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**COLLEGE OF EDUCATIONAL AND BEHAVIORAL**  
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**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

**SENIOR ESSAY RESEARCH ON TITLE : CAUSE OF CONFLICT AND ITS**  
**MANAGEMENT IN THE CASE OF GOMSHE PREPARATORY AND GENERAL**  
**SECONDARY SCHOOLS OF IN GURAGE ZONE ENOR WEREDA GOMSHE KEBLE**

**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL**  
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**BEHAVIORAL SCIENCE OF WOLKITE UNIVERSITY IN PARTIAL FULFILLMENT**  
**OF THE REQUIREMENTS FOR BACHELOR OF ART (BA) IN EDUCATIONAL**  
**PLANNING AND MANAGEMENT**

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## LETTER OF APPROVAL

This is to certify that the senior essay prepared by Kelifa Kumels entitled ‘‘CAUSE OF CONFLICT AND ITS MANAGEMENT IN THE CASE OF GOMSHE PREPARATORY AND GENERAL SECONDARY SCHOOLS OF IN GURAGE ZONE ENOR WEREDA GOMSHE KEBLE’’ Submitted in partial fulfillment of the requirement for the Bachelor of Arts Degree in Educational Planning and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## **ACRONYM**

**E.g :-** Example

**NGO:-** Non-governmental organization

**TTI:-** Teacher training institution

**VS :-** versus

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## **ABSTRACT**

This was focused on an assessment of the source of conflict and the strategies in managing conflicts in Gomshe preparatory and general secondary school. Study objectives were to assess the cause of conflict and its management mechanism that used by the head of the school in Gomshe preparatory and general secondary school. To assess the effectiveness of strategies used by the heads of schools in managing conflicts and challenges they face in applying the strategies in conflict management, and to suggest measures that could be taken to avoid future conflicts in schools. The study employed both qualitative and quantitative approaches. The research findings revealed that punishments and unrealistic academic targets for students set by the teachers are the major sources of conflict in Gomshe preparatory and general secondary school. Heads of school had little knowledge and skills on how to manage the conflicts. It was also that heads of school employed different conflict management strategies in managing conflicts. Regarding the effectiveness of the strategies in resolving conflict in the Gomshe preparatory and general secondary school, both heads of school indicated that as they made effort to manage conflicts by using different strategies. It recommended that the School communities have been identified the sources of conflict and manage it by using different conflict management mechanisms. It is advisable that school teachers, principals and student respect the rules & regulations of the school, manage their time properly and discipline problem as well as their work load need to be reduced so as to minimize the prevalence of conflict in the school.

# CHAPTER ONE

## INTRODUCTION

This section of the study comprises of background of the study, statement of the problem objective of the study, significance of the study, limitation of the study, delimitation of the study and operational definition of terms.

### 1.1. Background of the study

An organization consists of several people. The attitudes, feelings, needs and perceptions differ from person to person. Individual differences may cause misunderstanding and conflicts between individuals and groups. Interpersonal and intergroup conflicts therefore, affect the organization either negatively or positively. Conflict based on scarcity of power, resources or social position and differing value systems occurs when individuals or groups feel that other individuals or groups have frustrated their plans, goals, beliefs, or activities (Dana, 2001). Organization conflicts occur as a result of the struggle between incompatible or opposing needs, wishes, ideas, interest or people (Okumbe, 2001).

Conflict in organizations occurs at the following four levels: intrapersonal, interpersonal, intergroup and inter organizational (Robbins and Coulter, 2004). Conflict may have either a positive or a negative effect on organizational performance, depending on the nature of the conflict and how it is managed (Armstrong, 2009). For every organization, an optimal level of conflict exists which is considered highly functional as it helps to generate good performance. When the conflict level is too high that is dysfunctional, performance suffers. Consequently, innovation and change are difficult, and the organization may have difficulty in adopting to change in its environment. Second, the organization's very performance is also threatened if the conflict is too low. On the other hand, if the conflict levels become too high and too low, the result is chaotic in an organization and also threaten its survival (Beardwell and Claydon, 2007).

The concept of conflict being an outcome of behavior. It is an integral part at human life conflict. Is a process in which one party perceives that its interests are being opposed by another party? Conflict is any situation in which incompatible goals, attitudes, emotion or behaviors lead to disagreement or apposition between two or more parties (Nelson 1997)

Conflict is disagreements between two or more parties for example individual, groups, department, organizations, countries, who perceive what they have in compatible concern. Conflict exists whenever an action by one party is perceived as preventing or interfering with the goals, needs or actions of another party. Conflict can arise over a multiple of organizational experiences such as in compatible goals, difference in the interpretation of facts, negative feelings different of values and philosophies disputes over shared resources (fisher 1999).

Conflict is the perception, so it exists whenever someone believes or feels that any other person or group might obstruct its efforts. It is a process in which one party perceived that their interests are being opposed by any other person. (Shane and Glinaw, 2000).

Conflict arises when a person or a group of people negatively affects the interest of other person. It is a daily reality every one when at home, work place, school an individual interest and values of other are different also its difficult to address their need for all. Kalbandand Putnam (1997) cited in Cooper (1998) argue that, conflict arises in specific organizational circumstance and that engender emotion as a consequence conflicts also arises when an interpersonal relation which expected to be positive, productive and satisfying does not fulfill the expectation (Chavadhary , 1999). They also added that conflict may occur anywhere, so it is integral part of human life.

As conflict in education organization social system to Mullins (2002,321) educational managers should not eliminate conflict ,they rather should try to keep it from wasting the energies their people conflict is not necessarily a bad thing, rather it can have potentially positive outcome if properly managed.

