=3.35) respectively. The rest nine item in table 11 were considered highly important view of conflict by subjects in explaining their perception: as a normal aspect of interaction and healthy phenomenon of school activities(X=4.02), as a result of interaction and inevitable phenomenon at work place(X=3.5), recognizing conflict as it is mismatched self-interest of an individual in schools(X=3.69), as a normal social intercourse due to diversity(X=3.75), taking conflict as it punctuates, integrates and renders staff members to clarify their academic matters(X=3.5), as it blocks an interpersonal relation and renders ineffective another action in schools(X=3.5), as one areas of dynamism and a social work force brought together to attain common educational goal (X=3.5), perceiving conflict in schools as it is a normal aspect of human existence and individual differences (X=3.6), and as it brings disruption of order and negative experience (X=3.19) were the recognizable constructive views of conflict confirmed in area under investigation.

The above findings, therefore, revealed that a considerable respondents believe on viewing conflict in schools as it was a normal aspect of interaction, inevitable phenomenon, an opportunity for growth and change, strengthening the bond between staff members, fostering group relationship, a result of social work force brought together to attain common educational goals, were taking a incredible position. Fewer items in the table took distinct position by viewing conflict in schools as part staff relationship due to individual self interest and feeling, brought disruption of order and result of mismatched self interest. What so ever, evidence on table above confirms that subjects were viewing conflict as constructive elements rather than viewing as destructive elements for achieving intended educational goals.

4.2.8 Conflict Management Strategies

The strategies that have to be taken by managers in most organization to manage conflicts as discussed by Plunkett and Raymond (1994) that managers must recognize potential sources of conflict and be prepared to manage it. A viable strategy for conflict management begins with an analysis of the conflict situation and then moves to the development of strategy options. Manager

or leader has to analysis of the conflict situation by answering the following key questions: 1. who is in conflict: It may be between individual and team or between departments.2. What is the source of conflict: It may arise from competition of an individual on scarce resources and differences in individual objectives with that of organizational objectives.3.How the level of conflict is: Whether or not it needs immediate intervention or at moderate level of intensity. Answering this question requires trying to view each situation through the eyes of the parties involved. If the goal of work group threatened or sabotage is occurring, the manager must take action immediately. If individuals or groups are simply in disagreement a less immediate response is required. By doing all this and the situation requires action have taken. The first thing mangers must consider in conflict situation is whether the conflict is of potential benefit to the organization or not.

In addition to this many writers explain the prominence of applying different types of conflict management style in well balanced manner on different types of conflict situation. Ivancevich and Matteson (1990) state that, seven style of inter group conflict management such as, problem solving, super ordinate goals, expansion of resources, avoidance, forcing, smoothing and compromising conflict management style were regarded as best types of intergroup conflict management style. Again Rue and Byars (2009) states that, five approaches of inter personal conflict management style such as, compromising for the sake of ending the conflict, smoothing for the sake of it does not exist, problem solving for the sake of taking corrective action, forcing for the sake of giving immediate solution, avoidance for the sake of eliminating conflict from the school environment.

Well mannered conflict management strategies in school setting can lead to successful educational out comes that are productive and enhances the health of both employee and the organization. Ineffective management of conflict on the other hand can frequently create frustration, deteriorating organizational climate and finally increase destructiveness.

Thus, subjects were asked about issues that have to be thought as different conflict management styles which are exercised in school environment in the form of questionnaire item. In addition they were asked; to list any other conflict management style used to manage conflict to achieve the desired educational objectives.

Table 12: Response about conflict management strategies

No	Items	N	Mean	SD
1	Tendency of conflict handling by touching the needs of staff involved in conflict(collaborative conflict management style)	78	4.1538	1.04542
2	Inclination of conflict handling by means of giving solution that can satisfy everyone needs which are in conflict (compromise conflict management style)	78	3.9744	1.18403
3	Tendency of conflict management by meeting the needs of other staff members at expense of others own needs (accommodating conflict management style)	78	3.3462	1.51894
4	Handling conflict by taking confirm stand and know what other staff members want(competitive conflict management style)	78	3.9231	1.22495
5	Receptiveness of conflict management by seeking to eliminate conflict from school(avoiding conflict management style)	78	3.6538	1.37536
6	Tendency of conflict management by giving long lasting solution (smoothing conflict management style)	78	3.9744	1.12786
7	Tendency of conflict management by giving short term solution(Forcing conflict management style)	78	3.5128	1.33624
8	Inclination of conflict management by finding the root cause of conflict and taking corrective action(problem solving conflict management style)	78	4.0769	1.10217

