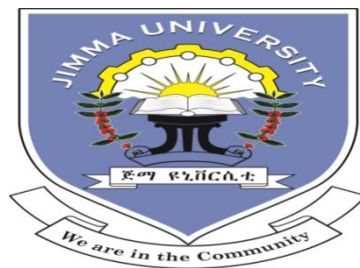


**CONFLICT MANAGEMENT IN SECONDARY SCHOOLS OF
SOUTH WEST SHOA ZONE, OROMIA REGION**

BY:GONFA BACHA

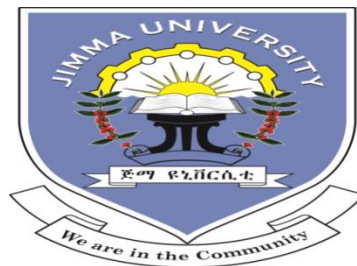


**MA THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PRACTICAL FULFILLEMENT
FOR REQUIREMENTS OF MASTER OF ARTS DEGREE IN
EDUCATIONAL LEADRSHIP**

**OCTOBER, 2015
JIMMA, UNIVERSITY**

**CONFLICT MANAGEMENT IN SECONDARY SCHOOLS OF
SOUTH WEST SHOA ZONE, OROMIA REGION**

BY:GONFA BACHA



ADVISORS:

MITIKU BEKELE (PHD)

TEDESSA ABERA (MA)

**MA THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PRACTICAL FULFILLEMENT
FOR REQUIREMENTS OF MASTER OF ARTS DEGREE IN
EDUCATIONAL LEADRSHIP**

Declaration

The researcher hereby declares that the thesis on the title, “Conflict Management in Secondary Schools of South West Showa Zone Oromia Region”, is his original work and that all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

Name- Gonfa Bacha

Sign. _____

Date _____

This thesis has been submitted for examination with my approval as the university advisor.

Main advisor- Name- Mitiku Bekele (PhD)

Sign. _____

Date _____

Co-advisor- Name- Tedessa Abera

Sign. _____

Date _____

Place: Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Date of submission _____

Letter of Approval

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

The Thesis on the title Conflict Management in Secondary Schools of South West Showa Zone Oromia Region is approved as the original work of Gonfa Bacha Edae

BOARD OF EVALUATION

CHAIR PERSON

SIGNATURE

DATE

ADVISOR

SIGNATURE

DATE

CO-ADVISOR

SIGNATURE

DATE

EXTERNAL EXAMINER

SIGNATURE

DATE

INTERNAL EXAMINER

SIGNATURE

DATE

Acknowledgements

I am grateful to take this opportunity to thank many individuals and educational institutions had contributed to the successful completion this research work. Thus, I wish to extend my sincere appreciation and gratitude to the people who supported me in bringing the thesis to the present shape.

I am enormously grateful to my first advisor, Dr Mitiku Bekele, for sharing his expertise and knowledge throughout the process that I have been going through during the making of my thesis. Your guidance, support, and patience were always what kept me going on and on. Special thanks as well to my second advisor, Mr. Tedessa Abera, for his assistance and support which were very helpful during the completion of this study. I would like to extend deepest gratitude to him for providing constructive feedback on the draft. My thoughtful thanks and gratitude also go to all of my instructors who have been supporting and helping me to come to success. I would like to thank Jimma University, as an institution for its financial support and overall services.

Also thank friendship and encouragement from my fellow postgraduate students in the department of educational planning and management and my friend, Birhanu Gebrsilase for their material as well as moral support starting from the initial to the completion of this research work.

I am also thanks to my wife Adanech Assefa and family who continuously encouragement have been a great inspiration in making this thesis exists.

Lastly, but not least, I am grateful for South West Shoa sample secondary Schools Teachers, Principals, Supervisors, and Administration worker for their participation in providing useful data for the study.

Table of Contents

| Contents | pages |
|---|--------------|
| Acknowledgements..... | i |
| Table of Contents..... | ii |
| Lists of Tables..... | vi |
| Abbreviations..... | vii |
| Acronyms..... | vii |
| ABSTRACT..... | viii |
| CHAPTER ONE:INTRODUCTION..... | 1 |
| 1.1 Back Ground of the Study..... | 1 |
| 2. Statement of the Problem..... | 6 |
| 1.4 Objective of the Study..... | 9 |
| 1.4.1General Objective..... | 9 |
| 1.4.2 Specific Objective..... | 10 |
| 1.5 Significance of the Study..... | 10 |
| 1.6 Delimitation of the Study..... | 11 |
| 1.7 Limitation of the Study..... | 11 |
| 1.8 Definition of Key Term..... | 12 |
| 1.9. Organization of Study..... | 13 |
| HAPTER TWO: <u>REVIEW OF RELATED LITERATURE</u> | 14 |
| 2.1Concepts of Conflict in Educational Organizations..... | 14 |
| 2.2 Theories of Conflict..... | 15 |
| 2.2.1 Classical Views..... | 15 |
| 2.2.2 Humanistic Views..... | 15 |
| 2.2.3 Human Needs View..... | 15 |

| | |
|---|----|
| 2.3 Causes of Conflicts | 16 |
| 2.3.1 Difference in Perception | 17 |
| 2.3.2 Communication Problems and Environment of Organization | 17 |
| 2.3.3 Inadequate Resources | 18 |
| 2.3.4 Indiscipline on the Part of Students, Teachers and Administration | 19 |
| 2.3.5 Poor Academic Performance | 20 |
| 2.4 Types of Conflicts | 21 |
| 2.4.1 Intrapersonal/individual Conflict..... | 22 |
| 2.4.2 Interpersonal Conflict | 22 |
| 2.4.3 Intergroup Conflict | 22 |
| 2.4.4 Intra-Group Conflict..... | 23 |
| 2.5 Conflicts Management strategies | 23 |
| 2.5.1 Managing Conflict in Generally | 23 |
| 2.5.2 Conflict Strategies | 25 |
| 2.5.3 Conflict Resolutions Techniques..... | 26 |
| 2.6 Effect of Conflict..... | 33 |
| CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY | 35 |
| 3.1 The Research Design..... | 35 |
| 3.2 Research Method..... | 36 |
| 3.3 Source of the Data | 36 |
| 3.4 The study Area Description..... | 37 |
| 3. 5 Populationof the Study | 37 |
| 3.6 Sample and Sampling Techniques | 37 |
| 3.7 Data Collection Instruments..... | 40 |
| 3.7.1 Questionnaire..... | 40 |

| | |
|---|----|
| 3.7.2 Interviews | 40 |
| 3.7.3 Document Analysis..... | 41 |
| 3.8 Procedure of Data Collection | 41 |
| 3.9. Method of Data Analysis and Interpretation | 41 |
| 3.10 Validity and Reliability Checks | 42 |
| 3.11 Ethical and Legal Consideration | 43 |
| CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION | 44 |
| 4.1 Characteristics of Respondents | 44 |
| 4.2 View of Conflict..... | 47 |
| 4.3 Type of Conflict and its Sources | 52 |
| 4.3.1 Conflict Occurrence..... | 52 |
| 4.3.2 Conflict Magnitude..... | 53 |
| 4.3.3 Type of Conflicts | 54 |
| Table 7: Type of Conflict | 54 |
| 4.3.4 Interpersonal Conflict Sources | 55 |
| 4.3.5 Interpersonal Conflict and its Sources | 58 |
| 4.3.6 Source of Intergroup Conflict..... | 61 |
| 4.3.7 Intergroup Conflict and its Resources | 64 |
| 5. Major Source of conflict | 67 |
| 6. Conflict Management Strategies..... | 73 |
| 7. Role of School principals..... | 77 |
| CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS | 89 |
| 5.1 Summary of Major Findings | 89 |
| 5.2 Conclusion..... | 92 |

| | |
|--|----|
| 5.3 Recommendation..... | 94 |
| 5.4 Suggestions for Further Research | 96 |
| References..... | 97 |
| Appendices..... | |

Lists of Tables

| Tables | Pages |
|--|--------------|
| Table 1: Possible Effect of conflict..... | 33 |
| Table 2: Population and sampling size | 39 |
| Table 3: Characteristic of Respondents | 45 |
| Table 4: Respondent View on Conflicts Managements..... | 49 |
| Table 5: Occurrence of Conflict | 53 |
| Table 6: Magnitude of Conflict Occurrences..... | 53 |
| Table 7: Type of Conflict..... | 54 |
| Table 8: Source of Inter-personal conflict | 56 |
| Table 9: Sources of Intraperson Conflict | 59 |
| Table 10: Source of intergroup | 62 |
| Table 11: Sources of intragroup conflict | 65 |
| Table 12A: Major Common Source of Conflict | 68 |
| Table 12B: Major Common Source of Conflict | 71 |
| Table 13: Conflict management's strategies..... | 74 |
| Table 14A: Role of the School principals..... | 78 |
| Table 14B: Role of the School principals..... | 81 |
| Table 14C: Role of the School principals..... | 83 |
| Table 17: Managing of Conflict by the Schools | 85 |
| Table 18: Magnitude of Involvement in the conflict resolution | 86 |
| Table 19: Ways of School Society Involvement in Resolving Conflict | 87 |

Abbreviations

ANOVA-Analysis of Variance

MOE-Minster Of education

SWS-South West Shoa

PTA- Paren Techers Association

Acronyms

UNICEF-United Nations International Childer's Emergancy Fund

USA-United State of America

ABSTRACT

The main aim of this study was to investigate the conflict managements in secondary school of South West Shoa Zone. Hence, the study employed descriptive survey research design, which is supplemented by mixed approach. The study was carried out in 12 randomly selected secondary schools of south west shoa zone. A total of 280 individuals participated in the study. Among them 230 teachers were included as a sample through simple random sampling technique especially lottery method, 22 principals, 10 supervisors, and 18 administration workers were included by purpose sampling. Questionnaires were the main instrument of data collection. Interviews and documents analysis were also utilized to substantiate the data collected through the questionnaire. The analysis of the quantitative data was carried out by using frequency, percent, and one way ANOVA. While data obtained through open ended questions, and interview were qualitatively analyzed. The result of the study revealed problems of staff and students discipline, lack of participatory decision making, communication barrier, lack professional commitments, inadequate resource for staff and students, unfairness do to ethnic and ideological difference on part of management, inappropriate implementation of rule and regulation, poor evaluation system of performance and the incapability of educational managers to deal with conflicts were some of the common sources of conflicts which frequently occurred in secondary schools. The interpersonal, intrapersonal, intergroup and intergroup conflict type were also identified in this study. In addition, compromise, avoiding, and problems solving, and using PTA committee were found to be the most frequently used techniques of managing conflict. The involved of school community such as teachers, supervisors and administration workers to resolve conflict were low. In general the findings revealed that the majority of the school principals were not play a role expected from them due to lack of the basic knowledge how of managing conflicts. Therefore, for the effectiveness of managing conflict processes, assist in management of conflicts, for the purpose of getting balanced view of conflicts, special training for managers, teachers and administration workers on conflict resolution strategies in schools and displaying high co-operative behaviors recommended.

CHAPTER ONE

INTRODUCTION

This chapter is deals with the background of the study, statement of the problem, objective of the study, the significance of the study, delimitation of the study, limitations of the study, definition of operational terms and organization of the study.

1.1 Back Ground of the Study

Education has been long defined as a vital instrument for development through economic production and through social change. It is seen as “a means to the sacred end of economic growth” (Burchi, 2006). Education is also one of the basic human rights. Hence, any nation committed to economic growth and fair treatment of its citizens has to organize and provide an efficient educational system in conducive environment. Like a body, every organ is vital in playing a complimentary role in the development and running of day-to-day functioning of the body.

The beginning of modern Education in Ethiopia in 1908 has brought an increasing demand for better and improved system of education. The need for better and more schools become too obvious so as to cope with the new social, psychological, and economic problems, by producing well prepared citizens (Ayelw, 2002).This condition has brought an increasing effect on the number and quality of teachers as well as administrative staff, making the management of schools more complex, and challenging. The public secondary schools of South West Shoa follow the same path of development.

In education cycles, the education policy of Ethiopia is categorical in the complementary role played by the government and the community in management, provision of moral, spiritual and financial support of education. Therefore, the problems associated with management in secondary schools have been great concern especially with conflict management used by education officials and the school principals. In the secondary schools there are various legislation serve as guideline for management. However, it processes that most schools have been less successful in how to manage conflicts.

In the process of learning and teaching, there is always a day to day interaction in order to realize educational objectives. When people interact with one another, it is natural for conflicts to occur. Hence, it is possible to say that conflict exists in situations where people with differing views and interests interact with one another and if not properly handled, such conflicts can negatively affect the realization of the intended objectives.

According to MOE (2012:18),the basic aim of educational management is to lead and manage learning and teaching, to ensure that effective teaching and good quality learning take place in school settings. Thus administrative tasks undertaken by those who deal with the responsibility of running the school must contribute to this aim. One such task relates to managing conflicts that surface in the course of running the school. Unless educational managers learn to deal with conflicts, it is impossible to get a smooth and progressive operation of schools(Gebretensay, 2002).

Conflict is part and parcel of human organization over the world (Olu & Okotoni, 2003).It is also an unavoidable and inheritable fact of life and leadership(Curpy et al, 2006);(John 2011).Because where there is human interaction: there is a likelihood of personal likes and dislikes (Thomas & Shmidit, 1976). Schools therefore cannot be expected to isolate themselves from it.

Conflict defined as “behavior in which people oppose one another in their thoughts, feelings, and/or actions.” For some people, the term conflict may bring up images of protest marches or battle scenes. For others, it might bring memories of a playground scuffle or hurt feelings from a friend’s gossip. Perhaps conflict brings to mind a parent, management, or teacher challenging a young person to do better or try harder (McCollum and Murphy, 2009).

The dictionary meaning of conflict is dissention, antagonism, opposing, disagreement, and disassociation encounter and combat (Hornby,1963). The word conflict original derived from the Latin word “configure” meaning to strike together (Wright,1990:12).

It was anticipated that conflict may occurs in a physical sense when two or more different things move to occupy the same space at the same time where there is logical incon-

sistency and the process of solution are identical. Laue(1990) expressed that conflict may arise when wants, needs and beliefs between two or more parties struggle to agree; yet, there is no single definition of conflict. In most definitions, there are at least two independent groups/parties of the group perceives some incompatibility between themselves and the groups interact with each other in same way (Putnam et al., 1987). Because of diverse and varied definition of conflict, attitudes toward it and its images also vary.

Conflict may be viewed in two ways. For some people, conflict in the work environment is something to be feared and is, thus, to be avoided (Mowday, 1985). According to this view there existents another pragmatic view which regards conflict not only as inevitable but also as desirable. In fact, those who maintain this view considered conflict as stimulus for change, growth and innovation (Campbel et al., 1983). Moran (2001),argues that conflict can be seen as fundamental and constructive part of school life. So, conflict is not just considered as the inevitability of school life but it may be seen as a process through which school grows and develops over time. According to these views, effective administration lies in one's ability to control and channel conflict to ensures the progresses of an organization rather than to eliminate it (Terry, 1999).

In line with the above, Thamhain (1974 cited in (Okotoni, 2003) attempt to define conflict provided both side of the coin-the negative and the positive side of it. This conflict can impede or restrict an individual, group, or an organization from attaining its desired goal. Sharing the above ideas, Waitchella et al.,(2006)states that line supervisors and middle-level managers can spend more than 25% of their time dealing with conflict. Although conflict may impede the attainment of one's goal, the consequences may be beneficial if they produce new information which, in turn, enhance decision making, lengthy delays over issue which do not importantly affect the outcome of organization, or disintegration of the team's effort.

Conflict in school takes different forms. For example, reluctant to obey the principals, not following rules or accepts extra work, not getting along with their principals. Some principals adopt authoritative approach, for example they pressurize teachers for an uninterrupted work of the school activities. It, therefore, becomes common that conflict between

teachers and the school principals occur frequently at any time in the school (McNamara, 2010). The school as a bureaucratic organization, with division of labour, line of authority in terms of teachers-principal, subordinate-super ordinate relation, communication flow-upward and downward, not horizontal, to have conflict. Whenever there is interaction, there is conflict and it can be considered as an expression of hostility, antagonism and misunderstanding. Further, Glatter (1998) argues that professionals, it has been claimed, are unreasonably resistant to sources. According to several researchers see Hanson (1991); Almeyehu (2004), the possible sources of conflict are poor communication, competition for common but scarce resources, incompatibility of goals and the like. The emotion such as uncontrolled anger and resultant violence or belief that students cannot or may not participate in education at school often worsened conflict (Ngcongong, 1993). In another case conflict is a product of unsatisfied human need; conflict is not over objective differences of interest that involve scarcity. It is over fundamental values of security and identity. In institutions, conflicts occur between various individuals because of their frequent interaction with each other and may be occurred misunderstanding between the staff members (Johnson, et-al, 1996).

Conflict may take various forms and manifest itself at various levels Rahim (2002). For example, distinguishes between three type or levels of conflicts. First, conflict may occur within individual, hence, intrapersonal conflict. The situations rises to such conflict are many. They range from conflicting needs, frustrating situations, failing to achieve aspired goals. Second conflict may occur between individuals who are brought together in work places or elsewhere. Conflicts between individuals must often occur where they have to compete for limited recourses (Alemeyehu, 2004). Such conflict is often termed as interpersonal conflict. Thirdly, conflict may occur at the level of groups. There are several situations that may turn groups into rivals. These include situations where groups have competed for limited resources such as money, personnel and equipment or when communications difficulties occur. Group conflicts also occur due to disagreement because they may promote different interest and goals.

Others also classify group conflict in other perception. For example, Stewart and Dangelo, (1980) are describe three types of conflicts. The first is conflict over image per-

ceptions. This is usually related to questions: who is informed? Who has what kind of authority or power? Who has what duties or obligations? Who has what social habits or behaviors? And who has what 'personality traits'. The second is role conflict. This arises over different interpretations of what is; that is discrepancies in the various roles we play. Conflict over basic values is the third type of conflict. These conflicts are relatively rare. Most of the day-to-day disagreements are over image perception, or content. Usually not resolvable, but can be handled interpersonally. For example, differences of ideology and religious beliefs.

According to DeCenzo(1997), organizational conflicts can take the following forms: horizontal conflicts, vertical conflicts, and role confusion/conflict.

Horizontal Conflict is caused due to incompatibility of goals, sharing limited resources and difference in time orientation. It leads to tension, misunderstanding and frustration on the part of both the parties. Horizontal conflict relates to employees or group at the same level. Organizational goal at implementation level vary from department to department.

Vertical conflict refers to conflicts that might take place between different levels of hierarchy. Conflicts between subordinates and superior occur due to incompatibility. It is generally caused because of differences in perception, value system, goals that may be assigned, cognition and difference in individual behaviour. Conflict is also caused due to inappropriate communication between individuals at two different levels.

Role conflict is refers manager-subordinate conflict result when the subordinates role is not clearly defined and each party has a different understanding of that role. A person in an organization has to perform various roles. Conflict arises when roles assigned to him have different expectation

Only understanding the useful conflict for organization is not enough. But, the principals of the school and other organizations must also accept that conflict may be harmful. They have to learn to recognize the difference between constructive and destructive conflict situation as noted Rao et al.,(1987).Principals must also consider the face of conflict situation whether or not the conflict is potential benefits to organization. If it is useful, they should allow it to continue or perhaps even help to intensify it while monitoring its pro-

cess. If the conflict appears to be harmful, they should try to cope up with and find a means to resolve it (Campbell et al., 1983). Moreover “organization’s goal should be to control conflict rather than to eliminate it (Huber, 1986). Effective education managers are problem solvers rather than problems avoiders. This is because they accept problems as challenges and as an opportunity to prove their worthiness for advancement (Willians, 1978). Conflict should not totally be seen as evil, but rather as challenge to effect change. An organization should not run away from conflict because they are part of human existence. A good approach to its management is highly essentially for peace and progress.

Giving different view about conflict, this study tried to focus on the major factors that initiate conflicts, and identify the way improving understanding on management of conflict and the way to manage conflicts that occur between actors/ participant to create conducive environment for the learning and teaching process in school with particular reference to public secondary schools of South West Shoa.

2. Statement of the Problem

Conflict is not something that is a tangible product but it lies in the minds of the people who are parties to it. It becomes tangible when it manifests itself in arguing, brooding, or fighting. The problem lies with the inability for people to manage and resolve it effectively (DeJanasz, 2006). Conflict is a major obstacle to the development of education in Africa (UNICEF, 2012). For example, Okoni(2003) show in his study, school managers in Nigeria usually spent 20% of their time in dealing with conflicts. This brings of wastage of time and resources.

In institutions such as public secondary schools, clear-cut policies ought to exist to provide guidance on how the administrators ought to manage or resolve conflicts (Ramani & Zhimin, 2010). To make education relevant to the social needs of the country, there is need for a critical re-examination on what our schools aim at and how or what is managed socially impacts on the products. In education the stakeholder such policy makers and school managements clearly articulate the agreed social norms and values required for the development of the nation. The role of management in conflict resolution is crucial for effective and efficient organization of school management. Conflict management

is one of the important aspects in solving most of the problems in organizations in the world today. Ethiopia is not an exception.

To accumulate a series of conflicts without devising appropriate means of managing them is like sitting on a keg of gun powder which can explode at any time (UNICEF, 1995). According to this point, conflicts when not dealt with constructively often explode into violence. Consequently, these are dampening the moral of teachers and other workers in the education sectors. On other hand, the cause is disrupting the teaching-learning and destruction of physical building of the schools.

The negative effects of conflicts includes wastage of time on conflicts resolution , low employee motivation, lower productivity , increased legal costs, wastage of resources. (Waitchella et al.,2006). Mosomi et al. (2013), showed that when conflict is not resolved, or when resolution is delayed, high absenteeism, turnover, and prolonged disruption of activities, properties and lives lost. In addition when the conflict resolution was delayed it also found to lead to disruptions of academic calendars and leading to economic as well as psychological exhaustion. Further, according to Okotoni (2003), inequitable distribution of qualified teachers, cancellation of examination results and the government suffers financial losses from closure of schools while pupils and their parents suffer unquantifiable losses. Therefore, conflict in the school was lead to unpleasant relation between teachers and pupils, staff and management of school. This is reducing the morale of teachers and other worker in the education sector. Hence these have an effect on their performance.

According to UNICEF (2006) reports, oversupply of under-qualified or unqualified teachers, corruption and lack of transparency in education governance, under-resourced are the cause of conflict in the schools. Similarly, Gray (1991) in his study suggested that there are six sources of conflict in the schools. These are: limited resources, interdependent work activities, irresponsible activities, communication problems, different in perception and the environment of the organization.

In Ethiopian schools conflicts have different phenomena. These have been observed in different districts and schools (Fikru, 1993;Gonie, 1998). In line with this finding, Fikru

(1993:3) further reported the following major conflict generating factors: dissatisfaction of some teachers and other workers on school facilities to them, authoritative dominating of principals and dissatisfactions in performance evaluation systems, and improper distribution of class load. And also as study of Gebretensay (2002) on factors generating conflict in school the main identified cause of conflict school are the communication problem, use out-dates rule and guide, unsuitable work environment, incapability of educational manager to deal with cause of conflict. This shows there is a gap in managing conflict in schools.

For the past 8 years the researcher has been served in South West Shoa zone as a teacher and school principal. On that period of time the researcher observes, different conflicts problems that occur in the schools. For instance teachers protest on schools principals, students and their parents complained on principals for low students result, the result of national examination of students canceled, the schools closed for two to four weeks in 2003 E.C, 2005 E. C and, 2006 E.C in some schools of this zone. Again the annual report of 2006 E.C of south west show zone educational office zone showed that there is conflict in some secondary schools of this zone. Specifically the report showed that the occurrence conflict in three schools. Also the report indicates conflict hinders teaching and learning process. Collectively these shows there are a gap in conflict management in south west shoa zone.

The zonal education office implements the policy of education such as 6 package program to create peaceful atmosphere in the school which directly influences quality of education. The six general education quality improvement package (GEQIP) MOE has developed are: i) school improvement program(SIP), ii) teacher development program (TDP), iii) school management and school leadership, iv) civic and ethical education program, v) curriculum improvement program and vi) information communication technology (ICT) program. From these MOE currently offers civics and ethical education improvement program building block in the development of resources to improve learners' and teachers' capacities to prevent, reduce and cope with conflict and promote peace (UNICEF, 2012). Another program also innovating in education system such as small team 1 to 5 learning help for profesional devolment of teachers, promote active learning

of students and improve discipline of schools. Even though, these activities were done, they cannot eliminate conflicts in school and no good strategy developed to managing of conflict. This may be because of the recent decline of students' achievement and result in zone. In addition to the above, as much as the knowledge of the researcher in south west Shoa zone, no systematic study was done on conflict management.

In light of the stated problems; therefore, the purpose of this study was to investigate the factors generate conflict, type of conflict, conflict management strategy in secondary schools. Effort was made to examine how certain effective conflict management strategies was employed in selected schools against cause of conflicts to handle conflict in schools.

Finally, an attempt was made to assess the general view on concept of conflict management and to predict the need peaceful and conducive environment for learning and the academic exercise.

1.3 Research Question

1. How do the secondary schools teachers, supervisors, school principals and administration workers view conflicts?
2. What major sources and types of conflicts are therein secondary school of South West Shoa?
3. To What extent are teachers, principals, administration worker and supervisors involved in resolving school conflicts?
4. What conflict management strategies do schools employ to deal with conflicts in schools?
5. What is the role of school principals in stemming down the rate of conflict in schools?

