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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

**THE PRACTICES AND CHALLENGES OF CONFLICT MANAGEMENT IN THE
CASE OF SELECTED PRIMARY SCHOOL OF GUBRE SUB-CITY**

A SENIOR ESSAYSUBMITTED TO THE COLLEGE OF EDUCATION AND
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Abstract

The main purpose of the study was to assess the major challenges and practice of conflict management in the primary school of administrative of Gubre Sub-city. In order to meet the objective of the study cross-sectional survey method was employed. Simple random sampling technique was used to select two primary schools with 30 teachers 50 students and 6 parents. There are four (4) school leaders were also selected by using purposive sampling techniques. Data was collected by using questionnaires, interview and relevant documents were analyzed to support the data statistical tools like frequently and percentage was used to analyze the collected data. According to the data it was found out that poor communication were the most serious challenges of conflict management, and in adequate resources and lack of clarity in the schools. Even though promoting strategies to improve the practice of conflict management that helps teachers and the school to their best practice, the school leaders were could not play the major role to use different approaches which is appropriate with the school. In the same way changes are impossible under ordinary situation unless school leaders, teachers and students build the right conditions to promote good relationship in the school to play a well role that best advancement of teacher moral in their respective primary schools. Moreover lack of initial commitment to conflict management poor working conditions created demoralizing state of affairs within school staff. Lack of adequate chance to train the skill of conflict management was barriers that hinder the effective the practice and implementation of conflict management in their respective schools.

Abbreviation and Acronym

CM= Conflict Management

PS= Primary School

SSL= School Leaders

PTA= Parent Teachers Association

GSC= Gubre Sub-City

OC= Organizational Conflict

Table of Contents

Acknowledgement	i
Abstract	ii
Abbreviation and Acronym.....	iii
List of table	vi
CHAPTER ONE	1
Introduction.....	1
1.1. Background of the study	1
1.2. Statement of the problem	2
1.3. Basic question	3
1.4. Objective of the study	3
1.4.1. General objective	3
1.4.2. Specific objectives	3
1.5. Significance of the study.....	4
1.6. Delimitation of the study	4
1.7. Limitation of the study.....	5
1.8. Operational definition of terms	5
1.9. Organization of the study.....	5
CHAPTER TWO	7
2. REVIEW OF RELATED LITERATUR.....	7
2.1 Concept of challenges and opportunities of conflict management	7
2.2. Types of Conflict	7
2.2.1. Organizational Conflict.....	7
2.2.2. Personal Conflict.....	8
2.3. Sources of conflict	9
2.3.1. Economic Conflict	9
2.3.2. Value Conflict.....	9
2.3.3. Power Conflict	9
2.4. Effects of conflict.....	10
2.4.1. Positive effects of conflict.....	10
2.4.2. Negative effects of conflict	10
2.5. Conflict Management Methods.....	11
2.5.1. Inter personal conflict management	12

2.5.2. Structural conflict management	13
2.5.3. Third party conflict management	13
2.6. Role of teachers in conflict management and others	14
3. Research Design and Methodology	16
3.1. Design of the study	16
3.2. The research Design.....	16
3.3 Research method.....	16
3.4. Source of data	16
3.4.1. Sampling techniques	17
3.5. Sample size and sampling techniques	17
3.6.Data Gathering Tools.....	17
3.7. Data collection instruments.....	18
3.8. Method of data analysis	18
3.9. Ethical consideration.....	18
4. Data presentation analysis and interpretation	20
4.1. Background of respondents.....	20
4.2. The cause of conflict between teachers and students.....	23
CHAPTER FIVE	30
5. Summary, Conclusion and Recommendation	30
5.1. Summary	30
5.2. Conclusions.....	32
5.3. Recommendation	33
References.....	34

List of table

Table 1 Population sample description of the study	17
Table 2 Rating on backgrounds of respondent	20
Table 3 Situation invite for conflict	23
Table 4 The challenges of conflict management	24
Table 5 The practice of managing conflict in the school.....	25
Table 6 Type of conflict appear in the school mostly.....	26
Table 7 The conflict occurs in the school involves.....	27
Table 8 The challenge of conflict interrupts teaching and learning.....	28
Table 9 The measures are taken.....	28

CHAPTER ONE

Introduction

1.1. Background of the study

Education is widely recognized as the process through which societies transfer their experience new invention knowledge, abilities, skills and values accumulated over the years resulting from interactions with the social and physical environment. One of the main aims of education is to strengthen the individuals and societal or public problem-management capacity, ability and culture starting from basic education and at all levels. It enables man to identify harm as develop and conserve his environment for the purpose of an all rounded development by diffusing science anthology into society (MOE, 2005).To affect this the school and its teachers are primarily responsible for the production and provision of qualified human resource. They are in way of achieving educational objectives expected to shape people in accordance with the needs and interests of the beneficiaries. It is also expected that the society's future depends on the success of schools in effectively implementing their objectives. In order to accomplish their objectives they strongly put responsibility for proper and adequate provision of the school curriculum and instruction rest son the school teachers. Whenever work together the potential for conflict exists. During this there are major practices for management of conflict exists between co-workers. At the same time there are a practices of conflict management people inevitably compare with each other (Placket, 1994) conflict by itself is a serious disagreement and argument about something not important , conflict defined as a fighting between countries or group of people, I t is differences between two or more believes, ideas, interest and so on. There is either side conflict on the growth and performance of conflict on the growth and group are in school and workers respectively (Stoner, 1941).

As gadwall (12982) said three kinds of conflicts may exist in the school and other organization ssuch as role, interpersonal and inter group conflicts. Inter personal conflict is a conflict occurred between individual and groups. Sometimes such conflict a rises out of legitimate sources when

real differences in goals or objectives exist between the parties involved. Role conflict is familiar with individuals.

It occurs when a person is faced with conflicting orders such that compliance with one would make it difficult. Inter group conflict is a conflict between line and staffs units or between production and sales department. For long time management/ directors and unit leader / and other teachers believed that all conflict was in fanatically bad.

Today that view has even changed. Because some individuals suggested conflict as a necessary condition to streets work. Most of the time the causes of conflict are many different, however the common causes of conflict include; scarcity of resources (finance, equipment, facilities, etc), different about needs , or perceptions, disagreements about needs, goals, priorities and interests, poor communication, poor or in adequate organizational structure, luck of team work and lack of effective management. As Richard Mhodgeffs (1956) wrote in his book in ‘’ now a days the issue of conflict and conflict management has become a great concern in more school ‘’ conflict management as equal importance than topic like planning, communication, motivation and decision making. Directors spent about 20% of their time on conflicts. Yet they didn’t consider the conflict level in their schools to be excessive moreover it has been clearly seen that performance has been decreasing in most of today’s school, because lack of awareness of conflict management.

1.2. Statement of the problem

The main objectives of any educational system is to cultivate the individuals capacity for problem managing and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude (ited in Mullins, 2002)The person was then be able to participate in all rounded way in the community and contribute to the overall development of the society he/she lives in and the world community at largely. The working of teachers have been deteriorating for the past many years that it has become an unattractive profession and the motivation and moral of those service is at a low.