As it stands to authenticate, the data in Table 12 above demonstrated the seven conflict management strategies (item 1,2,4,5,6,7 and 8) in schools were considered highly important practices by subjects in handling conflict for the sake of achieving the intended school objectives in area under consideration by explaining: inclination of conflict handling by means of giving solution that can satisfy everyone needs which are in conflict (compromise conflict management

style) (X=3.9), handling conflict by taking confirm stand and know what other staff members want (competitive conflict management style) (X=3.9), receptiveness of conflict management strategies by seeking to eliminate conflict from school environment (avoiding conflict management style) (X=3.6), tendency of conflict management strategies by giving long lasting solution for conflict issues (smoothing conflict management style) (X=3.9), tendency of conflict management strategies by giving short term solution for parties in conflict (Forcing conflict management style) (X=3.5), conflict management style by finding the root cause of conflict and taking corrective action (problem solving conflict management style) (X=4.0) and tendency of conflict handling by touching the needs of staff involved in conflict(collaborative conflict management style) (X=4.1). Even conflict management by meeting the needs of other staff members at expense of others own needs (accommodating conflict management style) (X=3.3) was regarded as good practice of conflict management style by subjects in area under investigation.

These conditions at some extent supported in light of the findings from conflict management strategies research, Thomas (in Ghaffar, 2004) explains that conflict is seemingly unavoidable, particularly in scholarly setting, it is obviously necessary for administrators to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage conflict, and to apply conflict management strategies in a practical way.

The above findings in Table 12 therefore, revealed that the application of different types of conflict management style with varying frequency in school setting, due to occasion of different types of conflict in area under investigation because of different social work force brought together for the sake of achieving common educational goals.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The main purpose of the study was to assess conflict in schools: types, sources and its management strategies used by Educational leaders and Teachers for the sake of achieving intended goals in first and second cycle Primary Schools of Gumay Woreda of Jimma Zone with the following specific objectives in mind.

- To assess the major types of conflicts frequently occurring in primary schools of the study area.
- To examine the major generic cause of conflict in primary schools under investigation.
- To examine the potential consequence of conflict on the achievement of school objectives.
- To assess teachers' and principals' views towards the concept of conflict.
- To assess the conflict management strategies that the primary school teachers and principals employed in solving conflicts which they face in their respective schools and
- To forward simple and clear procedure for effective management of conflict in primary schools.

To achieve the above objectives, the study was guided by the following five basic research questions.

- What major types of conflicts are there in Government primary schools of Gumay Woreda?
- What are the major sources of these conflicts in these primary schools?
- What are the potential consequences of conflicts in these schools?
- How do teachers and educational leaders in these schools view conflicts and
- What strategies do teachers and educational leaders frequently use to manage conflicts?

In dealing with the above research questions efforts were made to seek possible answers. Thus, descriptive survey method was employed for detailed analysis of data and findings of the basic research questions. Area sampling and cluster sampling techniques were employed for selection of sample schools and also availability sampling techniques was used for selection of principals and vice principals. In addition stratified sampling and simple random sampling techniques were used to take sample teachers by keeping their representativeness from sample schools.

In addition, to seek appropriate information questionnaire was used and interviews were conducted. The data collected through questionnaire, interview, and document analysis by check list were analyzed quantitatively and qualitatively. In analyzing the data, the statistical tools like percentage, mean and standard deviation were employed for calculating each respondent response. At last, the study came up with the following major findings.

5.1 Summary of the major findings

The summary of the findings is presented below.

- As regards sources of intra-personal conflicts in schools, the mean ratings showed that seven issues were highly considered as sources of intra-personal conflict by subjects. These are signs of blocking effect on pre-determined goals $X=3.83$, improper utilization of rule and regulation $X=3.79$, individual personality differences $X=3.67$, unfair assignment of teachers $X=3.83$, lack of facilities and their inequitable allocation $X= 3.91$, assigning of tasks of conflicting goals $X=3.76$, delayed decision and late response to academic issues $X=3.97$. Even, having inadequate skills to perform ones daily activities was also regarded as a reasonable cause for intra-personal conflict to occur $X=3.45$. Generally, the mean score averages have reflected that all the issues listed in the table are seemingly objective causes of conflict. Likewise, data obtained from interviewees (school principals and vice principals) and document analysis revealed similar insights of respondents about the sources of intra-personal conflict.
- The data in table 5 depicted that the mean scores for the majority of the perceived sources of inter-personal conflict listed, except items 2,7, and 8, lay above 3.5 : lack of adequate classroom in schools for tutorial class provision $X=3.87$, un faire selection of teachers for participation of seminar $X=3.97$, improper screening of teachers for short and long term training $X=3.91$,in competence of a department head to identify and give support for teachers $X=3.51$, poor flow of information and communication channel $X=3.89$, and emotional issues like, anger, distrust and distortion of reality $X=3.58$. This means, the mentioned circumstances are found to be major contextual sources of interpersonal conflicts in the schools under treatment. Similarly, the respondents have declared their observation that other staff members' negative impact on once desired goals, strong desire for position and power, competition for assuming recognition and acceptance were also good causes of interpersonal conflicts in primary schools ($X=3.46$, $X=3.33$, $X=3.48$ respectively). In addition, data obtained from interviewees about causes of interpersonal conflict in schools seem greatly support the data from the questionnaire. For instance, the

interviewees said that due to the poor distributions of educational notices, regulations and directories, and not being able to benefit from the information sources had led them to get involved in interpersonal conflicts. Consequently, these factors could have serious repercussion for successfully achieving the schools short and long term goals.