1.4 Objective of the Study

1.4.1 General Objective

To investigate the cause of conflicts, types and strategies of management of conflicts which occur in secondary schools of South West Shoa.

1.4.2 Specific Objective

The study was attempted to achieve the following specific objectives:

- To identify how secondary school teachers, supervisors, school principals and administration worker view of conflict;
- To find out the major causes of conflict in secondary schools of South West Shoa zone;
- To identify major types of conflict in secondary schools in South West Shoa zone;
- To identify conflict management strategies that are effective in resolving conflicts in secondary schools of South West Shoa;
- To find out the role of the of school principals in stemming down the rate of the conflict in schools;
- To identify way of teachers, principals, administration worker and supervisors involve in resolving conflicts in the secondary schools;
- To recommend the way to deal with conflicts in secondary schools of South West Shoa;

1.5 Significance of the Study

Schools are the major social institutions where by the teaching and learning process takes place. Therefore, problems which affect the smooth operation of the school need to be carefully examined. Appropriate strategies also need to be assessed in order to overcome disruptive problems. Besides, educational leaders by virtue of their position are key people for smooth running of schools. They are working constantly with teachers, students, school community and can only achieve maximum efficiency when the relations with teachers, students and other school community are at satisfactory level. Hence, peaceful coexistence between teacher, students and other staff and educational administrators should been encouraged in order to set up favorable environment for teaching and learning process.

The conflict management strategies approach in the school a great useful. A well grounded research result which is not only contribute to minimize the cause of conflicts and

state management strategies in South West Shoa zone of secondary school but also contribute an additional to existing knowledge in the field.. The result of the study may have the following significance:

1. The research was revealed the magnitude of conflict, the source conflict and types of conflict. So the concerned bodies such as woreda, zonal education office, and supervisors, can take measure to handle the problems.
2. The research result may raise awareness of stakeholder about cause of conflict and management strategies in secondary school
3. The research result would encourage the school principals, woreda supervisors, woreda and zone education office management to predict area that need further consideration on conflict management strategies, planning, monitoring and implementation the strategies to handle conflicts in the schools.
4. It may also lay a base for interested individuals or organizations for further study in the area.

1.6 Delimitation of the Study

This research was delimited in both content wise and geographically. Conflicts are becoming realities in the school system of the country. It would not practical if attempts are made to examine conflicts in all schools system of the country. For this reason, the study was delimited to twelve public secondary schools of south west Shoa zone. The population of the study also delimited to teachers, school principals, supervisors and administration workers. Furthermore, the study is delimited to the causes and types of conflicts, view of conflict and management strategies in secondary school to make the research manageable. Therefore, the findings of this research were generalized for secondary schools of south west shoa zone. The research was also delimited in terms time starting from October 2007 up to 2008 E.C.

1.7 Limitation of the Study

It is obvious that research work can't be totally free from limitation. For this matter limitations might be observed in this study. Accordingly, study could be the fact that the finding generalized for secondary schools of South West Shoa zone. The constraint faced

during the study, shortage of time, resource, and financial. Students were not included in sample; this may be considered as one limitation of the study. Additionally, there was no similar research works on the topic, especially in South west Shoa Zone.

1.8 Definition of Key Term

- ☞ **Community:** Refers to persons who serve in the schools for instance teachers, leaders, supervisors and administration worker in the schools under investigation (Kipyego, 2013).
- ☞ **Conflict Management:** The act of resolving disagreement (Rahim, 2001)
- ☞ **Conflict** refers to some form of friction, disagreement, or discord arising within individuals or a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict pertains to the opposing ideas and actions of different entities, thus resulting in an antagonistic state. In other case group arising from the fact that they must share scarce resources (Tschannen-Moran, 2001)
- ☞ **Horizontal Conflict** is type of intragroup conflict, between employees or departments at the same hierarchical level in an organization. (Rahim, 2001)
- ☞ **Intergroup conflict** occurs over authority and resources are exceedingly incompatible goal. (Rahim, 2001)
- ☞ **Interpersonal conflict** involves two or more individuals rather than one individual. These occur due to personal difference, perception, clash of value and interest, power, and resources. (Abdul, 2013)
- ☞ **Intragroup conflict** is referring to conflict among members of a group or between two or more subgroups within organization. This is due to difference in perception of goal, task, procedures and other. (Rahim, 2001)
- ☞ **Intrapersonal conflict** is referring to individual conflict that is internal to the person and cause non satisfaction of need. These may be goal conflict i.e. goal individual competing goal exist. (Rahim, 2001)
- ☞ **Misunderstanding:** refers to misinterpretation, disagreement and or quarrel among the education stake holders in public secondary schools in the district. (Salleh, 2012)

- ☞ **Principal:** Refers to head of schools or leader in the schools under investigation. (MOE, 2012)
- ☞ **Public Secondary school:** refers to a first cycle education and school that receives government support and its operations controlled by the government for example, posting of teachers and funding in the schools under investigation completed grade 9-10((MOE,1994).
- ☞ **Resolution Techniques:** Refers to the measures employed to resolve conflicts when they occur in public secondary schools so as to minimize and possibly eliminate them. (Curpy, 2006).
- ☞ **Vertical hierarchical conflict** is type intragroup conflict; conflict occurs in separate people in various levels of the occupational ladder in Organization. It refers to any conflict between levels in an organization. (Kipyego, 2013).

1.9. Organization of Study

The study is organized into five chapters. Chapter one presents the introduction of the study, this background of the study, statement of the study, objective of the study, research question, and significance of the study, limitation and delimitation of the study. Chapter two discusses the related literature review of view of conflict, cause of conflicts, type of conflicts and management strategies in broader perspective. Chapter three concentrated on research design and methodology specifically research design, research method, study population, sample size and sampling techniques, data collecting instrument, methodology of data analysis. The fourth chapter deals with the data interpretation and analysis including demographic information of respondents. The final chapter presents summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concepts of Conflict in Educational Organizations

An organization comes into being when there are people who are to interact with each other and who are prepared to put force and a unified effort in pursuit of a common goal. When people interact with one another, it is natural for conflicts to occur. Conflict in school organizations has been a common phenomenon for a long period of time. It received different degree of emphasis from social scientists during various periods of history. Thus, the phenomena related to conflict have been deeply studied by philosophers, sociologists, economists, political scientists, anthropologists, and psychologists.

Conflict is an inevitable fact of life and inevitable fact of leadership. Conflict is essential and unavoidable human phenomena because where there is frequently human interaction: there is a likelihood of personal likes and dislikes. The line supervisor and middle-level managers can spend more than 25% of their time dealing with conflict (Thomas & Shmidit, 1976). Thomas(1976), defined as conflict is a process which begins when one party perceive that the other has flustered, or is about to frustrate. In PremiumEncart dictionary(2009), conflict is synonymous with, antagonism, opposing, disagreement, and disassociation encounter and combat. Share the idea above Johnson (1996), is state conflict is an expression of hostility, antagonism and misunderstanding between the staff members. There is no single definition of conflict. Many writers give different definition while most definitions state are at least two independent group/parties perceives some incompatibility between them (Putnam, 1987).

Because of diverse and varied definition of conflict, attitudes toward it and its images also varied. Conflicts in schools take different forms, for example teachers seem unwilling to obey the principals, do not seem to follow rules or accept extra work, and do not easily get along with their principals. These due to school principals adopt authoritative approach, for example they pressurize teachers for an uninterrupted working of the school

activities. It, therefore, becomes common that conflict between teachers and the school principals occur frequently at any time in the school (McNamara, 2010)

2.2 Theories of Conflict

2.2.1 Classical Views

The classical organizational theorist such as Taylor and Weber (in Kondalkar, 2007) did not appreciate different impacts that conflict can have in an organization. They prescribed organizational structure, rules and procedures, hierarchy, channel of command etc so that organizational members would unlikely engage in conflict. Classical theorists believe in, to scientific principle to ensure work efficiently and effectiveness. They proposed that conflict can be handled by tighten rules and exercising rigid control within an organization which destruct life and property (Tausky, 1978)

2.2.2 Humanistic Views

Humanists thinking on the other hand viewed conflict as evidence of an inability to develop appropriate norms. It also regarded it a symptom of a breakdown of health and normal interaction among group and within organization. Maslow (1970), is objecting to management philosophy that exacts the interests of organizations over those of the individual. He argues for the importance of interpersonal relation of an individual in the organization, oppose the classical period.

2.2.3 Human Needs View

The concept of “need” was used in this section to refer to important requirement for survival and satisfaction. Maslow (1970) cited in(Kondalkar, 2007), argue that there exist in people wide range of needs which determine behavior and motivations. In its hierarchy of needs theory, he postulates that people have physical need such as need for shelter and food, cloth, for love, for recognition, for security, for esteems and fulfillment.

The view that human needs play a vital role in influencing behavior has emphasized by (Derr, 1972). The human need theory thus emphasized that conflict is a product of unsatisfied human needs. Burton (1987),share point rise and state that conflict is not over objective differences of interest, that involve scarcity.

The above theorists describe the cause of conflict from different sources and managing in different strategies. There no common strategy describe by them to manage of conflict in organization or schools, so need extra analysis in research.

2.3 Causes of Conflicts

Organizational conflict occurs at several levels and appears in different forms (Champoux, Organizational Behaviour Essentials(2nd Edn), 2003). Rahima (2001), divided organizational conflict into two types: Intra-organizational conflict which occurs within the organization and inter-organizational conflict which occurs between two or more organizations, including education institutions. Mohamed & Raman (2011), affirmed that conflict cannot be evaded/escape/ even in education as schools and colleges are a part of organizations. If conflict which arises in schools and colleges are not taken care of it will affect the educators as well as the students by creating unwanted divergence in their learning environment. Basically, the sources of organizational conflict in school can be classified into two main categories: structural factors, which relate to the nature of the organization and the way in which work is organized; and personal factors, which relate to differences between organizational or school members. In addition to the above view, Gray (1991), state six sources of conflict.

These are: limited resources, interdependent work activities, differentiate of activities, communication problems, different in perception and the environment of the organization. According to these writers, conflict can arises from a number of others sources such as: individual difference, unclear authority structures, difference in attitudes, task symmetric, and difference horizon time. Share the above classification, author Deutch in Campbell et al.(1983), identified a list of sources of conflict. These are; control over resources, preferences and nuisances value, belief and nature of relationship between the parties.

According to Plunkett (1989, the source of conflict include, shared resource, difference in goals, difference in perceptions and values, disagreements in the role requirements nature of work activities and the stage of organizational development. Different scholars are

state different sources of conflict in schools. The common sources of conflict in schools are discussed in the following.

2.3.1 Difference in Perception

Kellermann (1996), suggested that conflict may be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that employees and managers have different perceptions of situations. For example, a principal may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best job possible is being done.

Thomas (1974) cited (in Kondalkar, 2007), define conflict as 'the process which begins when one party perceives that the other has frustrated, or is about to be frustrated. Characterized substantive conflicts are disagreements among group ideas and opinions about the task being performed such as disagreement regarding an organization's current strategic direction (Jehn, 1997b). School principals sometimes find themselves in problems with the perception of stakeholders that sometimes the school principals favor the other stakeholders and other students. A case of such favoritism was reported by Omboke (2010), where a school principal was accused by the parent that he favors some education board member to an extent of allowing their children to remain in school without paying fee. Some cases, in some education board members are allowed to exercise authority to supply goods to schools at inflated prices. This creates discontentment among the stakeholders'.

2.3.2 Communication Problems and Environment of Organization

Communication is a fundamental issue in conflict initiation, progression and settlement. Communication is the process by which information is exchanged and delivered between individuals through a common system of symbols, signs and behaviors, including both verbal and non-verbal means as well as direct and indirect forms of communication (Hidasi, 2005; and Inon, 2007) cited (in Marktins, October 2014). The ways in which messages are framed and employed influence the nature of responses that will be elicited. Where harsh words or foul talks dominate the course of interaction, if left unchecked, the consequences are hostile reactions and conflict invariably emerge. Communication,

therefore, becomes a central issue in conflict generation, escalation and de-escalation. A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected. These problems cause conflict between groups, teams, or committees either vertical or horizontal hierarchy in the school (Thomasn and Schmidt,1976). According to Gordon (1974) cited in Ngcongo, (1993) teachers prevent many unacceptable behavior of students with relative ease, simply by modifying the classroom. They need to confront the physical and psychological characteristics of classroom and not necessarily the student. The method that teachers use include adrab, barren and uninspiring learning environment create situation where behavior problems which may lead to conflict are more likely to occur. The external and inside school compound can led to conflict if the unavailable security for teaching and learning.

2.3.3 Inadequate Resources

In many schools, teachers are obliged to share resources, the scarcer the resource the greater potential for conflict. For example, having a class with extensive workload which only have one computer may create high chances of conflict (Rahim,2001;Champoux,2003).

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to Some (2010) cited in literature review, shortage of finances makes it hard for the head teacher to forge ahead in educational programs. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities.

Lunneberg and Ornstein (1991), emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programs. The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office (woreda education). Sometimes the central office rejects the proposals from the board

and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programs like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money. The cases become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees.

Nafuko (2001) cited (in Kipyego, 2013) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

2.3.4 Indiscipline on the Part of Students, Teachers and Administration

Republic of Kenya (2001) cited (in Kipyego, 2013), indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher was always blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher.

Foster (1982), indicate that unmotivated teachers were not produce good results. Complaint, laxity grumbling and fighting the head-teachers characterized their work. The school principal will always be in the center of blame. He or she was not got anything done without running into trouble with the teachers. In the other, the teachers have no interest train during the vacation. These teachers find themselves inside the classroom doing a job they do not like but because they become increasingly brutal to students. Such teachers also become patronize to the politicians and receive protection and bring trouble to school principal them against the school administration. Philips (2000) cited (in Gebretensay, 2002), indicates that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interesting students' work. They lack self-discipline and are biased and inconsistent

in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal.

Some administrators perceive causes of conflicts in their school as due to lack of commitment to work in their schools. There are things that principals do in their schools that posed a serious challenge to school management. Some of these include absenteeism, persistent to delay, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000) cited (in Kipyego, 2013) He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism in their schools.

2.3.5 Poor Academic Performance

Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical skills (Rahim M. , 2001).For example, a long-teaching teacher in school is familiar to teach in the old way of teaching would have a conflict with young newcomer teacher who has an advance technique of teaching.In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to a Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by Okoni (2003), that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

In addition to the above factor, the cause of conflict in schools, other findings like Okotoni and Okotoni (2003) also pointed out that school management conflicts most of the time resulted into disruption of academic programmes. Inadequate staffing due to unplanned transfers of teachers and withdrawal from active participation in school activities were also effects that resulted from conflicts. Other effects according to Okotoni inequi-

table distribution of qualified teachers since most avoided schools with conflicts and cancellation of results. Some scholars describe the school associated with conflict in their school with poor working condition and lack of clear work remuneration policy by government. Okotoni (2003), indicate that teachers work in highly demotivating condition due to poor pay by the government coupled with lack clear increasing salaries. The other researcher show Rono (2000), that in experienced head teachers so sometimes ran into serious problem when they fail to use their scarce resources properly. Again Rono (2000), reveals some head teachers have lock out of their school due to poor financial accountability. These again cause conflict in some school.

2.4 Types of Conflicts

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources such as value, goal and needs. From literature of review several types of conflict are experienced in education institutions. Organizational conflict may be classified as *intra organizational* (i.e., conflict within an organization) or *inter organizational* (i.e., conflict between two or more organizations). Intra organizational conflict may also be classified on the basis of levels (individual, group, etc.) at which it occurs. On this basis intra organizational conflict may be classified as intrapersonal, interpersonal, intergroup, and intergroup. (Ghaffar, 2010). Other also classify in other perception, for example, Stewart (1980), there are three types of conflicts. First is conflict over image perceptions. This is usually revolves around such questions as who is informed? Who has what kind of authority or power? Who has what duties or obligations? Who has what social habits or behaviors? And who has what 'personality traits'. The second is role conflict. This arises over different interpretations of what is; that is discrepancies in the various roles we play. Conflict over basic values is the third type of conflict. These conflicts are relatively rare. Most of the day-to-day disagreements are over image perception, or content. Usually not resolvable, but can be handled interpersonally, for instance differences of ideology and religious beliefs. These four types of conflict may be described as follows.

2.4.1 Intrapersonal/individual Conflict

This is occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotion .Intra personal conflict is internal to the person and most difficult type of conflict to analyses. Due to the need of personal from the bases for our behavior at work, at home, at play and in every activity on satisfaction need of frustrate people and leads to behavior that negatively affect performance. Basically intrapersonal conflict can be related two things: conflict arising due to divergent goals or conflict arising from out of multiple roles to be played. (Ghaffar, 2010)

2.4.2 Interpersonal Conflict

It is refers to a conflict between two individuals. This occurs typically due to how people are different from one another. Interpersonal conflict involves two or more individual rather than one individual. Two teachers or other person fighting for common thing, or managers competing for the some promotion are examples conflict between individuals. The most common reason are, personality difference, perception, clashes of value and interest, power and status difference and scarce resources (Kondalkar, 2007). There were four types of interpersonal conflict occurred in schools. These are between teachers and principals, between teachers and students, between students' parents, and teachers between and between teachers and teachers (Salleh et al., 2012).

2.4.3 Intergroup Conflict

It takes place when a misunderstanding arises among different teams within an organization. In addition, competition also contributes for intergroup conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team. (Shahmohammadi, 2014). Intergroup conflicts over authority and resources are exceedingly common. Most of the departments in the organization compete for the allocation of scarce resources and power. These type of conflict is occur due to the incompatible goal, task interdependence, resource allocation, competitive incentive and reward system and difference in value and perception (Okotoni, 2003).

2.4.4 Intra-Group Conflict

It refers to conflict among members of a group or between two or subgroup within an organization in connection with its goals, task, and procedures and so on. Such a conflict may also occur as a result of incompatibility or disagreements between some or all the members of a group and its leaders. There are three kinds of intra group can be identified. These are horizontal conflict, vertical conflict and line and staff conflict (Rahim M. , 2002).

In addition to this category, Kondalkar, (2007), have proposed a division of conflicts into three types: relationship, task, and process. Relationship conflict stems from interpersonal incompatibilities; task conflict is related to disagreements in view points and opinion about a particular task and process conflict refers to disagreement over the group's approach to the task, its methods, and its group process. They note that although relationship conflict and process conflict are harmful, task conflict is found to be beneficial since it encourages diversity of opinions, although care should be taken so it does not develop into process or relationship conflict, in turn differentiate between affective and cognitive conflict, where cognitive conflict is task-oriented and arises from differences in perspective or judgment, and affective conflict is emotional and arises from personal differences and disputes.

In view of the literature above, this study was set to establish the types of conflicts in public secondary school in South west show Zone.

2.5 Conflicts Management strategies

2.5.1 Managing Conflict in Generally

The first thing managers must consider conflict situation whether the conflict is potential benefit to the organization or not. According to Owens (1998:230) 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 again suggested by Owens (1998:230). According to him, participative leadership helps people in an organization have good ideas and quality information for making better decisions. The confrontation of divergent views often produces ideas of superior quality. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning.

Rono (2001), cited (in Kipyego, 2013) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by school principal. When students fail in national examinations head teachers face conflicts from parents, students and the community. The head teacher therefore needed to manage the curriculum to avoid failure of students in examinations. The principal should device ways to supervise teaching and to make sure what is going on in all classes and in all subjects. He further indicated that there was need for effective evaluation through examinations such as end term and end year examination, and continuous assessment tests, which should be valid and useful to students.

Okumb (2008), agrees with the above view and indicated that personnel management was very important if learning activities have to succeed in schools. In managing personnel, there is need for head teachers to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resource. There is need to ensure that the organizational climate enhances employees' mutual relationship and co-operate effort. He asserts that the success of the organization depended entirely on how effectively its human resource is managed.

Hughes (1994), advocates that performing management functions is a continued activity for a principal who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The principal must lead a head of time and know how to administer and when to

manage. In administration, less friction was realized when “craft” of administration is applied in ensuring that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

2.5.2 Conflict Strategies

In addition to spending time understanding and clarifying position separating people from the problems and focusing on interests, there are five strategies or approaches leaders can use to resolving conflicts. Thomas (in Curpy, 2006) state conflict resolution can be understood in terms of how cooperative or uncooperative the parties are and how assertive or unassertive they are.

Kondalkar (2007:168) generalizes five conflict resolution styles to managing conflict in school. These are:

1. Competition reflects a desire to achieve one’s own ends at the expenses of someone else. This is domination also known a win-lose orientation.
2. Accommodation reflect a mirror image of competition entirely giving in someone else concerned without making any effort to achieve one’s own ends. This is a tactic of appeasement. Low assertive and high co-cooperativeness is norms in accommodation behavior.
3. Sharing is an approach that represents a compromise between domination and appeasement. Both parties group give up something yet. Both parties get something both parties moderately, but incompletely satisfied.
4. Collaboration reflects an effort to fully satisfy both parties. This is a problems solving approach that require the integration of each party’s concern. High assertive and high co-cooperativeness are the basis of collaboration.
5. Avoidance involves in different to the concern of both parties. If reflect with draw from or neglect of any part’s interest. Low assertive and low co-cooperativeness characteristics of avoidance.

2.5.3 Conflict Resolutions Techniques

Kondalkar (2007) emphasized that conflicts were natural and expected in a dynamic organization. Conflicts are not abnormal, nor are they necessarily a symptom of a breakdown in the organization. Conflicts are considered a natural outgrowth process and indeed seen as a sign of organizational health rather than pathology. In the present times, conflict resolution make up the major part of the administrative job. Ghaffar(2010), define conflict resolution in a most general and concise way, “the process used by parties in conflict to reach a settlement.”

According to Robbins (2003), conflict in an organization has got two possible outcomes. This outcome may be functional in that the conflicts results in an improvement in the group’s performance or dysfunctional in that it hinders group performance. According to him, if a conflict is dysfunctional, then the parties needs to de-escalate it and if a conflict is too low then the parties need to increase it and it make more functional. These are done using conflict management techniques, which use resolution and stimulation techniques to achieve the desired level of conflict. He identified nine conflict resolution techniques to achieve the desired level of conflict. These are super-ordinate goal, altering the human variable, altering the structure variable, authoritative command, avoidance, compromise, expansion of resources problem solving and smoothing.

A Super-ordinate goal is involves creating a shared goal that cannot be attained without the cooperation of each of the conflicting persons. Whereas **altering the human variable** is involves using the behavioral change techniques such as human relation training to alter attitudes and behaviors that influence conflict and also **altering the structural variable** entails changing the formal organization structure and the interaction patterns of the conflicting parties through job redesign, transfers, creation of coordinating position and the like help to minimize conflict. Using **authoritative command**, where the management uses its formal authority to resolve the conflict then communicates its desires to the parties involved. Sometime **avoidances** are good strategies for conflict resolution.

Some conflict need Compromise where each party to the conflict gives up something of value. **Expansion of resources** is when a conflict is caused by the scarcity of a resource.

For example money, promotion opportunities and office space then expansion of the resource can create a win-win solution.

In the some condition **problem solving** method that is involves face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving conflict through open discussion. In other when two parties eager, **smoothing** method is useful. This entails playing down differences while emphasizing common interests between the conflicting parties.

Robbins (2003), also identified four conflict stimulation techniques which some are share above techniques. These are communication involving, bringing outsiders, restructuring the organization and appointing.

Communication involving is use of ambiguous or threatening messages to increase conflict levels where as **Bringing in outsiders** is involves adding employees to group whose background values, attributes or managerial styles differ from those of present members. Not only adding new group in present group is not bring solution, but also **restructuring the organization**. These are realigning workgroups, altering rules and regulations, increasing interdependence and making similar structural changes to disrupt the status. **Appointing** a devil advocate which involves designating a critic to purposely argue against the majority positions held by the group.

Mediation and negotiation is positive problems solving process. Present time conflict and misunderstanding from become protracted and destructive design resolve different. Peer mediation developed whole school management plan will often include peer mediation as one part of the big picture of school based dispute resolution (McMahon, 1998). In recent year the teaching every students how to negotiate and mediate will ensure that future generation are prepared to manage conflict constructively in career, family, community, national and international setting. (Johnson et al.,1996). The event cause surrounding education sector today; as such the role of conflict mediator is an essential part for secondary school administration.

In addition the above scholars' discussion, there are required another innovation to minimize the conflict in schools. These are:

2.5.2.1 In Service and Opportunities to Attend Courses in Conflict Management

Janttz (1996), found out that principal who are gifted in leadership experienced minimal brush conflicts in their institutions. Schools that experience fewer conflicts have a link between motivation, commitment and capacity building. Research done by reported by Janttz (1996) , on motivation indicated that teachers who have control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome.

Okumb (2008), concurs with the above author and points out that some teachers have taught for many years without being recognized or given promotion. Such teachers lack motivation because there is nothing to look forward to in their work. The head teacher needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary skills, knowledge and attitudes for effective job performance through in service and undertaking of courses related to conflict resolutions.

Teachers should also be helped in career growth where they will use their talents and have aspirations. He further showed that those teachers who temporarily or permanently stops in their career promotional grades. He asserts that a teacher in this state suffers from stress and psychological withdrawal. A teacher of this nature can be a problem to the head teacher. The head teachers need to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career.

