

333333333 WOLKITE UNIVERSITY



**COLLEGE OF SOCIAL SCIENCE AND HUMANITY
DEPARTMENT OF CIVICS AND ETHICAL STUDY**

**CAUSE AND EFFECTS OF INTERPERSONAL CONFLICT AMONG STUDENTS IN
WOLKITE UNIVERSITY**

**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF CIVICS AND
ETHICAL STUDY FOR PARTIAL FULFILMENT OF THE REQUIRMENT FOR
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CHAPTER ONE:

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The term "conflict" has been used in different ways, referring to different forms of conflict (racial, ethnic, religious, political and gender) ,types of conflict (with in an individual, between individuals, with in a group and between groups) and places when conflict occurs (at home, in organization, and on battle fields) (Hartwick and Barki,2002,p.4). Scholars agree that the term "conflict" is a synonymous with individual/group disagreement, dispute's, quarrels, physical fights and confrontation (Salleh and Adulpakdee(2012),p.15;Olu and Abosedo,(2003);Shahmohammedi,(2014).

According to Brhane (2012) conflict can be understood as engagemet in fight or disagreement confrontation between two or parties as a spring towards incompatible of competitive means or end Brhane (2012).

Conflict happens to appear when individuals or groups have incompatible interest or goal .When one has become really an obstacle or shows a tendency to become so for another to meet his or her needs ,conflict is then more likely to break out ,conflict could also be a result of human greedy ,for the reason that scarcity of any resource is always a fact of life .There would always be persistent competition to have a greedy control over these esources .Indeed ,this fierce competition would lead to assort of collusion ,and at times even to an intense conflict .Thus ,a competition for resources among others is a major causes for conflicts that may arise between or

among individuals and nations at large.(Brash &Webel,2002),in a more or less similar way put it as.

Conflicts are a part of social interaction between peoples. In case where conflicts are an effect of legitimate aspiration of people to up hold their rights, they should rather be promoted than prevented (Akerlud, 2008). There are different perceptions of interpersonal conflict, there are different definition of it. No body lives in vacuum, in our daily lives, we all functions in a web of relationship differ the potential for conflict exist. The process leads an assortment of definitions of interpersonal conflict. (stockman,2005). Conflict occurs when there is one party disagreement of negatively affect the interest of another party. It involves opposition and different perspective towards others opinion (Wall and Callister,1995).stressed that conflict is an incompatible activity which occurs when there are interfere or obstruction of one party's actions by another party's behavior.

Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resource, interference from others in achieving their goals and interest between two parties(Galtung,2001). Conflict is a social situation minimum of two actors or parties strive to acquire an available set scarce resource at the same movement in time (Waller spleen,2007).

Interpersonal conflict involves two or more students rather than one student.by the reasons of personality difference between student psychological problem, perception clashes of values and interest among students power and status difference and scare of some resources(st.Paul,Minn,1998)

1.2 Statements of the problem

Interpersonal conflict is a clash or disagreement between two or more individuals who are unwilling or unable to fulfill expectation of each other. An interpersonal conflict among students occurs when two or more students in mutually dependent relationships, having incompatible desire or needs. It is disagreement between or among students effort of achieving a goal. The prefix "inter" means between (Elmer & Easton,2011). In general, interpersonal conflict among students are conflict that manifest between students which are involve in the projects or between different students of interest. Interpersonal conflict among students is the process through which students frustrates from obtaining the wanted result (Nistorescu,2006)

After reviewing some of the recent definitions of interpersonal conflict among students, to summarize as an interaction of interdependent student who sense disagreement and opposing interest, incompatibility and the possibility of interference and negative emotions from others.

The former researcher like, Ting Toomey 2006 and John,1995. Viewed that causes of interpersonal conflict among students are problem with of personal goals, misunderstanding of other student's idea, competition for supremacy unfulfilled of expectation and the like are leads to interpersonal conflict among students according to them.