Today the government of Ethiopia a recognizing the role of education in developing the country’s economy has placed great emphasis on professional development and career structure of teachers. For this reason the training and professional development competence of teachers

shall be upgraded with the view of improving the quality and standard of conflict management. An acceptable attractive and realistic conflict management method was be instituted to improve the working condition of teachers of students more over there have been a number of studies conducted on the conflict management and particularly focusing on the cause of conflict (Tesfahun, 2010 and Alemayehu, 2011). These studies generally agree that in adequate school structure, lack of team work, lack of resource, lack of clarity in role and responsibility were the major challenges of conflict management in the school the studies conducted so far tend to reveal the cause in general , failure in addressing what sort of conflict management method do they lack and how should they do fill gaps in order to maintain effective relationship among school community .garegae-garekwe (1999) Hence in light of the indicated gaps the researcher conducts a study to investigating the role of conflict management method on the performance of teachers that enable concerned bodies to work seriously on existing gap. Therefore this study was aimed at to answer the following questions.

1.3 Basic question

1. Is other adequate enough practice of managing conflict in abbafraso and Gasore primary schools?
2. Are there known types of conflict in the primary school?
3. Is there option was being taken to overcome the challenge of conflict management in the school?

1.4. Objective of the study

1.4.1. General objective

The general objective of the study was designed to identify the major challenges and practices of conflict management (CM) in teachers and students performance in Abbafraso and Gasore primary schools (PS) of Gubre Sub-city.

1.4.2. Specific objectives

Specifically this study was aimed at,

- To list the practice of conflict management in primary schools of Abbafraso and Gasore.

- To identify and list that are / were well known in Abbafrasoa and Gasore Primary schools.
- To assess the challenges of conflict of management of teacher and students in primary schools.

1.5. Significance of the study

The results of study is very important to create awareness on primary schools instructional, leader, teachers and students by revealing type of conflict management method what they lack during leading and how should they do to fill these gaps in order to maintain effectiveness in their respective school. Therefore the writer strongly believed that the finding of this study report and recommendations are presenting the following contributions.

- It may serve as a lesson for other educational leaders who are practicing or want to practice in the future.
- It may create awareness for the school leaders (SL), professional, teachers and students about different principle in place and give them an insight about the new world of work.
- It may provide valuable information to the school themselves about how they are practicing of conflict management method and enable them to take corrective action.
- It may reduce the occurrence of conflict in the school and brings about dramatic improvement in teaches working condition and satisfaction.
- It may serve as spring board for those people who want to conduct further study in the area.

1.6. Delimitation of the study

This study was conducted in Abbafrso and Gasore Primary school in Gubre Sub-City administrative (Gs). Gubre Sub-City is found in Gurage zone which is far from Addis Ababa capital city of the country 158 km at western direction on South nation nationality peoples of Ethiopia.

1.7. Limitation of the study

There are important considerations to be made with respect to the limitation on the design of the study. The major limitations are, first the method of filling out the questionnaires may not have been performed in a consistent manner where the subjects were able to respond without undue destruction and with and without concentration. Second, respondents did not provide responses to the opened questionnaires which forced the researcher to spend more time on data collecting; thirdly there was financial shortage which forced the researcher to find financial support. Finally, the above limitations might have influence in the generalizability of the findings of this study.

1.8. Operational definition of terms

Challenges – something that need a lot of skill, energy and determination to deal with or achieve specially something you have never done before and was enjoy doing (Macmillan English dictionary, new education)

Conflict- is a result of distrust; fear an exit tension and other potential functional causes. In other way conflict is a straggle content between people with opposing needs, ideas, beliefs, values or goal (Agawan 1982)

Sources of conflict – A real seeming in compatibility between ones public interests or private fidgety duties, black's law dictionary (8th Education 534)

Personal conflict – is a conflict between two people most often from a mutual dislike or personality clasn (Fisher 1998)

Conflict management- is the process of planning to avoid conflict where possible and organizing to resolve. Conflict where possible and organizing to resolve conflict where it does happen as rapidly and smoothly as possible (John sinclair, 1976)

1.9. Organization of the study

This study consists of five chapters , the first chapter deals with the introductory part that include background of the study and statement of the problem, objectives, significance of the study, limitations of the study and definition of key terms. Chapter two is committed to the review of related literature to lay down the theoretical foundation of the study. The research design and

methodology under which the method data analysis techniques, the types of instrument and data analysis technique used were discussed in chapter three. Chapter four treats the analysis and interpretations of the gathered data. The summary of major findings, conclusion drawn up on the findings and possible recommendation was presented in chapter five. Finally lists of reference materials used in the study and questionnaires are attached to prepare.

CHAPTER TWO

2. REVIEW OF RELATED LITERATUR

2.1 Concept of challenges and opportunities of conflict management

Challenges are obstacles that resist something not be undertaken properly in a needed time, Circumstance and place, Black well dictionary of sociology (2000: 36). On the other hand the same dictionary defined opportunities as suitable condition or Situation to do some activities within proper time and particular place or the opportunity structure in a society is the distribution of peoples access to occupations and other was for supporting their lives and achieving goals. Depending on this concept of challenges and opportunities we can easily understand that

Challenges and opportunities of conflict management deal with different obstacles or hindrance in management of conflict and possible options to overcome those theory obstacles. In theory teachers have the power to control the behavior of children in their charge. Since society has given them the “duty of care: as it is known in legal parlance, because they are acting as a parent Substitute. Conflict may arise regarding when to whom and what sort of questions to ask and what explanation to give; whether peoples shall work in groups, as individuals, as a whole class or in some other combination, how time and pace should be deployed, Where, for example, to place tables and chairs and where to stand when addressing individuals or groups and etc. Within schools teachers are in the better position to manage conflict because they are members of social and management structure. The study on inner London schools, Rutter etal, (1979) Concluded that, in those schools judged to be better on various criteria such as test scores and attendance rates, teachers felt more involved in decision making and conflict management teachers training and education (2005: 680)

2.2. Types of Conflict

2.2.1. Organizational Conflict

Organizational conflict (OC) is a state of discord caused by the actual or perceived opposition of needs, values, and interest between people working together (Meshane and Von, 2000:345). They added conflict takes many forms in the organizations. There is the in evitable clash

between formal authority and power and those individuals and groups affected. There are disputes over how revenues should be divided, how the work should be done and how long and hard people should work there are jurisdictional disagreements between individuals, departments and among unions and managements.

2.2.2. Personal Conflict

It is a conflict between two people, most often from a mutual dislike or personality clash (Fisher, 1998).

According to Boston University FSAO, "Causes for work place conflict can be personality or style differences and personal problem such as substance abuse, child care issues, and family problems. Hence there are three personal conflicts which are listed as follows (JR. Schermerhorn; 1996).