Kampiles (1997), indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with

working environment conducive to efficient and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

Hughes (1994), reported a general theory on human relations. The theory indicates that human relation was an important asset in school administration. It also indicates that understanding workers behavior was important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work.

Foster (1982), concurred with the above view and indicates that head teachers need to relate in a way that teachers are ready to work with them. He indicates that the head teacher should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them they will conform when the head teacher uses pressure and independent decision-making. Musivosvi, (1998), shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the organization in view. He has also shown that teachers have needs which if not met will affect their output and morality in their place of work (Fraser et al., 1990). Positive working relations enhance productivity.

A Gordon (1991), affirm the above view when they emphasize that the principal encounter students, teachers and parents on daily basis and require the value of caring. Head teachers therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest they may become more willing to try new practices, share information and are ready to co-operate with the principal.

2.5.2.2 Use of Students' Representative Council (SRC)

Okumb (2008), indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of stu-

dents is therefore required. The school management needs to ensure that the students' activities and operation in an organization are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (head teacher) to be an effective students' manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management, but also be a constant operator of the management techniques.

Management of students requires that the head teacher should show concern and drive towards student's achievement through teaching and learning, constantly communicating appropriately and effectively to and with students. Lack of proper communication may lead to conflicts with students; make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision-making, solve problems by applying the appropriate problem solving techniques speedily, equitably, and cautiously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students' Representative Council (SRC). Through this the head teacher will ensure that the students' issues were addressed promptly through the right procedure (Okoni, 2003).

2.5.2.3 Frequent Stakeholders Meeting and Consultation

It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge he was in a position to put in place educational programmes that meet the needs of the community (R, Gordon B and Ernest, 1996). Community norms need to be taken into consideration. The principal needs to change the education programmes that are in conflict with the norms of the community. When the school interferes with the norms of the community, then the community will tend to negatively act, causing difficulty to the school and the principal, they further assert. Parents and other members of the community no longer accept the word of educators that the school is doing well.

Stewart (1980), also indicates that principal can avoid conflicts in their schools if the community is in full support of the educational programmes. The parents on the other hand should be made to feel that their children are in good hands. Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the principal can interpret the educational programmes to the community. The citizens need to be aware of what is happening in the school.

The principal needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become important means for spreading reliable information and enhancing aspiration of the community about the school. The school administrators need to work closely with those interested in the school and particularly the youths. By linking together various agencies, the school principal plays a key role in dealing with problems in secondary schools created by family, economic and social conditions. The head teachers need to develop lines of communication and transmit information to the community. The principal also needs to seek information from the community (Paul, 1996) (Hollow, 2000)

Fraser (1990), concur with the above authors and indicated that parents need to be involved in the schools mission; making them develop an ownership in the school's mission. The principal needs to interact with parents and other community members. Through interaction with the community the principal will get an opportunity to prevent fighting or if a rumour is loose the principal should share the truth so that people are equipped to deal with it in a healthy way. The principal should arm the community with facts so that they can act as rumour exterminators. The principal should keep in contact with the community and let them know the school and its mission.

Hollow (2000) carried out research study in Missouri and North Carolina and found out that head teachers may minimize conflicts if they understood the people they work with. There is need to collaborate with the families and the community. There is also need to

understand the political, social, legal, economic and cultural climate of the community. This will help the head teacher work well with those around him or her. Kemples (1997), shares this view and indicate that the head teacher needs to study his or her environment and develop leadership style that suit the school community.

Gordon (1976), concurred with the above view and indicated that the school principal needed to understand the total community and develop good relationship with the local community that the school serves. The author indicated that it was necessary for the principal to know the people who reside around the school. It is also necessary for the school administrator to know the groups and organizations available in the community where the school is found. It is important for the principal to meet the leaders of these groups and organizations because they are useful in time of crisis. By trying to understand the community, the administrator will know the expectations and the attitudes of the people in the community.

The above author further indicates that expectations constitute standards by which the people evaluate the performance of the school. As a result of such knowledge, the principal was in a position to recognize the direction to take so as to satisfy the community's feeling of a successful school. He further indicates that the community involvement is necessary but care should be taken to make sure that the ultimate goal of this involvement is to improve educational programmes. In the literature reviewed, the authors have rightly indicated that it is important for the principal to work with the community if he has to avoid conflicts in his administrative work. The above authors seem to also agree that knowledge of the community is important for the principal. But the parents and the community have sometimes rejected principals long before they report to their new stations.

Wie (1995), in her lecture given at the State University Utah in USA cited that the head teachers' alertness is a valuable asset. When the alertness is compromised the head teacher should do what is possible to restore it. Small events may not be necessarily simple events because they may take a complete turn. Musivosvi (1998), shares the same view and has shown that the head teachers should be on the lookout on possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be

unmanageable. The leader must find a way of diffusing situations which are likely to be explosive. However, some head teachers may get so involved watching for symptoms of conflicts in the school at the expense of other activities. There is need to balance between watching for fires and doing duty as an administrator, he further asserts.

Hart(2000),in her papers presented at a conference in Ohio for University Council for Educational Administration shares the above view with the above authors and demonstrates that teachers need to assess the “news” and “no news”. The head teacher should then act appropriately on “rumours” especially those touching management. If the head teachers are keen on these rumors they can easily stop the conflicts from materializing.

2.6Effect of Conflict

Conflict may be helpful in order to bolster innovation and performance. Conflict that enhances group productivity is viewed as useful and conflict that hinders group performance is viewed as counterproductive.

Conflict is often needed. It helps to raise and address problems, energize work to be the most appropriate issues ,helps people be heal’, for example it motivates them to participate, helps people learn to recognize and benefit from their differences..Conflict is not the same as discomfort isn’t problems it is when conflict is poorly managed is problems. Conflict is a problems when it; hampers productive, lower morale, cause more continued conflict and cause inappropriate behaviors. (Teshannen Moran, 2001).

Table 1: Possible Effect of conflict

| Positive effect of conflict | Negative effect of conflict |
|--------------------------------|-----------------------------|
| Increase effort | Reduce productive |
| Feeling get aired | Decrease communication |
| Better understanding of others | Negative feeling |
| Impetus for change | Stress |
| Better decision making | Poorer decision making |
| Key issue surface | Decrease cooperation |
| Critical thinking stimulate | Political backstabbing |

Sources:Curpy, (2006)

The review of related literature did not find any empirical study on literature and study on cause of conflicts in school and management strategies in secondary schools. Researchers have rarely investigated on the cause of conflicts in school and management strategies used in schools. In particular, not much has been done in regard to cause of conflicts in school and management strategies in public secondary schools. A few studies such as those of scholar Okotoni (2003), discusses conflict management in secondary schools and also Gebretensay (2002), discussed factor generating conflict in secondary schools. It is upon this gap that the present study was deemed necessary.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

According to Abiy Zegeye et al.(2009),the methods or procedures section is really the heart of the research. Therefore, one must decide exactly what new data are needed in order to shed light on the problem one wants to study and how he/she is going to collect and process the data. The activities should be described with as much detail as possible and the continuity between them should be apparent. Thus, this section of the study consists of the research design, methods and sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

3.1 The Research Design

The research design is a plan and procedure of how one intends to conduct research (Mouton, 2001).In this study a descriptive survey was employed to get a general view on the conflict management. This design is used because the nature of the problem needs an wide and independent exploration and investigation. The descriptive survey design is concerned with collecting data about the occurrence or instances of events in varying situations and circumstances in order to determine the opinions, attitudes, preferences and perceptions of persons(Aryet al., 2010).Parakah, (2005) is also showed descriptive survey isimportant to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process. This helps to get the general picture of the current status of conflict management in secondary schools of South West Shoa Zone. In supporting this idea, Abiy Zegeye et al. (2009),and Ary et al.(2010), stated that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. Since the researcher cannot be

arranging in a realistic setting, the study was basically descriptive because it helps to make detailed analysis of existing phenomena with the intent of employing data to justify current condition.

3.2 Research Method

The approach employed in this research is mixed approach. This include both quantitative and qualitative. Since the research is descriptive survey, it emphasizes more on quantitative and qualitative methodology. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach. It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2003). In this descriptive research quantitative data is required to assess the cause of conflict and management strategies in South West Shoa Secondary schools. Through quantitative research it is possible to quantify opinion, attitude and behaviours and find out how the whole feel about cause of conflict in the school and its managements strategies. Similarly, a qualitative study help to explain or elaborate and narrative response of open ended question and the quantitative results.

3.3 Source of the Data

The source of information would be primary and secondary data sources. Primary data sources were used to get first hand information concerning the conflict management in secondary schools in South West Shoa Zone. The primary data used to report actual observation or participant in event (John, 2006). Primary data were collected from teachers, school principals, supervisors and some non-teaching staffs through questionnaire and interview which consist of open and closed ended items. The researcher was decided on these respondents because these respondents more related to works of school managements. The decision to use these groups of respondents as a source of primary data was the expectation that they have a better understanding and information about the conflicts management in secondary schools. As to complement and supplement results from the primary data sources. While secondary data was obtained from official documents such as administration workers and teachers statistics.

3.4 The study Area Description

The study is carried out in secondary schools of South West Shoa, Oromia Regional State. South West Shoa Zone is one of 18 zones in Oromia Regional State. It has a latitude and longitude of 8°32'N and 37°58'E respectively with an elevation of 2063 meters above sea level. It is border, to the south and East, by South Nation and Nationality regional state, to East by Finfine Oromia Zone, and, to west, by West Shoa Zone. South West Shoa Zone has 11 woreda and one special town. Waliso is the Zonal capital town and 114km away from Addis Ababa. The zone has densely populated and rapidly growing. Economically the people depends on agricultural products such as crop production, cereals, cash crop and animal rearing while some people depends on commercial activities such as trade, and employee in government and private firms.

3.5 Population of the Study

Population is the total collection of all cases to which a researcher intends the results of a study to apply (Healey, 2012). Therefore, the accessible populations of this study to which the researchers can apply his conclusions are all the academic staff and non academic staff in 24 secondary schools of South West Shoa Zone. Specifically 48 principals, 770 secondary school teachers, 12 supervisors and 168 school administration workers, a total 998 (South West Shoa, annual statics, 2007 E.C). I prefer the above four educational actors that directly involved and take part in the study.

3.6 Sample and Sampling Techniques

To obtain the necessary sample unit purposive and random sampling techniques were employed. From the total 24 secondary schools 12(50%) were taken as a sample by using simple random sampling techniques. And also 230 teachers were selected by simple random techniques. This technique provides each school independent and equal chance of being selected for the study. As for this technique, Abiy Zegeye et al. (2009), and Healey (2012), describe that its utilization gives an opportunity for each element to have an equal and a non-zero chance of being selected. Due to nature of problem and limit of time, money and resources and difficult to investigate all schools and number of teachers, the researcher uses this technique. Thus, the researcher believes that, this sample size of secondary schools representative and helps to compose well-founded

generalization for the study. After determining the sample size from the total population, the researcher used lottery method.

The procedures that the researcher follows to determine the sample of schools by simple random sampling technique particularly lottery methods are the following.

Step.1. Constructing a sample frame

All the names of the 24/twenty four/ secondary schools were alphabetically ordered.

The number of sample secondary schools to be selected was decided. This was twelve(12).

Step.2.The names of all secondary schools has written on a different separate piece of paper.

Each rolled piece of paper were corresponds to names in the sample frame.

Step.3.Rolled piece of paper were mixed well in a packet

Step 4.Rolled piece of paper were picked up until all the required number of secondary schools are identified.

Accordingly, twelve secondary schools were selected.

To determine the sample size of teachers from the total target populations (770) of South West Shoa Zone secondary schools, the researcher selected 230 (30%) of teachers as representatives for this study. The researcher believes that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the sample size of teachers for this study was 230 teachers. Making proportional allocation of teachers in each school, equalize the representativeness of the larger as well as the smaller secondary schools for the study. To determine the total sample size of teachers to be drawn from the selected schools, the researcher used the following derived formula of Healey (2012).

Sample taking of teachers from each school is determined by: stratified proportional formula. Thus; $P = \frac{n}{N} \times \text{No. of teachers in each school(see appendix)}$

Where, P = Proportional allocation to size

n = Total teachers' sample size(230)

N = Total number of teacher in the twelve selected sample school (579)

After determining the proportional allocation to size of teachers to each school, the researcher employed lottery method of simple random sampling technique. The procedure employed to select sample size of teachers in each selected school is similar with a way the schools are selected.

Purpose sampling technique was used to select participants as it is regarded as the most important type of non-probability sampling. According to John(2006), purposive sampling means that participants are selected because of some defining characteristics that make them holders of the data needed for the study. A purposive sample is used, when a researcher uses his expert judgment based on available information to choose the sample for his study. Twenty two(22)principals,10 supervisors and 18 administrative workers were selected by this sample (purposive sample), because of their involvement in the administration of their respective schools. Purpose sampling allows the researcher to select those participants who is provide the richest information, and those manifest the characteristics of most interest to the researcher (John, 2006).

-The population of this study is **998**. The sample size of the study is **280** that are almost 30% of the population. This sample will have the following participant:

Table 2: Population and sampling size

| Subjects | population | Sample | | Sampling techniques |
|------------------------|------------|--------|------------|------------------------|
| | | Number | Percentage | |
| School Principal | 23 | 10 | 43.47 | Purposive sampling |
| Vice principal | 25 | 12 | 48 | |
| Supervisors | 12 | 10 | 83 | |
| Administrative workers | 168 | 18 | 10.7 | Purposive sampling |
| Teachers | 770 | 230 | 30 | Simple Random sampling |
| School | 24 | 12 | 50 | |
| Total | 998 | 280 | | |

3.7 Data Collection Instruments

In this study, the qualitative and quantitative data were obtained by using different tools. These were questionnaires and Interview

3.7.1 Questionnaire

Both closed and open-ended items were prepared in a way they could answer the basic questions about the study. This is because a questionnaire can enable the researcher to solicit large amount of information from a large number of respondents. The use of questionnaire is particularly relevant because of the position of neutrality anonymity which public official expects to assume in course of discharging their official assignment and is employed to obtain factual information opinions and attitude from respondent (John et al.,(2006.)).The questions contain clear instruction that give the way participant answer the question in clear way, include the alternatives like as much as possible, to minimize the short coming of the questionnaire.. The closed ended items is prepared by using different likert scale depend on the questions state. The value of the scale is between one and five. (Healey, 2012). The questionnaire was prepared in English language because English is used as a medium of instruction at the high school level. A total of 280 copies of questionnaires were prepared and distributed to 230 teachers,22 principals,10 supervisors and 18 administrative workers.

The questionnaires had two parts. The first part of the questionnaire deals with the respondents' background information like sex, age, educational level and qualification service year. Whereas the second part the question was focused on cause and type of conflict and conflict management strategies.The questionnaires were dispatch and collect by data collectors who are assigned by the researcher.

3.7.2 Interviews

In this study, semi structured interview were used to gather in-depth qualitative data and strengthen the data obtained through questionnaires regarding to the conflict management. Semi-structured interviews are used because these allow for follow-up questions. Twelve school principals were interviewed to supplement information on questionnaires. This instrument was appropriate for this category of participants because they have a diverse knowledge on the area of

study. Because interview has potential to release more information, provide opportunity to observe nonverbal behaviour of respondents and for clearing misunderstanding. It was used audio record instrument /tape recorder/listen to response of interviews.

3.7.3 Document Analysis

Document like the school management guide, teachers and administration statistics, and management strategies employed of managing conflict in school that help to support data obtained through questionnaires and interview.

3.8 Procedure of Data Collection

To answer the research questions raised, the researcher follows a series data gathering procedure. Accordingly, questionnaires and interview questions were prepared in relation to the research questions. These helped the researcher get valid and relevant data from the sample units. Letter of support were received from Jimma University and zone Education department for additional letters to woreda. To make the data more valid and reliable, the draft instruments were checked by pilot taste in Gindo secondary school before the actual study was carried out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected secondary school. The questionnaires were collected by data collectors. Likewise, interview was conducted with principals by arranging a convenient time with them. Finally, the data collected through various instruments were analyzed and interpreted.

3.9. Method of Data Analysis and Interpretation

Descriptive statistics such as percentage and frequency were utilized to analyze quantitative data. Inferential statistics such as one way ANOVA is also used to analysis quantitative data. Depending on the nature of the basic questions, percentage (%) and table were used to determine the personal characteristics of participant. The quantitative data which were gathered through closed-ended questionnaires were cleaned, coded and entered into a computer and analyzed by using SPSS version 16. The quantitative data collected from teachers, principals, supervisors and administration workers through closed ended were processed and analyzed using statistical tools such as percentage, frequency and one way ANOVA.

Percentages are easier to read and comprehend than raw frequencies. This advantage is particularly obvious when comparing groups of different sizes. Whereas table helps to summarize all items and responses of the data which classified as school principle, supervisors, teachers and administrative workers in sex, age, marital status, education background and experience of service. It facilitates the process of comparison, and it provides bases for various analyses that researcher does in following steps. The data collected from the semi structured interview, document analysis and open ended questions were analyzed and interpreted qualitatively. The handwritten notes and recorded interview were transcribed; categorized and compiled together into themes, on summary sheets and generalized. The result of document analysis and open-ended questions were summarized and organized by related category. To this end, analysis and interpretations were made on the basic research question. Finally; the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

The analyzed data is generalized from sample to the population by testing the significance difference between groups; how much the four groups of variables related (Healy, 2012). This was be calculated by use of one way ANOVA.

3.10 Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ayalew, 1998). To ensure validity of the instruments, instruments were developed were under closed guidance of the advisors ,related to review of literature and a pilot study was carried out on 22 teachers' and 3 principals of Gindo Secondary school to pre test the instrument. The pre-test was providing an advance opportunity for investigators to check questionnaires and to minimize errors due to improper design elements such as question, wording or sequence (John, 2006).

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. Then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) to be 0.895, which is regarded as strong correlation coefficient. Supporting this George

(2003), suggested that, the Cronbach's alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor. As suggested by Cronbach (2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Then, necessary modification on 3 items and complete removal and replacement of 2 unclear questions were done.

3.11 Ethical and Legal Consideration

Ethical consideration play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicated legally and smoothly. The purpose of study was made clear understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information were kept confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of the research was to assess the practices conflict management in secondary schools of South West Shoa Zone of the Oromia Regional State. Subsequently, this chapter deals with the presentation, analysis and interpretation of data.

To this effect, a total of 280 copies of questionnaires were distributed to 230 of teachers, 22 school principals, 10 supervisors and 18 administration workers. The return rate was (92.6%) for teachers,(100%) for schools principals and supervisors and (89%) for administration workers. Moreover 12 schools principals are interviewed.

The demographic data were analyzed using percentage. The data were analyzed in terms of percentage, frequency and ANOVA. Accordingly the ANOVA calculated by SPSS version 16,that the degree freedom between group is $(k-1)3$ and degree freedom within group is $(N-k) 257$ from the table result of critical f-value is 2.65, using this value compare with actual value generalize the response of participants. The summary presented by using tables and incorporates other statistics tools. Similarly the qualitative data was organized according to the themes, analyzed and presented along the finding from quantitative analysis. Over all, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, and service year, qualification of study and field of study. The second part deals with the results of finding from the data which were gathered through the questionnaire, interview and documents analysis.

4.1 Characteristics of Respondents

In table below, first item, sex of the respondents, the majority i.e 213(93%) of the teachers, and 22(100%) of school principals and 10 (100%) of supervisors, 12(89%) of administration workers are males. The rest, 14(6%) of teachers and 4(22%) of administration workers are females.

Hence, according to the information gathered many of the respondents are males. From the above data one can realize that the participation of women as school principal is none.

Table 3: Characteristic of Respondents

| No | Item | Groups | | | | | | | |
|----|----------------------|----------|-------|------------------|-------|-------------|-------|-----------------------|-------|
| | | Teachers | | School principal | | Supervisors | | Administration worker | |
| 1 | Sex | No. | % | No. | % | No. | % | No. | % |
| | Male | 199 | 93.42 | 22 | 100 | 10 | 100 | 12 | 89 |
| | Female | 14 | 6.58 | | | | | 4 | 22 |
| | Total | 213 | 92.6 | 22 | 100 | 10 | 100 | 16 | 89 |
| 2 | Age | | | | | | | | |
| | 20 to 29 | 113 | 53.05 | 5 | 22.72 | 3 | 30 | 4 | 25 |
| | 30-39 | 76 | 35.68 | 12 | 54.54 | 3 | 30 | 12 | 75 |
| | 40-49 | 20 | 9.3 | 5 | 22.72 | 4 | 40 | | |
| | Over 50 | 4 | 1.877 | | | | | | |
| | Total | 213 | 99.90 | 22 | 100 | 10 | 100 | 16 | 100 |
| 3 | Marital status | | | | | | | | |
| | Single | 91 | 42.72 | 5 | 22.72 | 1 | 10 | 6 | 37.5 |
| | Married | 121 | 56.80 | 17 | 77.27 | 9 | 90 | 10 | 62.5 |
| | Diverse | 1 | 0.5 | | | | | | |
| | Widowed | | | | | | | | |
| | Total | 213 | 100.0 | 22 | 100 | 10 | 100 | 16 | 100 |
| 4 | Service year | | | | | | | | |
| | 1-2 | 35 | 16.43 | 1 | 0.45 | | | | |
| | 3-5 | 53 | 24.88 | 7 | 31.81 | 4 | 40 | 3 | 18.75 |
| | 6-8 | 59 | 27.69 | 11 | 50 | 1 | 10 | 8 | 50 |
| | 9-20 | 43 | 20 | 3 | 13.63 | 5 | 50 | 5 | 31.25 |
| | Above 20 | 23 | 10.79 | | | | | | |
| | | Total | 213 | 100 | 22 | 100 | 10 | 100 | 16 |
| 5 | Qualification | | | | | | | | |
| | Diploma | 5 | 2.3 | | | | | 12 | 75 |
| | Degree | 202 | 94.83 | 20 | 90.9 | 7 | 70 | 4 | 25 |
| | Master | 6 | 2.8 | 2 | 9.09 | 3 | 30 | | |
| | Total | 213 | 99 | 22 | 100 | 10 | 100 | 16 | 100 |
| 6 | Field of study | | | | | | | | |
| | Education management | | | 4 | 18 | 3 | 30.33 | 8 | |
| | Other Field | 213 | 100 | 18 | 82 | 7 | 70 | 16 | 100 |
| | Total | 213 | 100 | 22 | 100 | 100 | 100 | 1.36 | 100 |

Item 2, in the table above describes the age of the respondents. As can be seen from the table 53.1% of teachers, almost 23% of school principals, 30% of administration workers were below aged 30, while 36% of teachers, 55% of school principals, 30% of super-

visors and 31.3% of administration workers were aged 30-39 years. The 9.3% of teachers, 23 % of school principals, 40% of supervisors and almost 7% administration workers are aged interval of 40-49 years. Only 2% of teachers were above 50 years. From this we can say that the majority of the teachers are aged below 30, majority of school principals and administration workers are aged 30-39 years, whereas supervisors were aged 40-49 years. This indicates that different aged groups present in the schools deals with possible conflict in different manner.

From the table 3 item 3, it was found out that almost 43% of teachers, 23% of principals, 10% of supervisors and 37.5% of administration workers were single while 57% of teachers, 77% of principals, 90% of supervisors and 62.5% of administration workers were married. This shows that majority of the respondents in secondary schools in South West Shoa zone are married in comparison to those who are single teachers, principals, supervisors and administration workers.

Item 4, in the above table, service year of respondents, 16% of teachers, 0.5% school principals had service year of 1-2. While almost 25% of teachers, 32% of school principals, 40% of supervisors and 19% of administration workers had a service year of 3-5. In other hand, 28% of teachers, 50% of school principals, 20% of supervisors and 50% of administration workers had 6-8 of service years. And 19% of teachers, almost 14% of school principals, 50% supervisors and 31.3% of administration workers had 9-20 service years. Only 10.3% of teachers had above 20 years service. This show that majority of respondents have middle work experience to deal with the conflict situation.

Item 5 in the same table was concerned with qualification of respondents. As can be seen from the table, 2.3% (5) of teachers and 75% (12) of administration workers were diploma holders. In other hand 95% (202) of teachers, 91% (19%) of school principals, 70% (7) of supervisors and 25% (4) of administration workers had first degree. 3% (6) of teachers, 9% (2) of school principals and 30% (3) of supervisors had the second degrees holders. From this one can deduce that the majority of the respondents were well qualified and could understand the conflicting situations and deal with them.

The last item in table deals with the field of study. It was found that majority of them i.e 81.4% of school principals, and 70% of supervisors were graduate of different subjects other than managements of education like teachers and administration workers. The rest i.e18.2%(4) of school principals and 30%(3) supervisors were graduated of educational managements. This tells us most of school principals are assigned without having the necessary managerial skills. Thus, it is possible to say that most school principals assigned at various levels of the school lack the basic knowledge of administration that enables them to easily manage conflicts. This idea conformed, in most of developing countries including Ethiopia, principals have hardly any formal managerial and leadership training and most of them are appointed on the basis of their teaching record other than their leadership potentials (Kium, 2009)

As indicate in chapter one, the main aim of the study was to investigate the sources or causes and type of conflict, management strategies, explore view of on conflict, role school principals and way the school community involves resolve conflicts in secondary schools.