There are a lot of problem that leads to conflict in Wolkite university from them language difference cultures religions lack of information and cut of the researcher the between the s who work sufficient study up on the customary law so to solve the conflict in wolkite university, then one of the customary law which do not get sufficient concern still by resercher and writer

However, the researchers do not belief that the cause of conflicts among students are not only problems. so, the researcher identify the causes and effects of interpersonal conflict among students are plays an important role in the maintenance of peace and security.

There for the gap that the researcher going to achieve is to identify the cause and effects of interpersonal conflict among students in the study area.

The reason for the researcher this area; many students have been starting from warning to academically dismiss the students' failure in their academic goals. By this means the researcher selects this study area.

Therefore, the factor that motivates the researcher to conduct the research conflict between students and in order to asses' causes and effects of interpersonal conflict among students in the studying area and to put possible recommendations.

1.3. Research Question

- What are the cause of inter personal conflict among students in the study area?
- What are the effect of inter personal conflict among students in the study area?

1.4 objectives of the study

1.4.1 General objective of the study

The general objective of the study will be to investigate the causes and effects of interpersonal conflict among students in Wolkite University

1.4.2. Specific objectives of the study

- ❖ To identify the causes of interpersonal conflict among students in the study area.
- ❖ To explore the effects of interpersonal conflict among students in Wolkite university.

1.5 significance of the study

The research is contributed to differentiate the causes and effects of interpersonal conflicts among students that help to minimize the rate of conflict between students in the study area and to forward certain recommendation for the concerned body like policy maker and after government body.

1.6 scope of the study

The scope of the study covered only a specific issue to differentiate the causes and effects of interpersonal conflict among students in Wolkite University. The scope of the study area is delimited for only student of civics and ethical study studentnts at Wolkite University.

CHAPTER TWO

RELATED REVIEW LITERATURE

2.1 Definition and nature of conflict

In ordinary place, conflict has been bodily associated with tension surrounding decision on various choose, sometimes beings manifested in confrontation between social forces (Dahrendorf, as cited in Jung, 2008). The nature of the consent can be illustrated in terms of how issues arising from a variety of competitive social relationships are defined framed. We confront an unlimited array of issues that stem from diverse social setting (Azar, as cited in Jung ,2008. In a broad sense, the concept of conflict has been stretched and molded to describe any discord resulting from almost every aspect of social situation. The term conflict has been applied to quarrels with in a family and workplace arguments as well as violent clashes between states. Thus it was declined long ago that the decision between conflict and non- conflict are fuzzy at best and at worse are not made at all (Mack and sender, as cited in Jung, 2008).

Conflict represented the present and pervasive nature of intergroup and international competition among disparate interests and values that underlines power dynamics. The comprehension of mass violence and war needs to be based on an understanding of institution role besides the psychological and behavioral elements that instigate aggression. The experience of conflict is so basic that its negative effects spread too many aspect of a community's life (Jung, 2008)

The sources of adversarial relationship are not limited to tangible economic interest or control over power ,also extend to values and identity differences .The antagonism is question may arise from interpersonal tensions between government leaders ,labor management issues comprising multinational corporations and manual workers ,disagreement between states on foreign policy discretion or international quarrels over trade imbalances and disparity in decision making power at the world bank or other international organizations(ibid.). Since conflict is entailed in diverse type of social interactions its concepts have been applied to a varsity of situations. The potential for conflict exists where opposing interests, values, or needs tinge our relationship to others. The

latent condition of conflict eventually translates into multiple forms of enmity in the variable issues. In general, is most popularly described as a struggle over values, and claims to scarce status, power and resources' (Bouding, as cited in Jung 2008)

2.2. Actors of conflict

The actors are the agents directly involved in or affected by the conflict .They can be individuals ,groups or institutions who drive the conflict forward or who are victims of the conflict .They can also be institutions ,such as the UN ,that are involved in trying to resolve the conflict .Among the actors ,there are parties and non-parties to the conflict .The parties have both a stake in the conflict and direct role in deriving events forward .Power tends to concentrated with the main parties(Wesslau,2013).