2.2.2.1. Intra-personal Conflict

According to Shane and Glinow (2000) conflict is an inter personal process It occurs in relation to temptation to stop dining well as in major decision of getting into better physical shape to get it good education report. Individual experiencing guilt as a result of inner conflicts often becomes depressed irritable and restless. However the actual source of the conflict and distinguishing between what one wishes to do add what should be done are two steps in managing inner conflict successfully. Thus whom there is a follower through behaviors an individual's feel stronger and more confident she/he arisen to a personal challenge and brought about personal change.

2.2.2.2. Interpersonal Conflict

Conflict between individuals in the same organization: Mullins (2002)It exists whenever people interact in some way to produce results or to achieve goals. Because they differ however, in many ways attitude, personality value, goals background, Experience etc. The resultant conflict makes the proper adjustments in an important factor in managing inter personal conflict.

2.2.2.3. Intergroup Conflict

Conflict between groups in the same organization it occurs whenever there is a contact or interaction between groups. The sources of inter group conflicts are cohesion. "Sticking

together” within a group often causes out group hostility.. According to Plunkett and Other (1997) Structure type of leadership and status of individuals within groups are factors that increase conflict power taking actions with affect others and purposely influencing the well for others produce conflict with less powerful groups’ parties involved in conflict by trying to find solutions acceptable to all can reduced functional aspects of conflict.

2.3. Sources of conflict

When people interact with one another they often run into conflict situation. From the two individuals one of the causes of conflict is one of the two people. An interactional relationship feels treatment in some way. They may dell exposed to the other to sweep of his feet by aggressiveness, viciousness of the other Arrayal. 1982). A real or seeming incompatibility between one’s public interests or private or fiduciary duties Black’s law Dictionary (8th Edition: 534). In the organizational conflict has different source in the one of the proponents of conflict Katt (1965:180) points out typology of conflict.

2.3.1. Economic Conflict

It involves in competing motives to attain scarce resource. Each party wants to maximize its gain.

2.3.2. Value Conflict

According to Shane and Glinow (2000)Value conflict involves incompatibility in a way of life ideologies the preferences, principles and practices that people believe in, for example, international conflict (cold war) this conflict has often strong, value component where each side assert the rightness and superiority of its way of life.

2.3.3. Power Conflict

Power conflict occurs when each party wisher to maintain or maximize the amount of influence that it exert in the relationship and social setting, power construct can occur between individuals, group or between nations whenever one or both of parties choose to take power approach to the relationship power controls each other.

2.4. Effects of conflict

2.4.1. Positive effects of conflict

If organizational conflict can be handled properly it have the following positive effects for organization.

- Stimulated creative thinking
- In spared people to try new
- Allow people to clarify their view points
- Tested people to clarify their view points
- Tested people abilities

2.4.2. Negative effects of conflict

In opposite of positive of conflict have the following negative effects.

- A certain people felt defeated and embarrassed contact between people where reduced
- Contract between people were reduced
- Divert time and energy from the main issues
- Delay Decision
- Create dead locks
- Drive un aggressive committee members to the side lines
- Interface with listening
- Obstruct Exploration of more alternatives
- Decrease or destroy sensitivity
- Cause members to dropout or resign from committees.
- Arouse anger that disrupts a meeting
- Interfere with empathy
- Provoke personal abuse
- Cause defensiveness

Negative effects of Organizational Conflict

- It can break a person physical and mental system
- Productivity can suffer as people react to very intense conflict through turn over.

- Lost productivity and lower job Satisfaction.
- Decreased concern for a common goal.

In general school organization conflict can produce very positive consequence as well as negative effects the low or moderate levels of conflict can improve individual and group as well as organizational performance, Organizational settings provide ample evidence that conflict can improve decision quality by causing ideas particularly ones that are unusual or held by minority to be given weight in important decision. In other hands the negative effects of conflict it can demanding relationship and channeling energy way from goal attainment and if tend to decrease their level of worker interaction and to Communicable less with one another and their reduced interactions works to maintain any distorted perceptions that those in each group may hold.

2.5. Conflict Management Methods

Although organizational conflict may be seen as an in evitable there are number of ways which managers can attempt to avoid the harmful. Effects of conflict Organizational managers could use different methods to resolve conflict based on the situation.

Among those methods Mullin (1985: 489) identified the following: The clarification and continual refinement of goals and Objectives role definition and performance standards was help to avoid misunderstanding and performance standard and Conflict focusing attention on super ordinate goals that are shared by the parties in conflict may help to reduce hostility and lead to move cooperative behaviors.

- Resources distribution: - although it may not away be possible for managers to increase the allocated resources they May be able to use imagination and initiative to help overcome conflict Situation.
- Non-monetary reward when financial resources are limited to, it may be possible to pay greater attention to non-monetary rewards.
- Development of inter personal group process skill this may help to encourage a better understanding of one own behavior. The other persons point of view communication process and problem solving.

- Group activities attention group to factors which affecting group cohesiveness may reduce dysfunction conflict over lopping group membership with thinking pin in process and the careful selection of team or task for problems project team.

2.5.1. Inter personal conflict management

Regardless of the level of conflict there are different approaches to deal with the incompatibility that exist conflict can result in destructive outcomes or constructive out comes depending upon the approach that is taken. It can manage conflict properly you can often new solution that are mutually satisfactory to both parties dependence means each parties having some degree of inter dependence and autonomy from which to influence that other, rather than the party being primarily dependent on the other by considering this the pared and Mounton (1978: 64) identifies three approaches to manage inter personal conflict in organization.

2.5.1.1. Win lose approach

This approach common to all people learn the behavior of destructive conflict nearly life. Competition dominance digression and defense permeate many offer social relationship from the family to the school party gains. The assumption is made, often in correctly, that what one party gains the other loses. The methods is thus to force the other side to capitulate mechanism sometimes this is done through socially acceptable mechanism such as majority vote the authority of the aide.

2.5.1.2. The lose-loses approach

This approach is exemplified by smoothing over conflict or by reaching the simplest of compromises in neither case is the creative potential of productive conflict management realize or explored each party gets some of what is wants and resigns its self to partial satisfaction. Neither side is aware that by confronting the conflict fully and cooperatively they might have created a more satisfying solution or the parties may realistically with this approach to divide limited resources or the fore stall a win lose escalation and outcomes.

2.5.1.3. The win-win approach

This approach is the conscious and systematic attempt to minimize the goals of both parties through collaborative problems solving. This method focus on the needs and constraints of both

parties rather than emphasizing strategies designed to conjure. The parties work toward common and super or donate goals that are ones that can only be attained by both parties pulling together. The assumption is made that integrative agreement are possible given the full range of resources existing in the relationship.