Conflict has both positive and negative consequences on the organization. Much of the early research on organizational conflict assumed that conflict was basically dysfunctional consequence (cooper 1998).The educator's primarily learns about conflict management on their own or through staff development programs. The issue of whether teachers can be conducted on peer mediation and other conflict management programs without training is a central question. While mediation peaceful school curricular avoidable to individual teachers. The authors encourage substantial training (Robbins 2001) conflict management should be a voluntary process to reflect the values of the school.

According to Anglo Kinicki And Robert Kreinter(2003), "conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party" the

word perceives reminds us that source of conflict and issues can be real or imagined the resulting conflict is the same. The conflict process unfolds in a context, whenever conflict escalated or not, occurs the disputants or third parties can attempt to manage it in the same manner.

In general, since conflict is a normal occurrence in all schools it is often particularly pervasive in urban area as result as a result of their large size, limited resources, and greatly diverse populations. Therefore, the aim of this study was to assess the conflict and its management mechanism in the case of Gomshe preparatory and general secondary school,

## **1.2. Statement of the problem**

Conflict at the work place is inevitable and a reality of life when two or more people work together and combine their ideas a door way of conflict is aver conflict is common in all school . It is common to hear that with the aim of existing peacefully and standing for prosperity, our world is said to priorities managing conflict. This is the fact that managing and resolving conflict is a precondition for prosperity, harmonization and reaching to the designed goal. This fact also stressed that there is always conflict in the world. The need to conduct this study was the implication of managing conflict is a pre- condition for achieving goals particulars, educational goals in the school. (cited in Mullins, 2003)

Conflict in schools takes different forms; for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they don't easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities. It, therefore, becomes common that conflict between teachers and the school principal occur frequently at any time in the school. Scholars like Irvin's (cited in Mullins, 2002) have stated that "conflict is inevitable, it happens in any organization and it has both negative and positive outcomes. But the positive outcome is quality education in the school".

Some of the most common type of conflict that is found in any organizations is individual conflict, inter personal conflict, inter group conflict, and inter organization conflict. Conflict is not the same as discomfort. The conflict isn't the problem – it is when conflict is poorly managed that is the problem. Conflict is existing in these secondary schools is type of interpersonal conflict, group conflict from teacher to teacher ,teacher to principals and teacher to the staff,

student to teacher. This may be one of the challenges for conductive teaching learning process, which is to ensure quality education. Even the administrator (staff) employees have not enough understanding about the ways and techniques of conflict management. Therefore even though conflict is inevitable and has positive and negative outcomes it does not mean that it can't be solved. There is little information currently available on the effect of cause of conflict and its management mechanism in school. To Gomshe preparatory and general secondary school explore this information gap by investigating the persistent organizational conflict that rose in this school, conducting this study was necessary. As a result of ineffective organizational conflict management which inhibits increased ability to capture customer value, improved measures of organizational knowledge which impact on organizational reputation or survival also it create up and down or vacillation of performance. Whenever conflict in the school management successfully is important since there are different mechanisms of managing conflict. The main objective of this study was basically to explore conflict management in basic school in school. This Gomshe preparatory and general secondary school will be achieved by exploring cause of conflict and its management strategies. The study also aims to examine the challenges and factors that influence conflict management in this school

### **1.3. Basic question (research question)**

The researchers examine the causes of conflict and its management mechanism in the case of Gomshe preparatory and general secondary school. This study attempted to answer the following questions was stated based on the stated objective,

1. To what extent conflict is prevalent among teacher, principals, and student?
2. What are the major sources of conflict among communities of school?
2. What strategies are mostly used by the school principal to resolve conflict?

#### **1.3.1 Objective of the study**

#### **1.3.2 The general objective**

The general objective of this study was to assess the cause of conflict and its management strategies in Gomshe preparatory and general secondary school

### **3.3.3 Specific objective of the study**

1. To assess the effect of conflict on the performance and effectiveness of the school.
2. To identify the major source of conflict between principals, teachers and students.
3. To identify the major and the current existing ways of conflict management techniques in the Gomshe preparatory and general secondary school.

### **1.4 Significance of the study**

The outcomes of this study were expected to benefit the principals, supervisors, teachers, and student and school communities in general in the following way:-

- ❖ Principals and supervisors will be benefited when the study identify and stated the necessity of flexible conflict management for different nature of conflict.
- ❖ It will also benefit teachers in indicating the kind of conflict management mechanisms which have to be use in the schools. Also it help the management bodies to reduce their burden by analyzing data and information in the school in collecting different views from different books by indicating the better conflict management mechanisms for a certain kinds of conflict. So the management body of the school might not devote much time to think how to manage conflicts which occurs in the schools because it give the information stated on the study about how to manage the kinds of conflict which occur in the school.
- ❖ The findings of the study will also expected to give indispensable information for supervisor and principles on the mechanism of resolving conflict then these bodies will imply practice in the schools, then there may be good teaching learning environment which is again a good condition for better achievement of the school, particularly for quality improvement .

### **1.5 Limitation of the study**

The researcher faced the following problems while conducting the research.

- ❖ There was shortage of reference books in the study area
- ❖ Time constraints
- ❖ Getting information was limited due to interviewees un willingness
- ❖ These might have a negative impact for quality of the research. But it didn't prevent the researcher to come to the end.

## 1.6 Delimitation of the study

The study was delimited to the causes of conflict, and its management practices in Gomshe preparatory and general secondary school that are the government school that are the governmental school which is found in Gurage zone enore Woreda Gomshe kebele.