- It was evident from the predominant observation of teachers that inequitable department members' involvement in pedagogical center $X=3.7$, poor department heads' professional skills to fill teachers academic gaps $X=3.6$, lack of department heads skill to coordinate teachers $X=3.7$, improper proposal of teachers for promotion $X=3.8$, improper evaluation of teachers' performance $X=3.9$, and inappropriate distribution of teachers' class load and non- classroom responsibility $X=3.8$ were causes of intra-group conflict in the primary schools.
- Also data obtained from the interviewees (principals and vice principals) about the sources of intra-group conflict in schools seem greatly supports the data from questionnaire. For instance the interviewees said that similar performance evaluation of schools by CRC supervisors for distinct school performance and incapable assignment of CRC supervisors to supervise cluster schools led them to get involved in intra-group conflicts, were substantiate teachers' opinion and perception treated by questionnaire.
- Improper allocation of budget $X=3.6$, inequitable distribution of school materials and facilities $X=3.8$, excessive educational task interdependence (but difference in goals and perceptions) $X=3.9$, and low student academic achievement of some departments $X=3.7$ were major causes of intergroup conflicts which had arisen in the primary schools setting of Gumay Woreda. As a consequence, we could imagine the potential that these factors seem to have defeated the purpose of teaching and learning in the study area.
- Competition for scarce resources by department heads and school work force $X=3.89$, inequitable distribution of man power among departments $X=3.96$, inappropriate assignment of teachers by subject matter 3.92, inappropriate assignment of teachers by grade level $X=3.87$, improper use and application of rule and regulation $X=3.83$, inadequate allocation of school budget by local governing bodies $X=3.94$, inappropriate distribution of school physical facilities and educational materials $X=3.75$, and unfair assignment of incompetent directors and CRC supervisors $X=3.65$ were found to be potential causes of the prevailing conflict situations in the sampled primary schools of Gumay Woreda.
- In addition, data obtained from the interviewees about the common sources of conflict revealed that because of the low perception of the community towards them and their poor living

conditions worsen their day to day activities, develop frustration, and maximize their tension. Other add some, by saying, educational sector is forgotten in comparison to other sector in area of budget allocation by local governing bodies which cause severe conflicts in school environment.

- The findings justify that if conflict situations in schools are wisely managed and handled, they are capable of producing vital benefits such as making the academic staff conscious of how to deal with and learn more from their differences X=3.8, providing a golden opportunity for staff members to fostering competitive work culture X=3.6, bringing distinct school change and staff unity X=3.7, motivating staff members to clarify their educational objectives X=3.5, and conflict improves group and individual ideas to arrive at a better solution X=3.8. It could also increase an organization's overall effectiveness as it forces groups or individuals to respond to the changing internal and external environment of the organization.
- The findings about negative consequences of conflict in schools validated that, conflict situation in schools that was not managed and handled properly escalates antagonism X=3.7, enhances wastage of resource (time, energy and money) X=4.0, impedes the existence of co-operation and integration X=3.7, diverts time and money away from schools goal X=4.0, generates sabotage and distortion of reality with in staff members X=3.9 and dislocates integrity by increasing polarization within staff members X=4.1. These could result in disruptive work environment that can impede the attainment of school objectives in area under study.
- The findings revealed that, conflicts in schools were viewed constructively: as normal aspect of interaction X=4.0, inevitable phenomenon X=3.5, an opportunity for growth and change X=3.4, strengthening the bond between staff members X=3.4, a normal social intercourse due to diversity X=3.7, is the result of social work force brought together to attain common educational goals X=3.5, integrate staff members to clarify their academic matters X=3.5, a normal aspect of human existence and individual difference X=3.6, it is part of staff integrity and an individual feeling and interest=3.5, and results of negative experience and brought disruption of order X=3.1. While fewer subjects viewed conflict destructively as it is: result of mismatched self interest in school setting X=3.6 and blocks an interpersonal relation and produce ineffective another action X=3.5. As a whole, the data evidenced that conflict was viewed as constructive element rather than as destructive element for achieving the intended educational goals in area under consideration.
- The data concerning types of conflict management styles frequently employed by subjects revealed that different types of management styles, with varying frequency, were employed in resolving conflicts in the schools under study. This has happened due to the very nature of

conflict situations and occurrence of different types of conflicts in these schools. Also data obtained from interviewees and document analysis substantiates this finding.