2.5.2. Structural conflict management

Accordingly to Meshane and Von (2009:214) the main purpose of structural mechanism influences organizational conflict those are: -

- A. Emphasizing:- subordinate goal one way to minimize conflict is by focusing Every One on Subordinate goals those are common objectives conflicting parties that are more important that the developmental or individual goals on which the conflict is based in other ways attention on super ordinate goal is particularly useful where conflict is caused by goal in compatibility and differentiation.
- B. Reducing differentiations super ordinate goal of set differentiation by establishing a common frame of preference. But they do not actually remove any of the underlying diversity that people bring to the relationship to reduce differentiation and must alter or remove the condition that creates these differences in the first place. Fundamentally reduce differentiation some firm encourage and reinforce generalist rather than specialist career orientation.
- C. Improving Communication and understanding communication is critical to effective conflict management by improving the opportunity, ability and motivation to share information the parties develop less extreme perceptions of each other's than if they rely on stereo types and emotion. Direct communication provides better understanding of the other parties work environment and resource limitations.
- D. Reducing task inter dependence if cost effectives it might occurs by dividing the shared resources so that each party has exclusive use of part of it sequentially or reciprocally inter dependent job might be combined that they form a pooled inter dependence

2.5.3. Third party conflict management

According to Meshane and Von (2001: 454) third party conflict management methods divide as the following.

2.5.3.1. Mediation

When negotiation fail or get stuck, Parties often call in an independent mediator. This person or group was try to facilities of settlement of conflict the mediator plays an active part in the process both and all and all groups, acts inter mediatory and suggests possible solution to manage the conflict. In contrast, arbitration mediator act only in an advisors act only in advisory capacity. They have no decision making Power and cannot impose a settlement on the conflict parties skilled mediator is able to gain trust and conflict from the conflicting groups on individuals.

2.5.3.2. Arbitration

Mean the appointment of an independent person to act as an adjudicator (Judge) in a dispute, to decide on the terms of settlement. Both Parties in conflict have to agree about who the arbitrator should be and that the decision of the arbitrator was be binding them. Arbitrator differs from negotiation and mediation in that it does not promote the continuation of collective bargaining arbitrator listen to and investigates the demand and takes over role of decision maker.

2.5.3.3. Inquisition

Control all discussion about the conflict like arbitrators they have high decision control because they choose which information to examine how the conflict management process shall be handled.

2.6. Role of teachers in conflict management and others

In some, cases change efforts result in continual conflict within school. Mechanisms that produce this conflict are varied. In ferment high school one of the highly restructured schools examined by Norman and associates (1996), a group of teachers attempted to eliminate low level math classes and teach all students in mixed ability classes within a subset of school These changed resulted in tension within the school, with teachers outside the group complaining that too much time was spent addressing affective needs and not enough was spent on academic concerns and arguing that students were not being prepared for upper division Math courses Maurent. Hairinan (200: 54). The same study round another example of constant conflict at selway Middle school, a charter school lead by a group of four teachers committed to authentic instruction.

Although other teachers shared the ideal of authenticity, they resented the diarchic Ventral exercised by the four leading teachers and believed they had no voice in the policies and direction of school. In the first case conflict Occurs Between two Groups of teachers with competing ideas about the essential goals of math instruction and with differing

After appointing what factors are responsible for conflict foment in school the authors suggest also the opportunities to be undertaken by teachers to manage the conflict

- **Compromise:** Efforts to avoid internal conflict may lead to the outcome in which would be reformers moderate their reformation, moderate their innovation as adoption to existing conditions. Under this there is a proverb which say the teacher “talked the talk” but did not “walked the walk”.
- **Adoption:** an adoption response is an incremental step on the way toward long term change this suggest that limited change did not continue even long term. Through these and other opportunities teachers play a vital role in conflict management.

CHAPTER THREE

3. Research Design and Methodology

3.1. Design of the study

The main purpose of this part is to provide over view of the basic research design and methodology that are used to carry out the study. This overview include the basic research design, research approach, data sources, data gathering methods, and tools, sample size and sampling techniques, methods of data analysis used to analysis the collected data.

3.2. The research Design

The study was attempted to examine the way and how Abbafraso primary school and Gasore primary school of Gubre Sub- city handles the challenges of conflict and conflict practice. Thus cross sectional survey design was employed in this study on the ground that it best serves to obtain reliable and relevant information from a variety of ground on the actual practices of the issues and the study. In relation to this Koo (1996) stated that cross section survey method helps to have general understanding of the problem by studying the current status, nature of prevailing conditions, practices and tends through relevant and precise information. All this justification made the cross-sections survey method is more appropriate for this study.

3.3 Research method

The aim of this study is to investigate the practice and challenges of conflict management in the case of selected primary school gubre-sub city. The researcher used quantitative and qualitative data to collect information from representative sample to triangulate.

3.4. Source of data

Primary data was used for the study primary data obtained from principals, vice principals, teachers, students and parents. The school level principals were contacted for their direct involvement of conflict management, teacher were also taken as sources of information for their direct beneficiaries of the service delivered and students and families of students questionnaires, interviews are also included as primary sources because they were the main role occupant of the study. And her there was included in the sample to assess their perceptions toward school on the conflicts management and its implementations. Secondary data focus on document analysis or

records and minutes concerning educational attainment and professional career. Moreover other relevant documents of the schools were also review.

3.4.1. Sampling techniques

The study population was drowned from two primary school of Gubre Sub-City They are principal vice principal unit leader, department heads, teachers and parents.

3.5. Sample size and sampling techniques

According to the Gubre Sub-City education office quarter educational statistics 2015 E.C the total number of governmental primary schools in the town are 5 .

The primary schools have the total number of 142 teachers, 8 principals and 4,647 students.

The two primary schools are selected to be the sample of the study by using simple random sampling techniques that give each unit of the population equal opportunity of being selected and represented in the sample. The two selected primary school has 4 principals 61 teachers, 1,860 students. The simple random sampling techniques was used for the selection of 4 principals and 50 students representative of classroom for the sample study, since all of them are professional and member of the school who are directly involves in their conflict management in their respective school two principals was selected by using purposive sampling techniques was employed selected sample teachers. Accordingly there were 61 teachers in selected schools 49% teachers was selected from each school to be the sample of study.

Table 1 Population sample description of the study

Respondents	Abbafraso School		Gasore		Total	
	Population	Sample	Population	Sample		
Principal	2	2	2	2	4	Purposive sampling
Teacher	34	16	27	14	30	Simple random sampling
Students	988	27	872	23	50	Simple random sampling
PTA	7	3	7	3	6	Simple random sampling

3.6.Data Gathering Tools

To obtain analysis. Adequate information, the researcher used questionnaire, interview and document.

3.7. Data collection instruments

Namely two data collecting instruments questionnaire and interview was employed to extract the required quantitative and qualitative data that lead to assess conflict management practice. A questionnaire is a data collection tool, which enables the researcher to get wider information from sample population and make possible an economy of time and expense and provides a high proportion of usable response. It also helps to obtain un biased factual data opinion and attitudes in structural framework from respondents, and it is used for appropriateness to its natural characteristics that allow informants express their ideas and opinions freely similarly questionnaire were used because it is preferable data collecting tool, which enables to effectively collect in a planned and manageable tool, ways from large population, participants can respond to questions with assurance that their response was be anonymous, and so they may be more truthful than they would be in a personal interview particularly when they are talking about sensitive or controversial. The questionnaires were designed in order to be answered by the teachers and students, and it contains mainly closed ended and fallopian ended items. Depending the type of questions items choice and rating scale were used in the questionnaires. An interview, an interchange of view between two or more people on a topic of mutual interest sees the centrality of human interaction for knowledge production and emphasizes the social situations of research data the interview was also a tool for data collection enabling to be use verbal and spoken in order to support and cross- check the finding was obtained from respondents by using questionnaires.