## 1.7 Definition of operational terms

- ❖ **Conflict** :- disagreement between two or more people /parties / who perceive that`=-098R87`
- ❖ **Organizational conflict**: - involves disagreement on such issue as a collection of resources, nature of goals and objectives, organizational procedures, distribution of rewards and benefits.
- ❖ **Conflict management**:- it is called conflict resolution it refers to any activity aimed at keeping inter personal and inter organizational conflicts constructive rather than allowing them to be destructive ( Singh, 2004)
- ❖ **Conflict resolution**: - is arrange of methods of eliminating the source of conflict

## 1.9. Organization of the Study

The organization has five chapters. The first chapter deals with statement of the problem, introduction, general and specific objective, significant of the study, research question, research delimitation. The second chapter deals with the review of related literature based on parent teacher association. The third chapter deals with research methodology, procedure, target population, sampling techniques and size, data gathering tool. The fourth chapter deals with data analysis and interpretation.

Finally, the fifth chapter concerned with summary, conclusion and recommendation were treated.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

One of the objectives of making a review of related literature is to get the current knowledge in the field or the topic that the researcher plans to study. Hence, in this section of the paper preview studies associated with the causes of conflict and its management mechanisms would be examined and discussed. Generally, this part deals with the concept and nature of conflict, sources of conflict, the effects of conflict, and conflict resolution mechanisms.

This chapter does a critical review of literature done on conflict management. It begins with a discussion on conflict management as an important issue educational institutions have to deal with. This was then followed by discussion on various conflict management styles and the challenges encountered in managing conflicts. The chapter then further examined the factors which influence conflict management in basic schools and the role of conflict management in institutional growth. The chapter concludes with the development of a conceptual framework of the relationship between conflict management and institutional performance.

#### **2.1 The nature and concept of conflict**

Lammers (Cited in Alabi , A.T, 2001) has defined as “an overt behavior which comes out of work force the work processes where by an individual, group , department or unit aspires to advance its own needs and interests during its relationships with other. It is also perceived as contest or struggle between people with opposing needs , ideas, beliefs, values or goals.

Niklas L.P and Mikael S. (2005, 9) have also defined conflict as “a situation in which two or more parties strive to acquire the same scarce resources at the same time”. Conflict is also, “a struggle over values and claims to secure status, power , and resource in which the aims of opponents are to neutralize , injure , or eliminate the rivals “ ( cover in Karen L.(1987:3).

According to Fisher (1999), conflict can be defined as” the effort that two or more parties with seemingly incompatible goals expend in trying to gain advantage in interaction with one another.

Chandan (2001; 278) and Robbins (2001; 383.4) on their side define conflict as, “a disagreement between two or more individuals or groups, with which individual or group trying to gain a acceptance of its view or objectives over others, and as process that begins when party perceives that another party has negatively affected, or it is about to negatively affect, something that the first side or the first party cares about”. Moreover, conflict has been also defined by Nelson and Quick, conflict is any situation in which in compatible goal, attitudes, emotions or behaviors lead disagreement or opposition between two or more parties.It is commonly agreed that conflict in the work place are inevitable, unavoidable and wide spread. This is mainly because that people at work places differ in their attitudes, interests, needs or preference, values and goals. The inevitability of conflict emanates from the following pan human psychological tendencies first people differ in their attitudes beliefs, knowledge and life experiences second, such differences induce people to be egocentric and often to have difficulty in perceiving the perspectives of others and thirdly, people are generally motivated to protect and promote their own self-interests (Ibid page 279).

All of us have experience conflict of various types, but we fail to recognize varieties of conflicts which occur in our organization. Today’s organizations may face greater potential for conflict than ever before in history , the market place with its increasing competition and globalization manifests differences among people in terms personality , values, attitudes, perceptions, language , culture etc...(Ibid , 280)

The seeds of conflict between individuals and group, can be planted when is harmony is felt with in any one of the group or individuals. (Richard B.2000; 13)The occurrence of conflict also can be “along with cognitive /perception/ , emotional (feeling) and behavioral / location/ dimensions” conflict as perception implies the belief or understanding that the needs interests , wants or values of the people at contest are in compatible to one another, and as the result , this may lead to emotional reaction to a situation or interaction that signals disagreements among people which further may lead to fear , sadness , bitterness , anger , or helplessness or a combination of this feelings (Filipelli; D:2012)

Conflict as behavioral dimension or action also shows any deeds that people is conflicts tries to take in order to express their emotional reactions , articulates their perception and get their needs meet trough or may be interfering with another personality. (Ibid; page 15)

There are two perspectives of conflict. The first perspective is unitary perspectives: - In this case, conflict is seen as dysfunctional and can be explained in poor communication, personality clashes and the work force agitators moreover , it can be seen as an inherent feature organization and the second one is the radical perspective:- this changes the idea of unitary perspective because it argued that conflict is a feature of un equal nature of organization life and a means of brining about change (Mullins :2002)

### **2.1.1 Type of conflict in organization**

Because an organization is complex and dynamic the various sub units and groups that make up its character develop different and sometimes highly specialized ways of doing their work. When this individuals, groups and sub-units interact, this difference can lead to conflicts. There are different types of conflicts and it is important to recognize this different types. Because very different types of conflict resolution strategies are needed depending on which type of conflict is involved in the organization that we lead. Robin's /1987/

### **2.1.2 Functional VS Dysfunctional conflict**

It is common hat conflict has either negative or positive impact on the conflict parties , which mean the individual or the group may get lessons from the conflict or he/she may lose something due to the conflict ( Robins (1989)

**Functional conflict** is a confrontation between groups , that enhances and benefits the organizations it can lead to increased awareness of problems that need to be addressed result in broader and more productive searches for solutions and generally facilitate positive change, adaptation and innovation.