2.3. Causes of conflict

2.3.1. Structural causes

Structural causes are the underlying root causes of the conflict. They remain fairly constant over time and tend to be pervasive as they often entrenched in the state structures, societal fabric, and local culture. Examples of structural causes include poverty, illegitimate government, a lack of the rule of law, political disenfranchisement or oppression, and unequal access to resources (ibid.).

2.3.2. Proximate causes

Proximate causes or immediate causes contribute too directly to the conflict. Often these causes relate to the main issues of disagreement between the parties to the conflict and can be symptomatic of the structural causes (ibid).

2.3.3. Trigger causes

Triggers are key events, actions or decisions that directly spark an escalation of the conflict. They do not in themselves explain the conflict, but they indicate when violence breaks at a particular moment in time. These triggers can be pretexts for violence rather than being actual causes in their own right (ibid).

2.4. Types of conflict

2.4.1. Intrapersonal conflict

These refers to a state of imposition in an individual shaped by the state of mind .It is however important to know that such human state is largely dictated by circumstance around him Such situations are anger ,depression ,confusion ,frustration ,which clouds leads to aggression ,erratic behavior, addiction and in extreme cases ,suicide(Ross,1993).This is the kind of conflict that has been described as “man against self”(Lamb,2008).In which man continues to contend or battle with his mind and habits. Smoking, drugs, alcoholism, as well as lying are some addictive habits that man may continually contend with even when he desires to stop, he may find himself continuing it. This is intrapersonal conflict or “man against self”.

2.4.2. Interpersonal conflict

This is what has been described as “man against man” in the micro sense. This type of conflict may be direct opposition, as in exchange of blows, a gun fight or a robbery, or it may be subtler conflict between the desires of two or more persons(Nikolajeva,2005). Conflict does not always translate to physical exchange of blows. Malice or cold attitude to each other already underscore conflict.

2.4.3. Intra group conflict

Intra group conflicts are conflict that occurs between one communities, one organization one culture & nation (Picard, 2002).

2.4.4. Intergroup conflict

This refers to the kind of disagreement or feud that takes places between two or more sectarian or religious groups, ethnic groups, communities or interest groups. For example, the contention between Christian and Muslim in Nigeria is a classic example of intergroup conflict. Nigeria has been riddled with clashes between members of the two faiths since the 1980’s (Folarin, 1997).

2.4.5. Intrastate conflict

This type of conflict is confined within the borders of a sovereign state. Such economic factors as land, uneven development, resource control and revenue sharing formula could cause a conflict with in state.

2.4.6. Interstate conflict

This type of conflict is also known as international conflict. This is a conflict between two or more states. This type of conflict degenerates to a state of war. We must remember that all wars are described as conflict. Interstate conflict can be caused by territorial encroachment by another state break down of diplomatist, exportation of toxic or contrabands to another country.

2.4.7. Global conflict

This should not be mistaken for interstate conflict, although it connotes international conflict. This kind of international conflict however instructive to note that a conflict between two or more states could become a full blow global conflict.

2.5. Theories of conflict

2.5.1. Structural theory of conflict

The structural theory attempts to explain conflict as a product of tension that arises when groups compete for scarce resource. The central argument in this sociological theory is that conflict is built in to the particular ways societies are structured or organized. It describes the conditions of the society and how such conditions or environment can create conflict. Structural conflict theory identifies such conditions as social exclusion, deprivation, class inequalities, injustices, political marginalization, gender imbalances, racial segregation, economic exploitation and the like, all of which often lead to conflict(Oakland,2005)

2.5.2. Marxist theory of conflict

The Marxist theory is an offshoot of the Marxian explanation of society. Society is divided into unequal classes, the one is strong, rich and noble and bears the tag of bourgeoisies, who controls the instrumentality of state, while the other is deprived, social, deflated, and financially infantile and is called the proletariats. There is a constant struggle between the two, but that has the financial muscle controls both the state and the poor, and that is the structure of society. Thus, the Marxist stand is that the state is itself a product of the irreconcilability of class antagonisms (Lenin,1987).