This chapter is mainly concerned with the presentation, analysis and interpretation of the data obtained through questionnaire and interview. The data was gathered from teachers of different status, school principal, supervisors and administration worker with the aim of getting a clearer picture of the situation.

Depending on the research questions, the study set out to answer; the data have been categorized under the following headings. These are: view of conflicts, type of conflicts(personal and group) their sources ,common sources of conflict, conflict management strategy, the role of school principal to stemming down of school conflict and involvement of society to resolve school conflict.

4.2 View of Conflict

The possible view of conflict mentioned in the literature were given as examples, out of which respondents can easily select the ones which they think are frequently observed and think- Of course, respondents were not forced to stick only to the

examples given. They were free to give their own opinion. Having said this, let us analyze the data shown in table 4. Under this table respondents were asked to give their opinion on the view of concept of conflict

As can be seen from table 5 the data respective to item number 2.1 indicate to the statement that conflict be avoided and discourage since it is harmful, the teachers, with 71.8% school principals with 60.8% ,supervisors with 60% and administration workers with 75% were agreement on point. There was no significance difference between the group $f(3,257) = 1.145$, $p=0.33$ (f -critical-2.65).This indicate that respondents had a common view on the issues. Thus from the data obtained one could say that conflict is perceived as harmful and hence should be avoided if possible.

Table 4: Respondent View on Conflicts Managements

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute F-value | Significance |
|-----|--|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | f | % | f | % | f | % | | |
| 2.1 | Conflict be avoided and discouraged | SD | 8 | 3.8 | 3 | 13.0 | | | 1 | 6.2 | 1.14 | 0.33 |
| | | DA | 22 | 10.3 | 2 | 8.7 | 2 | 20.0 | | | | |
| | | N | 30 | 14.1 | 3 | 13.0 | 2 | 20.0 | 3 | 18.8 | | |
| | | A | 78 | | 9 | 39.1 | 4 | 40.0 | 5 | 31.2 | | |
| | | SA | 75 | 35.2 | 5 | 21.7 | 2 | 20.0 | 7 | 43.8 | | |
| 2.2 | Conflict refers to anger, frustration or stress brings bad feeling in the school environment | SD | 28 | 13.1 | 1 | 4.3 | | | 1 | 6.2 | 0.59 | 0.61 |
| | | DA | 20 | 9.4 | 5 | 21.7 | | | 1 | 6.2 | | |
| | | N | 21 | 9.9 | 2 | 8.7 | 3 | 30.0 | 1 | 6.2 | | |
| | | A | 66 | 31.0 | 8 | 34.8 | 4 | 40.0 | 6 | 37.5 | | |
| | | SA | 78 | 36.6 | 6 | 26.1 | 3 | 30.0 | 7 | 43.8 | | |
| 2.3 | Conflict can be described as opportunity, energizing or resolution | SD | 19 | 8.9 | 2 | 8.7 | 1 | 10.0 | 1 | 6.2 | 0.89 | 0.44 |
| | | DA | 28 | 13.1 | 3 | 13.0 | 1 | 10.0 | 2 | 12.5 | | |
| | | N | 33 | 15.5 | 3 | 13.0 | 1 | 10.0 | | | | |
| | | A | 81 | 38.0 | 11 | 47.8 | 6 | 60.0 | 5 | 31.2 | | |
| | | SA | 52 | 24.4 | 3 | 13.0 | 1 | 10.0 | 8 | 50.0 | | |
| 2.4 | Conflict brings change in the work place and result in a better school climate and culture | SD | 27 | 12.7 | 6 | 26.1 | 2 | 20.0 | 1 | 6.2 | 4.32 | 0.005 |
| | | DA | 15 | 7.0 | 8 | 34.8 | 1 | 10.0 | 1 | 6.2 | | |
| | | N | 35 | 16.4 | 3 | 13.0 | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 88 | 41.3 | 3 | 13.0 | 3 | 30.0 | 2 | 12.5 | | |
| | | SA | 48 | 22.5 | 2 | 8.7 | 2 | 20.0 | 11 | 68.8 | | |
| 2.5 | School principal tend toward eliminating conflict | SD | 13 | 6.1 | 3 | 13.0 | | | 1 | 6.2 | 1.20 | 0.3 |
| | | DA | 15 | 7.0 | 3 | 13.0 | | | | | | |
| | | N | 21 | 9.9 | 3 | 13.0 | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 95 | 44.6 | 10 | 43.5 | 6 | 60.0 | 11 | 68.8 | | |
| | | SA | 69 | 32.4 | 3 | 13.0 | 2 | 20.0 | 3 | 18.8 | | |
| 2.6 | Conflict is inevitable in the school so that it affect staff morale | SD | 27 | 12.7 | 2 | 8.7 | 1 | 10.0 | 2 | 12.5 | 1.21 | 0.95 |
| | | DA | 15 | 7.0 | 3 | 13.0 | | | | | | |
| | | N | 35 | 16.4 | 2 | 8.7 | 3 | 30.0 | 1 | 6.2 | | |
| | | A | 88 | 41.3 | 9 | 39.1 | 5 | 50.0 | 11 | 68.8 | | |
| | | SA | 48 | 22.5 | 6 | 26.1 | 1 | 10.0 | 2 | 12.5 | | |
| 2.7 | Conflict can be constructive/create new ideas/ if managed properly | SD | 12 | 5.6 | 2 | 8.7 | | | 3 | 18.8 | 12.10 | 0.00 |
| | | DA | 28 | 13.1 | | | 1 | 10.0 | 5 | 31.2 | | |
| | | N | 50 | 23.5 | 4 | 17.4 | 3 | 30.0 | 4 | 25.0 | | |
| | | A | 75 | 35.2 | 11 | 47.8 | 3 | 30.0 | 1 | 6.2 | | |
| | | SA | 48 | 22.5 | 5 | 21.7 | 3 | 30.0 | 3 | 18.8 | | |

As it is illustrate in item 2.2 of the same table is concerned with , respondents were requested to reflect the statements that conflict refer to anger, frustration or stress bring bad feeling in the school environment. Based on this, the rating of teachers, school principals, supervisors and administration workers,67.6%,60.9,70% and 81.3% showing their agreement on points respectively. There was no significance difference between the group, $F(3,257)=0.59$, $p=0.61$, Thus indicate that the respondents have common view on conflicts refer to anger, frustration or stress bring bad feeling in the schools.

In item 2.3, respondents were requested to reflect the extent to which conflict may create an opportunity energizing or resolution of problems. Accordingly, the data corresponding to item 2.3 of table 4, 62.4% of teachers,60.8% of the school principals,70% supervisors and 81.2% of administration workers indicate their agreement on point. Again their $f(3,257)$ value 0.89 show that no significance difference between the groups respondents. Thus, implies conflict may create an opportunity energizing or resolution of problems in secondary schools of South west shoa zone. Similarly, Cetin, (2004)is agreed that, well managed conflict will stimulate people towards greater work efforts, cooperation and creativity. Also, a poorly managed conflict were produce outcomes unfavorable to the progress, growth and development of organizations, including schools.

In item 2.4 in same table is showed, respondents were requested to conflict bring change in the work place and result in a better school climate and culture. The data showed, 63.8% of teachers,75.1% administration and 50% supervisors were indicated their agreement on the point. While 60.9% school principals were disagree on point. The f -value (4.32), p -value (0.005) is less than 0.05 indicated there is a significance difference between groups of respondents regarding to conflict bring change in work place and result in better school climate and culture. This is indicate that the respondents had difference opinion on conflict bring change in work place and result in better school climate and culture. Thus, the principals are not opposing the idea, but need managing conflict to bring change in the schools. Again Rahima,(2001) showed that conflict may lead to syn-

ergistic solutions to common problems stimulate innovation, new culture, creativity; improve organization decision if managed properly.

In item 2.5 in table 5, the respondent reflected, 77% of teachers, 56.6% of principals, 80% of supervisors and 87.6% administration workers were indicate their agreement on the point. The f-value (1.2) is less than f-critical value (2.65). This is indicated that there is no significance difference between groups of respondents regarding to conflict eliminating by principals. The data is show that principals can eliminate conflict from secondary schools. But Terry (1999) was indicated administration lies in one's ability to control and guide conflict to ensures the progresses of an organization rather than to eliminate it

In item 2.6 the respondent were requested to rating conflicts is inevitable in the school so that it affect staff morale, that is, 63.8% of teachers 65.2% of school principals, 60% supervisors and 81.3% administration workers agree on point. The f-value (1.21) is less than 2.65, this is indicated that there is no significance difference between groups of respondents regarding on conflicts is inevitable in the school so that it affects staff morale. Thus from data obtained once could say that conflict has something to do with the morale of the staff in the schools. Likewise, Salleh (2012) is agrees that conflict can be harmful to employee satisfaction and job performance if it becomes excessive and unmanageable.

In the last item 2.7 in table 4, respondent response, 57.7% of teachers, 69.5% of principals, 60% of supervisors were indicated their agreement on the points. While 56.2% of administration workers were disagreed on points. The F-value (12.10) is greater than f-critical value (2.65). This is indicated that there is significance difference between groups of respondents regarding conflicts can constructive or create new ideas if managed properly. This indicate that the conflict occur in schools can create new ideas if managed properly, if not it is destructive. Similarly, Kriesberg (1998) cited (in Ramani & Zhimin, 2010) also show conflict has the potential for either a great deal of destruction or much creativity and positive social change Therefore, it is essential to understand the basic processes of conflict so that; we can work to maximize productive outcomes and minimize destructive ones.

In addition to this the interview result revealed that principal's viewed conflicts as destructive and means of causing change. One of principals stated:

"...As to me in contextual to our schools conflicts is not observed tangible but it lies in the minds of the people who are parties to it. It observed when people express their feeling in opposing way of one parts. Conflicts are challenge come from teachers and informal group result to strike, fight, opposing in idea, resistance to new implementation in schools and destructive properties."(code 07, 23/08/07).

From the above findings with regard to view of conflict, It is clear from the data that all groups of respondents seem to agree with the idea that conflict is harmful and discourage two parties and can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. Kondalkar (2007)also agree that intense conflict can affect the health of involved parties and created people feel defeated. On the other hand, respondents agree that conflict can help to create new ideas if it is properly handled. They also agreed that the existence of conflict in an organization or in a place where people work together is inevitable. Therefore, it can be said that conflict is useful for an individual and the organization as whole if it is properly managed. Even though conflict caused retardation in developmental projects, as well as suspicion and tensions among staff and the community, some conflict created positive outcomes such as due recognition to staff and students.

4.3 Type of Conflict and its Sources

4.3.1 Conflict Occurrence

The issue is discussed as follows in table 5. In table, respondents were asked the presence of the conflict in schools in zone and awareness in such conflict by members of staff. Almost 93 % of teachers, 100% of principals and supervisors and 87.5% of administration workers are responded to conflict occurrence in the schools. Only 10.3%of teachers and 12.5% administration workers response to no occurrence of conflict during stay in the schools. The data of table 3 was proofs the reasonable percentage of respondents are aware of the occurrence of conflict in their schools.

Table 5: Occurrence of Conflict

| Response | Teachers | | Principal | | Supervisors | | Administration worker | |
|----------|----------|------|-----------|-----|-------------|-----|-----------------------|------|
| | F | % | f | % | f | % | f | % |
| Yes | 198 | 93 | 22 | 100 | 10 | 100 | 14 | 87.5 |
| No | 22 | 10.3 | | | | | 2 | 12.5 |

4.3.2 Conflict Magnitude

As table below indicate that conflict appear to occur regularly in school of South West Shoa zone. As pointed out by expert on conflict management, conflict in itself is not destructive provide if it is well managed. The specific response is presented in table. A total of 53% of teachers, 50% of school principals, 50% of supervisors' and 25% of administration workers witnessed conflict between 1 and 2 times in last 3 years. While 30.0% of teachers, 41% of school principal, 50% of supervisors and 75% of administration worker have witnessed conflict between 3 to 5 times. In other hand, 17.84% of teachers and 9.1% school principal have witnessed it between 6 to 10 times. Only 0.9% of teachers indicate that they did not witness conflicts in their schools. Barometer (2008), is also share above idea, and classified conflict intensities into low, medium and high. Peretomode (2008), postulated that when the level of conflict is too high, dissatisfaction, lack of teamwork, turnover, chaos and disruption may follow. This in turn was lead to low level organizational performance.

Table 6: Magnitude of Conflict Occurrences

| Response | Teachers | | Principal | | Supervisors | | Administration worker | |
|----------------|----------|-------|-----------|-----|-------------|----|-----------------------|----|
| | F | % | F | % | F | % | f | % |
| 1-2 times | 112 | 53 | 11 | 50 | 5 | 50 | 4 | 25 |
| 3-5 times | 64 | 30 | 9 | 41 | 5 | 50 | 12 | 75 |
| 6-10 time | 38 | 17.84 | 2 | 9.1 | | | | |
| No occurrences | 2 | 0.9 | | | | | | |

The above data confirmed that currently organizational conflict is viewed as neither good nor bad, but is inevitable. Thus, whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it. (Gray and Strake,1984)

4.3.3 Type of Conflicts

Table 7: Type of Conflict

| Type of conflict | Teachers | | Principal | | Supervisors | | Administration worker | |
|------------------|----------|------|-----------|------|-------------|----|-----------------------|------|
| | No. | % | no | % | No. | % | No. | % |
| Interpersonal | 146 | 69 | 19 | 86.3 | 7 | 70 | 13 | 81.3 |
| Intera-personal | 48 | 22.5 | 11 | 50 | 3 | 20 | 3 | 19 |
| Inter-group | 27 | 12.6 | 8 | 36.4 | 5 | 40 | 2 | 12.5 |
| Intera group | 24 | 11.2 | 7 | 31.8 | 2 | 20 | | |
| Other | 15 | 7.04 | | | | | | |

From Table 7, it was found out that almost 69% of teachers, 86.3% of school principals, 70% of supervisors and 81.3% of administrator workers indicated interpersonal conflicts while 22.5% of teachers, 50% of school principals, 20% of supervisors and 19% of administration workers were showing interpersonal conflicts. On other hand, 12.67% of teachers, 36.4% of school principals, 40% supervisors and 12.5% of administrator workers indicated intergroup conflicts while 11.2% of teachers, 31.8% of school principals, 20% of supervisors were showed intergroup conflict. Other conflict 7.04% of teachers were response other conflict which not listed in question. The respondents were indicate that the type of conflict mostly experienced in South West Shoa zone secondary schools include interpersonal, interpersonal, intergroup and intergroup conflict all in vary degree. These were again substantiated by the interviewee's responses.

One of principals said that:

“According to contextual of our schools I observe interpersonal conflicts are always occurring. I know that conflict between teachers and principals, teachers and students, students and principals, between members of department, conflict between managements groups and teachers groups, groups of woreda native and other groups in schools (Code 09, 18/08/07).

Therefore the finding showed that the interpersonal conflicts are mostly found in secondary schools while intergroup conflict is seen to exist in rare cases.

4.3.4 Interpersonal Conflict Sources

Table 8 summarized the response to question 4.1.1-4.1.6, respondents were asked about source of interpersonal conflict type.

As can be seen in item 4.1.1 of table 8, respondents were asked information about absence of cooperation staff is source of interpersonal conflict, these are, 66.2 % of teachers, 52.4% of school principals, 70% of supervisors and 68.7% of administration worker, are indicated their agreement on the point. The f -value (2.62) is less than f -critical value (2.65). This indicates that there is no significant difference between groups' respondents. This is indicating that absence of cooperation cause of interpersonal conflicts in the secondary schools. Similarly, the Gebretensay (2002) is show absence of cooperation of teachers and principals is cause interpersonal conflict.

Table 8: Source of Inter-personal conflict

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|-------|--|--------------|----------|------|------------|------|-------------|----|------------------------|------|-----------------|--------------|
| | | | F | % | f | % | f | % | F | % | | |
| 4.1.1 | Absence of cooperation staff | SD | 17 | 8.0 | 4 | 19.0 | | | 3 | 18.8 | 2.62 | 0.48 |
| | | DA | 24 | 11.3 | 4 | 19.0 | 1 | 10 | | | | |
| | | N | 31 | 14.6 | 2 | 9.5 | 2 | 20 | 2 | 12.5 | | |
| | | A | 83 | 39.0 | 10 | 47.6 | 4 | 40 | 10 | 62.5 | | |
| | | SA | 58 | 27.2 | 1 | 4.8 | 2 | 30 | 1 | 6.2 | | |
| 4.1.2 | Poor Communication | SD | 14 | 6.6 | | | 2 | 20 | 1 | 6.2 | 3.77 | 0.011 |
| | | DA | 34 | 16.0 | 5 | 23.8 | 3 | 30 | | | | |
| | | N | 54 | 25.4 | 4 | 19.0 | 2 | 20 | 2 | 12.5 | | |
| | | A | 73 | 34.3 | 9 | 42.9 | 2 | 20 | 4 | 25 | | |
| | | SA | 38 | 17.8 | 3 | 13.3 | 1 | 10 | 9 | 56.2 | | |
| 4.1.3 | Inadequate resource for staff and students | SD | 8 | 3.8 | 3 | 14.3 | 2 | 20 | 2 | 12.5 | 1.32 | 0.054 |
| | | DA | 17 | 8.0 | 3 | 14.3 | 1 | 10 | | | | |
| | | N | 37 | 17.4 | 4 | 19.0 | 1 | 10 | 11 | 68.8 | | |
| | | A | 125 | 58.7 | 11 | 52.4 | 4 | 40 | 3 | 18.8 | | |
| | | SA | 26 | 12.2 | | | 2 | 20 | | | | |
| 4.1.4 | Struggle for power | SD | 13 | 6.1 | 3 | 14.3 | 1 | 10 | 4 | 25 | 1.65 | 0.017 |
| | | DA | 43 | 20.2 | | | 2 | 20 | | | | |
| | | N | 46 | 21.6 | 2 | 9.5 | | | 1 | 6.2 | | |
| | | A | 62 | 29.1 | 6 | 28.6 | 4 | 40 | 11 | 68.8 | | |
| | | SA | 49 | 23.0 | 10 | 47.6 | 2 | 20 | 1 | | | |
| 4.1.5 | Authoritative approach in solving problems and personality difference by principal | SD | 17 | 8.0 | 2 | 9.5 | 1 | 10 | 1 | 6.2 | 2.64 | 0.051 |
| | | DA | 23 | 10.8 | 2 | 9.5 | 2 | 20 | 2 | 12.5 | | |
| | | N | 29 | 13.6 | 2 | 9.5 | 3 | 30 | 2 | 12.5 | | |
| | | A | 77 | 36.2 | 7 | 33.3 | 4 | 10 | 11 | 68.8 | | |
| | | SA | 7 | 31.5 | 8 | 38.1 | | | | | | |
| 4.1.6 | Age, sex, and ethnic difference | SD | 33 | 15.5 | 7 | 33.3 | 2 | 20 | 2 | | 4.00 | 0.08 |
| | | DA | 44 | 20.7 | 5 | 23.8 | 1 | 10 | 2 | 12.5 | | |
| | | N | | | 5 | 23.8 | | | | 12.5 | | |
| | | A | 57 | 26.8 | 3 | 14.3 | 4 | 40 | 12 | 75 | | |
| | | SA | 79 | 37.1 | 1 | 4.8 | 3 | 30 | | | | |

In table 9, item 4.2 on question poor communication cause of interpersonal conflict, the respondent reflect that 52.1% of teachers, 57.2% of principals, and 97% of administration workers indicate agreement on the point. In other hand 50% supervisors were disagreed

the point. The f-value (3.7) is greater than f-critical value (2.65) indicated that there is significance difference between the groups of respondents regarding to poor communication is source interpersonal of conflict. Even the respondents had different opinion on point, the Martins (2014), indicate that communication is a central issue in conflict generation, escalation and de-escalation. And also indicate communication is determining the nature of social relationship that exists among teachers to enhance their productivity in their work places.

In item 4.3, inadequate resource for staff and students, respondents show that teachers, principals, supervisors and administrator worker, with percentages of (60.9%, 71%, 50% and 87.6%) agreement on points respectively. The f-value (1.32) is indicate no significance difference opinion between groups of respondents on absence resource is source of interpersonal conflict. These indicate that absence of resource for students and staff can cause interpersonal conflict in secondary schools. In line with the above Abdul, (2013) is indicate competition for resource is cause of interpersonal conflict.

In item 4.4 the respondents were request to struggle for power is cause of interpersonal, accordingly, 52.1% of teachers, 76.2% of principals, 60% of supervisors and 68.8% of administration workers agree on point struggle for power cause conflict. Thus indicate that all groups had a common opinion that struggle for power is source of interpersonal conflict. The actual value of f (1.65) is less than f-critical value. This indicates that there is no significance between the groups' respondents. Thus, the struggling for power is cause of conflicts. Abdul, (2013) also agree seeking position and power by individual is cause interpersonal conflict.

In item 4.5 in the same table, 67.7% of teachers, 71.4% principals, 50% of the supervisors and 68.8% of administration workers were showing their agreement on the point. The $f(3,257)=2.64$ is less than F-critical value 2.65, This indicated that there is no significance difference between groups of respondents regarding authoritative approach in solving problems and personality difference by principal source interpersonal conflict. Thus indicate that authoritative approach in solving problems and personality difference by principals is source of interpersonal conflicts.

In the last point in table 8, 63.9 % of teachers, 70% (7) of the supervisors and 75% (12) administration worker indicate agreement on point, whereas 57.1% school principals were disagree on point. The-f-value(4.0) is greater than 2.65. This indicated that there is significance difference between groups of respondents regarding age, sex and ethnic difference is source of interpersonal conflicts. Thus, the respondents, teachers, supervisors and administration workers had a common idea, that difference ethnic, age and sex is as source of interpersonal conflict. But the school principals not agree this cause of conflict. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work (Hughes, 1994)

From this table all point reflected by respondent the absence of cooperation, poor communication, absence resource, struggle for power, and authoritative act principals are the cause of interpersonal conflict in secondary of South West Shao Zone schools. Abdul et al.(2013) also agree, that interpersonal conflict often happen in the work place in the organization between two individual due to scarcity of resource, goal obstruction, power struggle, expectation in the schools life.

4.3.5 Interpersonal Conflict and its Sources

Respondents were asked to give response on intrapersonal conflict. Information was gathered on whether or not conflict within an individual person could produce conflict in the secondary schools. Table 9 presents data on intrapersonal conflict and its resources.

In first item in the below table, respondents were request to reflect the extent to which they feel about fair distribution of period in schools. The 58.3% of teachers 57.1% of principals 60% supervisors and 75% of administrator workers were showing their agreement on the point. The f-value(1.06) is less than 2.65. This is indicated that there is no significance difference between groups of respondents regarding on inappropriate and overload period allotment in schools. These indicate that there is no fair distribution of period in schools, this cause of intrapersonal conflict.

Table 9: Sources of Intraperson Conflict

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute F-value | Significance |
|-------|--|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | F | % | f | % | f | % | | |
| 4.2.1 | Inappropriate and overload period allotment | SD | 13 | 6.1 | | | 1 | 10.0 | 1 | 6.2 | 1.06 | 0.36 |
| | | DA | 9 | 4.2 | 5 | 23.8 | 3 | 30.0 | 1 | 6.2 | | |
| | | N | 67 | 31.5 | 4 | 19.0 | 3 | 30.0 | 1 | 6.2 | | |
| | | A | 77 | 36.2 | 10 | 47.6 | 3 | 30.0 | 12 | 75.0 | | |
| | | SA | 47 | 22.1 | 2 | 9.5 | 3 | 30.0 | | | | |
| 4.2.2 | Low standard living/salary | SD | 8 | 3.8 | 2 | 9.5 | 1 | 10.0 | 2 | 12.5 | 1.54 | 0.204 |
| | | DA | 18 | 8.5 | 3 | 14.3 | 2 | 20.0 | | | | |
| | | N | 34 | 16.0 | 2 | 9.5 | 1 | 10.0 | 1 | 6.2 | | |
| | | A | 78 | 36.6 | 8 | 38.1 | 4 | 40.0 | 11 | 68.8 | | |
| | | SA | 75 | 35.2 | 6 | 28.6 | 3 | 30.0 | 2 | 12.5 | | |
| 4.2.3 | Lack required ability for a particular job | SD | 8 | 3.8 | 3 | 14.3 | 2 | 20.0 | 2 | 12.5 | 3.32 | 0.2 |
| | | DA | | | 3 | 14.3 | 4 | 40.0 | 2 | 12.5 | | |
| | | N | 59 | 27.7 | | | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 58 | 27.2 | 14 | 66.7 | | | 10 | 62.5 | | |
| | | SA | 87 | 40.8 | 1 | 4.8 | 2 | 20.0 | 1 | 6.2 | | |
| 4.2.4 | Lack of required school facilities | SD | 11 | 5.2 | 3 | 14.3 | | | 1 | 6.2 | 0.35 | 0.78 |
| | | DA | 19 | 8.9 | 1 | 4.8 | 1 | 10.0 | | | | |
| | | N | 36 | 16.9 | 2 | 9.5 | 3 | 30.0 | 1 | 6.2 | | |
| | | A | 90 | 42.3 | | | 6 | 60.0 | 12 | 75.0 | | |
| | | SA | 57 | 26.8 | 15 | 71.4 | | | 2 | 12.5 | | |
| 4.2.5 | Inappropriate implementation of rules and regulation | SD | 30 | 14.1 | 1 | 4.8 | | | | | 1.28 | 0.27 |
| | | DA | 26 | 12.2 | 2 | 9.5 | 2 | 20.0 | 1 | 6.2 | | |
| | | N | 40 | 18.8 | 4 | 19.0 | 1 | 10.0 | 1 | 6.2 | | |
| | | A | 78 | 36.6 | 11 | 52.4 | 7 | 70.0 | 12 | 75.0 | | |
| | | SA | 39 | 18.3 | 3 | 14.3 | | | 2 | 12.5 | | |
| 4.2.6 | Poor performance evaluation in school | SD | 8 | 3.8 | 9 | 40.9 | 2 | 20.0 | 1 | 6.2 | 10.87 | 0.00 |
| | | DA | 21 | 9.9 | 7 | 31.8 | 5 | 50.0 | 1 | 6.2 | | |
| | | N | 30 | 14.1 | 1 | 4.5 | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 97 | 45.5 | 4 | 18.1 | 1 | 10.0 | 12 | 75.0 | | |
| | | SA | 57 | 26.8 | 1 | 4.5 | | | 1 | 6.2 | | |

In item 2 in the same table, 71.8% teachers, 66.7% of school principals and 70% of supervisors, 81.3% of administration workers showing their agreement on point. The f-value (1.54) is less than 2.65. This is indicated that there is no significance difference between groups of respondents regarding low standard of living is a source intragroup conflict. From this we can deduce that a large number of respondent believed that low standard of

living cause of the intrapersonal conflict. These are consistent with the observed problem in secondary schools of South West Shoa. The Rahim (2001) is suggested a person cannot properly satisfy all the demands of his or her position even by working at the maximum capacity, and then this leads to intergroup conflict in organization.

