

PRACTICES AND CHALLENGES OF SCHOOL LEADERS IN MANAGING
CONFLICT IN SECONDARY SCHOOLS OF ILUBABOR ZONE

BY

TAMIRU LEGESE



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The thesis on the title “Practices and Challenges of School Leaders in Managing Conflict in Secondary School of Ilubabor Zone”

By: Tamiru Legese

Board of approval:

_____	_____	_____
Chair man	Signature	Date
Mr. Tadesse Ragasa	_____	_____
Main Advisor	Signature	Date
Mr. Frew Amsalu	_____	_____
Co-Advisor	Signature	Date
	_____	_____
External examiner	Signature	Date
	_____	_____
Internal examiner	Signature	Date

DECLARATION

The researcher hereby declares that the thesis on the title, “*Practices and Challenges of School Leaders in Managing Conflict in Secondary School of Ilubabor Zone*”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Tamiru Legese

Sign. _____

Date _____

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

Main advisor- Name Dr. Tadesse Ragasa

Sign. _____

Date _____

Co-advisor- Name Mr. Frew Amsalu

Sign. _____

Date _____

Place: Jimma University

College of Education and Behavioral Sciences Department of Educational Planning and Management.

Date of submission _____

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ABBREVIATIONS

ETP: Education and Training Policy

MOE: Ministry of Education

SPSS: Statistical Package for Social Sciences

TGE: Transitional Government of Ethiopia

WE: Wereda Experts

WEO: Woreda Education Office

ABSTRACT

Conflict has been observed to be in existence in all human organizations including the secondary school system. The objective of this study was to investigate the practices, sources and challenges of school leaders in managing conflict in secondary schools of Ilu Babor Zone. A descriptive survey design was employed for the study: both quantitative and qualitative data were gathered through questionnaire, and interviews. The study was carried out in eight secondary schools that were selected using simple random sampling technique. 160 teachers were found in eight secondary schools. From these, 139 teachers were selected by using Simple random sampling; whereas 8 of them were principals of secondary school, while 4 were cluster supervisors and 4 were Woreda education office. The statistical tools used to analyze the quantitative data were; mean, grand mean and independent sample t-test by using SPSS version 21. From the result of respondents for managing conflict, 88.6% were male teachers and 100% of School leaders were male. The study revealed that both teachers and school leaders tried to adapt avoiding style most frequently to managing conflict in their school. It was also discovered that of all the challenges encountered in managing conflicts, avoidance, dirty fighting, misanalysis, time and Venue and leadership style were considered the most striking challenge. The study concluded that avoiding style was the most conflict management practices used by school leaders and the most influencing factor in managing conflict in organizations was organizational culture. The study recommended that school leaders should familiarize themselves with appropriate conflict management practices through training and workshop. Culture should be adjusted in a way that would favor effective management of conflict such as encouraging some level of openness and cordiality among the workers and also organizations should organize training and educational programs for their members to enable them accommodate and deal effectively with the issue of individual differences rather than avoidance in the workplace.

CHAPTER ONE

INTRODUCTION

This chapter deals with the overview of the background, the statement of the problem, basic questions, objective of the study, significance of the study, Delimitation of the study and operational definition of key terms.

1.1Background of the Study

According to Foskett and Lumby (2003), education is valued all over the world for its ability to develop human potential and contribute to economic growth. It is no accident that countries with highly developed education systems are also those with successful economies and high standards of living. As economies-- become more dependent on high-technology industries and on the service sector, the desire for a well-educated and highly trained workforce becomes imperative. Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world.

As Lockhead and Verspoor (1991), education is the corner stone of economic and social development. In this respect Ukeje (1992), argued that education is a process by which people are prepared to live effectively and efficiently in their own environment. It improves the productive capacity of societies and their political, economic, social, and scientific institutions In developing countries including Ethiopia, education is highly expected to contribute for overall development of the country. Realizing this, the government of Ethiopia is placing great attention on education with firm belief that the long-term development of the country rests upon the expansion and provision of quality education (MOE, 2005).

In Ethiopia, especially, after the downfall of the Derg regime, education has been given due attention and direction with an education and training policy declared during transitional government of Ethiopia (TGE, 1994). As clearly stated in the ETP document (1994), educational management would be decentralized specially at institutional level and schools become autonomous in their internal administration.

This means that the role of managing the schools and teaching and learning carried out in schools distributed to all individuals involving in school activity, not limited only to principals. The most important institution that support and promote rapid socio economic development is school. Schools, like other organizations, have goals to be achieved. They are

agents of transmitting knowledge, skills, and desired attitudes to students. They also produce skilled and trained human power that could solve the problems of a country. School consists of a number of human beings that seek to achieve specific tasks through collaboration. Each human being is a unit of relations and actions that develops in the school unit. However, given that each person has their own unique personality that differs from the rest in terms of capabilities, motivation, values, knowledge, needs and experiences, and has to cooperate and co-exist with the other members of the organization, then conflicts between members of an organization are almost inevitable (Abdul, 2010).

Conflict has been observed to be in existence in all human organizations including the secondary school system. It could be described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, Conflict has been observed to be in existence in all human organizations including the secondary school system. It could be described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, aggression and other destructive behaviors.

Conflict could also exist whenever it is impossible for others to carry out their desired action. Hence, Bens (1997) reported that conflict is the tension that is experienced when a group of people feels that their needs or desires are likely to be denied. His argument was in consonance with the contention made by Owens (1995) who postulated that conflict occurs whenever incompatible activities occur while Abdu-Raheem (2004) argued that it could mean strife, controversy, discord of action and antagonism.

Conflict has gradually become an unavoidable situation in every institution including educational institutions in Ethiopia. The dynamic nature of the society in which we reside may bring about incompatibilities which may eventually lead to conflicts. According to Rahim (2002), conflict generally refers to differences in opinions and perceptions concerning a particular issue at a particular period of time. It usually arises when issues and interests change over time due to depend on how it is managed. Managing conflict may require the adaptation of certain practices known as conflict management practices. Conflict management practices have become one of the major areas of concern to many human resource managers over time. They are simply the activities or remedies put in place to manage disagreements and incompatibilities in institutions in order to maintain peace, stability and also achieve greater output (Kantek and Gezer, 2009) In spite of the fact that conflict management practices have been in use for many years, these practices and styles

Were continually modified as the nature of conflicts change. According to Simmon and Peterson (2000), conflict management does not necessarily mean the total elimination of conflict as it is in the case of conflict resolution, but rather, the effective management of conflicts to achieve a positive outcome out of the conflict situation while reducing the negative outcome of the conflict to the minimum.

Because of the unavoidable nature of conflicts in all institutions, there is therefore the need for institutions to learn to deal with them effectively to minimize their negative impact and maximize their positive impact on institutions (Almost, 2006). The incompatibilities which lead to conflict could bring about both negative and positive outcomes. However, the positive or negative impact of conflict on the individual and institution would basically depend on how it is managed. Managing conflict may require the adaptation of certain practices known as conflict management practices. Conflict management practices have become one of the major areas of concern to many human resource managers over time. They are simply the activities or remedies put in place to manage disagreements and incompatibilities in institutions in order to maintain peace, stability and also achieve greater output (Kantek and Gezer, 2009).

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In other words, it is the process of capitalizing on the positive outcomes of conflicts and eliminating the negative outcomes. According to Cox (2003), conflict management minimizes the negative impact of conflict and promotes the positive outcome of conflicts. The author further commented that conflict resolution amounts to throwing out the baby together with the bath water. In the attempt to manage conflict effectively, some approaches have been identified by some authors in this field.

Earlier researchers such as Follett (1940) found conflict managed by individuals as dominating, compromising or integrating. However, some institutions adapt methods such as coercion and negotiation in managing their conflicts. Coercion is where force is used in

dealing with conflicts while negotiation takes the form of mutual agreement between the two parties in managing the conflict situations. Most researchers in this field of study are of the notion that in order to gain the best from conflicts and reduce the negative outcome of conflicts, diagnosis and intervention of the problem would be necessary (Gordon, 2003; Macco by and Studder, 1998).

According to Gordon (2003), diagnosis is the stage where the actual cause of the conflict is detected while the intervention stage is when appropriate solutions are identified to manage the problem. The author further commented that the dependency of intervention on proper diagnosis gives rise to an interrelationship between these two processes. The author again added that proper diagnosis of the nature and cause of conflicts could lead to the adaptation of appropriate interventions to facilitate effective management of conflict. This research therefore sought to dive deep into the concept of conflict management and its influence on the overall performance of the organization.

1.2 Statement of the Problem

According to the classical view, theorists such as Fayol (1999), Taylor (1991), Weber (1997), conflict in an organization to be unavoidable phenomenon due to its negative effect on the functioning of an organization. Therefore, the classical writers were in favor of the avoidance of conflict, to be achieved through rational organization, the determination of appropriate procedures or the imposition of penalties on those individuals obstructing teamwork and collective effort. In contrast, modern management views agree that the emergence of conflict is a positive indicator of organizational performance that leads to better decision-making, evolution and effectiveness.

In addition, as Rahim (2001) advocates, ‘its is impossible to eliminate conflict from organizations while any attempt of eliminating conflict might, in the long-term, affect team-working, individuals and productivity’ While true, this is likely to happen only when conflicts in schools are viewed as “a mutual problem that needs common consideration and solution” (Tjosvold D, Hui C and Sun H., 2000). Only then can the positive impact of conflict – such as the production of more creative ideas, the release of tension, or the clarification of goals as problems come to the surface – allow them to be more easily addressed. In this way, the team’s effectiveness may actually be improved (Trudel and Reio, 2011). It is widely known that a large number of teachers and school principals clash with each other; as conflict is an inevitable phenomena of life.

Conflict in school may arise in different forms. For instance, teachers do not seem to get along with administrators. They do not want to follow school rules and regulations. On the other hand, school principals seem to put pressure on teachers for the uninterrupted operation of the school work. As a result, it is now common to speak about the usual occurrence of conflict between administrators and teachers. By indicating the causes, Chandan (1994) wrote, "wherever there is interaction, there is conflict and it can be considered as an expression of hostility, antagonism and misunderstanding." Conflict can also originate from a number of different sources. According to Hanson (2002), the possible sources of conflict are poor communication, competition for common but scarce resources, incompatible goals and the like. Researcher such as Uchendu, Anijaobi-Idem, and Odigwe (2013) have suggested that inadequate facilities, how to cope with increased student enrolment, poor performance of students in public examinations, inadequate funding, role ambiguity were some causes of conflict between teachers and school principals.

In addition, the studies of local researchers such as Gonié, (1998) and Gebretensay (2002) revealed that conflicts between teachers and school principals are realities in Ethiopian Secondary schools. There may be wrong perception of both school principals and teachers of Secondary schools about conflict. As a result of it, they could fail to handle the problems instead of resolving them. On the other hand, school principals in particular and teachers in general might be unable to know and identify the types of conflict and its sources clearly. Besides this, there could be lack of clear and standardized strategies of conflict management. Additionally, wrong attitude about conflict potentially brings unexpected consequences on teaching learning process. Those problems indicated above resulted in learners poor academic achievement, high staff turnover, increases students drop-out and poor coordination among staff. The finding of research conducted in the TTC of Ethiopia, Fikru (1993) based on MOE reports identified the following major conflict generating factors between teachers and school principals are: Dissatisfaction of some teachers and other workers, unnecessarily dominating (authoritative) principals, dissatisfaction in performance evaluation systems, improper distribution of class load etc.

However, as the past experiences and observation of the researcher much attention is not given for major causes of conflict particularly between secondary school teachers and school principals in secondary schools of Ilu Babor Zone. Therefore, the researcher interested to identify practices and challenges of school leaders in managing conflict, sources of conflict; type of conflict and to find out the possible solution to decrease conflict in secondary school of Ilu Babor Zone.

1.3. Basic Research Questions

In the process of the study the researcher would attempt to answer the following basic questions:

1. Which conflict management practices have been adapted by school leaders in secondary schools of Ilubabor Zone?
2. What are the sources of conflict management in secondary school in Ilubabor Zone?
3. What are the major challenges in conflict managements in selected secondary school of Ilubabor Zone?

1, 4 Objectives of the Study

1. 4. 1. General Objectives of the Study

The main objective of this study would be to investigate the practices, sources and challenges

of school leaders in managing conflict in secondary schools of Ilu Babor Zone.

1.4.2. Specific objectives of the study

The Specific Objectives of the study would be:

- Identifying conflict management practices adapted by school leaders in secondary schools of Ilubabor zone.
- Determining the sources of conflict management in secondary schools of Ilubabor zone.
- Identifying the major challenges in conflict managements in selected secondary school of Ilubabor Zone

1.5. Significance of the Study

According to the statement of the problem, there were some challenges with the educational Leadership of the secondary school principals. The statements of the problem show the gap between the intended school leadership practices and the observed actual practices of the School leadership of Ilubabor Administrative zone. Therefore this study was expected to benefit as presented here under

1. It may inform educational officials of different levels: MoE, regional educational bureaus, zonal and woreda education offices about the conflict management of secondary school leadership and the necessary measures to overcome the problems.
2. It may help informing policy makers about the conflict management of secondary school leadership and make them to create possible solutions.
3. It may help secondary school leadership to fully play their roles in solving the problems of educational leadership.
4. Give relevant information to school leaders and teachers of secondary schools in the zone on practice and challenges of secondary school leadership
5. The study will initiate other researchers to undertake detailed research on the problem

1.6. Delimitations of the Study

It is quite unmanageable to study practices and challenges of secondary school leadership of all thirty (43) government secondary schools that are found in 14 woreda's and one (1) towns administrative of Ilubabor Administrative Zone with in short time and limited Materials and challenges of school leadership observed in the zone. Due to this, the study was delimited to only eight woreda's of the administrative zone and eight secondary schools of the woreda's.