**Dysfunctional conflict** is a conflict that hinders group performance however, the demarcation between functional and dysfunctional conflict is neither clear nor precise and on one level of conflict can be considered un acceptable or an acceptable under all conditions, because the type

and level of conflict which brought healthy and the involvement towards one groups goal may be in other group or in the same group at another time by highly dysfunctional.

### **2.1.2 Inter personal VS Intra personal conflict**

Individuals may make conflict with other persons and with themselves due to different reasons in line with this Chandan (1987) states the following important point inter personal conflict:- this is conflict which involves between individuals & it probably the most common and the most recognized conflict . This could be due to constraints of resources , disagreements on goals and objectives between manages – intra personal conflict it is a type of conflict with in an individual and is usually value related where the role playing an expected individual does not conform to the values and beliefs held by the individual /Robins :1989)

### **2.1.3 Inter - organizational conflict**

According to Chandan (1987), conflict could occur between organizations which is some way are depend up on each other. These could be between the demander and the supplier organizations about the quality, quantity and delivery times at the product. So these conflicts must be adequately resolved or managed properly for the benefits of types of organizations. Therefore, it can be generalized that conflict can occur between individual, with in individual, with in group and between organization. Hence conflict can be personal, non-personal, which means it, will occur between persons and systems like management system and persons.

The types of organizational conflict vary from one organization to another. Some of the most common type of conflict are individual conflict, inter personal conflict, inter group conflict, inter organization conflict ( LauickiWaiss and Lewin 1992).

### **2.1.4 Inter – group conflict**

According to chandan (1987) an organization an inter locking network of groups, departments, sections, or work teams, these conflicts are not so much personal in nature, as they are due to factors inherent in the organizational structure for example there is active and continuous conflict between the union and the management inter- group conflict can take many forms, ranging from disagreement with the neighbors to a few out war between countries. Though consequence very, the cause of inter group conflict usually stems from a few basic principles ([htt://WWW.com haw / facts – 6796378 – definition of inter group conflict](http://WWW.com haw / facts – 6796378 – definition of inter group conflict))

### **2.1.5 Conflict between individual**

According to Chandan(1987) all formal and informal groups have established a certain norms of behavior and operational standards which all members are expected to adhere to . The individual may want to remain within the group for social needs but may disagree with the goal methods. For example, managers may take disciplinary action against the members of the group, which causes conflict due to this productivity in the organization will be decreased by perceiving how the above conflict types vary managers can effectively deal with conflict.

## **2.2 Source of conflict**

In most organizations conflict increases as employee assert their demands for an increased share in organizational rewards. Such as position acknowledgement, appreciation, monetary benefits and independence even management faces conflict with forces from outside the organization, Such as government union and other coercive groups which impose restrictions a managerial activities.

There are different source of conflict. According to Mullins (2002) the following are some of the source of conflicts.

**2.2.1 Difference in perception:** - we all see things in different ways we all have our unique picture or image of how we see the real world difference in perception results in different people attaching different meaning to the same stimuli as perception become person's reality value judgments can be potential source of conflict.

**2.2.2 Limited resources:-** most organizational resources are limited and individual and groups have to fight for their share the greater the limitation of resources, then usually the greater potential for conflicts.

**2.2.3 Departmentalization and specialization:** - most work organization are divided in to two departments with specialize functions. When department need to cooperate each other; there is frequently source of conflict; differing goals and internal environments of departments are potential sources of conflict.

**2.2.4 The nature of work activities:** - where the tasks of one person is dependent up on the work of others, then there is potential source of conflict.

**2.2.5 Role conflict:** - role is expected behavior or pattern associated with members occupying a particular position within the structures of the organization in practice, the manner in which people actually behave may not be consistent with the expected pattern of behavior.

### **2.2.6 Inequitable treatment**

A person's treatment /perception / of unjust treatment such as in the operation of personal policies and practices on reward and punishment system can lead to tension and conflict.

### **2.2.7 Violation of territory**

People tend to become attached to their own area of work, kinds of clients to be dealt with etc, jealously; people may arise others territory.

### **2.2.8 Environmental change**

Change in organizational external environment such as shifts in demand, increased competition, governmental intervention, new technology or changing social value can cause areas of conflict. The other potential sources of conflict are individual's attitude, personality characteristics and needs illness and stress can be sources of conflict. Moreover, group's skills and group, norms and organizations communication, authority, structure and leaders ship styles are source of conflict.

Hughes , Ginnet and Curpy (2002) also indicated the following source of conflict, strong difference between cooperate and individuals, high level of tasks or lateral inter dependence , competition for scarce resource and rewards, high level of stress and facing un certainty.

Mullins (2002) also stated that the following source of conflicts, difference between corporate and individuals , conflict between departments, conflict between formal and informal organization, conflict between manager and managed organization , conflict between individual job , disagreement between individual.

## **2.3 The effects of conflict**

Conflict situations should be either resolved or used beneficially it can have negative and positive effects for the organization depending on the environment created by the manager he or she manages and regulates the conflict situation.