In item 4.2.3 of this table, 68% of teachers, and 71.5% of school principals 68.7% of administration workers were agreed that lack required ability for a particular job is cause of interpersonal conflict. While the 60% of supervisors were showing disagree on point. The f -value 3.32 is greater than critical f -value (2.65), this indicated that there is significance difference between groups of respondents on lack required ability for a particular job is a source of interpersonal conflict. These are usually the members of a department or work teams have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical (Dolan, 1997)

In item 4.2.4 in the table 9, where asked respondents, lack required school facilities is cause of interpersonal, 69.1% of teachers, 71.4% of school principals, 60% of supervisors and 87.5% of administration workers were showing that lack of required facilities for group members in the schools is cause of interpersonal conflict. The f -value (0.35) also is indicated that there is no significance difference between groups of respondents on lack of required school facilities is source of interpersonal conflicts. Thus, respondents had a common opinion, that lack school facilities for group members is cause of interpersonal conflict

In item 4.2.5 in the same table, 54.4% of teachers, 66.7% the school principals, 70% of supervisors and 81.2% of administration workers indicate agreement on point. The F -value (1.28) is also indicated that there is no significance difference between groups of respondents on inappropriate implementation of rules and regulation in schools is source of interpersonal conflicts. Thus indicate that groups had common opinions inappropriate implementation of rules and regulation in schools which bring in interpersonal conflict.

In response to item 4.2.6 the same table, 72.3% of teachers 87.5% of administration worker showing their agreement on points. On other hand 72.7% of principals and 70% of supervisors were showing their disagreement on point. The f-value (10.87) is greater than 2.65. This is indicated that there is significance difference between groups of respondents regarding to poor performance evaluation in school is source of interpersonal conflict. Thus implies that, there is poor evaluation system in schools. The reason why they are different in opinion that teachers and administration workers always claim on poor evaluation system which is irrelevant to the things they do. They also tend to feel that they are evaluated by people who do not them well.

The above findings, therefore, justify that absence of facilities, the dissatisfaction of getting poor performance evaluation results, low standard of living, inappropriate allotment of work load, and absence fair implementation rule and regulation in the schools are the causes of intrapersonal conflict in secondary schools. The interpersonal conflict arises from conflicting goals and interests, lack of required ability for a particular job, improperly evaluation performance of individual, lack of facilities, rules and regulations and when his/ her path is blocked by other people. Such conflicts can cause a person frustrations, tension and anxiety.

4.3.6 Source of Intergroup Conflict

These refer to differences and clashes between groups. Intergroup conflict may occur between the management groups, between staff members in schools.

The first item in table 10, deals with lack of required school facilities. Respondents were asked how frequent this is causes intergroup conflict. Accordingly, 63.7% of teacher, 63.6% of school principals and 70% of supervisors and 82.3% administration workers were showing their agreement on point. The F-value (2.42) is also indicating that there is no significance difference between group's respondents.

Thus, lack of required school facilities in the schools is common cause of intergroup. This is indicated in *chapter two* in literature, the competition for scarcer sources is a common source of inter-group conflict.

Table 10: Source of intergroup

| No | Item | Lik- ert Scal e | Teachers | | Principals | | Supervi- sors | | Admin- istration workers | | Com- pute F- value | Sig- nificanc e |
|-------|---|--------------------------|----------|------|------------|------|------------------|------|--------------------------------|------|-----------------------------|-----------------------|
| | | | F | % | F | % | f | % | f | % | | |
| 4.3.1 | Lack of required school facilities | SD | 13 | 6.1 | 2 | 9.1 | 1 | 10.0 | 1 | 5.9 | 2.42 | 0.36 |
| | | DA | 44 | 20.7 | 2 | 9.1 | 3 | 30.0 | 1 | 5.9 | | |
| | | N | 52 | 24.4 | 3 | 13.6 | 2 | 20.0 | 11 | 64.7 | | |
| | | A | 65 | 30.5 | 12 | 54.5 | 2 | 20.0 | 3 | 17.6 | | |
| | | SA | 39 | 18.3 | 2 | 9.1 | 2 | 20.0 | | | | |
| 4.3.2 | Lack commitments in both group | SD | 80 | 37.6 | | | 1 | 10.0 | 1 | 5.9 | 2.67 | 0.0204 |
| | | DA | 75 | 35.2 | 3 | 13.6 | 1 | 20.0 | | | | |
| | | N | | | 5 | 22.7 | | | 3 | 17.6 | | |
| | | A | 10 | 4.7 | 11 | 50.0 | 1 | 30.0 | 10 | 58.8 | | |
| | | SA | 48 | 22.5 | 2 | 9.1 | 4 | 40.0 | 2 | 11.8 | | |
| 4.3.3 | Failure of in knowing and accomplishing their jobs properly | SD | 22 | 10.3 | 1 | 4.5 | 4 | 40.0 | 1 | 5.9 | 2.75 | 0.03 |
| | | DA | 22 | 10.3 | 5 | 22.7 | 4 | 40.0 | 2 | 11.8 | | |
| | | N | 36 | | 1 | 4.5 | | | | | | |
| | | A | 105 | 54.0 | 10 | 45.5 | 1 | 10 | 2 | 11.8 | | |
| | | SA | 54 | 25.4 | 4 | 18.2 | 1 | 10.0 | 11 | 64.7 | | |
| 4.3.4 | Lack of participator decision making process by principal | SD | 16 | 7.5 | 2 | 40.9 | 3 | 30.0 | 1 | 5.9 | 2.71 | 0.01 |
| | | DA | | | 5 | 33.3 | 3 | 30.0 | 1 | 5.9 | | |
| | | N | 22 | 10.3 | | | 2 | 20.0 | 1 | 5.9 | | |
| | | A | 53 | 24.9 | 9 | 9.1 | 2 | 20.0 | 13 | 76.5 | | |
| | | SA | 122 | 57.3 | 2 | 9.1 | | | | | | |
| 4.35 | The problem in assignments of the educational manager | SD | 10 | 4.7 | 1 | 4.5 | 4 | 40.0 | | | 4.83 | 0.02 |
| | | DA | 23 | 10.8 | 2 | 9.1 | 2 | 20.0 | 3 | 17.6 | | |
| | | N | | | | | 2 | 20.0 | 1 | 5.9 | | |
| | | A | 68 | 31.9 | 10 | 45.4 | 2 | 20.0 | 6 | 35.3 | | |
| | | SA | 112 | 52.6 | 9 | 40.9 | | | 6 | 35.3 | | |
| 4.3.6 | Solving the problems through table is not practiced | SD | 21 | 9.9 | 2 | 9.1 | 4 | 40.0 | 3 | 17.6 | 3.32 | 0.002 |
| | | DA | 13 | 6.1 | 2 | 9.1 | 3 | 30.0 | 9 | 52.9 | | |
| | | N | 31 | 14.6 | | | 1 | 10 | | | | |
| | | A | 85 | 39.9 | 13 | 59.0 | 2 | 20.0 | 4 | 23.5 | | |
| | | SA | 63 | 29.6 | 5 | 22.7 | | | | | | |

The next item is concerned with the lack commitments in both groups. It was indicated that 59.1% of principals, 70% of supervisors and 70.6% of administration workers were indicating agreement on point. In other hand 72.8% of the teachers were showing their disagreement on points. The f-value (2.67) also indicate that there is significance difference between groups of respondents. This indicated that absence commitments on work in schools delay schedule of schools and bring unexpected results. Especially the teachers tend to deny the reality that no

attention is given to the profession. This may be because most teachers consider themselves as professionals.

In item 4.3.3 table 10, focused on the lack of in knowing and accomplishing their job properly, respondents reflected that, 79.4% of teachers, 50% of school principals, 76.5% of administration workers were indicate their agreement on point. On other hand 80% of supervisors are disagreed on point. There is different opinion between groups of respondents. But majority of respondents agree lack of knowing and accomplishing job is the cause of intergroup conflict in the schools. This implies that lack in knowing and accomplishing their job by schools community is cause of intergroup conflict in schools.

In the item 4.3.4 in table 10 deals with the failure of mangers to practice participator decisions making. Respondents were asked how frequent this failure causes intergroup conflict. Accordingly, 82.2% of teachers and 76.5% of administration worker were showing their agreement on point. In other hand 74.4% of the principals and 60% of supervisors were indicated their disagreement on point. According to above data a large number of teachers and administration workers to agree that this factor reasonably affects intergroup conflict in the schools especially school principals not made it. Therefore, it is possible to say that lack of participator decision making in the schools, is the cause of intergroup conflict.

Regarding the assignment of educational managers at all levels, 84.5% of the teachers,86.3% of principals 70.6% of administration worker suggested that the problems of assigning educational managers to be a cause of intergroup conflict. In other hand 60% supervisors were indicate their disagreement on point. The f-value (4.83) is indicating there is significance difference between groups' respondents. The majority of respondents agreed that assignment of educational managers is cause of intergroup conflict.

In the last item, asked respondents about solving the problems through table are not practiced, it can cause of intergroup conflict. Out of total, 69.5% teachers,81.5% principals were showing their agreement on point. On other hand 70% of supervisors and 70.5% of administration worker were disagreed on point. The f-value (3.32) is also indicated that there is significance difference between groups' of respondents on issue. Even the respondents had different idea

there is no problems solved through discussion in the schools, this might be bring intergroup conflict

In line above, Kinard,(1988:309) and Oktoni,(2003)is indicate limited resources, communication problems, conflicting interests, lack participator decision making, problem assignments of the educational manager ,and inconsistent performance criteria, over lapping tasks are primary sources of intergroup conflict.

4.3.7 Interagroup Conflict and its Resources

This occurs when there exists disagreement of different among members of a group or its subgroup as it is indicated in the literature section. An effort was made to gather data on certain factors that are thought to cause intra group conflict.

Respondent were asked to answer how frequently these factors occur to create this type of conflict. The 78.6% of teachers and 81.3% of administration workers were showing agreement on point. In other hand 90.8%of school principals and 80% of supervisor were showing their disagreement on the point. The F-value (4.3) is indicated that there is significance difference between groups of respondents regarding to unfair treatment of different group members by the principals. The teachers and administration workers were claim that schools principals' unfair ways of treatments in different groups in schools; these bring conflict between principals with other school community. Thus indicate that the unfair treatments in different groups in schools by principals, hence these were cause interagroup conflict.

In the item 4.4.2 in the table 11, 79.9% of the teachers, 81.9% of principals,70% of supervisors and 81.3% of administration workers were agree on point.. The F-value (2.47) is less than f-critical value. This is indicated that there is no significance difference between groups of respondents regarding to group members have different goals. Thus, group members' incompetence in the schools is cause of the interagroup conflict.

Table 11: Sources of intragroup conflict

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute F-value | Significance |
|-------|---|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | f | % | f | % | f | % | | |
| 4.4.1 | Unfair treatment of intera-group members by the principal | SD | 22 | 10.3 | 8 | 36.3 | 3 | 30.0 | 1 | 6.2 | 4.3 | 0.005 |
| | | DA | 23 | 10.7 | 12 | 54.5 | 5 | 50.0 | 2 | 12.5 | | |
| | | N | | | | | | | | | | |
| | | A | 99 | 51.0 | 1 | 4.5 | 2 | 20.0 | 3 | 18.8 | | |
| | | SA | 59 | 27.6 | 1 | 4.5 | 1 | 10.0 | 10 | 62.5 | | |
| 4.4.2 | Group members incompetence | SD | 10 | 4.7 | 1 | 4.5 | | | | | 2.47 | 0.06 |
| | | DA | 32 | 15.0 | 3 | 13.3 | 1 | 10.0 | 1 | 6.2 | | |
| | | N | | | | | 2 | 20.0 | 2 | 12.5 | | |
| | | A | 115 | 53.7 | 10 | 45.6 | 2 | 20.0 | 11 | 68.8 | | |
| | | SA | 56 | 26.2 | 8 | 36.3 | 5 | 50.0 | 2 | 12.5 | | |
| 4.4.3 | Competition with each other for recognition approval | SD | | | 6 | 27.2 | 1 | 10.0 | 1 | 6.2 | 4.67 | 0.00 |
| | | DA | 31 | 14.5 | 8 | 36.3 | 1 | 10.0 | 1 | 6.2 | | |
| | | N | | | 2 | 9.0 | 4 | 20.0 | 2 | 12.5 | | |
| | | A | 88 | 41.1 | 4 | 18.1 | 4 | 40.0 | 9 | 56.2 | | |
| | | SA | 94 | 43.9 | 2 | 9.5 | 2 | 20 | 3 | 18.8 | | |
| 4.4.4 | Necessities of change motive | SD | 16 | 7.5 | 1 | 4.5 | 3 | 30.0 | 4 | 25.0 | 1.4 | 0.24 |
| | | DA | 22 | 10.3 | 4 | 18.1 | | | | | | |
| | | N | | | | | | | | | | |
| | | A | 83 | 38.8 | 11 | 52.4 | 6 | 60.0 | 6 | 37.5 | | |
| | | SA | 92 | 43.0 | 4 | 18.1 | 1 | 10.0 | 6 | 37.5 | | |
| 4.4.5 | Emotional antagonism within a group | SD | 12 | 5.6 | 2 | 9.0 | 4 | 40.0 | 1 | 6.2 | 4.65 | 0.003 |
| | | DA | 30 | 14.0 | 3 | 13.3 | 5 | 50.0 | | | | |
| | | N | 12 | 5.6 | | | 1 | 10.0 | | | | |
| | | A | 102 | 46.4 | 10 | 45.6 | | | 7 | 43.8 | | |
| | | SA | 57 | 26.6 | 7 | 31.8 | | | 8 | 50.0 | | |
| 4.4.6 | Unfair distribution of work | SD | 14 | 6.5 | 8 | 36.3 | 2 | 20.0 | | | 5.17 | 0.002 |
| | | DA | 29 | 13.6 | 12 | 54.5 | 5 | 50.0 | 1 | 6.2 | | |
| | | N | 5 | 2.3 | | | 1 | 10.0 | 1 | 6.2 | | |
| | | A | 98 | 47.2 | 1 | 4.5 | 1 | 10.0 | 8 | 50.0 | | |
| | | SA | 64 | 29.9 | 1 | 4.5 | 1 | 10.0 | 6 | 37.5 | | |

In line to above Champoux, (2003) also agree normally groups or departments in the organization have different and incompatible goals, increasing the chances of employees experiencing conflict. For example, a principal and a head of academic department have different goals for improving the way of teaching in schools. The principal needs to recruit newcomer teachers who have more advance teaching techniques than long-teaching teachers

in school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teacher.

In same table, third item, 85% of teachers 60% of supervisors and 75% of administration workers were showing their agreement on point. While the 63.5% of school principal were indicated their disagreement on issue. Thus indicate that the schools principals made unfair way give recognition for groups of departments in schools which in turn cause of intergroup conflicts.

As it is illustrated in item 4.4.4 of the same table, respondents were requested to reflect the statement that necessities of change in motive bring intergroup conflict in secondary schools. Based on this, 81.8% of the teachers, 70.4% principals, 70% of supervisors and 75% of administration workers were, showing their agreements. There is also no significance difference between groups ($F=1.4$). Thus, indicate that if change in necessities of change motive bring conflict intergroup conflict in secondary schools.

In 4.4.5 item, in the same table, 73% of teachers, 77.4% of principals, and 83.8% of administration workers were showing their agreement on point. But out total, 90% of supervisors were disagreed on point. The f-value (4.65) is greater than 2.65, this indicate there is significance difference between groups one motional opposition within a group is cause of intergroup conflict in schools. Members of the same group (department, or two or more subgroups within a group) develop conflict either substantive or affective one, based on intellectual disagreement, or on emotional responses to a situation. (Gordon, 1987)

The last item, in the table 11, 77.1% of the teachers and 87.5% of administration workers were showing their agreement on points. In other hand 90.8% of principals' and 70% of supervisors were showing their disagreement on points. The f-value (5.17) is indicated, there is significance difference between groups' respondents.

Thus, according to respondents, teachers and administration workers there is unfair distribution of work in the schools which cause of intergroup conflicts, even the principals and supervisors oppose this idea.

The above finding indicates that, groups' members different in goal and mismatch with schools goals and necessities of motive, unfair treatment of different group by principals, unfair share of source and unfair distribution of work are major cause of intragroup conflict.

In addition to the above, the respondents were giving opinion on open ended question: Interpersonal conflict is the common type conflict because of absence sufficient of facilities in schools, unfair give of reward for teachers, authoritative approaching of in solving problems, absence of honest ,trust in school, lack team sprite, use of school resource unfair way, seeing every work in politics manner by management group ,assign school principals without skill of leader, lack transparency in school and different attitude on work. Some respondents were indicated interpersonal conflict, this due to the ideological difference, act over rule and regulation, and no give enough time for decision by management, partiality and lack of goods leaders in the school.

A few number respondents were suggested that intergroup conflict occur between departments' members in the schools because of creating two opposite part, that management group and other in the schools, and unfair of evaluation efficiency of teachers.

5. Major Source of conflict

This section is devoted to the presentation of major common sources of conflict in the schools and answer basic question number 2. The sources were learned from the responses provided to it as is displayed in table 12. Due to the table not manageable on one page, the researcher break table in to table 12 A and table 12B

Table 12A: Major Common Source of Conflict

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|-----|---|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | f | % | f | % | F | % | | |
| 5.1 | Communication barrier | SD | 13 | 6.1 | 2 | 8.3 | 2 | 20.0 | 1 | 6.2 | 1.2 | 0.10 |
| | | DA | 21 | 9.8 | 4 | 16.7 | | | | | | |
| | | N | | | 2 | 9 | 4 | | 1 | 6.2 | | |
| | | A | 72 | 33.6 | 12 | 54.5 | 4 | 40.0 | 13 | 81.2 | | |
| | | SA | 107 | 45.0 | 2 | 9.0 | | 40.0 | 1 | 6.2 | | |
| 5.2 | Lack of professional commitment | SD | 13 | 6.1 | | | 1 | 10.0 | | | 0.66 | 0.57 |
| | | DA | | | 2 | 9.0 | 2 | 20.0 | | | | |
| | | N | 10 | 4.8 | 3 | 13.6 | 2 | 20.0 | 4 | 25.0 | | |
| | | A | 105 | 49.0 | 11 | 50.0 | 3 | 30.0 | 6 | 37.5 | | |
| | | SA | 85 | 39.2 | 6 | 27.2 | 2 | 20.0 | 4 | 37.5 | | |
| 5.3 | Unfairness due to ideological and ethnic differences on the part managers | SD | 12 | 5.6 | | | | | 1 | 6.2 | 0.76 | 0.51 |
| | | DA | 37 | 17.3 | 3 | 13.5 | 3 | 30.0 | | | | |
| | | N | | | 1 | 4.5 | 1 | 10.0 | 2 | 12.5 | | |
| | | A | 60 | 28.0 | 10 | 45.4 | 2 | 20.0 | 12 | 75.0 | | |
| | | SA | 104 | 48.6 | 8 | 36.3 | 4 | 40.0 | | | | |
| 5.4 | Outdated police and guidelines | SD | 22 | 10.3 | 8 | 36.3 | 2 | 20.0 | 2 | 12.5 | 3.4 | 0.017 |
| | | DA | | | 8 | 36.3 | 5 | 50.0 | 1 | 6.2 | | |
| | | N | | | 3 | 13.5 | 1 | 10 | | | | |
| | | A | 54 | 25.2 | 1 | 4.5 | 1 | 10.0 | 9 | 56.2 | | |
| | | SA | 78 | 36.4 | 2 | 9 | 1 | 10.0 | 4 | 25.0 | | |
| 5.5 | Inappropriate application of rules and regulations school | SD | | | 8 | 36.3 | 4 | 40.0 | | | | |
| | | DA | 18 | 8.1 | 7 | 31.8 | 4 | 40.0 | | | 2.71 | 0.044 |
| | | N | | | 3 | 13.3 | | | 3 | 18.8 | | |
| | | A | 60 | 28.1 | 1 | 4.5 | 2 | 20 | 10 | 62.5 | | |
| | | SA | 137 | 64.1 | 3 | 12.5 | | | 3 | 18.8 | | |
| 5.6 | Power struggle | SD | 10 | 4.7 | 1 | 4.5 | 2 | 20.0 | 1 | 6.2 | | |
| | | DA | 53 | 24.8 | 2 | 9.0 | 1 | 10.0 | | | 1.29 | 0.27 |
| | | N | | | 4 | 18.1 | | | 3 | 18.8 | | |
| | | A | 64 | 29.9 | 13 | 59.0 | 4 | 40.0 | 10 | 62.5 | | |
| | | SA | 86 | 40.2 | 2 | 8.3 | 3 | 30.0 | 2 | 12.5 | | |

In item 5.1 of table 13 question was raised to the respondents to rate about the statements that communication barrier is common source of conflicts in secondary schools. Based on the option set to rate question, 78.6% of teachers,63.3% of principals,80% of supervisors

and 87.4% of administration workers agreed on point respectively. The f-value(2.1) also indicates that there is no significance different between groups of respondents on the point. This implies, communication barrier is the major cause of conflict in secondary schools of South West Shoa.

As can be seen from table 12 of item 2, respondents were also asked the statements that lack of professional commitment can cause of conflicts. Based on this, 88.2% of teachers,77.2% of schools principals,50% of supervisors and 75% of administration worker were indicated their agreement. The f-value (0.66) also indicates that there is no significance different between groups of respondents on the point. Therefore, it is possible to conclude that lack professional commitment is a common source of conflict in schools.

Concerning item 5.3 of table 12, respondents were requested to rate the degree to which the unfairness due to ideological and ethnic differences on the part managers is source of conflict. Accordingly,76.6%of teachers,81% Principals,60% of supervisors and 75% of administration workers were showing their agreement on point. The f-value(0.76) is less than f-critical value(2.65). This indicates that there is no significance difference between the respondents. Thus, unfairness due ideological and ethnic difference on the part of manager is common cause of conflict.

In table 12, items 4 respondents were requested to rate the degree to which the outdated police and guidelines is cause of conflicts. The $f(2,257)=3.47$ is greater than f-critical value 2.65. This indicates that there is significance different between groups of respondents on outdated police and guidelines are cause of conflict. This implies that the teachers and administration workers claim the schools manager use outdated police and guideline in administrated schools which leads to conflicts.

As it can be expressed in item 5 of table 13,92% of teachers and 81.3% of administration workers were showing their agreement whereas 68.1% of principals and 80% of supervisors were showing disagreement on point respectively. The f-value (2.71) is also indicating significance difference between groups of respondents regarding on inappropriate application of rules and regulations schools. The teachers and administration workers had

opinions of inappropriate application of rules and regulations of schools are practice. Thus, it major cause of conflict in the secondary schools.

With regard to item 6 of table 12, respondents were requested to rate struggle for power is the common source of conflict in schools. Accordingly,70.1% of teachers,67.3% of principals,70% of supervisors and 75% of administration workers showing their agreement respectively on the point.. The f-value (1.29) also indicates that there is no significance difference between groups of respondents. This implies that; there is struggle for power by some group in school, this leads to conflicts in schools.

In item 5.7 in table below (12) respondents asked on lack of participation decision in schools is cause of conflict. The 83.3% of teachers,63.5% of school principals,50% of supervisors and 68.7% of administration worker were agreed on point. The f-value (1.47) is also indicated that there is no significance difference between groups of respondents regarding the lack of participation in schools is cause of conflicts. Hence the lack participator decision making in schools is cause of conflicts. Thus idea is confirmed by (Salleh, 2012) conflict happens whenever and wherever in school hence principals' decision making can influence everyone and control the situation to get better or worse. Unresolved conflicts can lead to job dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by organization members.