Besides to the delimited scope the content of the study was delimited to practices and Challenges of secondary school leadership placed under the variables such as the practices like inspiring conflict management style, factors influencing school leaders, the major challenges of school leaders in practice and challenges of school leaders.

Because leaders attack with conflict were directly or indirectly influence the quality of education.

1.7. Limitations of the Study

Many researchers believe that any research work cannot be free from certain constraints. So this research paper has its own constraints. The following points were some of the limitations that the researcher encountered on the course of the study.

1. Since the major source of information for this study was only the opinion of principals, Teachers, supervisors and WEO , it might not provide all the necessary information for the study and some respondents responded carelessly particularly in open ended questions and some respondents assume as it consume their time. Then the study was managed by discussing with the reluctant respondents.
2. Lack of previously recorded documents about the practices and challenges of principals in the sample area of this research study. Then to manage the study where there is no document is available the researcher used observation.
3. Besides, shortage of time and finance withheld the researcher from conducting testing of the instrument. Then the study was managed based on the comments given by the thesis advisor and giving to correct and amend the items to seniors.

1.8. Operational Definition of Key Terms

Leadership: The process of influencing the activities of an individual or group in effort Earning and management

School leader: Refers to principals, supervisors, department heads, vice-principals and unit leaders.

Conflict: It is described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the forms of arguments, protests, demonstration, aggression and other destructive behavior

Avoidance: it gives low concern for teachers and school leaders’.

Integrating: it gives high concern for both parties.

Conflict Management: -is the process or practice of managing conflict in secondary schools.

Compromising: it gives intermediate concern for school principals and teachers.

Secondary Schools: -are schools that offer formal education for grade 9-12.

Teachers: - is a person who provides education for students in secondary schools.

1.9. Organization of the Study

This research paper comprises five sections. The first section deals with the introductory section that includes background of the study, statement of the problems, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and operational definition of terms. The second section is review of related literature. The third section treats research design and its methodology. The fourth section is concerned with result and discussion. The last section also deals with summery, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITRETURE

The purpose of this review of related literature is to provide conceptual framework on the concepts of school leadership, conceptual definition of conflict, types of conflict in school, sources of conflict', Consequences of Conflicts in School, The Concept of Conflict Management, Conflict management Methods, Conflict management roles of school leaders, Roles of Educational Leaders in Managing Conflict and Challenges in Managing conflict.

2.1. The Concept of School Leadership

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. School leadership can encompass people occupying various roles and functions such as principals, and assistant principals, supervisors, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

As Bush and Glover (cited in Pont et al., 2008) depending on country contexts, the term School leadership is often used interchangeably with school management and school administration. Although the three concepts overlap, they are used with a difference in emphasis. While leadership involves steering organizations by shaping other people attitude, motivations, and behaviors, management is more closely associated with maintenance current operations. Dim mock provides one of the few distinctions amongst these concepts whilst also acknowledging that there are competing definitions: School leaders (experience) tensions between competing elements of leadership, Management and administration. Irrespective of how these terms are defined, school Leaders experience difficulty in deciding the balance between higher order tasks Designed to improve staff, student and school performance leadership.

2.2. Concept of Conflict

It is true that there are numerous definitions of conflict given by social scientists. For example Folgers, Scott, Poole and Stutman (2005) define conflict as “The interaction of interdependent people who perceive incompatibility and the possibility of interference from

Others as a result of this in compatibility. Hocker and Wilmot (1995) support this definition as they propose one that is almost identical. Tillett and French (2006) define conflict as “when two or more people perceive that their values or needs are incompatible”. But, Cahn and Abigail (2007) give a more differentiated definition of conflict, saying it exists when there is a problematic situation, differing perceptions and desired outcomes, interdependence, potential to adversely affect the relationship if unaddressed and a sense of urgency. To further complicate this issue a number of social scientists is unwilling to try to define conflict and instead prefer to describe it by its features (Brandon and Robertson, 2007).

What seems clear looking at these definitions is that they all agree that conflict needs to be recognized by at least two parties before it exist. The problem in requiring two parties to recognize there is a conflict before it technically exists is how to deal with situations where only one party believes there is a conflict. This has led Lulofs and Cahn (2000) and Cahn and Abigail (2007) to distinguish real conflicts from unreal and non-substantive conflicts. Masters and Albright (2002) propose another approach to deal with this issue.

They propose that conflict exists when it is felt by psychologically by at least one of the parties, that interdependence is a core aspect of conflict and that conflict can be either real or perceived. The strength in this approach is that it is a simple and all encompassing definition. De Dreu and Gelfand (2008) cite Thomas (2002), De Dreu, Harinck and Van Vianen (1999) also supporting this definition of conflict. De Dreu and Gelfand (2008) claim this definition is based on a process view of conflict and requires a distinction between latent and manifest conflict to be made for it to be fully understood. To some, conflict is synonymous with violence, but to the United Nations International Children’s Emergency Fund (UNICEF, 1995) conflict is not necessarily synonymous with ‘violence’ and that conflict occurs not only in situations of violence but conflicts inevitably occur between people over ideas, values, positions and perspectives on a range of issues. In the opinion of Kerzner (1998) conflicts can occur with anyone and over anything. Seville’s statement on violence and human nature (as cited by UNICEF, 1995) nevertheless stated that it is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned, other responses are possible and can be learned as well . Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an 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 principal occur frequently at any time in the school. In institutions, conflict occurs between various individuals because of their frequent interaction with each others. Conflict is an expression of hostility, antagonism and misunderstanding between the staff members (Thomas, 2002).

2.3. Types of Conflict and their Causes

Working in an organization means to be involved in a conflict, as people working together have various personalities and different views on life. Consequently, they can't avoid conflicts in the workplace. According to Thomas (1999), the simplest way to reduce conflict is to eliminate relationship by leaving or refusing to interact with the other party. In many situations, however, this is not only impractical, but it may be impossible. So, managers must learn how to address and manage conflict both in organizational and workplace levels. The process of resolving conflict is influenced to a great degree by the situation in which the conflict occurs. For instance, during the past decades, organizations changed, so did their attitude to conflict management and now companies are trying to adopt a strategic approach to managing organizational conflicts (Aula and Siira, 2010). Generally, there are four types of organizational conflict, namely interpersonal conflict, intra-group conflict, intergroup conflict and inter-organizational conflict

2.3.1. Inter-personal Conflict and its Causes

This type of conflict occurs between one individual and another who are brought together in work places or elsewhere. Confrontations between individuals is often occurring where they have to compete for limited resources (Carter, 2008). He also said that most employees are concerned about their position, status, power etc., within the organization and resent any encroachment on them. Also they are often competing with each other for recognition, approval and promotion. Kinard (1998) also identified three primary sources of interpersonal conflict. These are 1) Personality difference, 2) Power struggles, and 3) Competition. Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. This may involve conflict between two departmental managers who are competing for limited capital and manpower resources. Likewise, interpersonal conflicts can develop when there are three equally deserving professors and they are all up for promotion, but only one of them can be promoted because of budget and positional constraints (Chandan, 1994). According to him, interpersonal conflicts can also be expressed by disagreements over goals and objectives of the organization. For example, some members of a school board may like to offer

courses in sex education while others may find this proposal morally offensive and thus causing conflict. Hunt (1992) also described about the occurrence of interpersonal conflict. He said, it occurs between two or more persons when attitudes, motives, values, expectations, or activities are incompatible and if the individuals perceive themselves to be in disagreement. Moreover, interpersonal conflict refers to conflict between two or more organizational members of the same or different hierarchical levels or units (Rahim 2001). Conflict threatens self-esteem and impacts negatively upon all physiological systems in ways like accelerated heart beat and increased muscle tensions (Riaz and Junaid, 2011).

However, interpersonal conflict with colleagues is significantly related to personal outcomes (self-esteem, general well-being, emotional exhaustion), while interpersonal conflicts with superiors is significantly related to organizational outcomes such as job satisfaction, organizational commitment, turnover intentions and real turnover (Riaz and Junaid, 2011). De Deru and Gelfand, (2008), see workplace as an antecedent to interpersonal conflict, affecting well-being negatively and employees with low well-being which may trigger conflict with colleagues who are more prone to such conflict due to poor performance. Interpersonal conflicts arise from social identity issues like intolerance towards an out group, feeling of superiority, and hidden inclination of serving in-group at the expense of out-groups (De Dreu and Gelfand, 2008).

2.3.2 .Intra group Conflict and Its Causes

This is also known as intradepartmental conflict. It refers to conflict among members of a group or between two or more subgroups within a group in connection with its goals, tasks, procedures, behavior and attitude (Riaz and Junaid, 2011). Such a conflict may also occur as a result of incompatibilities or disagreements between some or all the members of a group and its leaders. Harmony with the departments of the company is essential. It helps to maintain productivity and workplace morale, among other things, such as good relationship and productivity. When two or more people do not get along together, that personal conflict can affect everyone around them. Intra-group conflict may be connected with ethnic, religious or gender prejudice, and also various personality differences. Depending on how strong the conflict is, a manager may need outside help to resolve the issues for effective running of the organization. There are multiple variables which influence intra-group conflict.

Among the major variables, leadership style is to be the primary source of conflict. Group composition and size, group cohesiveness and opinion of group and external threats and their

outcomes are also the source of intra-group conflict (Glatter, 1996). Additionally, Jehn (1997) characterized this type of conflict as “disagreements among group members’ ideas and opinion about the task being performed, such as disagreement regarding an organization’s current strategic position or determine the correct data to include in a report.”

2.3.3. Inter-group Conflict and Its Causes

This is also known as interdepartmental conflict. It refers to conflict between two or more units or groups within an organization. Conflicts between manager and staff, production and marketing, headquarters and field staff are examples of this type of conflict. One special type of intergroup conflict is between labor and management. For example, one group of employees can unite against another group. Such conflicts can arise from the differences in status and contradicting goals of the groups. Larson and Mildred (2002) define inter-group conflict as opposition and clashes that arise between two or more groups. Inter group conflict can therefore occur between two or more schools. According to Antcliff (1998), inter-group conflict within organization occurs at three levels: vertical, horizontal and line staff. He also explains these as follows:

1. Vertical Conflict refers to clashes between levels in an organization. For example, vertical conflict occurs when superior try to control subordinates too tight as subordinates resist the control.
2. Horizontal conflict refers to clashes between groups of employees at the same hierarchical levels in an organization. In a school situation horizontal conflict will occur if one department desires a large proportion of scarce resources at the expense of other departments.
3. Line staff conflict is a clash over authority relationship. As Jennings and Wattam (2005) indicate, line staff conflict can easily occur from different organizational roles of line and staff departments. An example is where staffing decision taken by the personnel departments (a staff function) is opposed by the production departments (a line function). This implies that conflict in an organization can occur at different levels of organization.

Intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization (Hellriegel and Slocum 1998). According to these writers, the causes of intergroup conflicts are: 1) task interdependency; 2) task dependencies; 3) inconsistent performance criteria and rewards; 4) intergroup differences; and 5) problems in sharing scarce common resources. Ivancevich and Matteson (1990) also suggested that

there are causes of inter group conflict. These are: 1) Interdependence (pooled, sequential and reciprocal) 2) Difference in goals, and 3) Difference in perceptions.

The three major factors that contribute to intergroup conflicts in organizations. First, the need for joint decision making creates potential for conflict. This refers to the dependence and interdependence over and between groups dictated by the systems nature of organizations. Second; the difference in goals:- multiple goals exist within the same organization. This is because different individuals and groups, develop different goals by virtue of internally inconsistent reward systems, Competition for scarce resources, etc. Moreover, Kinard (1998) stated that there are four primary sources of inter-group conflict. These are: 1) Limited resources; 2) Communication problems; 3) conflicting interest; 4) Overlapping tasks. In general, it is obvious for intergroup conflict to occur between groups or units in organizations and the managing bodies who head them. Miner (1995) pointed out some of the conditions or causes that raise inter group conflicts as follows.

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

2.4 The Concept of Conflict Management

Area of school leaders need to pay attention to is conflict management. Not all conflict is disruptive, but when left unattended, it may eventually cause unnecessary strife and impact negatively on school performance (Lovelace, 2011).

Conflict should be seen as natural. The potential for conflict is increased as a result of contemporary management practices and structures that emphasize factors such as coordination of multiple projects; greater self-management and autonomy in specialized work groups at schools; increased delegation and responsibility allocated to individual stakeholders; reduced supervision, however, with a retaining of central control (Lovelace, 2011; Massey, 2007). Participatory decision making makes conflict unavoidable. Conflict management involves doing things to limit the negative aspects of conflict and to increase the

positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Rahim, 2002).