### **2.3.1 Positive effect of conflict**

Diffusion of more serious can be used to moderate the attitudes of people by providing a competitive situation which can liberate tension in the conflicting parties, as well as having some entertainment valve. Stimulation of a search for new facts resolutions. When the parties who respect each other face a conflict situation the conflict management process may help in clarifying the facts and stimulating a search for mutually or mutually acceptable solutions (Charadhary 1999) Increase in group cohesion and performance. When two or more parties in conflict, the performance and cohesion of each party are likely to improve. Assessment of power and ability in a conflict situation, the relative ability or power of the parties involved can be identified & measured.

### **2.3.2 Negative effect of conflict**

Destructive effects of conflict includes:-

4. Impediments to smooth working
5. Diminishing out puts
6. Abstractions in the decision making process
7. Formulation at completing affiliations with in the organizations
8. Reduce employee commitment to organizational goals and efficiency ( Charadary , 1999)

## **2.4 Conflict management**

According to MC Shane (2004) conflict management is a means of maximizing the benefits of conflict and minimizing the dysfunction of conflict.

Mullins (2002) also similarly defends conflict management as a process of preventing conflict.

### **2.4.1 Models of conflict management process**

According to fisher (1999) examining a basic model of conflict management process begins to suggest that an organization can impact to manage conflict to make it more constructive.

According to him, the following are the stage of conflict management process.

- ❖ **First talent conflict:** - conflict begins with the kind's antecedent condition like win- lose orientation or game situation, different subunit goals perception, cultural diversity or political intensity.

- ❖ **Second perceived conflict:** - although difficult between the parties at this stage are apparent, the parties often choose to ignore their problems. If they make decision to remedy the situation, they have a chance of changing their perception and straightening out their misunderstanding, there by resolving the problems.
- ❖ **Third stage felt conflict:** - rather than, simply being of conflict, people at this stage feel stressed, angry or otherwise up set. Conflict can likely be resolved at this stage only after the parties have been given change to vent their frustration in nondestructive setting, which means the two parties might confront one another in a carefully designed meeting.
- ❖ **Fourth manifest conflicts:** - the parties openly attempt to translate and block each other often through a refusal to cooperate. Sabot is verbal abuse or even physical attack. This stage poses a serious threat not only to relation between conflicting groups but also to the function of the entire organization.
- ❖ **Fifth conflict after math:** - the parties openly has occurred saws seeds for the later events.

## 2.4.2 Structural style of conflict management

According to Shane and Glinow(2000) one way to minimize conflict by focusing everyone on super ordinate goals. Super ordinate goal are common objectives held by conflicting parties that are more important than the individual or department goals on which conflict is based, moreover , this idea is strengthened by these two scholars that focusing attention on supper ordinate goals are particularly useful where conflict is caused by in compatibility and differentiation because it has the following effects.

**Educing differentiation:** - super ordinate goals reduce differentiation by establishing common frame of reference, but they do not actually remove any of the under lined diversity that people bring to the relationship. It is also made clear by those two scholars that to reduce differentiation, we should alter the condition that creates differences in the first place.

**Improving communication and understanding:** - communication is important and critical to effective conflict management and by improving the opportunity, ability, motivation to share information, the parties develop less extreme perception of other than if they rely on stereotypes, the parties develop less extreme perception and emotion.

**Reducing:-** this occur by dividing the shared resources so that each party has exclusive use of party of it and this system is functional when task is cost effective and the other way of reducing task inter dependence is to introduce buffers between people.

**Increasing resources:-** increasing resources for conflict occur due to scarcity of resources.

**Clarifying rules and procedures:-** some conflict a rise from ambiguous decision rules regarding the allocation of scarce resources. One way to clarify rules is to establish schedule for sharing scarce resources if two departments are fighting over the use of new laboratory exclusively to each team at a certain times of a day or a week. According to Shane and (Glinow (2000) conflict can be resolved by negation, mediation, arbitration and ingestion.

**Negation :-** is not reserved for labor and management bosses during collective bargaining , rather everybody negotiate everybody , even people do not realize that they are in negation. Skilled negotiations often adopt a cautiously collaborative style at the outset by sharing the information slowly and determining whether the other side will reciprocate.

**Negotiation :-** negation as those two scholars stated, negation occurs when ever two or more parties attempt to resolve their divergent goals by redefining the terms of their interdependent, in other words , people negotiate when they think that discussion can produce a more satisfying arrangement.

### **2.4.3 Inter personal conflict management style**

According to Shane and Glinow (2000) conflict is an interpersonal process. So we also need to consider the perceptions and values that people bring to the relationship. The scholars also explained that some people enter to conflict with a win – will orientation which is the perception that the parties will find a mutually beneficial solution to their disagreement while others enter in to conflict with win – lose orientation, in this orientation , they more adopt they believe that the parties are drawing from affixed pie. So the more one party receives the more the other party profits. More over Shane and Glinow (2000) state that conflict tends to escalate when the pasties develop a win – lose orientation because they rely on power and politics to gain advantage.

Therefore , adopting a win – win or win – lose orientation influences the way we approach the conflict including our actions towards other persons , so to manage conflict effectively, we should learn different approaches conflict management to different situation. Thus most people

have performed conflict management style, collaboration is the purely win – win orientation while other like avoiding competing accommodating , and competing are win – lose orientation.

i. **Collaborating:** - is trying to find a mutually beneficial solution for both parties through problem solving and its important features is information sharing so that both parties can identify common ground and potential solution for satisfying both parties is a conflict strategy in which the manager focuses on neutral problem solving approach by both parties is the only win – win technique which is high on both assertiveness and cooperativeness.

ii. **Avoiding:** - is trying to smooth over or avoid conflict situational together.