Table 12B: Major Common Source of Conflict

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compu te f-value | sig-nifi-cance |
|------|---|--------------|----------|------|------------|------|-------------|------|------------------------|------|------------------|----------------|
| | | | f | % | f | % | f | % | F | % | | |
| 5.7 | Lack of participation decision in school | SD | 6 | 2.8 | 2 | 8.3 | 1 | 10.0 | | | 1.47 | 0.22 |
| | | DA | 29 | 13.6 | 1 | 4.2 | 1 | 10.0 | 2 | 12.5 | | |
| | | N | | | 4 | 16.7 | 3 | 30.0 | 3 | 18.8 | | |
| | | A | 90 | 42.1 | 12 | 54.5 | 5 | 50.0 | 6 | 37.5 | | |
| | | SA | 88 | 41.2 | 2 | 9.0 | | | 5 | 31.2 | | |
| 5.8 | Failure in knowing and accomplishing some specific job properly | SD | 15 | 7.0 | 2 | 8.3 | | | | | 0.72 | 0.53 |
| | | DA | 36 | 16.8 | 4 | 16.7 | 3 | 30.0 | | | | |
| | | N | 47 | 22.0 | | | 1 | 10.0 | 4 | 25.0 | | |
| | | A | 77 | 36.0 | 9 | 37.5 | 3 | 30.0 | 11 | 68.8 | | |
| | | SA | 38 | 17.8 | 6 | 25.0 | 3 | 30.0 | 1 | 6.2 | | |
| 5.9 | Lack adequate resources for staff and students | SD | 7 | 3.3 | 2 | 8.3 | 3 | 30.0 | | | 9.0 | 0.00 |
| | | DA | 7 | 3.3 | 6 | 25.0 | 4 | 40.0 | | | | |
| | | N | 18 | 8.4 | 1 | 4.2 | 1 | 10 | 4 | 25.0 | | |
| | | A | 111 | 51.9 | 10 | 41.7 | 2 | 20.0 | 11 | 68.8 | | |
| | | SA | 70 | 32.7 | 2 | 8.3 | | | 1 | 6.2 | | |
| 5.10 | Teachers and other resistance to change | SD | 14 | 6.5 | 1 | 4.2 | 2 | 20.0 | 2 | 12.5 | 1.79 | 0.14 |
| | | DA | 10 | 4.7 | 3 | 12.5 | | | 2 | 12.5 | | |
| | | N | 45 | 21.0 | 5 | 20.8 | | | 1 | 6.2 | | |
| | | A | 95 | 44.4 | 11 | 45.8 | 3 | 30.0 | 10 | 62.5 | | |
| | | SA | 49 | 22.9 | 1 | 4.2 | 4 | 40.0 | 1 | 6.2 | | |
| 5.11 | Lack Skill of principal in conflict management | SD | 6 | 2.8 | 2 | 8.3 | 3 | 30.0 | | | 3.25 | 0.00 |
| | | DA | 20 | 9.3 | 4 | 16.7 | 4 | 40.0 | | | | |
| | | N | 39 | 18.2 | 3 | 12.5 | 1 | 10.0 | 2 | 12.5 | | |
| | | A | 83 | 38.8 | 11 | 45.8 | | | 9 | 56.2 | | |
| | | SA | 65 | 30.4 | 1 | 4.2 | 2 | 20.0 | 5 | 31.2 | | |
| 5.12 | Indiscipline both staff and students | SD | 13 | 6.1 | 1 | 4.2 | 1 | 10.0 | | | 1.47 | 0.24 |
| | | DA | 22 | 10.3 | 4 | 16.7 | 3 | 30.0 | 3 | 18.8 | | |
| | | N | 30 | 14.0 | 2 | 8.3 | 2 | 20.0 | | | | |
| | | A | 102 | 47.7 | 13 | 54.2 | | | 7 | 43.8 | | |
| | | SA | 46 | 21.5 | 1 | 4.2 | 9 | 90.0 | 6 | 37.5 | | |

In item 5.8,5.10,and 5.12 in table 12,their f- value(0.72,1.79 and 1.47) respectively indicate that there is no significance different between groups of respondent regarding on failure in knowing and accomplishing some specific job properly,teachers and other resistance to change, and indiscipline part of staff and student is common source of con-

flict in secondary schools. Thus implies that, the majority of respondents had a common opinion, these are a common source of conflict in schools.

Resistance to change is a contributing factor that may lead to schools becoming centers of conflict. Some staff members at school resist changes that are brought in at school. These staff members create potential conflict by defying the authorities' orders to follow certain policies and regulations. High academic failure rates often contribute to the aggression (Majola, 2013).

In item 5.9 and 5.11 in the table, their f-value (9.0, and 6.30) respectively indicate that there is significance difference between groups of respondents regarding on lack adequate resources for staff and students, and lack skill of principal in conflict management/no take train of conflict management system are source of common conflicts of schools.

Item 5.11 teachers are claim that principals have no skills of managing the conflict. Hughes (1994), reported a schools principals having knowledge human relations theory, lead school effectively.

Again the respondents indicated the following, on open ended question. These are: lack of accepting deferent view of teachers positively, lack interpret of curriculum, unfair way of leading teachers, interfere of other group in school, lack of transparency, absence of immediately response by school management, discrimination between ethnic by group of management, lack of school facilities like laboratory and library, teachers competent, focus on political by school leader, lack awareness of police and strategies of education. They suggested that these occur due to lack planning on conflict and misunderstanding stakeholder by schools administrations.

The next quotation from interviewers further elaborates the common sources of conflict.

One of the sample school principals said that:

“...I know that conflict occur sometimes in our school due to absence teachers from job, lack competent teachers in some coarse, lack facilities such libratory, class room, problems of both teachers and students discipline, political ideology difference, personal needs and making decision without criteria/abuse.”(code 03, 03/08/07)

In line with the above indiscipline of students and teachers, political difference and lack of resources both for students and teachers is registered in one in minutes of school management as sources of conflict in secondary schools.

The finding showed that communication barrier, lack of professional commitments, unfairness due to ideological and ethnic difference on the part managers, struggle for power, problems of discipline staff and students, lack of participatory decision making in schools and lack of skill of principals in conflict management, are common cause of conflict in secondary schools of South West Shoa Zone. Again the teachers and administration workers were responded that use of outdate police and guide, inappropriate application of rule and regulation are a common source conflict in secondary schools.

6. Conflict Management Strategies

Effective management of conflict can lead to outcomes that are productive and enhances the health of the organization. Ineffective management of conflict, on the other hand, can and frequently creates frustration, deteriorating organizational climate and finally increase destructiveness.

With regards to the resolving strategies of conflict questionnaire item 6 was prepared to obtain information from teachers, school principals, supervisors and administration workers. The possible conflict management strategies mention in the literature was given as example, out of which respondents can easily rating the ones which they think are frequently practiced in secondary schools.

In item 6.1 in table13,70.9% of teachers, 81.9% of school principals, 70% of supervisors and 68.8% of administration worker were showing their agreement on point. The ANOVA test revealed that the significance level ($f=0.71$) is less than 2.65, this shows, there is no significance difference between groups of respondent views regarding a compromising strategies is a means of conflict managing in schools. Thus is indicated that compromise is strategies that managing of conflict in secondary schools of South West Shoa Zone. Compromising refers to both parties (groups) give up something to make a mutually acceptable decision while forcing is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing party (Chandan,

1994:279-281). Again this can be used when consensus cannot be reached, the parties need a temporary solution to a complex problem, or other styles have been used and found to be ineffective in dealing with the issues effectively. This style may have to be used for avoiding and protracted conflict.

Table 13: Conflict management's strategies

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|-----|-------------------------------|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | F | % | f | % | f | % | | |
| 6.1 | Compromising | SD | 16 | 7.5 | 1 | 4.5 | | | | | 0.71 | 0.54 |
| | | DA | 20 | 9.4 | 3 | 13.6 | 2 | 20.0 | 1 | 6.2 | | |
| | | N | 26 | 12.2 | 5 | 22.7 | 1 | 10.0 | 1 | 6.2 | | |
| | | A | 98 | 46.0 | 8 | 36.4 | 7 | 70.0 | 11 | 68.8 | | |
| | | SA | 53 | 24.9 | 10 | 45.4 | | | | | | |
| 6.2 | Accommodating | SD | 105 | 49.3 | 5 | 22.7 | | | | | 3.5 | 0.016 |
| | | DA | 58 | 27.2 | | | 2 | 20.0 | 1 | 6.2 | | |
| | | N | 3 | 1.4 | 3 | 13.6 | 3 | 30.0 | | | | |
| | | A | 3 | 18.8 | 6 | 27.3 | 5 | 50.0 | 6 | 37.5 | | |
| | | SA | 12 | 5.6 | 6 | 27.3 | | | 9 | 56.2 | | |
| 6.3 | Avoiding | SD | 9 | 4.2 | 4 | 18.2 | | | 2 | 12.5 | 0.329 | 0.80 |
| | | DA | 33 | 15.5 | | | 2 | 20 | | | | |
| | | N | 35 | 16.4 | 2 | 9.1 | 1 | 10 | 5 | 31.2 | | |
| | | A | 83 | 39.0 | 10 | 45.5 | 4 | 40 | 8 | 50.0 | | |
| | | SA | 53 | 24.9 | 6 | 27.3 | 3 | 30 | 1 | 6.2 | | |
| 6.4 | Problems solving | SD | 14 | 6.6 | 1 | 4.5 | | | 2 | 12.5 | 0.52 | 0.80 |
| | | DA | | | 3 | 13.6 | | | | | | |
| | | N | | | 3 | 13.6 | 2 | | 4 | 25.0 | | |
| | | A | 75 | 35.2 | 7 | 31.8 | 4 | 40.0 | 9 | 56.2 | | |
| | | SA | 124 | 58.2 | 8 | 36.4 | 4 | 40.0 | 1 | 6.2 | | |
| 6.5 | Preventing | SD | 97 | 45.5 | 2 | 9.1 | 1 | 10.0 | 2 | 12.5 | 2.76 | 0.04 |
| | | DA | 68 | 31.9 | 3 | 13.6 | | | | | | |
| | | N | 35 | 16.4 | 2 | 9.1 | 3 | 30.0 | 3 | 18.8 | | |
| | | A | 5 | 2.3 | 11 | 50.0 | 3 | 30.0 | 10 | 62.5 | | |
| | | SA | 8 | 3.8 | 4 | 18.2 | 3 | 30.0 | 1 | 6.2 | | |
| 6.6 | Forcing/authoritative command | SD | 28 | 13.1 | 10 | 45.4 | 3 | 30 | 3 | 18.8 | 1.47 | 0.22 |
| | | DA | | | 5 | 22.7 | 3 | 30 | | | | |
| | | N | 32 | 15.0 | 6 | 27.3 | 1 | 10 | 2 | 12.5 | | |
| | | A | 66 | 31.0 | 1 | 4.5 | 1 | 20 | 4 | 25.0 | | |
| | | SA | 119 | 55.8 | | | 1 | 10 | 7 | 43.8 | | |

In the item 6.2 in the same table respondent asked were accommodating was practiced or not to managing conflict in the secondary schools. The 76.2% of teachers were showing

disagreement on points. The 54.6% of school principals 50% of supervisors and 83.7% of administration workers were indicating agreement on points. The f-value(3.5) is indicated that there is significance difference between groups' respondents. The teachers had claimed that this method not practiced in the schools. In chapter two, accommodating is a mirror image of competition entirely giving in someone else concerned without making any effort to achieve one's own ends.

In item 6.3 in the same table, 63.9% of teachers, 72.8% of principals, 70% of supervisors and 56.2% of administration workers show agreement on point. The f-value (0.329) is also indicated that there is no significance different between groups of regarding on avoiding strategy is managing conflict in schools. In this, the data showed avoiding is a strategy managing conflicts.

In line with above idea,Rahim (2001), this may be used to deal with some trivial or minor issues or where a cooling-off period is needed before a complex problem can be effectively dealt with.

In item 6.4, the respondents, 93.4% of teachers, 68.2% of school principals,80% of supervisors and62.4% of administration workers were agreed on point. The data revealed the problem solving is a means of managing conflicts in secondary schools at this moment. The f-value (0.52) is showed that there is no significance difference between among respondents. Rahim(2001), is use creative problem solving involves three stages, problem recognition, planning for change, and implementation for effective managing conflicts.

In item 6.5, respondents were requested to indicate preventing strategies is a means of managing conflicts in secondary school, accordingly, 68.2% of principals,60% of supervisors and 68.7% of administration workers were showing their agreement on points.But 77.4% of teachers were disagreed on points. The f-value (2.76) is also indicate that there is significance different between groups of respondents regarding on preventing is a means of managing conflict in secondary schools. These teachers had opinion preventing method is not resolving conflict. This technique is very useful in resolving conflicts arising out of semantic misunderstandings (Gebretensay, 2002)

The last item, 86.8 % of teachers, and 68.8% of administration workers were agreement on point. In other hand 68.1% of school principals and 60% of supervisors were disagreed on point. In this item the teachers and administrators workers revealed that forcing and authoritative way conflict management practiced in the secondary schools, where as the schools principals and supervisors were contrary, forcing /authoritative is not present the schools. Educational managers, by virtue of their position, seem to pretend that they practice better ways of resolving conflicts, while teachers being living witnesses argued that forcing and other domination methods are being applied in their schools.

The respondents indicate responses on the open ended question; presence of effects of conflict resolution strategies in the schools working setting.

Depending on the nature of conflicts various effected methods were used by schools that respondents suggested. These include use PTA committee to mediate and negotiate two parts, discussion on issues, use of disciplinary committees, intervention of the school/woreda/ authority and elders in the community, and colleagues.

In second open ended question; negative effect of using the conflict resolution strategies in the schools, respondents' reflected 'yes'. The reasons explained are: it is not fair and no rational decision making in schools, and most decisions made are full bias. Also use inappropriate power in side of school management when resolution takes place this cause disagreement b/n decision maker and other part.

The schools principals also give opinion on use of the strategies managing conflict in the schools had some negative effect on learning –teaching process, for example when the punishments take place on the students, the student's parents and other make group ready for fight, and again when teachers were punished, they make groups protest on schools' management, then schools closed.

But Sagimo (2002) is stated the successful conflict resolution happens when those involved or in charge listen to and provide opportunities to meet the needs of all parties and to adequately address interests so that each party is satisfied with the outcome. This was not happen in secondary school of south west Sho zone. The resolution was used by some schools have negative side.

One principal stated;

“... I observe in our school, use of disciplinary committees, intervention of the school authority and elders in the community, interventions by colleagues, negotiation, disusing issue with two parties ,participation of PTA, disciplinary committee, ,calling parents’ students, and rewarding system for model students and teachers, administration workers in discipline case to promote good discipline”(cod.04,5/08/07).

In this finding majority of respondents’ agreed that compromising, avoiding, and problems solving are strategies used to managing conflict in secondary schools. The interview also revealed that use disciplinary committee, intervention of authority, use PTA as negotiation and punishments on disciplinary measure used in secondary schools of South West Shoa Zone.

7. Role of School principals

This section is devoted to the presentation of major role of schools principals to stemming down of conflicts in the schools. Question items were prepared depend on different writers mentioned in the literature section for respondents give their opinion on what effective role of principals to manage conflicts and solve educational problems. Due to the table not manageable on one page, the researcher break table in to table 14 A 14B and table 14C.

Table 14A: Role of the School principals

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|-----|---|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | F | % | F | % | F | % | | |
| 7.1 | Allow free flow of communication | SD | 61 | 28.6 | | | 1 | 10.0 | 2 | 12.5 | 14.1 | 0.00 |
| | | DA | 72 | 33.8 | 3 | 14.3 | | | 1 | 6.2 | | |
| | | N | 40 | 18.8 | | | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 10 | 4.7 | 11 | 52.4 | 5 | 50.0 | 12 | 75.0 | | |
| | | SA | 30 | 14.1 | 8 | 38.1 | 2 | 20.0 | | | | |
| 7.2 | Allow other parties to mediate conflict in school | SD | 83 | 39.0 | 1 | 4.8 | | | 1 | 6.2 | 18 | 0.00 |
| | | DA | 48 | 22.5 | 4 | 19.0 | 2 | 20.0 | 2 | 12.5 | | |
| | | N | 25 | 11.7 | 5 | 23.8 | 5 | 10.0 | | | | |
| | | A | | | 9 | 42.9 | 2 | 20.0 | 9 | 56.2 | | |
| | | SA | 55 | 25.8 | 2 | 9.5 | 1 | 50.0 | 4 | 25.0 | | |
| 7.3 | Avoid arguing and blaming staff | SD | 3 | 1.4 | 2 | 14 | | | | | 1.71 | 0.16 |
| | | DA | 48 | 22.5 | 5 | 23.8 | 2 | 20.0 | 1 | 6.2 | | |
| | | N | 43 | 20.2 | 4 | 19.0 | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 64 | 30.0 | 2 | 9.5 | 6 | 60.0 | 6 | 37.5 | | |
| | | SA | 55 | 25.8 | 9 | 42.9 | | | 8 | 50.0 | | |
| 7.4 | Develop collaborating skill | SD | 67 | 31.5 | | | | | 6 | 37.5 | 5.00 | 0.002 |
| | | DA | 101 | 47.4 | 5 | 23.8 | | | 5 | 31.2 | | |
| | | N | 36 | 16.9 | | | 2 | 20.0 | | | | |
| | | A | | | 11 | 52.4 | 6 | 60.0 | 3 | 18.8 | | |
| | | SA | 9 | 4.2 | 5 | 23.8 | 2 | 20.0 | 2 | 12.5 | | |
| 7.5 | Focus on both instructional and facilitate leadership | SD | 4 | 1.9 | 1 | 4.5 | | | 1 | 6.2 | 0.65 | 0.57 |
| | | DA | 48 | 22.5 | 2 | 9.0 | 1 | 10.0 | 1 | 6.2 | | |
| | | N | 19 | 8.9 | 3 | 13.3 | 1 | 10.0 | 1 | 6.2 | | |
| | | A | 70 | 32.9 | 9 | 40.9 | 5 | 50.0 | 11 | 68.8 | | |
| | | SA | 72 | 33.8 | 7 | 33.3 | 3 | 30.0 | 2 | 12.5 | | |
| 7.6 | Balance workload | SD | 7 | 3.3 | | | | | 1 | 6.2 | 0.91 | 0.43 |
| | | DA | 15 | 7.0 | 4 | 19.0 | 1 | 10.0 | 2 | 12.5 | | |
| | | N | 68 | 31.9 | 4 | 19.0 | 2 | 20.0 | 3 | 18.8 | | |
| | | A | 74 | 34.7 | 9 | 42.9 | 6 | 60.0 | 9 | 56.2 | | |
| | | SA | 48 | 22.5 | 4 | 19.0 | 1 | 10.0 | 1 | 6.2 | | |

In item 7.1 table 14, 62.4% of teachers were showing their disagreement on question where raised allow free flow of communication is role principals, Whereas 90.5% school principals, 70% supervisors and 70% were agreed on allow free flow of communication are the role of school principals to stemming down conflict in the schools. The data indicate that teachers are not obtained free information about their schools from the school

principals even the school principals and supervisors agreed on the free flow information in the schools. Unavailable free flow information is cause conflict in teachers' side. So the schools principals not regularly the exchange of information for teachers to cool down conflict created in secondary schools. The principals need to develop lines of communication and transmit information to the community and seek information from the community (Sergiovanni, 1980). Hener (2010) is also posited that communication can prevent conflicts, help in conflict management and resolution of activities, if communication regular present within schools community. Communication is a fundamental issue in conflict initiation, progression and settlement (Marktins, 2014).

In item number 7.2 of the same table, according to percentage of, 61.5% of teachers, were disagreed on issue. In other hand 52% of principals, 70% of supervisors and 81.2% of administration workers were indicate their agreement on issues. The data was showing that teachers were not participating to cool down conflict. Thus, the school principals allow other parties to mediate conflict in school. Since good mediation to minimize conflict in schools depending occur of conflict.

In item 3 in table 14, respondents were requested to rate the degree to which the avoid arguing and blaming staff is the role of school principals. Accordingly, 55.8% of teachers, 52.4 % of school principals, 60% of supervisors and 87.5% of administration worker were showing their agreement to the point. Thus, avoiding arguing and blaming staff is role of principals that help to minimize conflict in schools.

Item 7.4 in table 14, respondents were requested to rate the degree to which principals to develop collaborating skill to minimize conflict in secondary school. Accordingly, 79.9% of teachers and 68.7% of administration workers were disagree to point, whereas the 76.2% of principals and 80% of supervisors indicate their agreement on points. The p-value(5.0) also indicate that there is significance difference between the groups of respondents regarding on principals develop collaborating skills in the secondary schools. Thus indicate that teachers and administration workers blame the principals not play role of collaborating skill in school to minimize the conflicts. Hollow (2000), is agree that principals may minimize conflicts if they understood the people they work with. There is

need to collaborate with the teachers, families and the community to understand the political, social, legal, economic and cultural climate of the community.

As it can be seen from the data respective to item 7.5, principals focus on both instructional and facilitate leadership to minimize conflicts in schools. 66.7% of teachers, 74.3% of principals, 80% of supervisors and 81.3% of administration workers were agreed on the point. The p-value (0.65) is indicating that there is no significance difference between groups of respondents. Thus, the respondents had common opinion that schools principals are focus both instructional and facilitate leadership to minimize conflict in schools. Gordon and Ernest, (1996) also support this idea, to minimize conflict in schools, principals focus and know both educational program and attitude of community in schools (chapter 2).

In table 14, item 7.6 respondents were requested to rate the degree to balance workload by principals minimize conflicts in schools. The f-value (0.91) indicates that there is no significance difference between groups of respondents. This means that, they agreed on balance work load by principals in the schools are role of principals to minimize conflict.

Table 15B: Role of the School principals

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|------|--|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | F | % | F | % | F | % | | |
| 7.7 | Provide opportunity parent involvement | SD | 34 | 16.0 | 2 | 9.5 | | | 1 | 6.2 | 0.77 | 0.50 |
| | | DA | 34 | 16.0 | 3 | 14.3 | 1 | 10.0 | 1 | 6.2 | | |
| | | N | 18 | 8.5 | 5 | 23.8 | 5 | 50.0 | 3 | 18.8 | | |
| | | A | 89 | 41.8 | 6 | 28.6 | 2 | 20.0 | 11 | 68.8 | | |
| | | SA | 38 | 17.8 | 5 | 23.8 | 2 | 20.0 | | | | |
| 7.8 | Communication with all stakeholder Careful | SD | 4 | 1.9 | | | | | | | 1.45 | 0.22 |
| | | DA | 90 | 42.3 | 1 | 4.8 | 1 | 10.0 | 2 | 12.5 | | |
| | | N | 18 | 8.5 | 1 | 4.8 | 2 | 20.0 | 3 | 18.8 | | |
| | | A | 63 | 29.6 | 11 | 52.4 | 3 | 30.0 | 10 | 62.5 | | |
| | | SA | 38 | 17.8 | 8 | 38.1 | 4 | 40.0 | 1 | 6.2 | | |
| 7.9 | monitoring/evaluating implementation school improvement plan | SD | 61 | 28.6 | | | | | 2 | 12.5 | 11.6 | 0.00 |
| | | DA | 70 | 32.9 | 2 | 9.0 | | | 3 | 18.8 | | |
| | | N | 46 | 21.6 | 2 | 9.0 | 2 | 20.0 | | | | |
| | | A | 18 | 8.5 | 12 | 54.4 | 6 | 60.0 | 10 | 62.5 | | |
| | | SA | 18 | 8.5 | 6 | 27.2 | 2 | 20.0 | 1 | 6.2 | | |
| 7.10 | Build climate of mutual trust and respect | SD | 102 | 47.9 | 1 | 4.8 | | | 1 | 6.2 | 2.68 | 0.047 |
| | | DA | 73 | 34.3 | 2 | 9.5 | 1 | 10.0 | 9 | 56.2 | | |
| | | N | 15 | 7.0 | 2 | 9.5 | 1 | 10.0 | | | | |
| | | A | | | 11 | 52.4 | 6 | 60.0 | 5 | 31.2 | | |
| | | SA | 23 | 10.8 | 5 | 23.8 | 2 | 20.0 | 1 | 6.2 | | |
| 7.11 | Empower school society in decision making | SD | 100 | 51.6 | | | | | 4 | 25.0 | 3.03 | 0.03 |
| | | DA | 85 | 39.9 | 1 | 4.8 | 1 | 10.0 | 8 | 50.0 | | |
| | | N | 16 | 7.5 | 1 | 4.8 | 2 | 20.0 | 1 | 6.2 | | |
| | | A | 2 | .9 | 12 | 57.1 | 6 | 60.0 | 2 | 12.5 | | |
| | | SA | | | 7 | 33.3 | 1 | 10.0 | 1 | 6.2 | | |

Item 7.7 in same table, respondents were requested to rate degree to parent involvement is means of conflict minimize in the schools. Accordingly, the f-value (0.77) is indicate that there is no significance difference between the groups of respondents regarding the parent involvement is minimize conflict occur in the schools. This implies that the schools principals play role the involvement of parents in the schools to minimize conflict. Robert (1990)are also describe that principals involves parent in the school mission, making them develop an ownership in the school’s mission. Through interaction with the community the principal were get an opportunity to prevent fighting.