The first thing managers must consider in conflict situation is whether the conflict is of potential benefit to the organization or not. According to Owens (1998), frequent and powerful conflict can have a devastating effect on the behavior of people in organizations. Such conflict results in physical and psychological withdrawal and is a widely occurring phenomenon in schools that is often written off as laziness on the part of teachers who have been spoiled by "soft" administrative practices. Effective management of conflict can lead to outcomes that are productive and enhance the health of the organization. Ineffective management of conflict, on the other hand can and frequently does- create a climate that exacerbates the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness as again suggested by Owens (1998). According to Owens (1998), 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. Except in some situations where conflict can lead to competition and creativity, in most other cases conflict is destructive in nature. Therefore it should be resolved as soon after it has developed as possible. But it is advisable for managers to make an effort in preventing it from developing (Chandan, 1994). Chandan lends us general ideas as to how we deal with conflicts.

According to Chandan (1994) there are four guiding principles that are used for the management of conflicts.

1. Preventing conflict:- According to Schein in Chandan (1994), four preventive measures are taken in the management of conflict. These are: a) Goal structure:- Goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified. B, Reward system: fair compensation system must be there in order not to create individual competition or conflict within units of the organization. C, Trust and communication:- The greater the trust among members of unit, the more honest and open the communication among them would be. Individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary. D, Coordination: - properly coordinated activities reduce conflict.

2. Resolving Behavioral Conflict: - Here, five primary strategies for dealing with and reducing the impact of behavioral conflict are identified. These are a) Ignoring the quarrel:- In certain situations, it may be advisable for managers to play a passive role and avoid it all together. The parties involved in the conflict may themselves prefer to avoid conflict. b) Smoothing: This simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself) Compromising: In dealing with compromising each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies. d) Forcing: This is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party. This technique is effective in situations, such as firing a trouble-maker and conflict creating managers by the president of the company. e) Problem solving: - This technique involves" confronting the conflict" in order to seek the best solution to the problem (Chandan, 1994). This approach objectively assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved, through discussions and respect for differing viewpoints.

In general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based on differing value systems, where it may even intensify differences and disagreements (Chandan, 1994).

3. Resolving structural based conflicts: - This can be solved or prevented by redesigning organizational structure and work -flow.

A general strategy would be to move towards as much decentralization as possible so that most of the disputes can be settled at the lower levels in the organization (Chandan, 1994).

4. Stimulating conflict: It is pointed out earlier that under certain circumstances conflict is necessary and desirable in order to create changes and challenges within the organization. In such situations, management would adopt a policy of conflict stimulation so that it encourages change and innovation.

Some of the factors that stimulate or create conflict are: Too much satisfaction with the status quo, low rate of employee turnover, shortage of new ideas, strong resistance to change, friendly relations taking precedence over organizational goals and excessive efforts at avoiding conflict (Chandan, 1994).

5. Robbins in Chandan (1994) suggested some specific techniques for inducing conflict written as follows: a) Appoint managers who support change. Some highly authoritative managers are very conservative in their outlook and tend to suppress opposing viewpoints. Accordingly, change-oriented managers should be selected and placed in such positions which encourage innovation and change from the status quo. b) Encourage competition: competition, if managed properly can enhance conflict which would be beneficial to the organization- such competition can be created by giving incentives to performance, recognition of efforts, bonuses for higher performance and status enhancement. c) Manipulate scarcity: - this would cause conflict and make the individuals and groups do their best in order to fully utilize such resources. d) Play on status difference:- sometimes, ignoring the senior staff members and giving visible responsibilities to junior members can cause a conflict requiring senior members to work harder to prove that they are better than the junior staff members. The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively. Moran (2001) sees conflict management as “a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives”. Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life. Conflicts offer competitive as well as cooperative context in the organization but it varies according to the situation. Problems exist in managing conflicts when the context is competitive/individualistic or when the context and the conflict resolution procedures are incongruent.

The effectiveness of a conflict resolution and peer mediation program may be limited when the classroom and school context is competitive (Moran, 2001). Overall conflict management should aim to minimize affective conflicts at all levels, attain and maintain a moderate amount of substantive conflict, and use the appropriate conflict management strategy to effectively bring about the first two goals, and also to match the status and concerns of the two parties in conflict (Rahim, 2002).

In order for conflict management strategies to be effective, they should satisfy certain criteria (Rahim, 2002). The below criteria are particularly useful for not only conflict management, but also decision making in management.

First, Organization Learning and Effectiveness- In order to attain this objective, conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems. Second, Needs of Stakeholders- Sometimes multiple parties are involved in a conflict in an organization and the challenge of conflict management would be to involve these parties in a problem solving process that will lead to collective learning and organizational effectiveness. Organizations should institutionalize the positions of employee advocate, customer and supplier advocate, as well as environmental and stockholder advocates.

Finally, Ethics - A wise leader must behave ethically, and to do so the leader should be open to new information and be willing to change his or her mind. By the same token subordinates and other stakeholders have an ethical duty to speak out against the decisions of supervisors when consequences of these decisions are likely to be serious. "Without an understanding of ethics, conflict cannot be handled" (Batchelder, 2000).

2.5. Common Sources of Conflict in Schools

Conflict arise when interest collide usually as a result of divergence in organizational goals. Personal ambition, group loyalties, demands on scarce resources and so forth (Rahim, 1996). Therefore, conflicts originate from multitude of sources found at individual and organizational levels in institutions. The following levels are identified with each of them being interaction either 1) within and between informal organizational levels or 2) within or between formal organizational levels or 3) between formal and informal organizational levels. Most of the time, the signs of conflict are obvious and visible. They may be arguments, raised tempers and emotions, possibly even fighting or formal disputes (Billisbery, 1999). This writer argued that there are also hidden conflicts, which are submerged below the surface if you look carefully. According to Billisbery, some sign of potential hidden conflict include: a) coolness or rigid formality in relation between parties involved; b) Uncomfortable silences at meetings, and; c) constant referral to formal rules and procedures. Likewise, Kinard (1998) explained how conflict can occur.

He said "conflict commonly occurs between line, and between union and non-union members, and between informal groups and formal organizations". According to Kinard again, conflict can arise between individual and organization, between individuals, within the individuals him/her self, between groups and individuals, and between groups in the organization. In addition, Gray and Stark (1998) also suggested that there are six sources of conflict in schools. There are: Limited resources, interdependence work activities,

differentiation of activities, communication problems, differences in perceptions and the environmental condition of the organization. According to these writers, conflict can also arise from a number of other sources, such as: individual difference (some people enjoy conflict while others do not), unclear authority structures (people do not know how far their authority extends), difference in attitudes, task asymmetries (one group is more powerful than another and weaker group tries to change the situation and differences in time horizons (department have long-run view and others have short-run view).

According to Carter (2008), possible sources of conflicts are poor communication, alignment or the amount of resources is insufficient, “personal chemistry”, including conflicting values or actions among leaders and employees, leadership problems, including inconsistent, missing, too strong or uninformed leadership (at any level in organization). On the other hand, Gonie (1998) have discovered that school conflict could be stratified on the basis of individual, group and the organization at which they occur.

2.6. Conflict Management Styles

A lot of studies have been conducted in this area of conflict management. However, scholars have not been able to identify the one best style for managing conflict. These scholars maintained that the appropriateness of any given style depends on factors such as the situation and the nature of the conflict. Also, they considered a conflict management style as appropriate for a particular situation if only it was able to provide effective solution to the problem. Rahim (2002), who is a renowned scholar in the field of conflict management, further acknowledged that, there is no one best approaches to managing conflict. However, Likert and Likert (1976) suggested the problem solving style or the integrating style of managing conflict as the most appropriate in most situations. Many authors have come out with some diverse styles and mechanisms for managing conflicts.

Among these authors was Follett (1940) who came up with three distinct ways of handling interpersonal conflicts; domination, compromise and integration. She also identified avoidance and suppression as other ways of dealing with conflicts in organizations. Blake and Mouton (1964) also proposed a conflict management model consisting of five distinct conflict management styles. These included forcing, withdrawing, smoothing, compromising and problem solving. This conceptual scheme of conflict management by Blake and Mouton (1964) was later remolded by Thomas (1976) into five different styles based on “concern for others and concern for one’s own self”. Concern for one’s own self placed more emphasis on satisfying the interest of one’s own self at the expense of others’ interest.

While concern for others placed more emphasis on satisfying the interest of other people at the expense of one's own self. He called the concern for others, "cooperativeness" and the concern for one's own self, "assertiveness". Assertiveness is the strength with which one party would like to maximize their goal and interests in relation to the other party's goals. One party may maximize their total concerns (assertiveness) to the total disadvantage of the other party's needs and objectives (uncooperativeness) amounting to a "competitive" position.

Also, neglecting personal needs (assertiveness) as contributing to the achievement of the other party's needs (cooperativeness) could result in an "accommodative" relationship. "Compromise" behavior is neither accommodating nor competitiveness because it satisfies only a portion of both parties' interests. Moreover, fulfilling one's expectations (assertiveness) and that of another's (cooperativeness) simultaneously portrays a "collaborative" behavior. However, when individuals show no concern for their own goals, conflict situations could be avoided (Rahim, 2002; Euwema et. al., 2003). Pruitt (1983) also came up with a similar model of conflict management styles which was called "The Dual-Concern Model". It was also based on the degree of cooperativeness and assertiveness just like Thomas's (1977) model. Pruitt called the style where there is low assertiveness and high cooperativeness as "the yielding style". The author called the style where there is both high assertiveness and cooperativeness, "the problem solving". Then the style where there is low assertiveness and low cooperativeness, he called, "the inaction style". And lastly, "the contending style", where there is high assertiveness and low cooperativeness. The author further suggested problem solving style as the most appropriate style where mutually beneficial options are required. He did not consider compromising as a distinct conflict management style like some other authors did but rather, yielding style which has a similar explanation like the compromising style.

However, other models identified by scholars classified these styles into five and places more emphasis on compromise as distinct style of managing conflict. Other authors in this field also classified the conflict management styles into two distinct styles. One of such authors was Kantek and Gezer (2009). Deutsch and Coleman (2000) are one of such authors who came up with "integrative" and "distributive" models of managing conflict. The distributive style of managing conflict focused on the distribution of a fixed quantity of positive outcomes where one party ends up winning and the other party loosing.

The integrative style focused on integrating the concerns of both parties to obtain the best possible outcome. Recent authors such as Swanston and Weismann (2005) came up with a meta-taxonomy for managing conflict which they considered to be encompassing all other styles based on the amount of “activeness” and “agreeableness”. Agreeableness at the highest level was associated with the attempt to satisfy all parties involved while activeness was associated with open discussions of different opinions while still pursuing their own interest. In the authors’ studies, they also discovered that activeness doesn’t necessarily have any significant effect on the effectiveness of conflict resolution but agreeableness, on the other hand, had a positive effect on conflict resolution because it impacted positively on how group felt about how conflict was managed irrespective of the outcome. The author’s also discovered in their studies that the integrative model led to consistency in better task related outcomes than the distributive model. In a research done by Rahim and Bonoma (1979), the two authors came up with two dimensions of the styles of managing conflicts called the Dual Concern Model which was quite similar to that of Pruitt’s (1983) Model. The first dimension dealt with the degree to which a person would want to satisfy his/ her own concerns. While the other dimension dealt with the degree to which a person attempts to satisfy the concerns of others. Further studies conducted by other scholars such as Ruble and Thomas (1976) and also Van de Vliert and Kabanoff (1990) supported the two dimensions proposed by Rahim and Bonoma (1979). These two dimensions were later combined into five distinct styles of handling interpersonal conflict. These five styles were integrating, obliging, dominating, avoiding and compromising.

A contingency theory of leadership propounded by Fielders (1967) led to the development of contingency approach to conflict management. Recent studies have shown that integrating and compromising styles are more ideal for dealing with issues that are strategic in nature while the other styles are more appropriate for managing day – to – day problems in the organization. The five distinct styles have been described in detail in the section below.

2.6.1 .Integrating Style

The integrating style of managing conflict placed more emphasis on high concern for both self and others (high assertiveness and high cooperativeness). This style also used problem solving through diagnosis of the problem and then finding of appropriate interventions for the right problems. Rahim (2002) acknowledged that he uses of this style involved important variables such as, openness and information exchange, obtaining alternatives and the examination of differences to reach an effective solution which was acceptable to both parties. Here, the parties were expected to open up and exchange ideas, because this style

involved exchange of ideas between the parties. According to De Church and Marks (2002), this style was commonly used when the problem in question was a complex one.

A complex problem as explained by the above author was one that required synthesis of ideas in order to come out with an appropriate solution. Studies conducted by Lawrence and Lorsch (1967), discovered integrating style as more appropriate if integration of activities in different subsystems within an institution was required. This style easily integrated groups within the institution to ensure effective coordination. Most researchers including Pruitt and Carnival (1993) were of the view that problem solving which were also known as integrating style by Rahim (2002) was more appropriate when it came to dealing with social conflicts. Issues which were strategic in nature also yield positive results when integrating style was used.