5.2 Conclusions

Based on the findings, the following conclusions were made.

It would appear from the results that, improper utilization of rule and regulation, individual personality differences, unfair assignment of teachers, lack of facilities and their inequitable allocation, assigning of tasks of conflicting goals, delayed decision and late response to academic issues were regarded as a reasonable cause for intra-personal conflict to occur.

Lack of adequate classroom in schools, un faire selection of teachers for participation of seminar and short and long term training, in competence of a department head to give support for teachers, poor flow of information, and emotional issues such as distrust and distortion of reality, other staff negative impact on once desired goals, strong desire for position and power, competition for assuming recognition and acceptance were also good causes of interpersonal conflicts in area under investigation.

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 were causes of intra-group conflict in the primary schools.

Also improper allocation of budget, inequitable distribution of school materials and facilities, excessive educational task interdependence (but difference in goals and perceptions) and low student academic achievement of some departments were potential sources of inter group types of conflicts occurred in the schools under study.

Competition for scarce resources, inequitable distribution of man power among departments, inappropriate assignment of teachers by subject matter and by grade level, improper use and application of rule and regulation, inadequate allocation of school budget by local governing bodies, inappropriate distribution of school physical facilities and educational materials, and unfair assignment of incompetent directors and CRC supervisors were generic causes of the prevailing conflict situations in the sampled primary schools of Gumay Woreda so it has to be improved.

Conflict situations where they are wisely managed are capable of producing vital benefits by making the academic staff conscious of how to deal with their differences, providing a golden opportunity for staff members to fostering competitive work culture, bringing distinct school change and staff unity, motivating staff members to clarify their objectives and conflict improves group and individual ideas to arrive at a better solution. It could also increase an organization's overall effectiveness as it forces groups or individuals to respond to the changing internal and external environment of the organization.

Negative consequences of conflict in these schools include escalated antagonism, wastage of resource (time, energy and money), the existence of loose of co-operation and integration, absence of subordination of individual's interest to schools interest, sabotage and distortion of reality and dislocated integrity within staff members.

Conflicts in these schools were viewed as normal aspects of interaction and inevitable phenomena and constructive as well. But, very few staff members viewed conflict as negative experience. Application of different types of conflict management styles with varying frequency illustrates the reality in the primary schools of Gumay Woreda.

5.3 Recommendations

On the basis of the findings and conclusions made, the following recommendations were forwarded.

5.3.1 Better to take corrective measure about teachers' lack of skills to perform their activities by arranging in staff training program, improving factors that blocks teachers predetermined goal to achieve, and altering ineffective man power utilization. Preventive measure in area of intra-personal conflict sources has to be taken by arranging individual goal structure by school leaders. Individual goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified. Also fair reward and compensation system, such as recognition, fair evaluation and teachers screening must be established by schools leaders and instructional supervisors in order not to create individual competition or conflict within units of the schools.

5.3.2 Inadequate class room, some staff member's negative impact on others teachers activates, unfair proposal and screening of teachers for different training program and poor

communication and flow of information was found very poor. In view of this, proper management of interpersonal conflict and educational goal attainment in primary schools would be unthinkable. Therefore, inter-personal conflict sources like, scarce class room, others teachers negative impact that impedes schools objectives, unfair teachers selection for different life long training, and wasteful utilization of teachers and educational leaders has to be improved. In addition, greater trust and communication among and between staff members has to be established. The greater the trust among members of unit, the more honest and open the communication among them would be. Individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary.

5.3.3 Roles, duties, and responsibilities of teachers and educational managers have to be clearly demarcated so as to minimize destructive conflicts, to deal in balanced manner, and increase school effectiveness. In addition, clear authority structure for both teachers and school leaders has to be established.

5.3.4 The concerned higher educational officials (Regional Education Bureau) have to make an effort to replace the unclear rules and directives by clear and workable guidelines in order to avoid barriers for effective implementation of educational programs.

5.3.5 The main sources of intergroup conflict like, recognizable problem of group leader's right to control over their own resources, poor personnel selection and ineffective training program for group leaders has to be improved by school leaders and WEO officials.

5.3.6 The generic cause of conflict in schools like, improper distribution of man power, inadequate allocation of school budget, unfair assignment of teachers by subject and grade, competition for scarce resources, improper use and application of rule and regulation, poor distribution of school facilities and educational materials, and unfair assignment of incapable directors and supervisors were problems. Therefore, it has to get corrective measure and improvement by OREB, WEO and local governing bodies to exploit the advantage for the successes of educational goals in area under investigation.

5.3.7 Awareness raising workshop (conflict resolution education like American school) is important in our case for teachers, managers, and even for students to deal with the function of conflicts in creating new ideas and generating basic change and development. Such

education brings about a good relationship between teachers, educational leaders and school clients for the sake of realizing school successes. 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) Ahead of time, organization, work units, and individual goal should be clearly defined by school leaders and WEO for the practitioners.
- b) The role and contribution of individual and each work unit towards organizational goal 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.
- e) Proper coordination of entire school activities has to be maintained.