Again in table 14, item 7.8 request to ask communicate with all stakeholder careful is the role principals, 48.4% of teachers, 90.5% of principals, 70% of supervisors and 68.7% of administration workers show their agreement on point. The f-value (1.45) is also indicate no significance difference between respondents regarding on communication with stakeholder is a role of principals that used to reduce conflict in the schools. This is indicated that the principals communicate with stakeholder about schools and receive the different opinion in order to minimize conflict in the schools.

Item 7.9, in tables 14 respondents were requested to rate the degree to principals' role of careful monitoring/evaluating implementation of school improvement plans to reduce conflicts in schools. Accordingly, 80.9 % of principals, 80% of supervisors and 68.6% of administration worker were agreed on points whereas the 61.5% of teachers were disagreed on point. The f-value (11.67) is also indicates there is significance difference between groups of respondents. This indicates that the schools principals not careful monitoring or evaluating implementation of schools improvement plan which help to reduce conflicts in schools. But, MOE (2012:11), on standard of principals, indicate the main role of principals were monitor and evaluate workplace learning in the schools.

As can be seen from table 14, item 7.10, respondents were requested to rate degree of principals are build climate of mutual trust and respect in schools community to reduce conflict in schools.

Accordingly, 82.2% of teachers and 62.4% of administration workers show their disagreement on the point. While 76.2% of school principals and 80% of supervisors show their agreement on the point. The f-value (2.68) is also indicate that there is significance difference between groups respondents regarding to the principals build climate of mutual trust and respect in schools community. This implies that the teachers and administration workers had opinion of principals are not build climate of mutual trust and respect in schools, which help to reduce conflict in the schools. Thus, principals are not play a role of build of mutual trust and respecting in their school in order to bring good atmosphere of teaching and learning process.

Table 16 Role of the School principals

| No | Item | Likert Scale | Teachers | | Principals | | Supervisors | | Administration workers | | Compute f-value | significance |
|------|--|--------------|----------|------|------------|------|-------------|------|------------------------|------|-----------------|--------------|
| | | | F | % | F | % | f | % | F | % | | |
| 7.12 | Properly use school resource | SD | 75 | 35.2 | | | | | | | 3.17 | 0.025 |
| | | DA | 72 | 33.8 | 2 | 9.5 | 1 | 10.0 | 9 | 56.2 | | |
| | | N | 27 | 12.7 | 4 | 19.0 | | | 3 | 18.8 | | |
| | | A | 36 | 16.9 | 8 | 38.1 | 7 | 70.0 | 1 | 6.2 | | |
| | | SA | 3 | 1.4 | 7 | 33.3 | 2 | 20.0 | 3 | 18.8 | | |
| 7.13 | Develop effective coordination strategies | SD | 47 | 22.1 | 1 | 4.8 | 2 | 20.0 | 5 | 31.2 | 5.42 | 0.001 |
| | | DA | 120 | 56.3 | 1 | 4.8 | | | 7 | 43.8 | | |
| | | N | 20 | 9.4 | 3 | 14.3 | | | 1 | 6.2 | | |
| | | A | 2 | .9 | 11 | 52.4 | 7 | 70.0 | 2 | 12.5 | | |
| | | SA | 24 | 11.3 | 5 | 23.8 | 1 | 10.0 | 1 | 6.2 | | |
| 7.14 | Frequent stakeholders meeting and consultation | SD | 10 | 4.7 | | | | | 7 | 43.8 | 10.5 | 0.00 |
| | | DA | 148 | 69.5 | 1 | 4.8 | 1 | 10.0 | 6 | 37.5 | | |
| | | N | 16 | 7.5 | 4 | 19.0 | 2 | 20.0 | | | | |
| | | A | 7 | 3.3 | 12 | 57.1 | 6 | 60.0 | 2 | 12.5 | | |
| | | SA | 32 | 15.0 | 4 | 19.0 | 1 | 10.0 | 1 | 6.2 | | |
| 7.15 | Motivate other | SD | 21 | 9.9 | | | | | 5 | 31.2 | 2.76 | 0.043 |
| | | DA | 49 | 23.0 | | | 3 | 30.0 | 6 | 37.5 | | |
| | | N | 65 | 30.5 | 4 | 18.1 | 2 | 20.0 | 2 | 12.5 | | |
| | | A | 28 | 13.1 | 12 | 54.4 | 3 | 30.0 | 2 | 12.5 | | |
| | | SA | 50 | 23.5 | 6 | 27.2 | 2 | 20.0 | 1 | 6.2 | | |

Item 7.11 respondents were requested to rate degree of principals play role of empower school society in decision making, accordingly 91.5% of teachers and 75% of administration workers are showing their disagreement on points while 90.4% of principals and 70% of supervisors were showing agreement on points. The principals of this day low empowerment school society in decision making minimize conflict occur in the schools. Therefore, work has to be done to change the mind of educational managers that they have to exercise democratic decisions.

In item 7.12, 69.5% of teachers and 75% of administration workers were showing their disagreement on point whereas 71.3% of schools principals and 90% of supervisors were agree on points. The f-value (3.17) is also indicate that there is significance difference be-

tween groups respondents. This indicates that the teachers and administration workers have opinion of schools principals were not use schools resource properly. This is may be increase conflict in the schools rather than stemming down conflict.

In item 7.13,78.4% of teachers and 56.3% of administration workers were showing their disagreement on points, while 76.4% of principals and 80% of supervisors were show in their agreement on points. The f-value (5.42) is also indicating that there is significance difference between groups of respondents. This implies that teachers and administration workers had an opinion of principals were not develop effective coordination strategies help to resolve conflict in the schools. The key to defusing conflict is to form bond or re-bond with other parts(Kohlrieser, 2006)

In item 7.14 and 7.15,both teachers and administration workers were showing their agreements on point that school principals play a role such as frequent stakeholders meeting and consultation, and motive other. In other hand the school principals and supervisors were showing disagreement on point.The f-value(5.42,10.5) also indicate the there is significance difference between the groups respondents. The teachers and administration workers have opinion of the principals' low working on frequently stakeholder meeting and consultation and motive other in order to minimize conflicts. Thus indicate that school principals not give attention stakeholder meeting and consultation and motive others n schools.

The finding showing from table 14, respondents were agreed on point balance work load, communication with all stakeholders, carefully monitoring implementation of schools improvement program and proper use of school facilities are role of schools principals play help to reduce conflict in secondary schools.

Research done reported by (Janttz, 1996) on motivation indicated that teachers who have motivation control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome, the schools also success in their goals.

As ways of managing conflict, the school heads built consensus, avoided arguing and blaming staff and students when problems arise; they met with relevant parties when they

noticed the emergence of conflict (Ndofirepi, 2012).The School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict promoting effective horizontal and vertical communications across the education system (MOE 2008).

Table 17: Managing of Conflict by the Schools

| Response | Teachers | | Principal | | Supervisors | | Administration worker | |
|-----------|----------|------|-----------|------|-------------|----|-----------------------|------|
| | No. | % | No. | % | No. | % | No. | % |
| Very high | 11 | 5.1 | | | | | | |
| High | 45 | 21.1 | 2 | 9 | 1 | 10 | | |
| Moderate | 73 | 35 | 14 | 63.6 | 8 | 80 | 10 | 62.5 |
| Low | 84 | 34.9 | 6 | 27.2 | 1 | 10 | 6 | 37.5 |

As seen from above table, the conflict were disrupting teaching and learning in secondary schools, that mean is not full control or managing conflict without disrupting teaching and learning process. 39.4% of teachers, 27.27% of school principals, 10% of supervisors and 37.5% of administration workers responded that most of the time the way conflict is managed disturbs of schools community.

Almost 35 % of teachers, 63.6% of school principals, 80% of supervisors and 62.5% of administration workers were showing that managing conflict in the schools is moderate condition. While 21.1% of teachers, 9.09% of schools principals, and 10% of supervisors reflect on high condition to control conflict before disrupting teaching and learning in secondary schools. Only 5.1% of teachers were response in secondary schools rating very high to managing conflict before create problems. As data indicating in the above control conflict before disrupting teaching and learning process in secondary schools of South West Shoa zone is low. These were again substantiated by the interviewee's responses.

One of principals said that:

“...I know, conflict happens without clearly known cause and symptom in schools in last year. Due to this, our school closes for 3 weeks. When I remembered the effect academic calendar time wasted, resources and results in frustration morale of teachers and non-teaching workers. This again affects the students’ achievements and result on national examination(code 11,19/08/07).

Musivosvi, (1998) shares the same view and has shown that the head teachers should be on the lookout on possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of diffusing situations which are likely to be explosive.

9.1 School Society Involvement in resolving conflict

Table 18: Magnitude of Involvement in the conflict resolution

| Response | Teachers | | Principal | | Supervisors | | Administration worker | |
|-----------|----------|-------|-----------|-----|-------------|----|-----------------------|------|
| | No. | % | No | % | No | % | No. | % |
| Always | 44 | 20.65 | 2 | 9.9 | | | | |
| Sometimes | 78 | 36.6 | 11 | 50 | 5 | 50 | 5 | 50 |
| Little | 91 | 42.7 | 9 | 4.9 | 5 | 50 | 11 | 68.8 |

As we can see from the table the respondents were showing no full involvement of society to resolving of conflict.

As per the data 42.7 % of teachers, 40.9% of school principals,50% of supervisors and 68.8% of administration workers indicated that there is little involvement to conflict resolution in secondary schools. While 36.6% of teachers, 50% of schools principals, 50% of supervisors and administration workers were indicating that sometimes school society involve resolving conflict. In other hand 20.65% of teachers and 9.9% of schools principals were response; there is always involvement of society to resolving conflict. These were again substantiated by the interviewee's responses.

One of principals said:

As to me, people are not involved directly resolving conflict, but teachers and administration workers discussing about issues that help for further decision making. The information obtained take as evidence for PTA to negotiation and mediate the parts on problems. The supervisor is sometimes help to council teachers and informs woreda office about problems (code 10,20/08/07).

Table 19: Ways of School Society Involvement in Resolving Conflict

| Response | Teachers | | Principal | | Supervisors | | Administration worker | |
|---|----------|------|-----------|-------|-------------|----|-----------------------|------|
| | No | % | No | % | no | % | No | % |
| Exchange occurrence information | 63 | 29.6 | 9 | 41 | 2 | 20 | 1 | 6 |
| Embracing negotiation | 56 | 26.6 | 13 | 59.09 | 3 | 30 | 6 | 37 |
| Instilling fairness in pursuing own side of issue | 55 | 25.8 | 7 | 31.8 | 3 | 30 | 7 | 43.8 |
| Regular meeting | 60 | 28.8 | 8 | 36.6 | 4 | 40 | 5 | 31.3 |
| Understanding in age, sex, ethnics and other | 9 | 4.2 | 1 | 4.5 | 3 | 30 | | |

As it can be seen from the data respective to item 9.2 of table 18, ways of the school society involvement in resolving conflict in schools, 29.6% of teachers, almost 41% of school principals, 20% of supervisors and 6% of administration workers indicated that exchange information occurrence conflict. While 26.3% of teachers, 59.09% of school principals, 30% of supervisors and 37% of administration workers were indicated that school society involve resolving conflict in their school through embracing negotiation. On other hand 25.8% of teachers, 31.8% of school principals, 30% of supervisors and 43.8% of administration workers were indicating that involves through instilling fairness in pursuing own side of issue to resolve conflicts in the secondary schools. Out of total 28.8% of teachers, 36.6% of school principals, 40% of supervisors, and 31.3% of administration workers were indicate regular meeting is a means of society resolve conflict in secondary schools. On last point, 4.2% of teachers, 4.5% of school principals and 30% off supervisors were revealed schools society involve to resolve conflict by understanding the difference of age, sex, ethnics and other.

The respondents suggested on the open ended question that other ways of the school society involve resolving conflicts

Accordingly majority of teachers were suggesting that no involvement of society to resolve conflict in schools directly. While a few numbers of teachers and administration worker were suggested little involvement of society in the school They were also suggesting, bringing good environment for teaching and learning in schools, management of schools create social life and culture of community in school. Sergiovanni (1980) also agree that principal can avoid conflicts in their schools if the communities are in full support of the educational programmes. The parents on the other hand should be made to feel that their children are in good hands. Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the principal can interpret the educational programmes to the community. The citizens need to be aware of what is happening in the school.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to assess' conflict management practice in secondary schools of South West Shoa Zone. This section presents the summary of the finding with purpose, problem statement, objective, literature review, methodology, data analysis and interpretation.

5.1 Summary of Major Findings

The study aimed to investigate conflict management of secondary schools in South West Shoa zone, the study specifically sought to find out the nature of conflict, the major causes of conflict, identify common type of conflict, identify conflict management strategies that are effective in resolving conflicts, and role of school society to resolve conflict in secondary schools. To this end, the following five basic questions were set.

- ☞ How do the secondary schools teachers, supervisors, schools principals and administration workers view conflicts?
- ☞ What major sources and types of the conflicts are there in secondary school of South West Shoa?
- ☞ To What extent are students, teachers, principals and supervisors involved in resolving school conflicts?
- ☞ What conflict management strategies do schools employ to deal with conflicts in schools?
- ☞ What is the role of schools principals in stemming down the rate of conflict in schools?

To answer these research questions, descriptive survey research and mixed approach was employed. To this effect, the study was carried out in 12 Secondary schools of South West Shoa zone. The study targeted 230 teachers,22 school principals,10 supervisors and 18 administration workers. From these, sample of schools and teachers were selected by using simple random sampling technique, especially lottery method. Again Schools principals, supervisors and administration workers were selected by using purpose sample.

To gather necessary information on the issue 280 questionnaires were distributed to teachers, principals, supervisors and administration workers. The response rate was 93.21% in the targeted schools. In addition, semi-structured interview is conducted with 12 schools principals to extract in depth information regarding conflict management.

The data collected from teachers, school principals, supervisors and administration workers through closed ended questionnaire is analyzed and interpreted by using different statistical tools like frequency and percentage. Also inferential statistical like one way ANOVA were used .The analysis of the quantitative data was performed with the help of SPSS version 16. The data gathered through open ended questionnaire, and semi-structured interview were analyzed qualitatively using narrations to support the results obtained from quantitative data analysis. After all the research came up with the following major findings:

1. The first objective of study was finding out how teachers, supervisors, schools principals and administration workers view conflicts in secondary schools of South West Shoa zone. The study revealed that conflicts refers to frustration, anger or stress, harmful and bring bad feeling in school environment, and discourage morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. On other hand, the respondents' response indicated that conflict brings change, construct or create new ides in the schools if managed properly. From the data 153(71.8%) of teachers, 14(60.8%) principals and 12(75%) administrative worker agree that conflict is perceived as harmful in schools and hence should be avoided if possible. This was again substantiated by the interviewee's response (school principals).
2. The study indicated that conflict occur regularly in secondary school of South West Shoa zone. This is supported by data provided by respondents (53% of teachers, 50% of school principals and of supervisors' and 25% of administration workers show conflict occur between 1 and 2 times in last 3 years).
3. The Study showed that major causes of conflict in secondary school in South West Shoa zone were problems of staff and students discipline, lack of participatory decision making, lack of professional commitments, inadequate resource for

staff and students, and principals lack conflict management skill. In addition, the communications barriers, unfairness due to ethnic and ideological difference on part of management, inappropriate implementation of rule and regulation, struggle for power by some individual or group also considered as source of conflicts in this study. Further teachers resistance to change and less commitment to understand the concept of newly introduced change and accomplishing jobs in improper ways by some individual are causes of conflict in schools. And also the interview result shows the absence of teachers from job, lack of competent teachers in some courses, political ideological difference and lack of satisfaction on performance evaluation are common sources of conflicts in the schools.

4. Concerning the major type of conflict in secondary schools of South West Shoa zone, the study revealed that the following common types of conflicts were existed in the zone. These are: interpersonal, intrapersonal, intergroup, inter a group conflicts. The interview result also show interpersonal conflicts are common conflict type.
5. The research identifies that compromising, avoiding, and problem solving strategies are the conflict management strategies used in secondary of south west Shoa zone. According to teachers and administration workers, forcing and accommodating are also strategies used in the schools even though the principals and supervisors oppose this idea. Furthermore PTA committee were striving to mediate and negotiate two parts by discussing on issues, using disciplinary committees, intervention of the school/woreda/ authority and elders in the community, and colleague are some effective ways used to resolve conflict in schools. Even these conflict resolution strategies are effective, they have negative effect one side, this due to lack of fair and rational decision making in schools, and most decisions made are full of biases. Inappropriate power was also used by school management when resolution takes place.
6. With regard to role of principals, in resolving conflicts, the majority respondents indicated that majority of schools principals were not playing the role expected from them according to what is expected from principals. Further the finding revealed that in order to reduce the conflict in the schools, the schools principals

were not played their role in avoiding communication barrier, conducting regular meeting with stakeholders, participating school society in decision making. In addition to these, building climate of mutual trust and respect, careful monitoring and evaluation of school improvement plan, developing effective coordination strategic plan, and motive others were not implemented properly. The respondents agreed that focusing on both instructional and facilitated leadership, balance work load, avoiding arguing and blaming staff, providing opportunity of parent involve are some role of play used by principal to solve conflicts in the schools.

7. Lastly, the study showed that there were no involvement of teachers, administration workers and supervisors to resolve conflict in schools directly rather having information of occurrence of conflict. The involvement of society to resolve conflict varies from schools to schools in South West Shoa zone. Some schools use regular meeting with their stakeholders, other use taking up negotiation and discussing on issue. While a few numbers of teachers and administration worker were suggested society involve through school PTA and disciplinary committee.

5.2 Conclusion

What were done and practiced to minimize conflicts in schools and bring good atmospheres for teaching and learning looks like in the Secondary schools of south west shoa zone? To this end, the findings presented in previous section regarding to this investigated are enforced the researchers to draw following general conclusion.

1. Based on summary given the above conclusion can be made with respect to way teachers, principals, supervisors and administration workers view conflict in secondary school of show zone. Accordingly, response of all respondents indicated that their view towards conflict can be concluded that, conflict is viewed and perceived as harmful, something that frustrate, discourage, stress, bad feeling in schools which affect morale of staff so that needed to be avoided if possible. In other direction conflict is a means of resolution, energizes or brings change in work place if properly managed.
2. According to this study major sources conflict were: problems of staff and students discipline, lack of participation decision making, lack professional

commitments, communication barrier, unfairness do to ethnic and ideological difference on part of management, inappropriate implementation of rule and regulation, poor evaluation system of performance, absence of resource for staff and students, absence of skill of schools principals in managing conflicts, and lack of commitments of both group and lack planning on conflict managing are listed factor. The factors generating the conflict in the schools are very high.

3. Concerning the type of conflict that were occurred in the secondary schools conclusion can be made that interpersonal ,interapersonal, intergroup and interagroup conflict were major type of conflicts.
4. Again from the obtained data we conclude that conflict management's strategies were compromising, problems solving and avoiding are a means of conflict management strategies. Different schools used different conflict management strategies. For instance PTA and discipline committee used as mediation and negotiation, discussing issue between two parties, and punishment. Generally there were no common effective conflict management's strategies used in the secondary schools of south west show zone.
5. As the results of this study indicated the schools principals' role to stemming down the conflict in the secondary schools of south west shoa zone is low. These may be the schools principals not plan on conflicts managements. The role of principals not consider are free follow information, collaborating working with other, participation of the school society in decision making and careful monitoring and evaluation of school improvement plan.
6. Finally, we concluded that school community such as teachers, principals; supervisors and administration workers were involved to resolve conflict low. The ways school society involve in resolve conflict are varies from one schools to other.

Generally the conflict managing in the secondary schools of south west show is low and many factors generate it. Most conflict in the schools managing in different ways, because of there was no specific procedures and methods of managing conflicts. In

the secondary schools of South West Shoa teachers, administration workers and other members of school did not participate in decision making. These also affect the management's resolution of conflict. Finally the issue conflict management has reached the point where effective use of relevant strategies should be explored and employed.

5.3 Recommendation

In light of the above findings and conclusion the researcher draws the following recommendations:

1. As study revealed that conflict were harmful. School principals, therefore, can avoid being by increase their awareness of what is taking place in the community surrounding the school, in the society, and in the school, so that potential conflict can be identified in advance. And find out the root causes of conflict in public secondary schools and involve the education stakeholder in the schools in order to effective conflict management strategies to be put in place.
2. The school principals and department head in schools, there is need to limit problems of staff and students discipline, lack transparency in schools, lack participatory decision making in the schools, lack resource for staff and students, absence of skill of schools principals in managing conflicts, lack of commitments of both group and communication barrier these stimulate conflict in schools. Schools principals have to recognize that, whatever the consequences of conflict, their role will always be to guide or control conflict to the lower end of the range and to upgrade its presence into a positive force within the schools.
3. The school administration will involve the students and teachers /society more in conflict management methods in government secondary schools to allow for the creation of positive student to student, students to teachers, students to administration and students to non-teaching staff relationships.
4. In this study one of the cause of conflict in schools lack of participatory decision making, communication barrier ,poor performance evaluation in the schools for promotion and award person in leading work.

The ways evaluation can be done bring conflicts, this is due to misunderstanding of teachers on performance evaluation or principals improper implementation issue under it and relate characteristics of teachers with performance. In this the administration of the schools work on performance of workers with relate standard of evaluation in the schools.

Communication is a means of people linked together in organization for common purpose. So the school principals consider communication is a fundamental issue in conflict initiation, progression and settlement.

Lack of participatory decision making can influence others and control the situation to get better or worse. Due to this the school principals aware these bring transparence in schools.

The communication barrier, lack participatory decision making and absence of cooperation were also the source of interpersonal conflict. So the school principals in order to limit interpersonal conflict work on these problems and others.

5. In the schools there is problems of staff and students discipline were identified as the common source of conflict, in order to minimize these south west shoa zone education office, woreda office and oromia regional government introduced counseling facilities and programmes in schools.
6. The finding identified that there is lack knowledge of conflicts managing in the schools. In order to develop skill in any individuals, the regional education office and woreda office should be give refresh trainings on conflict resolution techniques in schools to assist in management of conflicts for schools principals, administration worker and teachers.
7. As study revealed that, there is no common way of conflict resolution strategies can use in every situation. Therefore, school principals have to be developing skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in schools that can satisfy a particular conflict situation.
8. The government should be including course such as conflict management and human relation in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

5.4 Suggestions for Further Research

The following recommendations are made for further research following the findings of this study:

- a. A similar study need to be undertaken in private secondary schools, conflicts between teachers and students to allow for generalizations of the study findings.
- b. A study needs to be undertaken on the effects of various conflict management strategies with type of conflicts applied by various schools on the academic performance of students.

References

- Abdul Ghaffar, A.Z, A.N, S.M & I. (2013). Interpersonal conflict Management Strategies in Private Schools of KPK ,Pakistan. *Research Journal of Educational Science vol-1*, 1-7.
- Abiy Zegeye, A. W. (2009). *Introduction to Research Method Graduate Studies and research Office: Addis Ababa Unpublished*. Addis Ababa: unpublsh.
- Alemeyehu, G. (2004). Does Conflict Ethiopia backward? yes Signifance., (p. 2). Addis Ababa.
- Ary, D., Cheser, L., Chirstine, J., & Sorensen, K. (2010). *Introduction to Research In Education. 8 edition*. Boston : wards Worth.
- Ayelw, S. (2002). *Scondary School teachers Development in Ethiopia and Policy option for Redressing the Imbalance: International confrance Studies16*. Addis Ababa.
- Barometer, C. (2008). 17th Annual Conflict Analysis. International Conflict Research . *department of political science* (p. 22). Heidelber Germany: University of Heidelber Germany.
- Blood and Thorsborne. (2006). *Overcoming Resistance to Whole School uptake of Restrotive Practices*. Bethlehem, Pennsylvania, USA.
- Burchi, F. (2006). Identifyin the role of Education in Socio-Economicg Development. *International conference on Human and Economic Resource, Izmir University of Roma Tre*, 193.
- Burton, J. (1987). *Resolving Deep Rooted Conflict. a hand book*. Virginia: Center of Conflict.
- Campbell, R. C. (1983). *Introduction to Educational Adminstration. 6th editions*,. Boston: Allyn and Bacon.
- Cetin, M. A. (2004). *Academics' Conflict Management Style*. . Dogus University: Dergisi 5(2):155-162.
- Champoux, J. (2003). *Organizational Behaviour: Essential tenets 2nd edition*. Canada: Sowthern Western.
- Chandan, Jet. (1994). *Organization Behaviour*. New Delhi: Vikas Publishing House Pvt Ltd.
- Creswell, J. (2003). *Research design: Qualitativ quantitative mixed approach 2nd edition*. California: Sage Publication.