2.6.2. Obliging Style

Almost (2006), this style is where a person is more concerned about the interest of others rather than his/her own interest (high cooperativeness and low assertiveness). In this style, the party believes he/she may be wrong and thinks that the other party is rather right. This usually puts the party at the weaker position. This style is most applicable where one party gives something of value to the other party in exchange of something in future when he/she needs help. This style is usually used when the issue in question is of great importance to the other party and the party also wants to preserve the relationship. Here, because the party is interested in preserving the relationship and the issue is also of more importance to the other party, the party then offers something of value to the other party in hope of getting help in future (Brooks, 2009).

2.6.3 .Dominating Style

This is where a party is more concerned about his/her own interest and neglects the interest of others (high assertiveness and low cooperativeness). This style is associated with being competitive. A dominating person according to Back and Back(1994) has the objective of wanting to win so he/she would do anything possible to achieve his/her objectives by so doing, neglecting the interest of others. Some scholars have argued that this style was selfish in nature. Unlike obliging where the issue is of much importance to the other party, here the issue is of importance to the party so he/she would do whatever it takes to win. In situations where quick decisions are to be made and the people involved are unskilled, the manager could adapt this style. However, subordinates who are skilled may see their superiors as being

autocratic. This style was also considered appropriate where the issues involved are less complex. It is not appropriate to use this style in situations where both parties are powerful.

2.6.4 .Avoiding Style

This is where the party has low concern for both self and others too (low assertiveness and low cooperativeness). A manager who uses this style always fails to meet his needs and that of others too. Here the party thinks sit is not worth confronting the other party. In situations where the issue is important to one party and there is responsibility on the party to make decisions, this style may not be useful. This style requires patience on the part of the two parties. This style is non-confrontational in nature and it is used for minor issues. Avoiding is always associated with negative conflicts (De Dreu, 1997). This is true because the real cause of the problem may not be tackled and the issues may pile up.

2.6.5. Compromising Style

This is where there is an intermediate between concern for self and others (moderate assertiveness and moderate cooperativeness). This is a kind of “give and take” and here, both parties give something in order to get something in return. The goals of the two parties should be mutually exclusive for this style to be effective. Protracted conflicts could be handled effectively using this style. However, according to Rahim (2002), this style is not suitable for handling complex problems that require problem solving. But some managers still use t and they end up getting the wrong results. This style also, may not be appropriate in situations where one party is more powerful than the other. This style is most appropriate where integrating or dominating style cannot be used. Managing conflicts in general come along with some challenges that institutions face and the institutions should learn to deal with these challenges effectively (Brooks, 2009).

2.7. Conflict Management role of school leaders

According to Barge (1994) conflict is a social phenomenon that is heavily ingrained inhuman relation, expressed and sustained through communication and occurs when individuals or groups became dependent on one another to meet identified needs. The social context of the school is comprised of different groups, with different and sometimes opposing interests but interdependent on each other, the existence of conflict is inevitable. Effective managers and school principals need to understand the nature of conflict and develop practical skill to manage it.

Leaders who are skilled in the arts of resolving conflict are prepared to deescalate the rhetoric and posturing on both sides of the dispute and substitute search for solutions that give each side of the opportunity to compromise without losing face. Such leaders go to the root of the communication breakdown, whether it is anger, fear, mistrust or differing assumption and definitions. They press each side to understand the way others perceive the problem, recognizing that how an adversary perceives the problem. Therefore, instructional leader generate alternative solutions to solve the problem in the school setting.

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by head teachers. 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. Okumbe (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 head teacher 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 head teacher 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

2.8. Roles of Educational Leaders in Managing Conflict

Leadership in an organization has different and more meaningful definition. Very simply put, a leader is interpreted as someone who set direction in an effort and influence people to follow that direction (Carter, 2008). Accordingly four major variables were identified. First, to lead involves influencing others. Second, where there are leaders there are followers. Third, leaders often become visible when an innovative response is needed. Fourth, leaders are people who have clear idea of what they want to achieve and why. Moreover, Hunt (1992) also defines leadership, "... is a process which involves the leader, the subordinates, and the situation". Accordingly, three variables were identified i.e., 1) the personality of the leader; 2) the personalities of the subordinates; and 3) the characteristics of the situation (tasks, structure, pressures etc.)

Leadership is the heart and soul of conflict management. Because leading involves influencing others (such as conflicting parties) in order to accomplish conflict resolution. To be effective leaders, educational managers need to understand individual and group behavior, causes of conflicts, styles of handling conflicts and leadership styles. Educational managers must develop relationships that ensure adequate communication with their subordinates (teachers).According to Kinard (1998), leading includes managing personal conflict, helping employees deal with changing conditions, and in some cases, disciplining employees. Generally, a leader is a person who influences a group of people towards a specific result. Ogbonnia (2007) defined an effective leader as an individual with the capacity to consistently succeed in a given condition and meeting the expectation of an organization or society. Leaders are recognized by their capacity for caring for others and clear communication. Okorie (2002) noted that principal's personal characteristics which include age, marital status, teaching experience, academic qualifications and sex cannot be divorced from the way and manner at which the school is being managed.

Ike (2000) submitted that principals' with long year of teaching experience perform better in mobilizing the non-teaching and teaching staff towards attainment of school goals and objectives. Furthermore, Durosaro (1998) opined that the school principal, as a leader must be prepared to integrate roles and personnel to achieve desired goal, the accomplishment of these functions depends solely upon his or her administrative leadership and management skills...

2.9. Factors that influence Conflict Management

Effective conflict management involves making vital changes at the macro-level within the organization so that affective conflict could greatly be minimized while increasing substantive conflict. Essential dynamisms in certain areas like leadership, culture and the organization's structural design influence conflict management in organizations.

2.9.1 Leadership and Management Style

The style of leadership could influence conflict management. Some institutions may have leaders with particular leadership styles that may motivate or demotivate conflict management in the institution. Basically, leaders may be either transformational or transitional. According to Bass (1985) and Deutsch and Coleman (2000), transformational leaders tend to be more charismatic and they can use this quality to influence effective conflict management.

In the same way, in organizations where leaders are transitional leaders, conflict management may also be influenced because of the lack of vital qualities on the part of the leaders in managing conflicts. Basically, no leadership style is considered good or bad. According to Vroom and Yetton's (1973) decision theory and House's (1971) path-goal theory of leadership, there is no one best style for dealing with different issues but it all depends on the situation. According to the decision theory by Vroom, all the styles of leadership could be appropriate at any point in time depending on the nature of the problem and the situation. Therefore, the appropriateness of any leadership style would depend on the situation. Whenever there is a mismatch between the leadership style and the conflict situation, effective conflict management may not be achieved.

Choosing a leadership style that does not suit a particular conflict situation may be compared to putting a square peg in a round hole. The most suitable style of leadership or management to be used could be determined after proper diagnosis has been effectively done (Cronin and Weingart, 2007). There could be some form of conflicts that could best be handled by adopting a more autocratic style of leadership. In the same way, there could be other situations where a democratic style may be more appropriate. This confirms the findings of the earlier scholars who suggested that there is no one best style of leadership but it all depends on the situation.

2.9.2 Organizational Culture

Effective conflict management is largely influenced positively by an organizational culture that encourages openness and risk taking and also sharing of useful information; a kind of learning where carrot is given instead of a stick to enhance voluntary learning through positive reinforcement (Schein, 1993). On the other hand, in situations where the kind of culture discourages employees from challenging the status quo, employees may not fully cooperate in the conflict management process and they would keep their opinions to themselves. In such cultures, employees are not able to bring on board their opinions and suggestions during decision making in the organization leading to a large pool of untapped ideas.

The culture of reinforcement could also be used effectively by managers to motivate conflict management behaviors in their respective organizations. This form of reinforcement could be used to achieve effective performance and creativity as well as improving long-term performance through rewards. Abrams (2009) affirmed the above statement when he commented that, in organizations where desired behaviors were encouraged through rewards, expected outcomes were easily achieved. Managers are therefore encouraged to acknowledge these reinforcement mechanisms and their influence on conflict management in their organizations.

2.9.3. Organizational Structure

Organizations may have structures which may be hierarchical or flat in nature. No one structure could be said to be good or bad but its appropriateness would depend on the situation. According to Rahim (2002), the structure of an organization includes the hierarchy, procedures, reward systems and many others. In certain situations, alteration of the structure of the organization may positively or negatively influence the conflict management practices in the organization. The author also suggested that the appropriateness of any structure would depend on the organizational environment. According to him, the structure could either be mechanistic which is also called bureaucratic or organic which is also called organismic. Researchers like Lawrence and Lorsch (1967) came up with the findings that, mechanistic structures were more convenient for departments which responded to stable environments.

On the other hand, organic structures were more suitable for departments which were responsible for unstable environments. It could be deduced that the more the congruence

between the structure and environment, the more effective the management of conflict would be. Organizations may alter their structures based on certain factors. According to Ducan and Weiss (1979), most organizations responded to conflict and pressure by changing their organizational structures into more flat, decentralized forms. In recent studies, Stone and Patton (1999) commented that, the changes in organizational structures to influence conflict management within the organization was reflected in new organizational forms like the modular organization, virtual corporation and horizontal organizations.

2.9.4. Organizational Policies and Procedures

The organizational policies have a great influence on the conflict management practices of organizations. Some policies in the organization may influence the practices positively or negatively. Some of the policies that positively influence conflict management include policies that are flexible enough and allow employees to participate effectively in the conflict management process. Organizational policies that may influence conflict management negatively include strict rules that do not allow employees to express themselves and actively participate in the conflict management process (Euwemaet, al., 2007).

2.9.5. Time and Venue

Conflict management may be influenced by the time and venue chosen. Vansant (2003) commented that if the venue is not suitable for dealing with conflict, the expected outcome may not be achieved. The author further recommended a serene environment and a time when all tempers are down as appropriate in order to achieve a positive response from both parties and generally achieve a successful outcome. Trying to deal with the problem immediately the problem occurs may worsen the situation (Cronin and Weingart, 2007) Roles of Educational Leaders in Managing Conflict.

Leadership in an organization has different and more meaningful definition. Very simply put, a leader is interpreted as someone who set direction in an effort and influence people to follow that direction (Carter, 2008). Accordingly four major variables were identified. First, to lead involves influencing others. Second, where there are leaders there are followers. Third, leaders often become visible when an innovative response is needed. Fourth, leaders are people who have clear idea of what they want to achieve and why.

Moreover, Hunt (1992) also defines leadership, "... is a process which involves the leader, the subordinates, and the situation". Accordingly, three variables were identified i.e., 1) the

personality of the leader; 2) the personalities of the subordinates; and 3) the characteristics of the situation (tasks, structure, pressures etc.)

2.10. Challenges in Managing conflict

According to Bodin and Crawford (1999), there are various challenges facing school principals in managing conflict in their schools. These are: 1) Avoidance: -People tend to have a negative attitude toward conflict and people react to this by secluding themselves and completely removing themselves from situations instead of facing them. 2) Non-assertiveness: This is another term for being passive. People simply do not say what is on their minds and they either let other people tell them what to do or will not allow others to speak their mind. 3) Misanalysis: Failing to successfully identify what the actual conflict is leads to poor management of the conflict. Not being able to discover whose conflict it is also leads to miscommunication. (This does not mean placing blame on someone but figuring out who the conflict is between.) 4) Escalation: This is also known as aggressiveness. Suddenly putting up defensive walls and becoming angry only escalates the conflict. Becoming aggressive can have disastrous effects on the people involved in the conflict.

5) Dirty Fighting: This is the worst type of barrier to any conflict. This type of barrier can include actions like verbally attacking the other party, bringing up past experiences, or destroying rational communication altogether. 6) Competing: When people engage in conflict, egos and cooperation go awry. Both parties believe that the other party is out to get them and they lose all hope of communicating effectively. Rather than collaborating for a “win-win” situation, people will compromise for a “win-lose” situation ultimately causing everyone to lose (Bodin and Crawford, 1999).

2.11. Consequences of Conflicts in School

2.11.1 Negative Outcome of Conflict

According to Lovelace (2011) and Massey (2007) conflict can have negative effects if allowed to fester unresolved, or to escalate to an unmanageable level. As a consequence, and with consideration of the importance of ensuring that the instructional programmer functions optimally, the skills of conflict management and conflict avoidance are vital for instructional leaders to ensure school effectiveness in terms of academic achievement. Negative outcomes of conflict are known as dysfunctional outcomes of conflict. Different scholars use the words "negative" and "dysfunctional" interchangeably when dealing with conflict. The negative views of conflict are the destructive forms of conflict. Dysfunctional conflict is any confrontation or interaction between groups that harms the organization or hinders the

achievement of organizational goals. Management members are always in a position to eliminated dysfunctional conflict (Ivancevich and Matteson, 1990).

Dysfunctional conflict, it is believed to be destructive. Such a form of conflict usually hinders organizational performance and leads to decreased productivity. This conflict orientation is characterized by competing individual interests overriding the business overall interests. Managers withhold information from one another. Employees sabotage others' work, either intentionally or through subtle, conflict-motivated disinterest in teamwork (Kinicki and Kreitner, 2008).

To support the above idea Burke and Krey (2006), suggested that dysfunctional conflict is dangerous and disruptive in that it seeks to pursue personal glory to the expense of others in the organization. It is usually driven by bitterness and desire to satisfy the self. Dysfunctional conflict includes all confrontation and interaction between groups that harm the organization and prevent the achievement of organizational aims (Van der Merwe, 2003). With reference to the pursuing of academic achievement based on a positive culture of teaching and learning, dysfunctional conflict often results in people feeling defeated and demeaned which then leads to withdrawal and a decline in general productivity. Trust is broken and a tense feeling of mistrust sets in resulting in hostility, bitterness and resistance. Dysfunctional conflict within the school environment is capable of destroying the school to its roots affecting pupils' academic performance significantly (Mbatha, 2004).