3.8. Method of data analysis

Basically a different statistical technique was employed on the basis of basic questions and the nature of the data collected. Consequently, qualitative data that was collected from the group of teaches and a schools leader through interview, questionnaires was analyzed by using frequently and percentage. The interview and document analysis was analysis qualitatively and report through narrative description to complement the quantitative data.

3.9. Ethical consideration

To conduct any research the investigator is expect to be ethical. After the standards, moral and dignities of people under the study was be venerate. And also, the researcher promised to the

participants of the study that the information which are collected from the respondents shall not be transferred to third party in can does or it are not exploited for undertaking other than the purpose of the research study .

CHAPTER FOUR

4. Data presentation analysis and interpretation

This part of the study deals with presentation, analysis and interpretations of data obtained from respondents through questionnaires, interviews and analysis of documents on the practice and challenge of conflict management in the primary schools. The study covers 2 primary schools. A total of 40 questions were prepared and distributed to the respondents 90(100%) were filled and returned appropriately. The interview questions were administered to parents. Based on the data obtained from respondents the analysis and interpretations of data were presented, items involved in the questionnaires were presented. Items involved in the questionnaires were classified into two major categories. The first category deals with general background information gathered from respondents and the second deals with specific items of the study. Hence the approach used in treating the data gathered from the two categories would not vary in analysis method.

Therefore frequency and percentage were used for the analysis of respondent’s characteristic and specific items. The interviews questions and analysis of document were analyzed narratively.

4.1. Background of respondents

This part displays the personal background of sample respondents that include sex, age, educational qualification and work experience or service year, so as to make it as a spring board for the analysis and interpretation of the study.

Table 2 Rating on backgrounds of respondent

No	Item	Category of item	Principal		Teachers		Students		PTA		Total	
			No	%	No	%	No	%	No	%	No	%
	Sex	M	3	75%	18	60%	33	66%	4	66%	58	64%
		F	1	25%	12	40%	17	34%	2	34%	32	36%
	Age	Below 20-	-	-	-	-	50	100%	-	-	50	56%

		years										
		21-30 years	-	-	4	13%	-	-	-	-	4	4.4%
		31-40 years	1	25%	7	23%	-	-	3	50%	11	12.2%
		41-50 years	2	50%	8	27%	-	-	2	33%	12	13.3%
		51-60 years	1	25%	11	37%	-	-	1	17%	13	14.4%
		Above 61 years	-	-	-	-	-	-	-	-	-	-
3.	Educational qualification	Certificate	-	-	2	7%	-	-	2	33%	4	4.3%
		Diploma	-	-	16	53%	-	-	4	67%	20	22.2%
		BA	4	100%	12	40%	-	-	-	-	16	18%
		Grade 1-8	-	-	-	-	50	100%	-	-	50	56%
4.	Service in years	1-5 years	-	-	-	-	-	-	-	-	-	-
		6-10 years	-	-	2	6%	-	-	-	-	2	2.2%
		11-15 years	-	-	8	27%	-	-	-	-	8	8.8%
		16-20 years	1	25%	5	17%	-	-	-	-	6	6.6%
		21-25 years	2	50%	4	13%	-	-	-	-	6	6.6%

		26-30 years	1	25%	5	17%	-	-	-	-	6	6.6%
		Above 31 years	-	-	6	20%	-	-	-	-	6	6.6%

Basically the participants of the study were comprised of school principal, teachers, PTA and students with diversified demographic background and area of responsibility in their schools. Basically the participants of the study were comprised of school principal, teachers, PTA and students with diversified demographic background and area of responsibility in their schools. The intent was for reflecting all the concerned bodies view in the research. Accordingly as it can be seen from above table 2 18(60%) of school teachers 3(75%) of principals 33(66%) of students and 4(66%) parents totally 58 (64%) were male and the rest respondents were females with a total share of 12(40%) 1(25%), 17(34%) totally 32(36%), the groups of respondents respectively. This show that the participation of females were less than male even in the primary schools. This low participation in the positions may be due to lack of empowering females' economic deprivation and unreasonable house hold especially in developing countries like Ethiopia. Regarding the age background of respondents 4(13%) of school teachers were in the age range of 21 to 30 years, principal 1(25%) teachers 7(23%) and 3(50%) PTA was in the age range of 31 to 40 years. And 2(50%) principals 8(27%) teachers 2(33%) of PTA were in the age range of 41 to 50 years. Again 1(25%) of principal 11(37%) of teachers 1(17%) of PTA were in the age range of 51 to 60 years. Whereas 50(100%) of school students were in the age range of below 20 years. This may show that majority of the respondents were youngster and adult who are strong enough and productive age that can stay stronger on their duty since working in student personnel service requires physical and mental strengthen persons. Concerning to the respondents educational level 2(7%) of schools teachers and 2(33%) of PTA were certificate, 16(53%) of school teachers and 4(67%) PTA were diploma holder, whereas 4(100%) principal and 12(40%) of schools teachers were BA holders. While 50(100%) of schools students or respondents were grade 1-8 educational background. From this analysis can easily understand that most of the respondents of the questionnaires were subject area graduate and students. With respect to the experience of the respondents 2(6%) of school teachers were in the range of 6 to 10 years service. 8(27%) of school teachers were in the range of 11 to 15 years' service, 1(25%) principal

and 5(17%) of school teachers were in the range of 16 to 20 years' service, 2(50%) of principal and 4(13%) of school teachers were in the range of 21 to 25 years' service and 1(25%) of principal and 5(17%) of school teachers were in the range of 26 to 30 years' service. While 6(20%) of school teachers were above, 31 years' service. This analysis show that all principals and about 20(67%) of school teachers were in the range of 16 to 30 and above 31 years' service in their teaching profession This show that again most of the teachers were well experienced and can make greater contribution for the conflict management practice in the schools.

4.2. The cause of conflict between teachers and students

Table 3 Situation invite for conflict

5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= Sl Disagree 0 = I don't know

No	Items	Variable	Principals 4		Teachers 30		Students 50	
			No	%	No	%	No	%
1.	There is any situation invite the staff for conflict in the school	5	-	-	9	30	5	10%
		4	2	50	15	50	42	84%
		3		-	3	10	3	6%
		2	1	25	3	10	-	-
		1	1	25	-	-	-	-
		0		-	-	-	-	-

As it can be seen from the above table three the situation invite for conflict was rated as number which represent the given agreement. With 15(50%) of schools teachers, 1(25%) of school principal and 5(10%) of school students 2(50%) of school principal and 42(84%) of students respectively. Whereas 9(30%) of school. This shows that there is an agreement among the response of groups on the existence of situation invite for conflict in their respective schools.