2.5.3. Frustration aggression theory of conflict

Frustration is described as the feeling we get when we do not get what we want, or when something interferes with our gaining a desired goal, as shown in the case of Niger delta, and that of the Palestinian or Hutus in Rwanda. Anger implies feeling made in response to frustration or injury, while aggression refers to flashes of temper (Tucker-Lad, 2013). The frustration aggression theory states that aggression is caused by frustration. When someone is prevented from reaching his target, he becomes frustrated. This frustration can then turn into anger and then aggression when something triggers it.

2.5.4. Realist group theory

According to realist group theory, in order for conflicts to arise, first there should be real or perceived incompatible goal leading to intergroup competition that leads to misperception and hostilities. In other words, this theory assumes that hostility between two groups results from real or received conflicting goals that initiate intergroup competition. That is when groups engage in the reciprocally competitive and for starting activities as a result each group develops negative stereotypes about the other and enmity develops (Yagcioglu as cited in Dereje, 2010).

2.5.5. Basic need theory

Furthermore, basic need theory, assumes that deep rooted conflicts are caused by unmet or frustrated basic human needs, humans have need, distributive justice the need to share resources equally. (Burto, 1990) cited in (Jeon, 2000) further emphasizes that these needs are basic, hence they are neither negotiable nor traded. The denial and access to these needs make people to take the option of violence in order to secure their needs. The basic need theory is highly relevant to the condition in the study area. This is because violent conflicts arise when people move from place to place to satisfy their basic needs. As a result, competition over scarce resources like, land and water is inevitable. Moreover, Mar kakis asserts that despite many theories on the cause of conflict, the main driving force for group conflict is usually associated with access to control over resources (Mar kakis, as cited in Dereje, 2010).

2.6. Conflict trends

There have been attempts to find qualitative measures for conflict escalation and de-escalation from year to year (Interdisciplinary research program on causes of Human Rights Violation uses

thirteen variables and SIPRI uses a five level numerical).One of the hopeful finding at the time of writing is Garr's conclusion ,based on twelve years of research at the minority at risk program ,although there were eleven new ethno national wars of autonomy and independence in 1991-93, there were no new ethno national wars in 1994-96,suggesting that the turbulence following the collapse of the Soviet Union and the end of the cold war may now be dying away (Meal et al,1999).

Moreover ,whereas at the end of each five year period between 1971 and 1990 there had been between twenty two and twenty five ongoing ethno national wars, in 1996 there were eleven of the twenty four wars ongoing in 1993,eight had been contained or suppressed and five settled through accommodation the years later (Guerra's cited in Miall,Ramsbotham&woodhouse,1999).Clearly, though ,these suggested recent trends may be a poor basis for future prediction .A violent response to rapid economic change in china or uncontrollably inter communal conflict in India might swiftly trigger a huge increase in regional turbulence(ibid.).

2.7. Conflict distribution

Commentators agree that with the ending of the cold war regional patterns of conflict have become all the more significant .These have ,therefore ,been efforts to compare characteristics of conflict from region .At the heart of such studies lies the attempt to provide a reliable statically basis for destinations such as those between 'zones of peace 'and' zones of war' (Katowice as cited in Mail ,Ramsbotham&Woodhouse,1999).(vayrynen,1984) and (Buzau ,1991) distinguishes pluralistic security communities, in which no serious provisions are made for war between member states such as the Caribbean and the South pacific, no war zones ,such as Southeast Asia and perhaps East Asia ,and zones of war such as Africa ,South Asia and Balkans(Mail et al.1999).2.8 conflict cost same 28 million people may have been killed in more than 150 major armed conflicts fought mainly in the third world since (IISS,1997).