Owens (2001) also discoursed that frequent and powerful conflict can have a devastating impact on the behavior of people in an organization in that conflict often develops into hostility which also causes people to withdrawal both physically and psychologically. In a school situation, physical withdrawal can take the form of absence, tardiness, job dissatisfaction and turnover which is often written off by laziness on the part of teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. On this score, Jorgensen and Henderson (1990) add that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationship. Contributing to the adverse effects on conflict, Eccles and Gabbaro (1995) assert that conflict can lead to outright hostile or aggression behavior such as mob action, property damage and minor theft of property.

Hunt (1992) generally listed six points with regard to the negative aspects of conflict. These are; conflict may: 1) Prevent members from 'seeing' task at all; 2) Dislocate the entire group

and produce polarizations; 3) Subvert the objectives in favor of sub-goals; 4) Lead people to use defensive and blocking behavior in their group; 5) Result in the disintegration of the entire group; and 6) Stimulate a win-lose conflict, where reason is secondary to emotion. Gray and Starke (1998) also identified three negative outcomes of conflict listed as follows; 1) A decline in communication between the conflicting parties 2) Hostility and aggression development 3) Over conformity to group demands

2.11.2 .Positive Outcome of Conflict

Conflict can also have positive effects, such as conflict between individuals and between and within groups which can stimulate creativity, innovation and change (Lovelace, 2011; Massey, 2007). Conflict is a mechanism that often challenges us to examine the way we do things, to find more effective ways of achieving goals, or to set goals constructively. Positive outcome of conflict are often called functional conflicts. Functional conflict is a confrontation between group that enhances and benefits the organization's performance. Without functional conflict in organizations, there is a possibility to have little commitment to change, and most likely groups would become stagnant. Hence, managers in any organization would like to encourage such kind of conflict (Ivancevich and Matteson, 1990).

Moreover, functional conflict represents a sense of an honest difference of opinion that results from the availability of two or more alternative courses of action (Van Der Merwe, 2003). Functional conflict helps to ensure that different possibilities are properly considered, and further possible courses of action generated from discussions of the already existing alternatives. It is constructive to use functional conflict as an opportunity to further investigate earlier decisions and build upon them without necessarily having to abolish everything. Functional conflict produces better ideas and pressurizes stakeholders to solicit a new approach which enables further investigation of prior decision-taking so as to stimulate creativity and growth among participants (Van Der Merwe, 2003). It is evident that functional conflict is conducive to a positive culture of teaching and learning in which all stakeholders feel strongly about optimal learner development as manifested in good academic achievement.

Positive or functional conflicts result in an urge for excellence and creativity. Such conflicts take the form of healthy competition (interpersonal or intergroup competition). With such type of competition, Carter(2008) said; better ideas are produced, people are forced to search for new approaches, long standing problems are dealt with people and are

forced to clarify their ideas, and the tension stimulates interest and creativity. Conflict and disagreement between decision makers can improve organizational decision making. Despite this, evidence of the researches have shown that decision makers disliking conflicts may lead to the reduction of conflicts but under stress (Janis and Mann in schwenk, 1990). Conflict can also indicate the need for adjustments in managerial process (such as organizational structure, decision making systems, planning) or in behavioral process (such as motivation, communication, or leadership patterns). In addition, conflict provides managers or administrators with information about their operations and show where corrective actions might be needed. Carter(2008) also pointed out that conflict stimulates managers to search ways to reduce or resolve the disagreements, and this process often lead to innovation and change.

According to Davis and Newstrom (1998), one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas. Another benefit is that once hidden problems are brought to the surface, they may be confronted and solved. According to Hunt (1992), conflict has the following Benefits, 1) Conflict usually causes changes; 2) Conflict activates people; 3) Conflict is a form of communication; 4) Conflict can be healthy in that it relieves pent -up emotions and feelings; 5) Conflict can be educational; and 6) The aftermath of conflict can be a stronger and better work environment.

Another writer Billisbery (1999) listed the following three benefits of conflict. Firstly, Conflict improves interpersonal relation:- People need room to release their strong feelings (such as angers) that are likely to have because of the aspects of their works and their workmates. This is probably healthier than hiding the anger or resentment. Secondly, Conflict improves group dynamics:- conflict can help to improve group dynamics by revealing personal agendas and laying the foundation for appropriate group goals, norms and procedures. Thirdly, conflict improves ideas and practices:- Hearing alternative ideas and suggestions from others may enable to a group to arrive at a better solution to the problem at hand.

Gray and Starke (1998) also identified the positive outcomes of conflict and are listed as follows. 1. The energy level of groups or individuals increases with conflict; 2. Group cohesion increases; 3) Problems are made known during conflict; 4) Conflict motivates groups to clarify their objectives, and this increases the group's awareness of its purpose; 5) Conflict encourages group to protect values they think are important; 6) Individuals or groups are motivated to mobilize information that is relevant to the conflict-Additional

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

Generally, functional form of conflict, or constructive conflict, supports the goals of the organization and improves its performance. Functional conflict may actually encourage greater work effort and helps task performance one of the main benefits of constructive conflict is that it gives its members a chance to identify the problems and to see the opportunities. Beside this, it can not only come up with new ideas but also improve learning and growth among individuals. When individuals engage in constructive conflict, they can learn more about themselves and others. In addition, it can help to improve relationships among members, because when two sides work on resolving a disagreement together, they feel that they have mutually accomplished something.

The differences between these two types of conflict are not in their sources but in the manner in which each of them is expressed. In constructive conflict, each party resists attacking the other. Instead, both sides take part in thoughtful discussion. They listen to each other's point of view, and try to find mutually beneficial solutions. By contrast, in dysfunctional conflict both parties are involved in confrontation which does not lead to any beneficial solution (WhettenandCameron,2012).

2.12. Summery

Conflict is an inevitable phenomenon that confronts all organizations and organizations should therefore learn to deal with them using the appropriate measures. Conflicts in organizations have both positive and negative impact on the individual and organization as a whole. The positive aspect could greatly be achieved when conflicts are properly managed using the appropriate conflict management styles. However, in adapting any style of managing conflict, some important factors such as the culture of the organization are to be considered. This goes a long way to affect the overall performance of the organization at any particular point in time.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The researcher would use descriptive survey method. Descriptive survey method has in preliminary and exploratory studies to allow researcher to gather information, summarize, present and interpreted in order to give clarifications (Orodho, 2002). This choice would made because it to identify present conditions, point out present needs and to study immediate status of a phenomenon and fact finding and it involves a field survey whose aims was to look at the practices and challenges of school leader in managing conflict in secondary schools in case of Ilu Babor Zone .The researcher will also employ both qualitative and quantitative research method.

3.2 Description of the Research

The study could conduct at secondary schools of west Ilubabor Zone, which is known to be one of the administrative zones of Oromia Regional State. East Ilu Babor zone is located at 625 km from the capital city of Oromia regional state Finnfine in the East direction. The capital city of Ilu Babor zone is Metu. Ilu Babor Zone shares common boundaries with West Zone in the West direction, Gambela Regional State in the South and South West direction, Guma administration in the North, and Bedelle Zone in the West direction. Administratively Ilu Babor zone is divided into 14 rural woreda's and 1 town administrations (i.e.Mettu town administrations).

On the other hand the elevation of Ilu Babor Zone varies from 2589 to 3400 meter above sea level. It is also known that temperature of the zone varies from 31⁰c in the highland areas and 28⁰c in lowlands; however there is little variation among seasons. Similarly, rainfall distribution of the administrative zone is known to be in between (70% _85%) mm. The economic conditions of Ilu Babor zone is as any Oromia region more than 85% of citizens depend on the agriculture and produce cash crops like chat and coffee. Regarding wind directions, east, southeast and northeast winds account for about 33, 17 and 12 per cent in a year, respectively (NUPL 1998). This means easterly winds are the dominant winds during the year.

3.3. Sources of Data

3.3.1. Primary Source of Data

The researcher would collect data from different bodies. The primary sources of data were teachers, principal's, supervisors and WEO using questionnaire, inter-view and Focus-Group discussion.

The primary sources of data were: One to one interviews Focus group, participant observation questionnaire and etc. by those primary sources of data we gather original information from the respondents.

3.4. Population, Sample and Sampling Techniques

3.4.1 Population and sample size

Population is the entire group of people to which a researcher intends the results of a study to apply (Aaron, A., Aaron, E. & Coups, 2008, p.130).” Therefore, the target population that were included in 22 secondary schools of Ilubabor Zone; specifically, secondary school teachers (223), principals (22), secondary school cluster supervisors (8) and Woreda education office teachers, principals and supervisors development coordinator (7), a total of 241.

3.5 Sample size and sampling technique

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. Hence, both probability and non-probability sampling technique were used to obtain the representative sample units for this research. First, to determine the sample size of teachers, in probability sampling technique, the formula of Paler-Calmorin and Calmorin (as cited in Workineh and Shameless, 2010) was employed. This formula was used because it was one that determines the sample size in probability sampling technique. Therefore, the total number of teachers who were included in the study was 139 (58.6%). The formula was attached at the end of the report.

The researcher decided to use these schools as a sample was due to the available financial and material resources to conduct the study effectively. The eight secondary schools were selected by using simple random sampling technique. Because, most secondary schools in

Ilubabor Zone has relatively similar standards like in infrastructure, facility, availability of necessary human resources (both administrative and academic) and other, thus selecting them randomly prompted their representativeness for the whole secondary school teachers of the Zone.

The total numbers of teachers in the eight selected secondary schools are 139. Hence, to select 139 teachers through simple random sampling technique, proportional allocation to the size of teachers in each school were done. Selecting teachers through random sampling technique help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalize the representativeness of the larger as well as the small secondary schools for the study. It was done by dividing the targeted sample teachers (139) with the total number of teacher in the eight secondary schools (160) and multiplied with total number of teachers' in each school. Mathematically;

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

Where, P_s = Proportional allocation to size

n = Total teachers' sample size (139)

N = Total number of teacher in the eight selected sample school (160)

After determining proportional allocation to size of teachers to each school, the researcher employed lottery method.

Secondary school cluster supervisors (4), school principals (8) and woreda education office teachers, principals and supervisors development coordinator (4), a total of 22 respondents, were selected through purposive sampling technique. Secondary school cluster supervisors and Woreda education office teachers, principals and supervisors development coordinator were taken from the Woreda in which the sample secondary schools were selected (Bure Nopha, Gore, Yayo, Metu, Dorani Bacho and Halu) Woreda. Selecting them purposively has great benefit for the research findings. Because, these respondents are the core to motivate teachers, to follow up the teachers current behavior and their work effectiveness, and also have deep information regarding to some factors that hinder the teachers work motivation. By supporting this Ball (as cited in Cohen, Minion, and Morrison, 2007, p.115) states that

“purposive sampling was used in order to access ‘knowledgeable people that were those who have in-depth knowledge about particular issues may be by virtue of their professional role, power and access to networks, expertise or experience.” Purposively selected samples were used to get in-depth information through semi structured interview. In general 155 individuals were included as the sample to extract sufficient evidence on teachers work motivation practices in secondary schools of Ilubabor Zone. The next table indicates the total study population in the study area.

Table 1. The Summary of the Population, Study Subjects and Sampling Technique

No	Participant		Total No	Sample Size	Sampling Technique
1	Secondary School		22	8	Simple Random Sampling
2	Teacher	Uka SS	19	17	Simple Random Sampling
		Gore SS	19	15	
		Nopha SS	19	16	
		Metu SS	20	19	
		Yayo SS	19	16	
		Elemo SS	18	15	
		Bacho SS	19	17	
		Bure SS	27	24	
		Total	160	139	
3	School Principal		8	8	Purposive Sampling
4	Secondary School Cluster Supervisor		8	4	Purposive Sampling
5	Woreda education office teachers, principals and supervisors development coordinator		8	4	Purposive Sampling

3.6. Tools of Data Collection

To get relevant and reliable data for the study and to add scope and breadth, both quantitative and qualitative data gathering tools were employed. To this effect, two data collection instruments namely questionnaire and interview were used to elicit primary data at different levels.

3.6.1. Questionnaire

This was a systematically prepared form of document with a set of questions deliberately designed to obtain responses from respondents or research informants for the purpose of collecting information. According to Parkash (2005) questionnaire was an instrument that is widely used by educational researchers to obtain facts about current practices and challenges, school leaders in managing conflict. On the basis of this 28 questions were prepared for teachers and School leaders (principals, Vice Principals, department heads and unit leaders). The 5 point likert scale questionnaires were prepared to find out practices and challenges of school leaders in managing conflict in secondary school. The close ended questionnaire was consisted of questions that called for short check responses while open-ended questionnaires were employed in order to give opportunity to express their feeling

3.6.2 Interview

Semi -structured Interview was the second important data gathering instrument in this study. This data gathering instrument was selected with the belief that deeper information was obtained on issues critical to the study underway? It was also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express her/his feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003). In order to obtain deeper information related to the practices and challenges of school leaders in the study area, a semi structure interview was held with two groups of respondents: eight school supervisors were interviewed to reflect on some guiding questions related with the practices and challenges of school leaders in managing conflict the study area. . Interview guidelines were prepared by English for supervisors.