- Curpy, J. R. (2006). *Leadership Enhancing the lesson of experiance*. New York: Mc Grao-Hill.
- DeCenzo, D. (1997). *Human Relation, Personal and Professional development*. New Jersay: Prentice Hall,Ins.
- Derr, C. (1972). "Conflict Resoluion in Organizaion. *Education Admnistration Quarter review*.
- De Janasz, S. C., Dowd, K. O. & Schneider, B. Z. (2006). *Interpersonal skills in organi-zations* (2nd edn.). New York: McGraw-Hill/Irwin
- Dolan, .. A. (1997). *Fundamentals of Organizational Behaviour:The Canadian context*. Canada: ITP Nelson.
- Fikru, W. (1993). *A strategy for Managing Conflict in Primary Teachers training Institution of Ethiopia..MA thesis,Addis Abaa*.
- Foster, W. A. (1982). *The Education Leadership and struggle for the Mind*. Nashville: Peabody college of Vander Bill vuniversity.
- Fraser, H. L. (1990). *Schol Management By Wandering around*. Peensylvania: Technmic Publishing Company,Lancaster.
- Gebretensay, T. (2002). *Factor that Generate Conflict between Goverment Secondary School Teachers and Educational Manager in Addis Ababa.Ma Thesis presented to school of Graduate*. Addis Ababa: unpublsh.
- George, D. A. (2003). *SPSS for Windo step by step.Simple Guide and Referance. 4th edition*. Boston: Allyn and bacon.
- Ghaffar, A. (2010). Conflict in School: Its Cause and Management Strategies. *Journal of management Science*, 216.
- Glatter. (1998). *Understanding School Management*. Philadalphin: Open University Ltd.
- Gonie, T. (1998). *A Study on Teache-Principal Conflict in Amhara region Secondary School".MA thesis*. Addis Ababa.
- Gordon .A., (1991). *Learning to Lead*. New Yok: Greenwood Press.
- Gordon, J. (1987). *A Diagnostic Approach to Organizational Behaviour 2nd ed*. Boston : Boston Allyn and Bacon Inc.

- Gordon, R. (1976). *School Administration and Supervision*. Dubuque: Brown Company.
- Gray, J. a. (1991). *Organizational Behaviour-Concepts and Applications(3rd ed)*. Columbus: Columbus Bell and Howell Company.
- Hanson, E. (1991). *Educational administration and Organizational Behaviour.3rd edition*. Boston: Lincinnat South West publish.
- Hart, .. (2000). *Principaship*. New York: McGraw-Hill Inc.
- Healey, J. F. (2012). *Statistics: Tool for Social Research.9th Edition*. Christopher New Port Universty.
- Healy, J. F. (2012). *STATISTICS: A Tool for Social Reserch 9th edition* . Belmont , USA: Cengage Learning .
- Hener, G. (2010). Communication and Conflict Management in Local Public Organization. *Transylvanian Review of Administration Sciences,No:30 E*, 131-141.
- Herry N.Boone, J. (april 2012). Anayzing Likert Data. *journal of extension volume50 no.2, 3*.
- Herzberg, E. (1966). *Work and the Nature of Man*. Cleveland: World Publish Company.
- Hollow, J. (2000). *School Leadershi Education Testing Service*. Missouri: Prineton.
- Hornby, A. E. (1963). *The Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Huber, W. (1986). *Humain Organizationn Behaviour* . Boston: South west Publish.
- Hughes, L. (1994). *The principal as a leader*. Don Hill: Macimillan College.
- Hutchins, R. (1970:6). *the feture of International Education New york.United nation Institute for training and Research.p-6*. New York: United nation Institute for training and Research.
- Jantz, L. a. (1996). The relative effect of Principlal teacher Service of leadership on Student Engement in School. *Adminstration Quarterly*, 679-680.
- Jehn, K. (1997b). To Agree or not to Agree,The effect of Value Congruence,Individual Demographic Dissimilarityy and Conflict of Work group outcome. *International Journal of Conflict Mnagement volum-8*, 288.

- John D, C. T. (2011). *Peace Building Tolkit for Education High school editions*. United State Intitate of Peace. New York: United State Intitate of Peace.
- John, W. J. (2006). *Research in Education. 10 edition*. Boston: Newyork Sanfrancise.
- Johnson, D. A. (1996). Teaching students to be peace makers.the result of five year of research and conflict. *Journal of peace physchology vol-1*, 417.
- Johnson, T. D. (1996). Review of educational research. *American educational research Association*, pp. 459-506.
- Kampiles, K. ., (1997). getting into the Caste of Education. *Peace body Journal Education*, 10-12.
- Kellermann, P. (1996). Interpersonal conflict management in Group Physchotherapy volume 29. *An intergative persepective Group Analysis*, 257.
- Kemplies, K. (1997). Getting into the Caste of Education. *Peabody journa of Education Vol.67*, 10-12.
- Kinard, J. (1988). *Management*. Toronto: D.C Health and Company.
- Kipyego, L.B. (2013). *Conflict management Method used by Secondary Schools Head teachers:A case of Nandi Central District,Nandi Country kenya*. Kenyatta university: unpublsh.
- Kium, J. A. (2009). "elationship between principals" management approaches and students discipline in public secondary schools in Nyandarua and Laikipia Districts ,Kenya'. *Global Journal of Educational Researchvol.8(1&2)*, 29-38.
- Kohlrieser, G. (2006). *Hostage at the Table: How Leaders can overcome Conflict,Influence other and Raise performance*. Sanfrancisco: Jossey Bass.
- Kondalkar, V. (2007). *Organizational Behaviour*. New Delhi: New Age International Limited Publisher.
- Laue, J. (1990). *The Emergence and Insttitionalization of the third part role in conflict*. USA: Macimillia.
- Likert, R. L. (1976). *New Ways of Managing conflict*. Enghod cliff New York: Parentice Inc.
- Lunneberg F and Ornstein, L. (1991). *Educational administration*. Belmont: Wadsworth publisc Co.

- Majola, V. J. (2013). *The Role of the School Governing Body in Conflict Management: A case Study*. University of South Africa: unpublished.
- Marktins, A. N. (October 2014). A quantitative analysis of teachers' opinion on the Dynamics of Conflict Variable in Secondary schools in Nigeria. *International journal of Peace conflict vol.2 no.2*, 9-20.
- Martins, L. N. (2014). A Quantitative Analysis of Teachers' Opinion on Dynamics of Conflict variable in Secondary Schools in Nigeria. *International Journal of Peace and Conflict Studies*, volume 2 page 9-20.
- Maslow, A. (1970). *Motivation and Personality*. New York: Harper and Row.
- McMahon, C. (1998). The national and International Perspective on Peer mediation. A Need for Whole school Approach for meaningful change. *A Need for Whole school Approach for meaningful change*, (p. 12).
- McNamara, C. (2010). *Basic of Conflict Managements. Adapted from the field Guide to leadership and supervision*. Retrieved <http://managementthelp.org/interpsnl/basic.htm>.
- MOE. (1994). *Federal Democratic republic Government of Ethiopia Education and training Policy*. Addis Ababa: ST George Printing Press.
- MOE. (2012). *National Standard for School Principals. 1st edition MOE, Ethiopia*. page 3. Addis Ababa: MOE.
- Mohamed, S. J., & Raman, R. (2011). *Conflict Management in MarA Education Institution, Malaysia national Seminar of Deans council Faculties of Education*. Seangor: University of Malaysia, faculty of education.
- Moran, T. (2001). The Effects of a State-wide Conflict initiative School. *American Secondary Schools*, 29.
- Mosomi Biutha, W. Z. (2013). Effects of Conflicts on School Management in third World in the case of Kenya. *trends in Economics and management Science volume 4*, 501-507.
- Mouton, J. (2001). *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- Mowday, S. U. (1985). *Managing Effective organization*. Boston: Kent Pupc.
- Musivosvi. (1998). *Alternativ Approach to Educational Administration*. KenduBay: Africa Herland Publish House.

- Nafuko, M. (2001). *Financing Education for Efficiency and Effectiveness of Education Institution in Kenya*. Kitale.
- Ndofirepi, J. M. (2012). Conflict Resolution in cs 4 schools in Masvingo Zimbabwe. *Grneer Journal of Educational of Research volue 2*, 105-110.
- Ngongo, R. P. (1993). Conflict Mnagement and Resolution In Secondary Schools In Kwazulu.Ph.D Thesis. 53.
- Okoni, O. A. (2003). Conflict magement in secondary School in Ostun Sate,Negeria. *Nordic Journa African Studies*, 23-28.
- Okotoni, O. O. (2003). Conflict management in Secondary school in Osun State Negeria. *Nordic Journal of african Studies.vol-12,number1*, 23-28.
- Okumb, J. (2008). *Human resource Management in Educational Perspective*. Nairobi: Educational Development Burea.
- Olu, O., & Okotoni, A. (2003). Conflict Management In Secondary IN OSUN STATE, NIGERIA. *Nordic 'journal of Africa studies 12(1),Obafemi Awolow university,Nigeria*, 23-38.
- Omboke, P. (2010). *Level and Effect of Conflicts, Kapsabet division School. Areport Presented to Stake holder forum in Education*. Kapsabet,chamundu and Keptal.
- Owens, R. (1998). *Organizational Behaviour, 6th Edtion*. Englewood Ciff: Prentice Hall Inc.
- Parakah, R. (2005). *Method of Educational Research*. New Delhi: A jay Verma common wealth press.
- Paul, S. C. (1996). *Educational Governmance and Adminstration*. New York: Prentic hall Inc.Enlwood Cliff.
- Peretomode, V. A. (2008). *Fundememental Management and Organization Behaviour* . Lagos: Obaroh and Ogbinaka Publishers Limited.
- Plunkett, W. A. (1989). *Introducion to Management*. Boston: PWs-Kent.
- Pondy, L. (1969). *Managing Conflicts in organization In;P.Fenn and R.Gamson Eds;construction Confilict management and Resolution London E and FN Spon*. London.
- Premium, Encart. (2009). *English Dictionary*. Redmond,WA microsoft Corporation.

- Putnam, L. (1987). *"conflic and Negotiation",Hand book of organizational communication;an interdisciplinary*. New York.
- R, Gordon B and Ernest. (1996). *Theories of learning*. South New York: Meredith Publish Company.Park Avenue.
- Rahim, M. (2001). *Managing Conflict in Organization 3rd edition*. London: United State of America.
- Rahim, M. (2002). Toward a theory of Managing Organizational Conflict counter Advances studies in manageemnt. *International Journal conflict managment vol-3*, 2006-235.
- Rahima, M. (2001). *Managing CONflict In organization(3rd Edn)*. Westport: CT:QOuruo.
- Ramani, K., & Zhimin, L. (2010). A Survey on conflict Resolution Mechanism in public Secondary School:A Case of Nairobi Province,Kenya. *Educational research and Review Vol.5(5)*, pp.242-256.
- Rao, V. A. (1987). *Principles and practic of Management*. Delhi: Konard Publishers Pvt Ltd.
- Republic of Kenya . (2001). *Report of the Task force on Students Discipline and unrest in Secondary School*. Nairobi: Goverement.
- Robbins, S. (1983). *Organizational Behaviour Concepts,conterversie and Application*. Nejersy: Parenice hall.
- Robbins, S.P. (2005). *Essential of Organization Behavioural*. NewJersey: Prentice Hall.
- Robert, F. H. (1990). *Schol Management By Wandering around*. Peensylvania: Technmic Publishing Company,Lancaster.
- Rono, D. (2000). *Effecti nfrence in Kitale Unpublishedhead Association Management of Curriculum Kitale:A paper presented a the Reft valley*. Kitale.
- Sagimo, P. (2002). *Management dynamic: toward efficiency,Effectiveness,competence and productivity*. Nairobi: EastAfricaEducational Publisher.
- Salleh, M. J. (2012). Causes of Conflict and Effective Methods to Conflict Management at Islamic Secondary schools in Yala Thailand. *international interdisciplinary journal of Education.volume 1*, 15-21.

- Sean Mccollum and Madonna M.Murphy. (2009). *Character Education: Managing Conflict Resolution*. New York: Infobase.
- Shahmohammadi, D. N. (2014). Conflict Management Among Secondary School Studies. volume 159. *Social and Behavioural Science*, 630-635.
- Some, D. (2010). *Challenge of Education Management in a Dynamic Society. Kitale: A paper presented at Reft Valey Heads Association Conference in Kitale*. Kitale: unpublsh.
- Stewart, G. A. (1980). *Come Together Communicating Interpersonal*. London: Adison.
- Tausky, C. (1978). *Work Organisations: Major Theoretical majory therotical perspecative*. Massachates: Peacok.
- Taylor, F. (1947). *The Principles of Scientific Nabagement*. N.W Noron: New York.
- Terry, G. R. (1999). *Principles of Management. 8th Edition*. Delhi: Nice Printing Press.
- Teshannen Moran, M. (2001). the effects of a state-wide conflict management initiate in schools vo-l 29. *American Secondary sShool Education*, 3.
- Thamhain, H. A. (1974). *Conflict Managenet in Project oriented Work Enviroment proceeding of the sixth international Metting of project*.
- Thomas, K., & Shmidit, A. W. (1976). "A survey of managerial interest with respect to conflic". *A cademy of managemen journal*, 315-318.
- UNICEF. (1995). *Education for Development;A eacher's resources for global learning*. Hodder and Stougton educational.
- UNICEF. (2012). *Peace building, Education And Advocacy in Conflict-Affected Contexts Programme*. Addis Ababa.
- Waitchella, R. R. (2006). A Competence Based View to Conflict Management. *American journal of Applied Science*, 3 (7), : 1905 -0909.
- Wie, .. (1995). Fighting Fires in Educational Adminstration. *Educational adminstration Quarterly vol.32*, 565-5.
- Willians, J. (1978). *Human Behaviour Organization*. Cincinnate Ohio: South Western Publish.
- Wright, Q. (1990). *The Nature Of Conflct" in John B and Frnak D(edition).Conflict:Reading in Managements and Resolution*. USA: Macmillia.

Appendices

Appendix A

Different Formulas

1. Mean (\bar{x}) = $\frac{\sum_{i=1}^n x}{n}$ where x = each score, n = number of sample
2. Standard Deviation = $\sqrt{\frac{\sum x - \bar{x}}{n}}$, where x_i = each score, \bar{x} = mean and n = number of sample, \sum → is summation

1. Z-score

$$Z = \frac{x_i - \bar{x}}{SD} \text{ where } Z = z \text{ score, } x_i = \text{each score, } \bar{x} = \text{mean and}$$

SD = standard Deviations

Mouton, J. 2001. *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik

Appendix B

Mathematical calculation for determination of sample size for teachers to determine the total sample size of teachers, the following formula was applied

$$P_s = \frac{n}{N} \times \text{No of teacher in each school}$$

Where, P_s = Proportional allocation to size

n = Total teachers' sample size (230)

N = Total number of teachers in the seven selected sample school (579)

Based on the above stratified formula, sample size of teachers in each secondary school was computed.

Bantu secondary school (teacher population = 44)

$$P_s = \frac{44 \times 230}{579} = 17.478 \approx 18$$

Busa secondary school (teacher population = 47)

$$P_s = \frac{47 \times 230}{579} = 18.670 \approx 19$$

Chitu secondary school (teacher population = 46)

$$P_s = \frac{46 \times 230}{579} = 18.27 \approx 18$$

Darian Secondary Schools (teacher population = 42)

$$P_s = \frac{42 \times 230}{579} = 16.68 \approx 17$$

Dilala secondary schools (teacher population = 30)

$$P_s = \frac{30 \times 230}{579} = 11.91 \approx 12$$

Geresu Secondary schools (teacher population = 84)

$$P_s = \frac{84 \times 230}{579} = 33.36 \approx 33$$

Gindo secondary schools (teacher population = 56)

$$P_s = \frac{56 \times 230}{579} = 22.24 \approx 22$$

Goro Secondary schools (teacher population = 26)

$$P_s = \frac{26 \times 230}{579} = 10.32 \approx 10$$

Leman secondary schools (teacher population = 47)

$$P_s = \frac{47 \times 230}{579} = 18.67 \approx 19$$

Saden Sodo secondary schools (teacher population = 54)

$$P_s = \frac{54 \times 230}{579} = 21.45 \approx 21$$

Teji Secondary Schools (teacher population = 48)

$$P_s = \frac{48 \times 230}{579} = 19.06 \approx 19$$

Yebirat Firie Secondary schools (teacher population = 55)

$$P_s = \frac{55 \times 230}{579} = 21.84 \approx 22$$

The sum of the sample size of the above secondary schools

$$18 + 19 + 18 + 17 + 12 + 33 + 22 + 10 + 19 + 21 + 19 + 22 = 230$$

Appendix C

Jimma University

College of Education and Behavioral science

Department of Educational planning and Management



Questionnaire to be filled by **Teachers, Vice principal, principal, supervisor and Administration worker**

Dear colleague,

I am a post graduate student in Jimma University, pursuing Master of Arts Degree in Educational in Leadership. I am currently conducting a study on Conflict Management in public secondary schools in South West Shoa, Oromia Region

I am respectful requesting you to create time out of your busy schedule to respond to the questionnaire give and set aside time to fill. Hence, you are kindly requested to share your experience and suggestion since your information will play a crucial role in the conclusion that will be made. No need to write your name. The responses will be treated as confidential and will only be used for purpose of this study.

Gonfa Bacha

Thank you in advance for your cooperation

Section I: Background information of Respondents

Direction I: Please, tick (✓) or fill in the required information where appropriate

1. Name of School _____
2. Level of School _____
3. Sex: Male Female

4. Your age (in years)

20 to 29 30-39 40-49 Over 50

5. Marital status: Single Married

6. Your Qualification

Diploma Masters Bachelor degree

Others specify _____ specialized field: Major _____ Minor _____

7. Years of experience in your current position _____

Position/job/ in schools _____

Section II. Respondents Opinions

Direction II. Please, read the following items carefully and mark tick in the column where the statement probably reflect your actual opinion applying the following likert method of the statement of summated rating scale.

Strongly agree=5, Agree=4 neutral=3, disagree =2 strongly disagree =1

| No | View or perception of conflict in the school | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 2.1 | Conflict be avoided and discouraged | | | | | |
| 2.2 | Conflict refers to anger, frustration or stress brings bad feeling in the school environment | | | | | |
| 2.3 | Conflict can be described as opportunity, energizing or resolution | | | | | |
| 2.4 | Conflict brings change in the work place and result in a better school climate and culture | | | | | |
| 2.5 | School principal tend toward eliminating conflict | | | | | |
| 2.6 | Conflict is inevitable in the school so that it affect staff morale | | | | | |
| 2.7 | Conflict can be constructive/create new ideas/ if managed properly | | | | | |

Section III. Type of conflict

Direction III. The following questions are attempted to gather information on **magnitude** and **type of conflict** that are commonly found in secondary schools. Please, read the following items carefully and indicate your responses.

3.1 Do you expect the occurrence of conflict in your schools?

Yes No

3.2 If your answer is "yes" for question no.1 how often does its magnitude of occurrence in last 3 year?

1-2 times 3-5 times 6-10 times no occurrences

3.3 Please tick the types of conflicts which you have experienced in your school.

N.B: possible to choose more than one answer.

I. Interpersonal conflict

II. Intera-personal

III. Intera-group

IV. Inter-group

V.others

3.3.1 From the above which type of conflict(s) is most common in your school?

3.3.2 What are predominant source of these type of conflict?

_____.

Section :IV Source of Conflict

Direction IV. The following questions are designed to gather information about the **sources of each type of conflict** that can be found in the schools. Please read and comprehend the following items very carefully and indicate your opinion

4.1. Sources of inter-personal conflict

| No | Item | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 4.1 | Absence of cooperation staff | | | | | |
| 4.2 | Poor Communication | | | | | |
| 4.3 | Inadequate resource for staff and students | | | | | |
| 4.4 | Struggle for power | | | | | |
| 4.5 | Authoritative approach in solving problems and personality difference by principal | | | | | |
| 4.6 | Age, sex, and ethnic difference | | | | | |

4.2. Sources of intra-personal conflict

| No | Item | 5 | 4 | 3 | 2 | 1 |
|-------|--|---|---|---|---|---|
| 4.2.1 | Inappropriate and overload period allotment | | | | | |
| 4.2.2 | Low standard living/salary | | | | | |
| 4.2.3 | Lack required ability for a particular job | | | | | |
| 4.2.4 | Lack of required school facilities | | | | | |
| 4.2.5 | Inappropriate implementation of rules and regulation | | | | | |
| 4.2.6 | Poor performance evaluation in school | | | | | |

4.3. Source of inter-group conflict

| No | Item | 5 | 4 | 3 | 2 | 1 |
|-------|---|---|---|---|---|---|
| 4.3.1 | Lack of required school facilities | | | | | |
| 4.3.2 | Lack commitments in both group | | | | | |
| 4.3.3 | Failure of in knowing and accomplishing their jobs properly | | | | | |
| 4.3.4 | Lack of participator decision making process by principal | | | | | |
| 4.3.5 | The problem in assignments of the educational manager | | | | | |
| 4.3.6 | Solving the problems through table is not practiced | | | | | |

4.4. Source of intera-group conflict

| No | Item | 5 | 4 | 3 | 2 | 1 |
|-------|---|---|---|---|---|---|
| 4.4.1 | Unfair treatment of intera-group members by the principal | | | | | |
| 4.4.2 | Group members incompetence | | | | | |
| 4.4.3 | Competition with each other for recognition approval | | | | | |
| 4.4.4 | Necessities of change motive | | | | | |
| 4.4.5 | Emotional antagonism within a group | | | | | |
| 4.4.6 | Unfair distribution of work | | | | | |

Direction V. The following question are attempted to gather information on the **sources of conflict** in government secondary schools. Therefore, please read the items carefully and give your responses.

| No. | Major sources of conflict in school | 5 | 4 | 3 | 2 | 1 |
|------|---|---|---|---|---|---|
| 5.1 | Communication barrier | | | | | |
| 5.2 | Lack of professional commitment | | | | | |
| 5.3 | Unfairness due to ideological and ethnic differences on the part managers | | | | | |
| 5.4 | Outdated police and guidelines | | | | | |
| 5.5 | Inappropriate application of rules and regulations school | | | | | |
| 5.6 | Power struggle | | | | | |
| 5.7 | Lack of participation decision in school | | | | | |
| 5.8 | Failure in knowing and accomplishing some specific job properly | | | | | |
| 5.9 | Lack adequate resources for staff and students | | | | | |
| 5.10 | Teachers and other resistance to change | | | | | |
| 5.11 | Lack Skill of principal in conflict management | | | | | |
| 5.12 | Disciplinary problems of staff and students | | | | | |

Direction V. The following questions are decision designed to collect information about the major cause of conflict **additional**.

5.11 Mention other major sources of conflict in addition to ones you responded above

5.12 Which major source of conflict in your school is most dominant? Why?

Section V. Conflict Management strategies

Direction VI. The following questions are decision designed to collect information about the **conflict management strategies employed be** the school principal

| No | Items | 5 | 4 | 3 | 2 | 1 |
|-----|--------------------------------|---|---|---|---|---|
| | Conflicts strategies | | | | | |
| 6.1 | Compromising | | | | | |
| 6.2 | Accommodating | | | | | |
| 6.3 | Avoiding | | | | | |
| 6.4 | Problems solving | | | | | |
| 6.5 | Preventing | | | | | |
| 6.6 | Forcing/authoritative command/ | | | | | |

In addition to above, questions are designed to collect information about the conflict resolution strategies on the working in the school government secondary schools

6.7 What are the effects of conflict resolution strategies in your school on the work setting? If you successful in your conflict resolution strategies what change do you see on the overall working setting in the school?

6.8 Do you expect a negative effect from the conflict resolution strategies? why?

Direction VII. The following questions are decision designed to collect information about the **role** of of school principal to stemming down rate of **conflict** in government secondary schools. Hences, read the items very carefully and indicate your responses

| No | Items | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|
| | Conflict management in government secondary schools | | | | | |
| 7.1 | Allow free flow of communication | | | | | |
| 7.2 | Allow other parties to mediate conflict in school | | | | | |
| 7.3 | Avoid arguing and blaming staff | | | | | |
| 7.4 | Develop collaborating skill | | | | | |
| 7.5 | Focus on both instructional and facilitate leadership | | | | | |
| 7.6 | Balance workload | | | | | |
| 7.7 | Provide opportunity parent involvement | | | | | |
| 7.8 | Communication with all stakeholder | | | | | |
| 7.9 | Careful monitoring/evaluating implementation school improvement plan | | | | | |
| 7.10 | Build climate of mutual trust and respect | | | | | |
| 7.11 | Empower school society in decision making | | | | | |
| 7.12 | Properly use school resource | | | | | |
| 7.13 | Develop effective coordination strategies | | | | | |
| 7.14 | Frequent stakeholders meeting and consultation | | | | | |
| 7.15 | Motivate other | | | | | |

8. To what extent of conflicts are managed without disrupting teaching and learning in secondary schools?

Very high high moderate low

IX. Question to collect information school society involve in resolving conflict

9.1.To what extents school society involving in resolving conflict in school?

Always Sometimes little

9.2 What is the way of schools society involvements in resolving conflict in your school?

Exchanging occurrences' of information

Embracing negotiation

Instilling fairness in pursuing own side of issue

Regular meeting

Understanding difference in age, sex, ethnics and others

9.2 Other suggestion way of schools society involvements in resolving conflict in your the schools

The End

Interview Questions for School Principal

1. How do you view conflict in your schools?
2. What do you think are the main causes of conflicts in your secondary schools?
2. Explain the common types of conflicts. Which ones are you familiar with?
3. What are the frequently used conflict management methods in schools?
4. What techniques are used for conflict resolution in your schools? Is negative impact in schools?
5. How the teachers, supervisors, and administration workers are involvement to reduce conflict in the schools?

Thank You