According to UNICEF figures whereas only 5 percent of casualties in the first world war were civilians by the second world war the proportion had risen to 50 percent, while as the century ends, the civilian share is normally about 80 percent most of them women and children (Grant, as cited in Mall, Rams Botham and Woodhouse,(1999). This is a reversion to older types of warfare. To this must be added UNHCR's estimate of the primary role of vicious internal

conflict in generating 18.2 million refugees and 24 million internally displaced people in 199 African countries like, Angola, Eritrea, Liberia, Mozambique, Rwanda, Somalia and Sudan, up to half or more of the total population has been forced to flee at some point. (Mails et al,1999).

2.8. Effects of conflict

2.8.1. Negative effects

When conflicts are not handled properly ,it leaves negative consequences at both the personal and organizational level ,on a personal level it can create psychological impact ,creating challenges for one to think clearly and stay focused and the second effect is physical conditions ,including difficulty in sleeping ,upset stomach and headache the final negative effect of conflict is behavioral implications, including withdrawal symptoms ,over use of alcohol, smoking cigarettes in an attempts to relieve tension ,such negative effects may eventually lead to a vicious cycle and lead to further conflict .When negativity meeting with negativity ,it will only result in more negativity. Therefore, learning how to resolve conflict is important (ibid).

2.8.2. Positive effects

When you can professionally deal with conflict at work, there can actually been positive effect including;

- ❖ Increasing self -confidence; the effective resolution and productive outcomes from conflict help to increase one's confidence and self-esteem for the parties involved.
- ❖ Strengthening of relationship- when two individuals are able to recognize their differences, understand why they occur and sincerely put forward effort to resolve them, the working relationship was stronger as a result. (ibid).
- ❖ Creating greater trust; when two parties are able to effectively resolve conflict, they are more likely to deepen their trust with each other in the future, knowing that they have the ability to handle differences and expectation.
- ❖ Enhancing productivity and creativity; when two parties are able to express their concerns and ideas, discuss possible solutions, challenge different opinions and most importantly, resolve their differences. It will lead to increased teamwork and effective collaboration, consequently, there is a higher quality of work, productivity and creativity generated(ibid).

- ❖ Job satisfaction and improved retention; Through effective ways to resolve conflicts at work, you have a higher chance to transform working relationships in to personal, trusting relationships leading to a more fulfilled work life, such as, a harmonious work environment was assist in engagement with one another, personal job satisfaction and retention at work. (Thomas wai,2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Description of the study area

Wolkite University is found in the South Nations Nationality and Peoples of Ethiopia around 158 kilometers far from Addis Ababa. It is one of the third generation higher institutions that have been founded in 2012. Its situated at Gubrie sub city 14 kilometer away from Wolkite town.

3.2. Research method

The researcher will use qualitative research method by describing phenomena in words than numbers. In order to address the objective of the study and to answer the listed research questions. The researcher wills employee qualitative research method. Because the subject of the study are social phenomena in needs deep information. The researcher used this approach due to the fact that the research stressed on social life of human beings and qualitative method is more preferable to collect data about human life realities, experience, emotion and feeling cultural phenomena as well as interaction.

3.3. Research design

The researcher employed a case study qualitative research design. Because the nature of the study and a case study design introduce new and expected result during it course and lead to

research taking new direction. For this, the case study is an important to gain the data of the case. It enables the research to gather data from a variety of sources and to coverage the data to illuminate the causes and effects of interpersonal conflict among students in Wolkite University.

3.4. Data Source

In this research the researcher will use both primary and secondary source of data to collect the relevant information. The primary data collected through interview. The researcher made an interview with students. In this research the researcher will select two classes of Civics and ethical study students purposively and used semi-structured interview. In addition, documents, published and unpublished materials and internet are the secondary sources.