❖ **Computation** :- computation is trying to win the conflict at others expense

❖ **Accommodating:** - involves giving in completely to the other side's wish or at least cooperating with little or no attention to one's own interest. Working toward collaborating involves an open and through discussion of the conflict and arriving at a solution that satisfactory to both parties, situation where elaboration may be effective include times when parties head to be committed to a final solution or when both parties need to be committed to a final solution or when a combination of different perspectives can be performed in to a solution.

In this conflict strategy each party seeks to satisfy his/her interests by openly discussing the issues, understanding the difference and developing a few range of alternatives. Collaborating conflict style is appropriate to use when:-

❖ You are dealing with an important issue that requires an optimal solution

❖ People are willing to place the group goal before self-interest

❖ Time is available and

❖ It is appear conflict the conflict situation

iii. **Accommodation** – surrender one's own needs and wishes to accommodate the other party. It is a style that in which you are concerned that the other party's goals become met but relatively unconcerned with getting your own ways. It involves high cooperation and law confrontation it plays down differences and stresses commonalities.

- ❖ Accommodating can be a good strategy when one party accepts that it is wrong and has a lot to lose and little to gain in this style a win – lose situation is created.

**The accommodating conflict style is appropriate when:-**

- ❖ The person enjoys being a follower
- ❖ Maintaining the relationship outweighs all other considerations.
- ❖ The changes agreed to be not important to the accommodator but are to the other party.
- ❖ The time to resolve the conflict is limited and
- ❖ You have an autocratic boss who uses the forcing style

I. **Avoidance:** - is a conflict strategy in which a manager ignores the conflict situation. It is based on the belief that conflict is evil, unwanted or boorish. It is a style which is low on both assertiveness and cooperativeness. It is a deliberate decision to take no action on conflicting or to stay out of conflict situation. There is a potential danger in using an avoiding style too often however, research shows from others in the work place.

Avoidance can be used as a temporary measure to buy time or as an expedient. It means of dealing with very minor, non-recurring conflicts. Avoiding conflict style is appropriate when:-

- ❖ When the conflict is trivial
- ❖ Your stake holder in the issue is not high
- ❖ Confrontation will damage an important relationship
- ❖ You don't have time to resolve the conflicts and emotions are high

ii. **Competition** is a win – lose style of handling conflict it is a style that asserts one's view point at the potential expense of another. Competing has high personal goals and low concern for relationships it is appropriate in dealing with conflict where there is no disagreement. It is also useful when unpopular style is appropriate to use when

1. Unpopular but necessary decisions are to be done
2. Commitment by others to proposed actions is not crucial to its implementation
3. Maintaining relationship not crucial and
4. The conflict resolution is urgent.

**iii Confrontation:** - is a conflict strategy in which the parties verbalize their positions and areas of disagreement. The goal of this conflict strategy is to identify areas and find a solution or another and thus resolve the conflict. Confrontation style also aims at finding a mutually acceptable and enduring solution through compromise and collaboration. It is done in the hope that conflicting parties are ready to face each other amicably, and entail intersession, have bargaining of the integrative decision method. It involves a process of defining the problem, searching for alternatives and their evaluation and deciding by consensus.

**iv. Compromise:** - is a conflict resolution strategy in which each party gives something up as a common way of dealing with conflict particularly. When the conflict parties have relatively equal power and mutually independent goals. It brings the problem into the open and have a third person present that means each party moves to find a middle ground. Compromise is often made in the final hours of union management negotiations when time is the essence.

## **2.5 Conflict management strategies**

According to Mullins (2002) conflict can be managed by the following strategies.

**By clarifying goals and objectives:** - the clarification and continual refinement of goals and objectives, role definitions and performance standards will help to avoid misunderstandings which could be a cause for conflict.

**Distributing resources:** - example, greater flexibility to transfer funds between budget headings and delay staff appointment in one area to provide money another area.

**Using careful human resource management policies and procedures:-**

Careful attention to just and equitable human resource management policies may help to reduce areas of conflict. Using non-monetary reward- when financial resources are limited it may be possible to pay greater attention to non-monetary rewards. For example job design to more interesting and responsible work an increase delegation etc. . . .

Developing interpersonal (group) process skills- this may help to encourage a better understanding of one's own behavior, others point of views, communication process problem solving. Using participatory leadership style- since this leadership style shows an attitude of respect and trust it can create employees commitment.(Mullins (2002)

Emphasizing for organizational process- conflict situation may be reduced by giving attention to the natural of authority structure, organization work pattern of communication and shorting of information democratic of the organization.

Emphasizing socio-technical system- viewing the organization as socio technical system , in which psychological and social factors mechanism are developed in keeping with structural and technical requirements will help reducing the negative impacts of conflict

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. The Research Design**

Since this study was to assess the conflict management practices in Gomshe preparatory and general secondary school, descriptive survey design was used to conduct the assessment of causes of conflicts and its management mechanisms among teachers, principals and student in this school. The method is select because it is appropriate to investigate the current situation of the issue.

#### **3.2 Research method**

The research method in this study combination of qualitative and quantitative approaches of doing research was employed. Use of the combination of qualitative and quantitative research approach is appropriate for conducting such like studies (Mark et al., 2009). The reason for selecting qualitative approach was to gather information from wide sources. The quantitative approach was selected for the case of gathering real data from direct communication of the samples. The researcher developed different tools (instruments) for data collection, by contacting respective schools. Selecting research settings and sampling the research population respondents. The researcher administered instruments to these respondents and then completed data collection, analysis and interpreted data.

#### **3.3 Source of the Data**

The primary and secondary sources of data were used for this study. These teacher, principals and student were the primary source. Whereas, the secondary source of data were minutes, books, pamphlets.