5.3.8 There is no one best way of conflict resolution technique that educational managers and teachers can use in every conflict situation. Hence, educational managers and teachers have to be skillful enough to choose the right conflict resolution method that can satisfy a particular conflict situation.

At last, the researcher recommends that, in the future, a detailed study could be conducted to investigate more about conflict in schools: various types of conflict, common sources of conflict and consequence of conflict in increasing school effectiveness and design appropriate strategies for managing such conflicts in schools.

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Appendix I

JIMMA UNIVERSITY
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT
STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by school teachers

Dear respondents

The purpose of this questionnaire is to collect relevant data regarding the study entitled as, “Conflict in schools and its management: In Gumay Woreda government primary schools of Jimma zone”. Your well mannered response has prominent value for the success of the study. So, you are kindly requested to read all the bodies of questionnaire and fill it with genuine response. Be clear that your response is for the sake of adding some insight for conflict in schools and its management.

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting to answer the questions;
3. There is no need to consult others to fill the questionnaire;
4. Please provide appropriate response by using a tick mark “√” to choose one of the suggested Likert scales based on the degree of agreement or disagreement you feel.
5. Please do not leave the question not answered.

Thank you for your cooperation!

Part one: General information and personal data of respondents

Instruction: Put your response by using a tick mark (√) in the box provided or by giving

short answers on the space provided.

1.1 Name of School: _____

1.2 Sex: Male Female

1.3 Work experience: 1-5 year's 6-10 years 11-15 year's 16-20 years

21-25 years 26-30 years 31 and above years
 1.4 Educational background: Certificate (TTI) Diploma
 First Degree Second Degree other specify _____

Part Two

I. The following questions are designed to identify different types of conflict that might be manifested in your school. Please put a tick mark on the appropriate column to show level of your agreement or disagreement.

1= *strongly disagree (SD)* 2= *Disagree (D)*
 3= *Undecided (UN)* 4= *Agree (A)* 5= *strongly agree (SA)*

N	Items	Scales				
		5	4	3	2	1
0	<i>Intra personal conflict sources related questions</i>					
1	Inadequate skill to perform well your daily activities developed conflict with yourself					
2	A sign of blocking effect on pre determined goal to achieve in work place produces frustration and gets you to self conflict					
3	Inequitable provision of rule at schools sometimes enhanced self conflict by influencing your success					
4	Individual personality differences in schools with the same formal responsibility are frequent causes of self conflict					
5	Unfair assignments of teachers in school by grade level and by subject generated role conflicts					
6	Lack of facilities and appropriate rule which may be blocked by other party in school developed intra personal conflict					
7	Assigning of conflicting goals by school leaders enhanced self conflicts					
8	Delayed decision of some academic issues by school leaders contributed for the germination of self conflict					

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

1. -----
2. -----
3. -----

No	Items	Scales				
		5	4	3	2	1
	<i>Inter personal conflict sources related questions</i>					
1	Inadequate class room in school setting for tutorial class created conflict between staff members					
2	Other staffs negative impact to achieve your desired goal in school developed and generated conflict among and with others					
3	Unfair proposal of teachers for participation of seminars by school leaders gets you on interpersonal conflict					
4	Improper screening of teachers for short term training program developed conflict among teaching staffs and school leaders					
5	Incapable department head in school to identify and to give support for teachers on some activities led to develop conflict with themselves					
6	Inadequate flow of information and lack of communication in school environment pushed teachers towards interpersonal conflict					
7	You inter into conflict in school with other individual due to not losing your position, status and power					
8	You inter in conflict with other staff members for getting recognition, approval and promotion to realize your self-esteem tended to get interpersonal conflict					
9	Emotional issues like anger, distrust and rejection by other parties pushed you to negative feeling and developing interpersonal conflict					

Please, mention any other interpersonal sources of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

No	Items	Scales				
		5	4	3	2	1
	<i>Intra group conflict sources related questions</i>					
1	Unfair participation of department members in preparation of teaching aid in pedagogical center developed conflict within group members					
2	Lack of required professional skills of department head to support its members caused intra group conflict in your school					
3	Inadequate knowledge and skills of department heads to evaluate student textbook by coordinating its members generated conflicts within intra group members					
4	Improper proposal of teachers for career structure promotion by department heads created conflict among/with the department members					
5	Unwise evaluation of teachers' performance appraisal by department heads with no result oriented procedure produced conflict within department members					
6	Improper distribution of class load and non class room responsibility by department heads pushed group members to clashes					
	<i>Intergroup Conflict sources related questions</i>					
1	Improper allocation of budget for departments contributed for occurrence of inter group conflict in schools					
2	Unfair distribution of educational materials and facilities in schools pushed the group members to enter in to intergroup conflict					
3	Task interdependence of one work division with other departments members(example, CPD course training program based on teachers' work experience) can be caused frequent violence with in different groups					
4	Low academic achievement of students on some subjects when compared with other schools similar subject results may generated conflict within different departments heads					

Please, mention any other intra- group sources of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

Please, mention any other intergroup sources of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

II. The following questions are designed to identify common Sources of conflict that might be manifested in your school. Please put a tick mark on the appropriate column to show level of your agreement/ Disagreement.