Table 4 The challenges of conflict management

No	Items	Variable	Principal		Teachers 50		Student 50	
			No	%	No	%	No	%
1.	Poor communication	5	-	-	-	-	7	14%
		4	2	50%	15	50%	32	64%
		3	-	-	9	30%	3	6%
		2	2	50%	6	20%	8	16%
		1	-	-	-	-	-	-
2.	Inadequate school structure	5	-	-	3	10%	23	46%
		4	2	50%	6	20%	22	44%
		3	1	25%	6	20%	5	10%
		2	1	25%	12	40%	-	-
		1	-	-	3	10%	-	-
3.	Inadequate resources	5	-	-	9	30%	5	10%
		4	1	25%	3	10%	32	64%
		3	1	25%	3	10%	3	6%
		2	2	50%	15	50%	8	16%
		1	-	-	-	-	2	4%
4.	Lack of clarity in the role and responsibilities	5	-	-	3	10%	32	64%
		4	1	25%	6	20%	13	26%
		3	2	50%	6	20%	3	6%
		2	1	25%	15	50%	2	4%
		1	-	-	-	-	-	-

As it can be seen from the above table 4 poor communications were the most serious challenges of conflict with 2(50%) 15(50%) 32(64%) principals, teachers and students respectively. Inadequate school structure with groups of respondents principals teachers and students 2(50%), 12(40%) 23 (46%) were high result respectively. Inadequate resources within principal 2(50%), teachers 15(50%), students 32(64%) , lack of clarity in the role and responsibilities by groups of principal, teachers and students 2(50%) 15(50%), 32(64%) were resulted respectively. Finally the items concerning inadequate school structure, inadequate resources and lack of clarity in the role and responsibilities were taken as the other serious challenge of conflict management. This shows that there is an agreement among the respondents of groups by principal, teachers and school student's poor communication were the most challenges of conflict in the school. And also inadequate resources, and lack of clarity in the role and responsibilities as the other challenges of conflict management in their respective schools. The interview conducted with parent revealed that poor communication, inadequate resources and lack of clarity in the role and responsibilities are the main challenges of conflict management in the school.

Table 5 The practice of managing conflict in the school

No	Items	Variable	Principal 4		Teachers 30	
			No	%	No	%
1.	Win-lose approach	5	-	-	-	-
		4	-	-	3	10%
		3	2	50%	15	50%
		2	2	50%	12	40%
		1	-	-	-	-
2.	The lose- lose approach	5	-	-	3	
		4	2	50%	12	40%
		3	1	25%	9	30%
		2	1	25%	6	20%
		1	-	-	-	-
3.	The win-win approach	5	-	-	3	10%
		4	1	25%	9	30%
		3	1	25%	6	20%
		2	2	50%	12	40%
		1	-	-	-	-
4.	Mediation	5	-	-	-	-
		4	1	25%	6	20%
		3	2	50%	15	50%
		2	1	25%	9	30%
		1	-	-	-	-
5.	Arbitration	5	-	-	3	10%
		4	4	4%	6	20%
		3	1	25%	9	30%
		2	2	50%	12	40%
		1	1	25%	-	-

As can be seen from the above table 5 the agreement about the practice of managing conflict in the school were win lose approach, the lose-lose approach, and the win-win approach, the gropes of respondents principal and teaches were agreed 2(50%) and 15(50%) 2(50%) and 12(40%) respectively. The win-lose approach, the win-win approach and the los-los approach were the practice of managing conflict in the school. Finally the items concerning mediation and arbitration were taken as the other practice of managing conflict in the school with 2(50%) 15(50%) and 2(50%) 12(40%) by group of principals and school teachers respectively. The above analysis shows that there is agreement among the responses of groups win-lose approach

and the win-win approach were resulted ‘‘ undecided’’ and ‘‘ disagree ‘‘ respectively. While the lose-lose approach were ‘‘ agree’’ resulted. And also mediation and arbitration were ‘‘ undecided’’ and ‘‘ disagree ‘‘ resulted respectively in the practice of managing conflict in the schools.

Table 6 Type of conflict appear in the school mostly

No	Items	Variable	Principal	
			No	%
1.	Intra-personal conflict	5	-	-
		4	2	50%
		3	-	-
		2	1	25%
		1	1	25%
2.	Inter personal conflict	5	-	-
		4	3	75%
		3	1	25%
		2	-	-
		1	-	-
3.	Inter group conflict	5	-	-
		4	1	25%
		3	2	50%
		2	1	25%
		1	-	-

As the table 6 indicate the agreement about the type of conflict appears in the school mostly intera-personal conflict, interpersonal conflict and intergroup conflict. The group of respondents of principal agreed with 2(50%) 3(75%) and 2(50%) respectively. This shows that interpersonal conflict type were the core in the school with the result of ‘agree’’ by respondents. While intra-personal conflicts were the other types of conflict appear in the schools. And intergroup conflict doesn’t practice in the school.

Table 7 The conflict occurs in the school involves

No	Items	Variable	Teachers 30	
			No	%
1.	Between teachers	5	-	-
		4	3	10%
		3	3	10%
		2	15	50%
		1	9	30%
2.	Between teachers and students	5	-	-
		4	-	-
		3	15	50%
		2	12	40%
		1	3	10%
3.	Between students	5	-	-
		4	12	40%
		3	7	23%
		2	9	30%
		1	2	7%
4.	Between teachers and principal	5	-	-
		4	9	30%
		3	3	10%
		2	12	40%
		1	6	20%

As it can be seen from the above table 7 regards the conflict occurs in the school mostly involves between teachers, between teachers and students, between teachers and principals. The agreement of respondents are or teachers 15(50%), 15(50%), 12(40%) and 12(40%) respectively. Finally the item concerning the conflict involves between teachers, between teachers and students, between students and between teachers and principals were the conflict may be occur in the school. The agreement of respondents show that on the conflict involves between teachers, between teachers and students, and teachers and principals were the items resulted with ‘‘ disagree’’ undecided’’, and ‘‘ disagree’’ respectively. While the conflict involves between students were resulted with ‘‘ agree ‘‘ and which is occur in the school.

Table 8 the challenge of conflict interrupts teaching and learning

No	Items	Variable	Teachers 30		Students 50	
			No	%		
1.	There is spending learning time because challenge of conflict	5	-	-	5	10%
		4	3	10%	8	16%
		3	6	20%	3	6%
		2	15	50%	32	64%
		1	6	20%	2	4%

As shown on the above table 8 the spending learning time because challenges of conflict in the school rated 15(50%) of school teachers 32(64%) of schools students. This shows that there is agreement among the respondents of groups, the spending learning time because challenge of conflict were resulted'' disagree''. It is indicated that there is no time of learning spend because of conflict in the school. The interview conducted with parent revealed that there is no interrupt the teaching and learning activities because of any challenge of conflict in the school.