In order to make the research more manageable, Semi-structured items were prepared for the above respondents. The reason behind the semi-structured interview items were the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee These respondents were selected for interview on the ground that more information can possibly be obtained from them due to their position in the school and daily engagements in the core activities of schools

3.7. Procedures of the Study

This study was done by developing review of literature, by selecting appropriate design, by identifying sources of data, population and sample size, by designing of data collection tools and data was collected through questionnaires and interview. Then the collected data was analyzed using quantitative and qualitative approach .Finally, the analyzed data was summarized, concluded and recommended based on the finding.

In addition to the above, to collect necessary data, firstly were completed; the researcher collected the questionnaire papers from the respondents

3.8. Methods of Data Collection

There were three basic instruments used in the processes of gathering the necessary data for this study. These were closed-ended and open-ended questionnaire, interview and focus group discussion. Teachers were participated by completing practices and challenges of school leaders in managing conflict questionnaire. Then interview and checklist were following to obtain additional data and check the reality of information collected through the questionnaire.

3.8.1. Questionnaire

Questionnaires would used to Validity gather data from teachers close ended and open- ended items would used to make questionnaires covenant for respondents. Thus, the items would dominated by close-ended questions. The questionnaires would be prepared in English, because the expected standard for secondary school stakeholder is first degree. Therefore, the researcher expects the respondents understand English and respond comfortably. In addition, simple language would used to avoid miss understandings and ambiguities that hinder reliable responses. The questionnaires would develop, so that it can answer the basic question of the study. Accordingly, the questionnaires will be consisted practices and challenges of school leaders in managing conflict .and the possible solution to create good practices of school leaders in managing conflict will be included in the questionnaires.

3.8.2. Interview

To make the study more comprehensive and reliable, semi-structured interviews would administrated to principals, vice principals and supervisor. To ensure effective communication between the interviewer and the respondents, the entire interview would conducted first in English then in Afan Oromo and Amharic would translated back to English for analysis. These were informal discussions where the interviewer wants to explore in depth particular topic with another person in a spontaneous way However, even in untrusted

interviews it was likely that the researcher would have a pre-decided range of topics to cover in the discussion.

3.8.3. Focus Group Discussion

Focus group discussion was conducted with, supervisors, principals and vice-principals to take the advantage of collecting variety of shared understanding from these interacting individuals and it helps to triangulate the data that gathered with other tools and the researcher also use this data gathering method to get unswerving idea for conclusion of study according to Ayalew,(1998) .Focus group was used to gather data usually in the form of opinions, from selected group of people on particular and pre-determined topic.

The purpose of this discussion was introduced and discussion ground rules agreed. The researcher encourages free discussion, but is ready to intervene if necessary to resolve group problems.

Following the preparation of the questionnaires and interview before final distribution validity of all questionnaires and interviews would be checked, organized, ordered, and spelling, grammatically checked by professionally skilled experts on the area. Based on the result the questionnaires modification would make. After checking the validity, principals, supervisors, teachers, and vices-principals totally 25 participants from the Zones would chosen to check the reliability of the questionnaires. The questions will be given by providing space for respondents to get criticism and recommendation for improving the questionnaires and interview, and by asking respondents to state in their own words what they think each question means; revise and retest the questions until all or most members of the pilot test sample accurately understand what was intended. The cronbach alpha reliability coefficient for the total instrument if it was greater than 0.7, it would used. Then the distributed questionnaires' would collect and calculated.

3. 9. Procedures of the Study

Relevant data for the research study would collect with multiple instruments. Both qualitative and quantitative primary data would collect. All the respondents would inform about the purpose of the study and how to complete the questionnaire. The researcher would contact in face-to-face situation to the respondents. The questionnaires for respondents would distributed with the principals and vice principals of schools. The data collection through interview would conducted by speaking to respondents face-to-face. All the interviews were done by the researcher. Before conducting the interview, necessary rapport were established with respondents by creating conducive atmosphere and explaining the purpose of the study.

3.10. Methods of Data Analysis

Data would analyze both quantitatively and qualitatively. The quantitative data which would be drawn from close ended questions would be analyzed using frequency count and percentage of response of questionnaires' t-test would employed to calculate the significant difference among teachers with respect to a given items. The qualitative data would draw from interview and open –ended would first transcribed to separate topic. After this the raw data carefully studied for each items, each expiration and view obtained from the respondents would categorized. Then the categories would combine to describe the item both as expressed by the respondents and as understood by the researcher. The raw data would classify and tabulated after ensuring that they were carefully collected. This was followed by analysis and interpretation of findings. The qualitative data would be analyzed using descriptive or narrative method.

3.11 .Ethical Consideration

Efforts would make to make the research process professional and ethical. To this end, the researcher was try to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As he introduces its purpose in the introduction part of the questionnaire and interview guide to the respondents, he shall confirm to subjects, confidentiality w protected.

The participants made to understand what would explained and be given the opportunity to ask questions and have them answered by the researcher. The informed consent document must be written in lay language, avoiding any technical terminology. This participant's consent to participate in the research had been voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration.

In doing so, first the researcher went with official letter written from Jimma University Educational Planning and Management Department to the Woreda Education Office and sample secondary schools. Then the researcher explained the purpose of the study to the WEO and school principals to get permission to accomplish the work. Finally to start the study the researcher would introduce the objective and advantage of the study to the respondents.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presented the analysis and interpretation of data obtained from teachers and school leaders (department heads, principals, vice principals, supervisors and unit leaders). The study employed questionnaires for teachers, and school leaders and interviews with supervisors. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. The study covered eight secondary schools of Ilu Babor Zone namely (Bure Nopha, Gore, Yayo, Metu, Dorani Bacho and Hurumu). A total of 28 questionnaires were prepared and distributed for 139 sample teachers 8 school leaders, four (4) Supervisors and four (4) WEBS who have been purposefully selected as information sources.

All the questionnaires (100%) that were distributed to the teachers and school leaders were filled and returned to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with Four (4) supervisors used to triangulate the data obtained. In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS for analysis. Then the means for the two groups of respondents (school leaders and teachers) were identified and analysis was done using the grand means of the two groups" respondents.

To examine the difference of the views of the two groups of respondents (teachers and school leaders) up on the practices and challenges of school leaders to manage conflict, an independent sample t-test has been conducted.

Accordingly, if a calculated value was greater than 0.05 significant levels, there was no significance difference between the views of the two groups of respondents, while the calculated value was less than the 0.05 significant values, there is significant difference between the views of the two groups" of respondents.

Frequency and percentages were used for the analysis of characteristics of respondents. On the other hand, mean, standard deviation, grand mean were used for the analysis of specific items. Therefore, in the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, qualification, and work experience were tabulated and analyzed as indicated under table 2. In the second part of the analysis the views of the two groups" (teachers

and schools leaders) respondents were analyzed and interpretation were made based on mean, grand mean, standard deviation, and t-test

Table: 2: Respondents Background Information

Variable	Category	Respondents									
		Teachers		School leaders		Supervisors		WOE Expert		Total	
		F	%	F	%	F	%	F	%	F	%
Sex	Male	78	56	8	100	4		2	50	62	59
	Female	61	44	-	-	-	-	2	50	63	41
Year	<20	50	37	2	25	-	-	-	-	52	34
	21-30	57	41	-	-	-	-	-	-	57	66
	31-40	18	13	2	25	3	75	2	50	25	16
	41-50	12	8	4	50	1	25	2	50	19	84
	>50	2	1	-	-	-	-	-	-	2	1
	Total	139	100	8	100	4	100	4	100	155	100
Variable	Category	Respondents									
		Teachers		School leaders		Supervisors		WOE Expert		Total	
		F	%	F	%	F	%	F	%	F	%
Qualification		-	-	4	50	3	75	-	-	7	5
	BA/BSc	139	100	4	50	1	25	4	100	148	95
	Diploma	-	-	-	-	-	-	-	-	-	-
	Total	139	-	8	100	4	100	4	100	155	100
Service	1-5	57	37	-	-	-	-	-	-	57	37
	6-10	53	26.3	-	-	-	-	-	-	53	34
	11-16	20	19.7	6	75	2	50	1	25	29	19
	>16	9	6.5	2	25	2	50	3	75	16	10
	Total	139	100	8	100	4	100	4	100	155	100

Regarding the educational background of the respondents, almost all teachers and school leaders were first degree holders. As shown in table, 3, above, from the total of 139 teachers, 57(37%) of

them had services of 1-5years, 57 (37%) of them had a service between 6-10 years where as 53 (34%) of them had between 11-15 years and 20(19.7%) of were greater than sixteen years. From total 8 school principals, 2 (50%) of them had services of >16 year

Table: 3- Conflict Management Style Found in School (Integrating Style, Obliging style and Dominating Style)

S.N	Practices of school leaders in managing conflict	Res.		NS	SS	S	VS	ES	Tot	Mean	SD
	Integrating Style										
1	How can Keeping the lines of communication open for flow of information?	T	F	17	84	38	-	-	139	2.15	.61283
		SL	F	3	4	1	-	-	8	1.75	.71
2	How to looks conflict issues from both sides with equal consideration?	T	F	16	66	57	-	-	139	2.95	.66
		SL	F	3	3	2	-	-	8	1.86	.83
3	How to work cooperatively With all members of the school in setting disagreement?	T	F	-	12	71	56	-	139	3.32	.63
		SL	F	2	4	-	2	-	8	3.00	.76
4	Giving high concern for both self and other interest?	T	F	2	47	78	12	-	139	2.72	.64
		SL	F	-	5	3	-	-	8	2.45	.52
	Obliging style										
5	High concern is given for other interest and low concern for self interest during managing conflict?	T	F	-	2	39	62	36	139	3.95	.77
		SL	F	-	2	-	4	2	8	4.00	.76
6	The party believes he/she May be wrong and thinks that the other party is rather right?	T	F	-	6	67	44	22	139	3.69	.81
		SL	F	-	-	2	5	1	8	3.79	.64
	Dominating Style										
7	Having firm stand on one side?	T	F	-	35	69	31	4	139	3.08	.77
		SL	F		3	5	-	-	8	2.66	.52
8	Giving high concern for self interest and low concern for others during managing Conflicts?	T	F	-	14	37	80	2	139	3.53	2.32
		SL	F	-	-	4	4	-	8	3.50	.53

KEY: *Not satisfied, Slightly satisfied, Satisfied, Very satisfied, extremely satisfied*

NB: Mean <3 “Seldom”, Mean=3.00-3.50 “Sometimes”, Mean >3.50 “Often” T=Teachers
SL=School Leaders, Resp=Respondents, SD=Standard Deviation, GM=Grand Mean

As it can be seen in Table 3, above item 1, 2,3, and 4, were some adapted strategies to manage conflict that were categorized under integrating style of managing conflict. Accordingly, for items 1, 2, 3, and 4, the grand mean rate of teachers and school leaders were 1.95, 2.41, 3.15 and 2.54. This implies that the school leaders seldom utilized the integrating style that involves giving high concern for both self and other interest during managing conflict. As it was indicated by the computed independent sample t-test result clearly showed that there is no statistically significance difference since the obtained p-values (.66, .75, .67 and .58) are greater than 0.05.

As shown in Table 3, above, some conflict management styles which are categorized into five major strategies of managing conflict were listed in order that the respondents show how often the school leaders use these styles to manage conflict. Accordingly, for item 5, the mean rating of teachers and school leaders were 3.95 and 4.0 respectively with grand mean 3.98. This implies that the school leaders often utilized obliging style that involves high concern for other interest and low concern for self interest during managing conflict. As it was indicated by the computed independent sample t-test result, the obtained p-values are .76. This depicts that there is no statistically significance difference between the means of the two groups.

With respect to item 6 in Table 3, above, the mean ratings of teachers and school leaders were 3.59 and 3.70 respectively with grand mean rating 3.79. wiht grand mean.3.69 This shows that the school leaders often use obliging style that makes the party believes he/she may be wrong and thinks that the other party is rather right during managing conflict. The computed independent sample t-test result clearly depicts that there is no statistically significant difference between the means of the groups as obtained p-values .72 is greater than 0.05.

In the same Table for item 7, the rating of teachers and school leaders were 3.08 and 2.66 respectively with grand mean rating of 2.87. This entails that the school leaders seldom utilize dominating style that involves having firm stand on one side. The computed independent sample t-test result depicts that there is no statistically significant difference between the means of the two groups because the calculated p-values was .64, which is greater than 0.05

For item 8 in Table 3, above, the mean ratings of teachers and school leaders were 3.53 and 3.5 respectively with grand mean rating 3.52. This implies that the school leaders sometimes use dominating style that involves giving high concern for self interest and low concern for others during managing conflict. The computed independent sample t-test result clearly depicts that there is statistically significant difference between the means of the groups as obtained p-values (1.43) is greater than 0.05.