#### **3.4 Population of the Study**

The term population in research simply refers to all the members and individuals targeted for the research (Walliman, 2001).The author further maintained that the population for any research work depended on the purpose of the study. The population of this study constituted school heads, teachers and students. This study selects one of secondary schools. The reason of this school is selected because high recording of variation of performance from year to year from the

rest school(because I was attained in this school from grade 9 up to grade 12, so the performance of students was decline the before time results). The cause of this variation was may be conflict. When we collect data with regards to this study, the populations are principal teachers and student of Gomshe preparatory and general secondary school.

### 3.5 Samples and Sampling Techniques

Best and Khan (1998) define a sample as a small proportion of a population selected from study population. In this study school heads, teachers and students were involved in this study because were directly involved with conflicts in secondary schools. The study obtained data from the sample size of 32 respondents constituting 02 heads by purposive sampling based on year of experience from this school; 24 teachers, 10 teachers were selected from this school; from 12 section of each grades that exist in this school 2 section(C&B) were selected from grade 9&10 respectively by lottery method and 120 students, 10 students from each section total of 20 by purposive sampling the selected ten students are high achiever in the class.

| No | respondent | Population size |     | Sample size |     | Sample techniques |
|----|------------|-----------------|-----|-------------|-----|-------------------|
|    |            | NR              | %   | NR          | %   |                   |
|    | Principal  | 2               | 100 | 2           | 100 | purposive         |
|    | Teachers   | 24              | 100 | 10          | 42  | purposive         |
|    | Students   | 120             | 100 | 20          | 17  | purposive         |

### 3.6 Data collection instruments/Tools

The researcher was used the following instrument of data.

#### 3.6.1 Document analysis

This was helped to collect the necessary data through searching document and manuals related to the basic researcher questions. E.g. - The document what we call it discipline committee documents it includes cause at conflict and its management mechanisms.

#### 3.6.2 Questionnaire

This was designed used to collect the necessary data from the selected sample. It was prepared for teaches to collect data related to the school conflict management mechanisms and as well as

the future attaining their effectiveness and their level of use in the school. I.e. how often each conflict resolving or managing mechanism has been used in the school. For this purpose both open ended and close ended questions were used or developed. Close ended questions help to avoid ambiguity in interpretation of responses and it provides uniformity in responses while open ended questions are important to not limit the idea of the respondents and strengthens the close ended questions.

### **3.6.3 Interview**

It was making with school principals and student representatives to obtain available information for the study. The kind of interview intends to be used in this study structured interview was used because it is the best tool for gathering more information in a serious of questions and procedures. The interviews were conducted with the principals of Gomshe preparatory and general secondary school for obtaining relevant data which serve to the second.

### **3.7 Procedures of data collection**

After the questionnaires prepared it was distribution to teachers in randomly sample teachers interview also conduct at that day with principals & student representatives has direct role or indirect role in improving conflict management mechanisms effectively. The rest were not interview by the researcher because of lack time to interview such large no...

### **3.8 Method of data analysis**

The collected quantitative data was presented analyzed and interpreted by descriptive and inferential statistics tools. Mean ranking was employed to identify the major causes of conflict and strategies of conflict management. The data collected through interview was analyzed by narrative description of responses gained from the interviewees.

### **3.9 Ethical consideration**

The researcher was looked the following essential aspects of ethical consideration to prefect from hard informed consent, right of privacy and honesty with the subject populations.

- ❖ Asking permission from the school to collect data
- ❖ The purpose of the study was explained to the target population
- ❖ The information was gathered from only voluntary individual

- ❖ The data collection process took place without interrupting the teaching learning process of the school

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

This chapter deals with interpretation and analysis of data it has been composed of three sections. The first section deals with the feature of respondents with regard to sex, grade level of student and level of qualification. Whereas the second section study with the analysis and interpretation of data that collected through questionnaires. The 3<sup>rd</sup> section also deals with the analysis interpretation of data that collected through interview from principles and supervisors.

#### 4.1. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Based on sampling techniques different respondents (teachers, principals and student are participated from Gomshe preparatory and general secondary school in order to obtain relevant information with regard to the topic under study 10 questions were prepared and dispatched to teachers of Gomshe preparatory and general secondary school and 20 questioner for students all the to questions were filled in appropriately and returned

##### Students' Descriptive statistics by gender and grade level

| Variables          |          | Frequency | Percentage |
|--------------------|----------|-----------|------------|
| <b>Gender</b>      | Male     | 10        | 50%        |
|                    | Female   | 10        | 50%        |
|                    | Total    | 20        | 100%       |
| <b>Grade level</b> | Grade 9  | 10        | 50%        |
|                    | Grade 10 | 10        | 50%        |
|                    | Total    | 20        | 100%       |

**Table 1 Students' Descriptive statistics by gender and grade level**

### Teachers' Descriptive statistics by gender and educational level

| Variables         |         | Frequency | Percentage |
|-------------------|---------|-----------|------------|
| Gender            | Male    | 6         | 60%        |
|                   | Female  | 4         | 40%        |
|                   | Total   | 10        | 100%       |
| Educational level | TTI     | 0         | 0          |
|                   | Diploma | 8         | 80%        |
|                   | Degree  | 2         | 20%        |
|                   | Total   | 10        | 100%       |

**Table 2 Teachers' Descriptive statistics by gender and educational level**

As table 1 and 2 indicated of the total 10 represents of teachers, 6(60%) were males and the rest 4(40%) are females. With regard to educational qualification the second item in the same table shows that, 2(20%) of the respondent were first degree holders, and 8(80%) of the respondents were diploma holders. So, that this implies that Gemshe preparatory and general secondary school teachers one most of all first diploma holders. It is better for students to learn and can get enough knowledge, skill and attitude from the course.