: Table 9 the measures are taken

No	Items	Variable	Teachers 30		Students 50	
			No	%		
1.	The appropriate measure are taken when conflict was occur	5	15	50%	23	46%
		4	12	40%	22	44%
		3	3	10%	5	10%
		2	-	-	-	-
		1	-	-	-	-

As it can see from the table 9 regarding the measures are taken when conflict was occur in the school. The agreement of respondents are 15(50%) of the school teachers, 23(46%) of students of the school. This indicate that the appropriate measures are taken when conflict was occur were '' strongly agree'' by respondents teachers and school students. Which is the measure taken in the school were satisfactory.

Interview Analysis

The interview conducted with parent revealed that the appropriate and corrective measures are taken when conflict was occur in the school and again the prepare said in their discussion in sufficient conflict management has a great negative impact on the quality of education and school improvement

Parents have a great relationship with the school community and In addition, there is a lasting relationship between students and teachers and parents from teachers It is also in the meeting of teachers and parents and It is when there is mutual understanding or respect for each other's thoughts. The main cause of conflicts in schools is the non-compliance with the rules and regulations of the school by teachers and students. To manage conflicts, it is mainly by creating awareness for the school community and the provision of the school.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter deals with summary of the major findings, conclusions drawn from the finding and recommendations that are researcher offers on the major challenged and the practice of conflict management in primary school of Abbafraso and Gasore primary schools in Gubre Sub-City.

5.1. Summary

The purpose of this study was to assess the major challenges and the practice of challenges of conflict management in both primary school Abbafrso and Gasore of Gubre Sub-City, and to suggest alternative option to manage conflict by determining the major challenges and the practice and challenges of conflict management. In order to attain the fundamental objectives the procedural steps such as gathering background information from pertinent sources, choosing method of identification of respondents and carrying out of data analysis were employed. To this effect cross-section survey method was employed with the assumption that it was help together a large variety of data related to the problem understudy. The sample primary schools were selected from the whole primary schools of the Gubre Sub-City administrative. For the purpose of this study two primary schools were selected by using simple random sampling techniques. Thus all primary schools were get equal chance to be represented nit eh sample. The sample respondents were selected based on their job functions. Purposive sapling techniques were used to select 4 principals, whereas 30 teaches and 50 students were selected for the questionnaire by suing simple random sampling techniques. Therefore, from 2 primary schools 4 school leaders and 30 teachers from primary schools were participated in the study. The following questions are the back bone posed to facilitate this study.

1. Is other adequate enough practice of managing conflict in Abbafraso and andGasore primary schools?
2. Are there known types of conflict in the primary schools?
3. Is there options were taken to overcome the challenge of conflict management in the schools?

The relevant data gathered through questionnaires, interviews and document analysis were analyzed and interpreted by using frequency and percentage. Based on the result of data presentation and analysis the following major findings were obtained the major findings of the study are summarized as follows. With regard to sex characteristics of respondents it has been found that there was minimal female participation in instructional leadership at school level. With this 18(60%) of teachers, 3(75%) of principals, 33(66%) of students and 4(66%) parents or 58(64%) from total respondents were male and the rest or 32(36%) from all respondents were females with a total share of 12(40%) , 1(25%) and 17(34%) from the groups of respondents respectively. Regarding the age background of respondents 4(13%) of teachers or 4(4%) from all respondents were in the age range of 21 to 30 years, principal 1(25%) teachers 7(23%) and 3(50%) parents or 11(12%) from all respondents were in the age range of 31 to 40 years. And 2(50%) principals, 8(27%) teachers, 2(33%) of parents or 12(13%) from all respondents were in the age range of 41 to 50 years. Again 1(25%) of principal, 11(37%) of teachers, 1(17%) of parents or 13(14%) from all respondents were in the age range of 51 to 60 years. Whereas 50 (100%) of students were below 20 years. Concerning to the respondents educational level 2(7%) of schools teachers and 2(33%) of parents or 4(4%) from all respondents were certificate, 16(53%) of teachers and 4(67%) parents or 20(22%) from all respondents were diploma holder, whereas 4(100%) of principal and 12(40%) of schools teachers or 16(18%) from all respondents were BA holders. While 50(100%) of school students were grade 1-8 educational background. From this analysis can easily understand that most of the respondents of the questionnaires were subject area graduate and students. Regarding to the experience and service years of the respondents 2(6%) of school teachers (2%) from all respondents were in the range of 6 to 10 years' service, 8(27%) of teachers or 8%) from all respondents were in the range of 11 to 15 years service 1(25%) principal and 5(17%) of teachers were or 6(6%) from all respondents in the range of 16 to 20 service, 2(50%) of principal and 4(13%) of teachers 6(6%) from all respondents were in the range of 21 to 25 year service and 1(25%) of principal and 5(17%) of teachers or 6(6%) from all respondents were in the range of 26 to 30 year service. While 6(20%) of teachers or 6(6%) from all respondents were above 31 year service. With concerning the practice of managing conflict in the school. The lose-los approach with the agreement of respondents 2(50%) of principal and 12(40%) of teachers were resulted ' ' agree', it shows lose-lose approach was the appropriate practice of managing conflict. whereas 2(50%) of principal

and 15%) of teacher that win-lose approach is the other practice of conflict managing in the schools. The challenges of conflict management in terms of item poor communication, respondent were answered with 2(50%) of teachers and 32(64%) of students by agreed on ‘‘ agree’’. This shows that there is a poor communication in the school which causes for conflicts. Type of conflict appear in the school mostly interpersonal conflict, its rated by principal 3(75%) with agreed on ‘‘ agree’’. This indicates that the type of interpersonal conflict was which may occur in the school. To sum up, according to the responses of the respondents the practice of conflict management of the schools should be implement as recommendation of the findings.

5.2. Conclusions

Based on the above findings of the study the following conclusions were drawn. In all communication were the most serious challenges of conflict management and inadequate resources and lack of clarity in the role and responsibilities as the other challenges of conflict management in their respective schools.

1. Even though promoting strategies to improve the practice of conflict management that helps teachers and the school to their best practices, the school leaders were playing the major role to use different approach which is appropriate with the school. Such as win-loss approach the lose-lose approach and the win-win approach, as the practice for conflict management to more improve the working condition of teachers students and school leaders of the primary school.
2. In the same way changes are impossible under ordinary situation unless school leaders teachers and students build the right conditions to promote good relationship in the school to play a well role that best promote teachers moral in their respective primary schools.
3. Moreover lack of initial commitment to conflict poor working conditions created demoralizing state of affairs within school staff. Lacks of adequate chance to train the skill of conflict management were barriers that hinder the effective implementation of conflict management in their respective schools. As a result the major methods of conflict management were not executed effectively in the primary school. Through the role was not seen well played. Those all situations resulted from limitation in the knowledge of conflict resolution and lack of commitment in making maximum use of skill to bring

fundamental shift to effective practices of conflict management in the primary schools. Even though the study is appears to be timely and worth-while the outcomes of the study was completed as it was initially anticipated.