No	Items	Scales				
		5	4	3	2	1
1	Competition for scarce resources by department heads to achieve their desired goals can caused conflict in work force					
2	Improper distribution of man power by school leaders, generated conflict in schools					
3	Unfair assignment of teachers by subject matter by school leaders generated conflict in schools					
4	Poor assignment of teachers by grade level by school leaders generated conflict in schools					
5	Improper use and application of rule by school leaders generated conflict in your school environment					
6	Inadequate allocation of budget by local governing bodies and miss finance resource management by school leaders generated conflict in your school					
7	Inappropriate distribution of school physical facilities and teaching materials by school leaders generated conflict in your school					
8	Unfair assignment of incompetent directors and vice directors by woreda education office generated frequent conflict in school environment					

Please, mention any other common sources of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

III. The following questions are designed to identify the consequences of conflict that might be manifested in your school. Please put a tick mark on the appropriate column to show level of your agreement/Disagreement.

No	Items	Scales				
		5	4	3	2	1
	<i>Positive consequences of conflict related questions</i>					
1	Conflict makes the academic staff attentive how to learn more from each other about their differences					
2	Disagreement maintain a golden opportunity in school setting by fostering competitive culture among teachers and school leaders					
3	Conflict brings recognizable positive change in schools by fostering unity and modifying groups' ideas and value					
4	Clashes in schools motivate groups to clarify their educational objectives					
5	Conflict improved group ideas and practice by enabling the parties on conflict to arrive at a better solution on the problem at their hand					
	<i>Negative consequences of conflict related questions</i>					
1	Conflict situation in schools environment escalated class struggle, antagonism, and hostility among staff members					
2	Disagreement condition in schools environment enhances wastage of resources and divert the eyes of teachers from school goal set to arrive					
3	Conflict in school systems hindered the existence of cooperation by increasing disintegration and social problems					
4	An argument situation in school system has resulted the diversion of time, energy and money away from the school goal					
5	Conflict in school process has generated sabotage, stealing, lying and distortion of reality among the staff members					
6	Dispute in school system dislocated the integrity of entire group and produced polarization with in staff members					

Please, mention any other positive consequences of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

Please, mention any other negative consequences of conflict in schools which are not mentioned above.

1. -----
2. -----
3. -----

IV The following questions are designed to identify personal view of conflict that might be manifested in your school by staff members.

No	Items	Scales				
		5	4	3	2	1
	<i>Views about conflict related questions</i>					
1	Considering conflict as a normal aspect of interaction and healthy phenomenon of school relationships					
2	Viewing conflict as result of interaction and inevitable at work place and it is the question of managers readiness to deal within a balanced manner					
3	Bearing in mind about conflict as it provides an opportunity for growth , change and innovation					
4	Viewing conflict in school as it is a means of strengthening the bond between two or more staff members					
5	Viewing conflict in schools as it brings disruption of order, negative experience and mistake in staff relationship					
6	Recognizing conflict as it is mismatched self-interests, desire, power and goals of an individual in schools					
7	Viewing conflict in schools as a normal social intercourse due to diversity and contribute possibility for improving individual and group relationship					
8	Conflict in school is one part of staff relationship and which involves due to an individual interests, values, power and feelings					
9	Viewing conflict and its occasion as it punctuates, integrates and can help to clarify relationship among staffs					
10	Viewing conflict as it blocks an interpersonal relation and renders ineffective another action whether or not handled properly.					
11	Viewing conflict as one area of dynamism and a social work force brought together to attain common educational goal					
12	Perceiving conflict as normal aspect of human existence and individual differences					

V The following questions are designed to identify conflict management strategies that frequently used in your school.

N	Items	Scales				
		5	4	3	2	1
0	<i>Conflict management strategies related questions</i>					
1	Tendency of conflict handling by trying to touch the needs of staff involved on conflict(collaborative conflict management style)					
2	Inclination of conflict handling by means of giving a solution that can satisfy every ones needs which are on conflict(compromising conflict management style)					
3	Tendency of conflict management by meeting the needs of other staff members at expense of other person’s owns needs (accommodating conflict management style)					
4	Handling conflict by taking a firm stand and know what other staff members want who are on conflict (competitive conflict management style)					
5	Receptiveness of conflict management by seeking to eliminate conflict from school environment entirely(avoidance conflict management style)					
6	Tendency of conflict management by giving long term solution for parties in conflict by deemphasizing their differences (smoothing conflict management style)					
7	Tendency of conflict management by using short lasting solution on conflict situation(forcing conflict management style)					
8	Inclination of conflict management by finding the root cause of conflict and taking corrective action(problem solving conflict management style)					

Please, mention any other conflict management strategies which you used in schools not mentioned above.