For items 5, 6 and 8 in Table 3, above the grand mean were 3.97, 3.69, and 3.50 respectively. This implies that the school leaders often use obliging style which gives high concern for other interest and low concern for self interest and that makes the party believes he/she may be wrong and thinks that the other party is rather right during managing conflict. , whereas they also sometimes employ the dominating style in managing conflict which involves giving high concern for self interest and low concern for others during managing conflict .The computed independent sample t-test result for items 5 and 6 indicate that there is no statistically significant difference between the means of the two groups of the respondents since the obtained p-values (0.77 and 0.72,) are greater than 0.05. But, The computed independent sample t-test result for item 8, indicates that there is statistically significant difference between the means of the two groups of the respondents since the obtained p-values .074 is less than 0.05.

Table: 4: - Conflict Management Style Found in Schools (Avoiding Style and Compromising Style)

S.N	Practices of school leaders in managing conflict	Resp		NS	SS	S	VS	ES	Tot	Mean	SD
	Avoiding Style										
1	Keeping quite by considering that it is the best Strategy for managing conflict.	T	F	-	-	40	63	36	139	3.97	.74
		SL	F	-	-	3	2	3	8	4.00	.93
2	The party thinks it is not worth confronting the other party	T	F	-	13	40	46	38	139	34.23	3.73
		SL	F	-	-	3	3	2	8	3.86	.83
3	Pretending that there is no conflict at school by ignoring presence	T	F	-	6	53	58	22	139	3.69	.79
		SL	F	-	-	3	2	3		4.00	.96
	Compromising Style										
4	By involving moderate concern for the self as well as for the other party during managing conflict	T	F	10	47	45	29	8	139	2.84	1.02
		SL	F	1	2	5	-	-		2.13	.64
5	Negotiation takes place so that compromise can be reached	T	F	32	65	38	4	-	139	2.11	.78
		SL	F	2	5	1	-	-		1.88	.64
6	Preferring to conciliation to solve problems	T	F	12	63	64			139	2.37	.64
		SL	F	-	5	3		-		2.38	2.38

KEY: Not satisfied, Slightly satisfied, Satisfied, Very satisfied, extremely satisfied

NB: Mean <3 “Seldom”, Mean=3.00-3.50 “Sometimes”, Mean >3.50 “Often” T=Teachers
SL=School Leaders, Resp=Respondents, SD=Standard Deviation, GM=Grand Mean With respect to item 1, 2, and 3 in the Table 4; above, the grand mean rating were 3.97. This also indicates that school leaders in secondary school under investigation often use avoiding style in managing conflict particularly, keeping quite by considering that it is the best style for managing conflict. And by making the party think sit is not worth confronting the other party. It is also depicted that school leaders often apply the avoiding style especially, Pretending that there is no conflict at school by ignoring its presence .The computed independent sample t-test result for

each item indicates that there is no statistically significant difference between the means of the two groups of the respondents since the obtained p-values (0.83, 2.33, and 0.86) are greater than 0.05.

For item 4, in the Table 4; above the mean ratings of teachers and school leaders were found to be 2.84 and 2.13 respectively with grand mean 0.83. This implies that both groups of respondents indicated that secondary school leaders seldom use the compromising style by involving moderate concern for the self as well as for the other party during managing conflict. The computed independent sample t-test result indicates that there is no statistically significant difference between the means of the two groups of the respondents since the obtained p-values (0.83) is greater than 0.05.

With respect to item 5 in Table 4: above, the mean ratings of teachers and school leaders were 2.1 and 1.87 respectively with grand mean rating 0.71. This depicts both group of respondents showed that the school leaders seldom apply the compromising style of conflict management that involves negotiation to take place during managing conflict. The computed independent sample t-test result indicates that there is statistically significant difference between the means of the two groups of the respondents since the obtained p-values (0.71) is less than 0.05.

For item 6 in the same Table above, the mean rating of teachers and school leaders were, 2.37 and 2.38 with grand mean of 0.58 respectively. This showed that both groups of the respondents indicate that the school leaders utilize the compromising style in managing conflict which involves preferring to conciliation to solve problems. The computed independent sample t-test result indicates that there is no statistically significant difference between the means of the two groups of the respondents since the obtained p-values (0.58) is greater than 0.05

Similarly, the response obtained from inter-view and open-ended questions showed that among the various conflict management styles, the avoiding style was the most adapted which suggested that, it was considered as the most commonly adapted style according to the responses given by the respondents. This was closely followed by the obliging style, the dominating style, the compromising style and finally the integrating style which scored the least points. The avoiding style was preferred by most of the respondents where the party has low concern for both self and others too (low assertiveness and low cooperativeness). A manager who uses this style always fails to meet his needs and that of others too. Avoiding is always

associated with negative conflicts (De Dreu, 1997). This is true because the real cause of the problem may not be tackled and the issues may pile up.

To sum up avoiding style was often adapted practices used by school leaders which are followed by obliging style, dominating style, compromising style integrating and avoiding style with grand mean of 3.2 in managing conflict in secondary schools of Ilubabor.

To support this, neglecting personal needs (assertiveness) as contributing to the achievement of the other party's needs (cooperativeness) could result in an "accommodative" relationship. "Compromise" behavior is neither accommodating nor competitiveness because it satisfies only a portion of both parties' interests. Moreover, fulfilling one's expectations (assertiveness) and that of another's (cooperativeness) simultaneously portrays a "collaborative" behavior. However, when individuals show no concern for their own goals, conflict situations could be avoided (Rahim, 2002; Euwema et. al., 2003). Pruitt (1983) also came up with a similar model of conflict management styles which was called "The Dual-Concern Model". It was also based on the degree of cooperativeness and assertiveness just like Thomas's (1977) model.

Table: 5- What are the sources of Conflict

No	Items	Respo.	Mean	SD	T-test	Sig
1	Our schools 'culture not encourages openness and sharing of useful information	T	2.64	1.46	.485	.00
		SL	3.88	1.32		
2	Values and norms of our school can not promote community culture.	T	2.84	1.54	.82	.41
		SL	2.63	1.41		
3	Our leaders use mismatch leadership style and conflict situation.	T	2.72	1.46	.66	.51
		SL	2.88	1.24		
4	Our school has not hierarchical structure and procedure to manage conflict.	T	2.61	1.4	.45	.65
		SL	2.50	1.4		
5	School policies can't allow employees to participate in conflict management.	T	3.42	1.45	3.98	.00
		SL	2.62	1.43		

NB: Mean <3 "Seldom", Mean=3.00-3.50 "Sometimes", Mean >3.50 "Often" T=Teachers
SL=School Leaders, Resp=Respondents, SD=Standard Deviation, GM=Grand Mean $\frac{N+X}{3}$

As it can be seen from Table 5, item1 above, the respondent's means were rated 2.64 and 3.88 by teachers and school leaders respectively with grand mean 3.26. This shows that both groups of the respondents indicate that sometimes their schools 'culture was influencing factors which

means that their school culture was not encourage openness and sharing of useful information to manage conflict in secondary schools. The result of computed independent t-test value .00 which is less than 0.05 indicates that there is statistically significant difference between the means of the two groups of the respondents.

With respect to item 2 in Table 5, above, the mean ratings of teachers and school leaders were 2.84 and 2.63 respectively with grand mean rating 2.74. This implies that both groups of respondents indicate the Values and norms of schools were seldom influencing factors to promote conflict management in secondary school. The computed independent sample t-test result clearly depicts that there was no statistically significant difference between the means of the groups as obtained p-values .41 is greater than 0.05.

As it can be seen item 3 and 4 from Table 5, with grand mean value of 2.80 and 2.56 by teachers and school leaders respectively, both groups of respondents have indicated that choosing Suitable time and Venue was seldom influencing Source of conflict and, whereas another influencing sources was that School leaders manage conflict when tempers of both parties are still very high to manage source of conflict in secondary schools. The computed independent sample t-test result clearly depicts that there was no statistically significant difference between the means of the groups as obtained p-values (.51 and .65) is greater than 0.05.

For items 5, in the Table 5, sometimes mismatching of Leadership styles and source of conflict situation was another influencing factors of school leaders to manage source of conflict because mean rating of teachers and school leaders were 3.42 and 2.62, with grand mean of 3.02. The computed independent sample t-test result for the item indicates that there was statistically significant difference between the means of the two groups of the respondents since the obtained p-values 0 was less than 0.05. Teachers were rating with mean of 3.42 that there was mismatching of leadership style and conflict situation whereas school leaders were rating with mean of 2.62 that there was mismatching of leadership style and conflict situation.

This was in line with the assumption that style of leadership could influence source of conflict management. Some institutions may have leaders with particular leadership styles that may motivate or demotivate conflict management in the institution. Basically, leaders may be either transformational or transitional. According to Bass (1985) and Deutsch and Coleman (200), transformational leaders tend to be more charismatic and they can use this quality to influence

effective conflict management.

Basically, no leadership style is considered good or bad. According to Vroom and Yetton's (1973) decision theory and House's (1971) path-goal theory of leadership, there is no one best style for dealing with different issues but it all depends on the situation. According to the decision theory by Vroom, all the styles of leadership could be appropriate at any point in time depending on the nature of the problem and the situation. Therefore, the appropriateness of any leadership style would depend on the situation. Whenever there was a mismatch between the leadership style and the source of conflict situation, Source of conflict management may not be achieved. But choosing a leadership style that does not suit a particular conflict situation may be compared to putting a square peg in a round hole. The most suitable style of leadership or management to be used could be determined after proper diagnosis has been effectively done (Cronin and Weingart, 2007).

Table: 6- The Major Challenges of School Leaders in Managing Conflict

No	Items S	Resp	Mean	SD	T-test	Sig
1	Avoidance :leaders are removing themselves from the situation instead of facing them	T	3.55	1.57	-1.58	.12
		SL	3.88	1.04		
2	Dirty Fighting: There is using of verbal attacking during managing conflict in our school	T	3.63	1.33	.55	.58
		SL	3.50	1.41		
3	Misanalysis: Failing to successfully identify what the actual conflict was	T	3.54	1.52	.60	.55
		SL	3.38	1.60		
4	Escalation : Aggressiveness is the main challenge in conflict management	T	3.72	1.30	1.69	.09
		SL	3.33	1.42		
5	Being passive and Non-assertiveness :people simply do not say what was in their mind (being passive) during conflict management	T	3.19	1.46	-.98	.33
		SL	3.45	1.65		
6	Competing: with each other for recognition, approval and promotion	T	2.75	1.55	.91	.37
		SL	2.53	1.36		

For item 1 in Table 6, above the mean rating of teachers and school leaders were, 3.55 and 3.88 with the grand mean of 3.72 respectively. Accordingly, item 1 in table 4:5, the majority of both

group of respondents agreed with the fact that avoidance (leaders were removing themselves from the situation rather than facing them) was the main challenge for school leaders in secondary school. The computed independent sample t-test result clearly depicts there was no statistically significance difference between the group since the obtained P-value is greater than 0.05. For item 2 in the same Table above both groups of the respondents were requested to give their response on dirty fighting during conflict management. The means rating of teachers and school leaders were, 3.63 and 3.50 respectively with grand mean 3.57. This result showed that both group of the respondents agreed on the fact that dirty fighting was major challenge for school leaders during conflict management in secondary of Ilubabor Zone.

The computed independent sample t-test result showed that there was no statistically significant difference between the group since the obtained P-value .58 is greater than 0.05.

With regard to item 3 in Table 6, above, the mean rating of teachers and school leaders were, 3.54 and 3.38 with grand mean of 3.46 respectively. This implies that both group of the respondents agreed on that misanalysis was another challenge for school leaders in managing conflict in secondary school. The computed independent sample t-test result clearly indicated that there was no statistically significance difference between the group as obtained p-value 0.55 is greater than 0.05.

As it can be seen in Table, 6, on item 4, the mean rating of teachers and school leaders were, 3.72 and 3.33 with grand mean of 3.53 respectively. Similarly, this implies that both group of the respondents agreed on that aggressiveness was the main challenge for school leaders to manage conflict in secondary school of Ilubabor Zone. The computed independent sample t-test result showed that there was no statistically significance difference between the group since the obtained P-value 0.09 is greater than 0.05

For item 5, in Table, 6 the mean rating of teachers and school leaders were, 3.19 and 3.45 with grand mean of 3.32 respectively. This depicts that both group of the respondents undecided that being passive and non- assertiveness was the challenge for school leaders during managing conflict in selected secondary schools of Ilubabor Zone. The computed independent sample t-test result showed that there was no statistically significance difference between the group since the obtained P-value 0.331 was greater than 0.05.

Under the same Table, for item 6, the mean rating of teachers and school leaders were, 2.74 and 2.53 with grand mean of 2.64 respectively. This was the indication of both group of the

respondents were undecided that competing was challenge for school leaders in managing conflict in secondary schools of Ilubabor Zone. The computed independent sample t-test result showed that there was no statistically significance difference between the group since the obtained P-value 0.4 is greater than 0.05

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This section consists of three sub sections. The first sub section deals with the general summery and the major findings of the study. The next part presents conclusions drawn from the findings and the last one presents alternative solutions recommended so as to ease the problems encountered in identifying on practices and challenges of school leaders in managing conflict in secondary schools.

5.1. Summary

The purpose of this study was to identify practices and challenges of school leaders in managing conflict in secondary schools in Ilubabor Zone. The study also attempted to determine influencing factors for school leaders to *manage* conflict in secondary schools of Ilubabor Zone and to conflict and to suggest possible solutions for the identified problems.