3.5. Data Gathering Instrument

In the study the researcher will apply more relevant data gathering tools. Interview specifically semi-structured interview and document analysis will be the most preferable data collecting tools. The reason of the researcher to select semi -structured interview, by considering the complexity of the issue of the study. And by preparing some interview guidelines that will important to give some clue for the interviewee and to get sufficient information that beyond the available information of the researcher knowledge. Hence, semi structured interview selects in order to get relevant information about the realities on the ground. Interview therefore, conducted with the most concerned bodies like students council, students Dean, president of peace forum, discipline committee and students in Wolkite University. Besides to these, document analysis is instruments to collect secondary source of data.

3.6. Sampling Technique and Sampling Size

The researcher will use non-probability sampling through purposive sampling techniques, the reason why the researcher used to purposive sampling, because it is important to get deep information from all Civics and ethical study students. Through deemed to have sufficient knowledge with the area under this study. Purposive sampling is sampling technique in which researcher relies on his or her own judgments when choosing members of students in the study. In qualitative research method the sample size of the study has not been exactly determine, because it depends on the researcher satisfaction about the study information. But the researcher will interviewee 45 Civics and ethical study students.

3.7. Data Analysis Method

Thematic data analysis will be used to analyze the data after collecting all the necessary information and it is used to analyze specific situations and to reach in the conclusion and recommendations that may be used for the institution. Hence, the study will analyze in such a manner. The researcher will use thematic analysis of data, because it is important to analyze qualitative information and to systematically gain knowledge and empathy about a person and situation. It also means to gain insight knowledge from data gathered and the most common data analysis in qualitative research.

3.8. Ethical Consideration

Ethical consideration was very critical to conduct this study. Accordingly, the research would apply the following ethical values.

*The researcher does not avoid any sort of the interviewee information and would report their response honestly.

*The researcher had observed proper procedures and process in line with the academic advisor.

* The researcher had collected all the necessary data from the participants in an ethical and transparent manner.

Chapter four

4. Data analysis and presentation

The primary aim of this study is in order to know the causes and effects of interpersonal conflict among students in the study area, as a result, the researcher had collected the necessary data based on the preexisting time in order to get adequate information from the participants. For the sake of analyzing those data into three sub-sections this is the division of students with student's conflict.

4.1. The major causes of interpersonal conflict among students in wolkite university

According to the participant, there are many causes of interpersonal conflict among students in wolkite University. The researcher classifies these causes in to four groups, these are, ethnicity, language and religion, social service, ethnocentrism and narrow mindedness and unethical behavior.

4.1.1 Ethnicity, Language and Religion

It is true that our country Ethiopia is the home of different ethnic groups. So Universities are institutions which contains students that it receive from different parts of the country .In wolkite University these students who come from different ethnic groups are living together .In social life there is the existence of ethnic based conflicts between students who comes from different ethnic groups .The causes of this ethnic based interpersonal conflict is that considering one ethnic origin is superior or inferior than other ethnic groups .Besides this, there are also interpersonal conflict is division in zone, woreda, Keble and village based on ethnicities .In addition to ethnic and ethnicities ,religion and language there is other causes of interpersonal conflict. Religion causes are containing worshipping in dormitory, hearing religion songs, debating about religious matters etc. And in relation to language, there is the denial of speaker of one language by other language speaker. For example, between Agaw speaker and Amharic speaker. This is mostly occurring due to the denial of majority Amharic language speaker for these who are minority speaker of Agaw

4.1.2. Social service

In this category, there are many causes of person to person conflict. Students in WOLKITE University are using common social service in together. These areas of major social services are including library, DSTV, cafeteria and dormitory. In library students are push to conflicts by using materials like, chair, table, computer and books together. In cafeteria the causes of conflict was not respect for others and at the time of entrance and existing using forces to get a service without the consideration of others .And using materials in cafeteria are sources of person to person conflict .In DSTV ,using material is the same as the above ,but the difference is that students are conflicting when they give their support for different football clubs .Lastly ,in

dormitory using materials are the same for the above ,but, what is different is lack of hygiene due to shortage of water in the institution.