1. -----
2. -----
3. -----

Appendix II

**JIMMA UNIVERSITY INSTITUTE OF EDUCATION AND PROFESSIONAL
DEVELOPMENT STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Interview question prepared for principals and vice principals

Dear interviewees.

The purpose of this interview is to obtain relevant data to the study entitled as, “Conflict in schools and its management: In Gumay Woreda government primary schools of Jimma zone”. Your decent response has prominent value for the success of the study. So you are kindly requested to give your genuine response for interviewer.

Thank you for your cooperation!

Part one: General Information and Personal Data of Respondents

Instruction: Tell the right answer for the following back ground information.

1.1 Name of School _____

1.2 Sex Male Female

1.3 Work experience 1-5 year's 6-10 years 11-15 years 16-20 years

21-25 years 26-30 years 31 and above years

1.4 Educational background Certificate (TTI) Diploma

First Degree Second Degree other specify _____

Part Two: conflict in schools and its management strategies.

Please use one of the following likert scales that can best manifest your personal felling in each conflict in schools related questions.

1= strongly disagree (SD) 2= Disagree (D)

3=Undecided (UN) 4= Agree (A) 5=strongly agree (SA)

I. Intra personal conflict related questions

1. Inadequate skill to perform well your daily activities developed conflict with your self _____
2. A sign of blocking effect on pre determined goal to achieve in work place produces frustration and let you to get on self conflict _____
3. Improper provision of rule and regulation at schools sometimes enhanced self conflict by influencing your success _____
4. Individual personality differences in schools with the same formal responsibility are frequent causes of self conflict _____
5. Unfair assignment of teachers in school by grade level and subject can generated role conflict _____ -
6. Lack of facilities and appropriate rule which may be blocked by other party developed intra personal conflict in schools _____
7. Assigning of conflicting goal by educational leaders enhanced self conflicts in your schools _____
8. Delayed decision on some academic issues by educational leaders contributed for germination of self conflict _____

Please mention any other types of intra personal conflict in schools which are not indicated above

- 1 _____
- 2 _____
- 3 _____

II .Interpersonal conflict related questions

- 1 .Lack of inadequate class room in school setting for tutorial class created conflict between Staff members _____
- 2 .Teachers negative impacts to achieve your desired goal in school developed and generated among and with others _____

3. Unfair selection of teachers for participation of seminars by woreda education leaders gets you on inter personal conflict _____
4. Unfair selection of teachers for short term training program developed conflict among teaching staff and school leaders _____
5. Inadequate knowledge of department head in school to identify and give support for teachers develop conflict with themselves _____
6. Inadequate flow of information and lack of communication in school environment pushed teachers towards interpersonal conflict _____
7. You inter on interpersonal conflict in school with other individual due to not losing your position and power _____
8. Your contest with other staff members in school for getting recognition and realize your self esteem tended you to get on interpersonal conflict _____
9. Emotional issues like anger, distrust and rejection by other parties pushed you to inter on negative feeling and developing interpersonal conflict _____

Please mention any other types of interpersonal conflict in your school which are not mentioned above.

1. _____
2. _____
3. _____

III .Intra group conflict related questions

1. Unfair participation of department members in preparation of teaching aid in pedagogical center developed conflict within group members' _____
2. Lack of required professional skills of department head to support his members caused intra group conflict in your school _____
3. Inadequate knowledge and skills of department head to evaluate text book and give feedback generated conflict within intra group members _____
4. Unfair selection and improper proposal of teachers for career structure by department head created conflict among and with the department members _____
5. Unfair evaluation of teacher's performance appraisal by department heads with no result oriented procedure produced conflict within department members _____

6. Improper distribution of class load and non class room responsibility by department head pushed group members to clashes _____

Please mention any other types of intra group school conflict issues which is not mentioned above.

1. _____

2. _____

3. _____

IV. Intergroup conflict related questions

1 .Improper allocation of budget for departments contributed for occurrence of inter group conflict in schools _____

2. Unfair distribution of educational materials and facilities in schools pushed the group members to enter in to inter group conflict _____

3. Task interdependence of one work division with other department member’s that is CPD course training program based on teachers work experience can cause frequent violence with in different groups _____

4. Low academic achievement of students on some subjects when compared with other schools similar subject results may generate conflict within different departments’ heads _____

Please mention any other types of inter group school conflict issues which is not mentioned above.