5.3. Recommendation

Based on the above conclusions of the study the following recommendations were made to promote the practice of conflict management in the primary school. The teachers and school leaders have been identified as key leadership figures in the school who hold the overall school responsibility. This study recommends For the successful implementation of conflict management Gubre Sub-City education should make school leaders and teachers be committed of good communication, clarity and responsibility of all school students and staff by provide training and orientation

1. Gubre Sub-Cityin administrative education should equip with adequate training, skill and in making their school leaders and teachers maximum use of conflict management to enhancement of students learning.
2. The school leaders should training the teachers and students for initial commitment to use lose – lose approach and win- loses approach to improve the working condition of educational practices in the primary schools.
3. The school leadership should provide full information for all of the school community as a orientation purposefully the way of resolving or managing the challenge of conflict.
4. Even though this research work may have its own contribution in understanding the current conflict management in the primary schools and may serve as lesson for other educational leaders who are practicing or want to practice in the future the outcomes of the study was not complete as it was initially anticipated, therefore the researcher recommended that there is a need for those people who want to conduct further study on this issues.

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Appendix a: questionnaires to be filled by teachers, principals, and students.

This questionnaire is designed together information on the practice of conflict management in the primary school. The purpose of the study is purely academic that was having no any negative effect on you as an individual or on your schools. The success of this study depends on your schools and again the success of this study depends on your genuine view, frankly opinion and timely responses which was be kept confidential. Failure to complete the items highly affects the study. Thus you are kindly requested to express your opinion by filling the questionnaires as honestly as possible.

NB

- ∩ No need to write your name
- ∩ Each question has its own instruction to follow
- ∩ You have to return the questionnaires as soon as possible after completion.

Section one: Personal information marking x in your choice

- 1.1.Name of your school_____
- 1.2.Your role in the school_____
- 1.3. Sex male female
- 1.4.Age: below 20 21-30 31-40 41-50 50-60 above 61
- 1.5.Educational level: certificate diploma degree

Section two: specific research question

- 1. Is there any situation invite you for conflict?
Yes No
- 2. If yes for question number 1 what are the source?
Intra-personal conflict inter-personal conflict

- Poor communication economic conflict
3. What are the challenges of conflict management in school?
 Poor communication lack of team work
 In adequate school structure lack of resource
 Lack of clarity in the role and responsibility other
4. Can you teach and learn properly if there is conflict with someone else from the staff or classroom?
 Yes no
5. Is there any strike and lockout teacher in your school because of conflict?
 Yes no
6. What measures should be taken to manage conflict in this school?
 Confrontation compromise collaboration arbitration avoidance
7. How do you perceive conflict?
 Necessary unnecessary sometimes necessary

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Questionnaires to be filled by principals

It is prepared aiming to collect primary data for the purpose of conducting a research on ‘‘The Practice of Conflict management in the Abbafraso primary school and Gasore primary school. ’Your adequate and genuine response was have high value on the validity of the research findings

Hence please the cooperate questionnaire.

No need to write your name

Following specific instruction when filling out questionnaire

General information mark by _____ on space provided.

Name of the school _____

Sex: Female Male

Level of education

Certificate Diploma Degree

Service year teaching 1-5 6-10 11-15 16-20
 21-25 26-30 above 31

Questionnaire's to be filled by principals

The following issue is related to the practice of conflict management. please indicate your answer by making on the space provided.

5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly is agree 0= I don't know

1. There is a situation invite the staff for conflict in the school

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Questionnaire's to be filled by Teachers**

It is prepared aiming to collect primary data for the purpose of conducting a research on
“ **The practice of conflict management in the Abbafraso a primary school and Gasore primary school**” your adequate and genuine response was have high value on the validity of the research Findings Hence please cooperate in filling the questionnaire.

No need to write your name

Follow specific instruction when filling out questionnaire

General information mark by on space provides.

Name of the school _____

Sex: Female Male

Level Education

Certificate Diploma Degree

Service year in teaching

1-5 6-16 11-15 16-20 21-25 26-30 above 31

Questionnaires to be filled by Teachers

The following are related to the practice conflict management. Please indicate your

Answered by making on the space provided

1. There is a situation invite you for conflict
 - 1.1.Poor communication
 - 1.2.Inadequate school structure
 - 1.3.Because of inadequate resource
 - 1.4.Lack of clarity in the role and responsibilities
2. The conflict occur the school mostly involves
 - 2.1. Between teachers.
 - 2.2.Between teachers and Students
 - 2.3.Between students

2.4. Between teachers and principals

3. The conflict occur in the school can interrupt teaching and learning process.

4. The practice of managing conflict in the scholl is :-

2.5. Win lose approach.

2.6. Lose – lose approach.

2.7. The win – win approach.

2.8. Mediation

2.9. Arbitration

5= strongly agree 4= agree 3= undecided 2 = disagree 1= strongly dis agree 0= I don't know

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Department of Educational Planning & Management
Questionnaire's to be filled by Students

It is prepared aiming to collect primary data for the purpose of conducting research on The Practice conflict management in the Abbafraso primary school and Gasore primary school''

Your adequate and genuine response was having value on the validity of the research findings.

Hence please cooperate in filling the questionnaire

No need to write your name

Follow specific instruction when filling out questionnaire

General information mark on space provided

Name of the school _____

Sex: Female Male

Questionnaire's to be filled by students

The following are associated with practice of management the challenge of conflict in the school. Please indicate your opinion by making on the space provided

5= strongly agree 4= agree 3= undecided 2 = disagree 1= strongly dis agree 0= I don't know There is a situation invite for conflict.

1. There is challenge of conflict can occur between students.
2. The appropriate measures are taken when conflict was occur between students.
3. There is spending learning time because of challenge of conflict
4. The reason for the challenge of conflict in the school
 - 5.1.Poor communication
 - 5.2.Inadequate school structure
 - 5.3.Inadequate resource
 - 5.4.Lack of clarity in the role and responsibilities

5	4	3	2	1	0

Wolkite University
College of Education and Behavioral Science
Department of Educational Planning & Management
Questionnaire's to be filled by PTA

Questionnaires to be filled by student he following are associated with practice of management the challenge of conflict in the school. Please indicate your opinion by making _____ on the space provided

It is prepared aiming to collect primary data for the purpose of conducting research on **“The Practice conflict management in the Abbafraso primary school and Gasore primary school”**

Your adequate and genuine response was having value on the cupidity of the research findings.

Hence please cooperate in filling the questionnaire

No need to write your name

Follow specific instruction when filling out questionnaire

General information mark on space provided

Name of the school _____

sex: Female Male

Appendix B: Interview guide questions for parents.

1. What is the practice of conflict management in the school?

2. What are the factors contributing for the practice of conflict management?

3. What situations are invite for conflict in school?

4. What measures should be undertaken for proper management of conflict?

5. What is the impact of in sufficient conflict management?

6. What do you suggest for proper practice of conflict management in future ?