In order to achieve the objectives, effort were made to seek possible answer for the basic research questions, which address the practices of school leaders to manage conflict, influencing factors for school leaders in managing conflict, and challenges of school leaders to manage conflict. The rest methods of managing conflict such as dominating, compromising and integrating were seldom utilized practices of conflict management by school leaders in secondary schools of Ilubabor Zone.

From this study it was conducted that several conflict management challenges were identified by both group of respondents. Some of them were avoidance, dirty fighting, misanalysis, aggressiveness, and being- passive and non- assertiveness, to manage conflict in secondary school of Ilubabor.

5.2. Conclusions

Based on the major findings, the following conclusions were made:

To answer these research questions, descriptive survey method is employed. To this effect the study is conducted in 8 randomly selected secondary schools of Ilubabor Zone. A total of 139 teachers are selected through random sampling technique, especially lottery method, to participate in the study. Further more, 8 principals, 4 cluster supervisors and 4 Woreda education office teachers, principals and supervisors development coordinator are selected purposively, since they have direct relation in supporting and motivating teachers. To gather necessary

information on the issue 139 questionnaires are distributed to teachers, and only 128 are properly filled and returned.

- Regarding the current conflict management practices (styles) adapted by school leaders was avoiding and obliging style were often adapted practices used by school leaders in managing conflict in secondary schools with Grand Mean of 3.96 and 3.83 respectively: dominating, compromising and integrating practices were seldom utilized to manage conflict in secondary school (with Grand Mean of 3.17, 2.28 and 2.52) respectively. (2.66)
- And also the study reveals that both teachers and school leaders tried to adapt avoiding style most frequently to managing conflict in their school. Moreover the study showed that obliging style ,dominating style and compromising style were adapted by school leaders to manage conflict where as integrating style was least practiced by the school leaders to manage conflict in secondary schools.
- Similarly , the response obtained from inter-view and open-ended questions showed that among the various conflict management styles, the avoiding style was the most adapted which suggested that, it was considered as the most commonly adapted style according to the responses given by the respondents. This was closely followed by the obliging style, the dominating style, the compromising style and finally the integrating style which scored the least points. The avoiding style was preferred by most of the respondents where the party has low concern for both self and others too (low assertiveness and low cooperativeness).A manager who uses this style always fails to meet his needs and that of others too. Avoiding is always associated with negative conflicts (De Dreu, 1997). This is true because the real cause of the problem may not be tackled and the issues may pile up.
- The study also tried to determine sources that influence conflict management in secondary school .These sources were school culture, absence of hierarchical structure and procedures, leadership style, time and Venus and values and norms of the schools with grand mean of 3.26, 3.13, 3.04, 2.80 and 2.74 respectively. All these factors were influencing conflict management in one way or in

another ways .But for this study the school culture was the most influencing factors in managing conflict in secondary schools of Ilubabor Zone.(Grand Mean =3.26.

- This was in line with the assumption that style of leadership could influence source of conflict management. Some institutions may have leaders with particular leadership styles that may motivate on de motivate conflict management in the institution. Basically, leaders may be either transformational or transitional. According to Bass (1985) and Deutsch and Coleman (200), transformational leaders tend to be more charismatic and they can use this quality to influence effective conflict management.
- The study also tried to identify challenges of school leaders in managing conflict in secondary school of Ilubabor Zone. These challenges were avoidance, dirty fighting, misanalysis, aggressiveness, being passive and non-assertiveness and competing with grand mean of 3.72, 3.57, 3.46, 3.32 and 2.64 respectively.
- Among, all these challenges, avoidance was considered to be the most prominent which was followed by dirty fighting.

5.3. Recommendations

On the basis of findings and conclusions made, the following recommendations were forwarded. It was important for school leaders to familiarize themselves with appropriate style of conflict management practices through training and workshops should organized by regional education bureau, zonal educational departments and woreda education office. This would ensue that a shift from monthly using avoiding styles of conflict management to integration type.

- The research findings revealed that the culture of the organization could influence the management of conflict. The culture of the institution could therefore be developed in such a way that it exhibits some form of flexibility and dynamism. Sometimes, the kind of culture practiced within the institution may go a long way to impede effective management of conflicts. Therefore, the culture of the institution should be adjusted in a way that would favor the effective management of conflict such as encouraging some level of openness and cordiality among the workers.
- The findings indicated that the organizational structure could influence the effective management of conflict. The structure of the institution could therefore be made flexible

enough to ensure effective management of conflicts. Some of the structures of some organizations are so rigid that they do not give room for effective handling of conflicts. Certain situations may require modification of the existing organizational structure to suit the conflict management style to be adopted.

- The research findings further revealed that the style of leadership has an influence on conflict management. It was recommended that managers could vary their leadership approaches based on the problem they would be dealing with. Managers may be required in certain situations to adopt a more paternalistic and democratic leadership style when dealing with sensitive issues. On the other hand, an autocratic style may also be recommended in dealing with certain situations. It was recommended that managers/leaders should pay particular attention to the time and venue when managing conflicts since the research findings revealed that time and venue influence conflict management. The time chosen for managing the conflict may either lead to an expected outcome or worsen the situation. It would therefore be appropriate if managers/leaders could deal with conflicts when tempers are down.
- This study identified that avoidance was the major challenges for school leaders to manage conflict which means that people tend to have a negative attitude toward conflict and people react to this by secluding themselves and completely removing themselves from situations instead of facing them. It was recommended that people should prepare themselves and facing the situation instead of removing themselves from the situation since the research finding revealed that avoidance was influence conflict management.
- The finding of this study indicated that non-assertiveness another challenge to manage conflict for school leaders: This was another term for being passive. It was recommended that people should be encouraged simply to say what is on their minds and they neither let other people tell them what to do.
- The finding of this research showed that escalation was the main challenges of school leaders during conflict management in secondary school. This was also known as aggressiveness. It was recommended that avoiding suddenly putting up defensive walls and becoming angry during conflict management because becoming aggressive can have disastrous effects on the people involved in the conflict.
- The study concluded that failing to successfully identify what the actual conflict was,

leads to poor management of the conflict. Not being able to discover whose conflict it was also leads to miscommunication. (This does not mean placing blame on someone but figuring out who the conflict was between.) Therefore, it was recommended that zonal education beuro and woreda's education offices should create awareness for school leaders on how to analysis what the actual conflict was.

- Finally, Dirty Fighting: This was the worst type of barrier to any conflict. This type of barrier can include actions like verbally attacking the other party, bringing up past experiences, or destroying rational communication altogether.
- At last, the researcher recommends that, in the future, a detailed study should be conducted to investigate practices and challenges of school leaders to manage conflict and the main factors that influence conflict management in secondary school.

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APPENDIX A

Jimma University

Institute of Education and professional Development Studies

Department of Educational planning and Management

Questionnaire to be filled by secondary school teachers

Dear Respondents:

I am a post graduate (Master) student of Jimma University. I am carrying out a study on the topic: practices and challenges of school leaders in managing conflict in secondary schools of Ilubabor zone. Thus, the main purpose of this questionnaire is only to collect relevant information to compliment this research work. You are, therefore, kindly requested to fill the questionnaire in order to give necessary information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Show your agreement to fill the questionnaire by answering the next question.

➤ Would you fill this questionnaire voluntary?

Yes ☐ ☐ No

Note:

- No need of writing your name.
- Your answer should represent your direct feeling
- Ask the data collection ,if you need extra support before giving your answer in confusing
- Be sure to keep the statement in mind when deciding how you feel about that aspect of your job.

Be frank. Give a true picture of your feeling about your present job.

Part 1, this part of the questioners contains the personal information, thus pleas fill the necessary answers for each items properly by putting () in the box prepared.

1, Location of the school Urban ☐ Rural ☐

2 Sex Male ☐ Female ☐

1, Age 26- 40 41-50 51-65

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

2, Service Year

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

3, How long have you been working at this school?

Less than a year	1 – 2 years	3 – 4 years	5 – 6 years	Above 6 years

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

Section II: practices and challenges of school leaders in managing conflict in secondary schools of Ilubabor zone,

1. Items Conflict Management Style related to listed below. Please show your feelings by selecting the options that represent your feelings.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

Key: The numbers shows: 5=strangely agree 4=Agree 3=Undecided 2=Disagree 1= strangely disagree

Table: 4.2- Conflict Management Style related

No	Items	NS	SS	S	VS	ES
1	Keeping the lines of communication open for flow of information.					
2	Looking the conflicting issues from both sides with equal consideration.					
3	Working cooperatively with all members of the school in setting disagreement					
4	Giving high concern for both self and other interest.					
5	High concern is given for other interest and low concern for self interest during managing conflict.					
6	The party believes he/she may be wrong and thinks that the other party is rather right.					
7	Having firm stand on one side.					
8	Giving high concern for self interest and low concern for others during managing conflict.					
9	Assuming that they are always right.					

2, Questions related to conflict management style in your school are listed below. I kindly request you to indicate your feeling for each item.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

Key: The numbers shows: 5=strangely agree 4=Agree 3=Undecided 2=Disagree 1= strangely disagree

Table: 4.3- conflict management style

No	Items	NS	SS	S	VS	ES
1	Keeping quite by considering that it is the best strategy for managing conflict.					
2	The party thinks it is not worth confronting the other party.					
3	Pretending that there is no conflict at school by ignoring its presence.					
4	By involving moderate concern for the self as well as for the other party during managing conflict.					
5	Negotiation takes place so that compromise can be reached.					

3, Questions related to Factors influencing school leaders in your school are listed below. I kindly request you to indicate your felling for each item.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

Key: The numbers shows: 5=strangely agree 4=Agree 3=Undecided 2=Disagree 1= strangely disagree

Table: 4:4- What are the sources of Conflict

No	Items	NS	SS	S	VS	ES
1	Our schools 'culture not encourages openness and sharing of useful information.					
2	Values and norms of our school can not promote community culture.					
3	Our leaders use mismatch leadership style and conflict situation.					
4	Our school has not hierarchical structure and procedure to manage conflict.					
5	School policies can't allow employees to participate in conflict management.					

1.Please write some other source of conflict in your schools?(If any) -----

4, Questions related to the major challenges of school leaders in your school are listed below. I kindly request you to indicate your felling for each item.

1= Not Satisfied (NS) 2= Slightly Satisfied (SS) 3= Satisfied (S) 4=Very Satisfied (VS) 5= Extremely Satisfied (ES)

Key: The numbers shows: 5=strangely agree 4=Agree 3=Undecided 2=Disagree 1= strangely disagree

Table: 4:5- the major challenges of school leaders

No	Items	NS	SS	S	VS	ES
1	Avoidance :leaders are removing themselves from the situation instead of facing them					
2	Dirty Fighting: There is using of verbal attacking during managing conflict in our school					
3	Misanalysis: Failing to successfully identify what the actual conflict is					
4	Escalation : Aggressiveness is the main challenge in conflict management					
5	Being passive and Non-assertiveness :people simply do not say what is in their mind (being passive) during conflict management					
6	Competing: with each other for recognition, approval and promotion					

APPENDIX B

INTERVIEW FOR SUPERVISORS

Section 1: Personal Information

1. Name of the school Woreda /city.....
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of educational or qualification: A. Diploma B.A/BED/BSc Degree C. M.A/MSc Degree
5. Area of specialization or field of study: A. Subject Major B.EDPM/ Pedagogical Science C. Other specify.....
6. Total work experience or service year: A. under 5 years B.6-10 C.11-15 . D, 16-20. E, 21 years above
7. Service year in current position: A. under 5 years B, 6-10 years C.11years and above

Section 2

1. What are your practices to manage conflict in your school? Could you explain some of them? _____

2. How are conflict resolved or managed in the school you support? What are the strategies that the school leaders used to manage conflict in the school? _____

3. What are factors those influencing school leaders in managing conflict?

4. What are the major challenges in your school in conflict management?

APPENDIX C

Interview for Supervisors

1. What are current practices of managing school conflict in secondary school of Ilubabor Zone?
2. What are the sources of Conflict in Secondary Schools of Ilubabor Zone?
3. What types of challenges face school leader ship to manage school conflict?
- 4: How to overcome conflicts related challenges that face School Leaders?
- 5: How can we solve challenges of Conflict in Secondary School?
- 6: What measures do you think should be taken to decrease Challenges of School Leaders in Managing Conflict in Selected Secondary Schools of Ilu Babor Zone?

APPENDIX D

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

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

Where;

n = sample size

N = total number of population (237)

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

Se= Sampling error or degree of accuracy (0.01)

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

Therefore,

$$n = \frac{237(2.58) + (0.01)^2 \times (1 - 0.5)}{237(0.01) + (2.58)^2 \times 0.5(1 - 0.5)}$$

n=139

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

APPENDIX F

Table which contains the demographic information of the respondents

Variable		Frequency	Percent%
Sex	Male	109	85.2
	Female	19	14.8
Age	20 – 25	35	27.3
	26 – 30	56	43.8
	31 – 35	21	16.4
	36 – 40	10	7.8
	41 – 45	2	1.6
	Above 46	4	3.1
Service year	1 – 4	48	37.5
	5 – 8	30	23.4
	9 – 12	29	22.7
	13 – 16	10	7.8
	Above 17	11	8.6