1. _____

2 _____

3. _____

V. Sources of conflict related questions

1. Competition for scarce resources by department heads to achieve their desired goals can caused conflict in work force _____

2. Improper distribution of man power by Woreda education leaders generated conflict in schools _____

3. Unfair distribution of teachers by subject matter by Woreda education leaders generated conflict in schools _____
- 4 .Irrational distribution of teachers by class level and subject generated conflict in school _____
5. Improper use and application of rule by Woreda education leaders generated conflict in your school environment _____
6. Inadequate allocation of budget by local governing bodies and miss resource management by Woreda education leaders generated conflict in your school _____
7. Inappropriate distribution of school physical facilities and teaching materials by school leaders generated conflict _____
8. Unfair assignment of incompetent Woreda education leaders' school supervisors generated frequent conflict in school environment _____

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

1. _____
2. _____
3. _____

VI. Positive consequences of conflict related issues.

1. Conflicts at school helped the academic staff how to learn more from each other about their differences _____
2. Conflict created good opportunity in school setting by fostering competitive culture among teachers and school leaders _____
3. Conflict facilitated positive change in schools by fostering unity and modifying groups ideas and value _____
4. Conflict in schools motivated group's ideas and practice by enabling the parties on conflict to arrive at a better solution on the problem _____

5. Conflict in school improved teacher's idea by clarifying their each educational objectives_____

Please, mention any other remaining positive consequences of conflict in schools which are not mentioned above.

1. _____

2. _____

3. _____

VII. Negative consequences of conflict related questions

1. Conflict situation in schools environment escalated class straggle, antagonism and hostility among staff members_____

2. Conflict condition in schools environment caused wastage of resources and divert the eyes of teachers from school goal set to arrive_____

3. Conflict in school system hindered the existence of cooperation by increasing disintegration and social problems_____

4. Conflict situation in school system has resulted the diversion of time, energy and money away from the school goal_____

5. Conflict in school process has generated sabotage, stealing, lying and distortion of reality among the staff members_____

6. Conflict in school system dislocated the integrity of entire group and produced polarization within staff members_____

Please mention any other types of negative consequences of conflict in schools which are not mentioned above_____

1. _____

2. _____

3. _____

VIII. Views on conflict related questions

1. Conflict is viewed as it is a normal aspect of interaction and healthy phenomenon of school relationships _____
2. Conflict is the result of interaction and inevitable at work place and it is the question of manager's readiness to deal within a balanced manner _____
3. Conflict in school has to be looked as it provides an opportunity for growth, change and innovation _____
4. Conflict in school has to be understood as it is a means of strengthening the bond between two or more staff members _____
5. Conflict in school brings disruption of order, negative experience and mistake in staff relationship _____
6. Conflict is a battle between mismatched self interests, desire and goals of an individual in schools _____
7. Conflict in schools is a normal social intercourse due to diversity and contributes possibility for improving individual and group relation _____
8. Conflict in school is one part of staff relationship and which involves due to an individual interests, value and feeling _____
9. Conflict and its occasion in a school environment punctuate, integrate and can help to clarify relationship among staffs _____
10. Conflicts are out looked as it blocks an interpersonal relation and renders ineffective another action whether or not handled properly _____
11. Conflict has to be perceived as one areas of dynamism by staff members as they are brought together as a social work force to attain common educational goal _____
12. Conflict are normal phenomenon in school human existence and in turn are function of individual difference _____

VIII .Conflict management strategies related questions

1. You applied a collaborative conflict management style by trying to meet the needs of majority staff who involved on conflict _____
2. You inclined in a compromising conflict management style in schools by trying to find solution that can satisfy every ones needs which are on conflict _____
3. You tended in accommodating conflict management style to meet the needs of other staff members at expense of others owns needs _____
4. You practiced competitive conflict management style by taking a firm stand and know what other staff members want who are on conflict _____
5. You developed avoidance conflict management style and seeking to eliminate conflict from school environment entirely _____
6. You inclined in using smoothing conflict management style to find long term solution for parties in conflict by deemphasizing their difference _____
7. You tended in using forcing conflict management style to give immediate solution rather than long lasting solution _____
8. You inclined in using a problem solving conflict management style which the causes of conflicts are looked in to and eliminate through corrective action _____

Please, mention any other conflict management strategies that you used but not mentioned above.

1. _____

2. _____

3. _____

Appendix III

**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 discipline committee		
2	Does school discipline committee has its own work plan		
3	Does school discipline committee has its own separate office		
4	Does school discipline committee has a regular meeting program to investigate school disciplinary issues		
5	Does school discipline committee gives capacity building training program for staff members		
6	Is there available work directive and manual		
7	Does school discipline committee has got necessary training how to manage school conflict		
8	Does school discipline committee has its own black list recorded document book		
9	Does school discipline committee gets regular capacity building training from top level educational officials		