4.1.3. Ethnocentrism and narrow mindedness

According to the participant ,there are students who believe that their culture is better than others .These Students are also believed again their identities are also higher than others .Believing and accepting in this type of argument leads to the rise of conflict between persons .Moreover ,there are narrow minded students who considered themselves as knowledgeable and consider others are less knowledgeable and due to this outlook ,they try to influence others without logical reason .These students are simply considering themselves high achiever without regarding what others learn and know. So this type of personal behavior creates the conflict of interests between students.

4.1.4 Unethical behavior

According to the participant, unethical behavior is behavior that means exercise something which is not accepted by the majority .This includes over taking alcohol ,playing pornographic movies ,sexual harassment and coming together with unwanted psychological behavior, which from family that makes social life difficult .This shows there are students who take over alcohol and disturb their friends ,play movies which contravene the beliefs of others ,there are students who communicates aggressively and commit sexual harassment .Sexual harassment means over unwanted relation with opposite sex .This creates conflict because there were conditions when the two males or two females love somebody at the same time. Indeed, from these causes drinking over alcohol were repeatedly occurred. In general, according to the participant, ethnic, ethnicity, language and religion, social services ethnocentrism and narrow mindedness and unethical behavior which are discussed above are the major causes of interpersonal conflict among students in MU.

4.2. Effects of interpersonal conflict among students in MU

According to the participant, there are many consequences of interpersonal conflict among students in the study area. It is possible to see these consequences in to two categories. These are both positive and negative consequences.

4.2.1 Negative consequence

According to the participant justification, there are many negative consequences of interpersonal conflict among students. These negative consequences are emanating from the unethical behaviors are sourced from different things. This shows that, from their outlooks, tradition and from their personal nature. The major negative consequences of interpersonal conflict among students are that it makes students unable to successful in their academic achievements.

This the worst consequence that makes failure in aim, which started from the early and passes through different time in the way of struggling to achieve .However, when a student commits any crime on his relatives that constrain to the rules and regulations of the institution, he or she may subject to punishment through the investigation of the case by representatives of students office that assigned as a discipline committee .According to the participant, the punishment items are including; warning, re-dismissal and dismissal from the education .These punishment are given by analyzing the nature of the case ,how much it is very destructive or not as such .Among these items warning are the most common because there many simple causes which are repeatedly commit .This form of punishment has its own legacies on academic achievement .Students who are punished items by warning are not achieve a good result ,because of they were harmed psychologically ,to wary about what occurs next .According to participant ,items of punishment in re-dismissal and dismissal have its own impacts beyond discussed above .Students ,who are punished as re-dismissed and dismissed from the institution, may a treat for the institution in particular and the surrounding environment in general. Because, in the institution these students affect the environment of education by different mechanisms. They engage them and motivate others to create grievance by raising common issues like, shortage of food and water. They also a causes to dismiss the merit side of the institution by criticizing it as engage in students dismissal .Beyond ,the above the researcher analyzed these consequences have economic ,social and political connotation .Economically ,it distracts the income of the family, budget of the institution and the resource of the country in whole .Socially ,when students go back to their family ,they violate social norms and institutions that guide the social interaction of the given society .Moreover ,politically, these students try to create political grievances due to unemployment and complain the system of administration.

4.2.2. Positive consequence

According to the participant, interpersonal conflict among students have its own positive consequence, but it is not much hold and interested .Among the positive consequences ,the important one is that other students have get awareness about the hazard of committing crime that makes students deprived from their oriented goal for totally or for a certain period of time .For example ,warning students provide information for their relatives ,that doing wrong is home much difficult and students can get awareness by evaluation what type of action leads to punishment and helps save them from doing this type of act. Moreover, the measurement of the institution indicates its commitment to create possible educational environment and this indicates the same is apply when others commit a crime.

Generally, if there are conflicts in language, religion and culture between students, this would result a disciplinary measurement on students and also a feeling of nationalism would be existed. This in turn results, an action which is against peace and security of the institution as well as the country and may be an obstacle for a country to achieve the desired goal and maintain peace.

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