## 4.2 DATA PRESENTATION AND ANALYSIS

**The percentage of major sources of conflict in Gemshe preparatory and general secondary school as perceived by students**

| No. | Items       | Alternatives |        |           |        |       | Total |
|-----|-------------|--------------|--------|-----------|--------|-------|-------|
|     |             |              | always | sometimes | rarely | never |       |
| 1   | Punishments | Fre          | 13     | 2         | 4      | 1     | 20    |
|     |             | q.<br>%      | 65%    | 10%       | 20%    | 5%    | 100%  |

|   |  |        |     |     |     |     |      |
|---|--|--------|-----|-----|-----|-----|------|
| 2 | Abuse language   | Fre q. | -   | 3   | 7   | 10  | 20   |
|   |  | %      | -   | 15% | 35% | 50% | 100% |
| 3 | Directorship treatment of certain students by teachers.    | Fre q. | 3   | 6   | 3   | 8   | 20   |
|   |  | %      | 15% | 30% | 15% | 40% | 100% |
| 4 | Unrealistic academic targets for students by the teachers. | Fre q. | 2   | 7   | 4   | 7   | 20   |
|   |  | %      | 10% | 35% | 20% | 35% | 100% |
| 5 | Unethical teaching practice                                | Fre q. | 2   | 3   | 9   | 6   | 20   |
|   |  | %      | 10% | 15% | 45% | 30% | 100% |
| 6 | Unfair grading   | Fre q. | 5   | 9   | 2   | 4   | 20   |
|   |  | %      | 25% | 45% | 10% | 20% | 100% |
| 7 | Incompetence of the teachers                               | Fre q. | 2   | 6   | 6   | 6   | 20   |
|   |  | %      | 10% | 30% | 30% | 30% | 100% |
| 8 | Some teachers are very harsh                               | Fre q. | 11  | 6   | 2   | 1   | 20   |
|   |  | 0%     | 55% | 30% | 10% | 5%  | 100% |

**Table 3 The percentage of major sources of conflict in Gemshe preparatory and general secondary school as perceived by students**

As indicated in the above table, the reported percentage value of punishments 13(65%) always, 2(10%) sometimes, 4(20%) rarely and 1(5%) are never. unrealistic academic targets for students by the teachers 2(10%) always, 7(35%) sometimes, 4(20%) rarely and 7(35%) are never. while the percentage values of abuse language occur sometimes 3(15%), rarely 7(35%) and 10(50%) are never and there is no always abuse language by teachers. Dictatorship treatment of certain students by teacher 3(15%) always,6(30%)sometimes,3(15%)rarely and 6(40%) are never dictator. unethical teaching practices(2(10%)always, 3(15%)sometimes, 9(45%)rarely and 6(30%) are never unethical. 5(25%) always, 9(45%)sometimes, 2(10%)rarely and the and the remaining 4(20%) are never unfair grading. Incompetence 2(10%) always, and the remaining's 6(30%) are sometimes, rarely and never respectively. and some teachers are very harsh by 6(30%), always by 11(55%), rarely by 2(10%) and never by 1(5%). This result, therefore, implies that the students agreed that punishments and unrealistic academic targets for students by the teachers as the major sources of conflict in Gomshe preparatory and general secondary

school. While students reported that abuse language, dictatorship treatment of certain students by teachers, unethical teaching practices, unfair grading, incompetence of the teachers and teacher's harshness are not the major sources of conflict in Gomshe secondary school. Likewise, students were asked through open ended question to mention the major cause of conflict in their school. The study revealed that 13 of students mentioned punishments as the major source of conflict in the school.

**The percentage of major sources of conflict among communities of Gomshe preparatory and general secondary school as perceived by teachers**

| N<br>o. | Items  | Alternatives          |            |               |                |           |       |
|---------|--|-----------------------|------------|---------------|----------------|-----------|-------|
|         |  |                       | alw<br>ays | someti<br>mes | ra<br>rel<br>y | Neve<br>r | Total |
| 1       | Lack of proper communication to teachers                     | F<br>r<br>e<br>q<br>. | 2          | 3             | 1              | 4         | 10    |
|         |  | %                     | 20<br>%    | 30%           | 10<br>%        | 40%       | 100%  |
| 2       | Differences in perception of management of a certain issue.  | F<br>r<br>e<br>q<br>. | 1          | 4             | 2              | 3         | 10    |
|         |  | %                     | 10<br>%    | 40%           | 20<br>%        | 30%       | 100%  |
| 3       | Dictatorial techniques on the part of school administration. | F<br>r<br>e<br>q<br>. | 7          | 1             | 1              | 1         | 10    |
|         |  | %                     | 70<br>%    | 10%           | 10<br>%        | 10%       | 100%  |
| 4       | Poor physical working condition.                             | F<br>r<br>e<br>q<br>. | 2          | 1             | 4              | 3         | 10    |
|         |  | %                     | 20<br>%    | 10%           | 40<br>%        | 30%       | 100%  |

|    |   |                       |     |     |     |     |      |
|----|---|-----------------------|-----|-----|-----|-----|------|
| 5  | Lack of administrative support in provision of learning aids. | F<br>r<br>e<br>q<br>. | 1   | 4   | 3   | 2   | 10   |
|    |   | %                     | 10% | 40% | 30% | 20% | 100% |
| 6  | Inability to perform tasks assigned.                          | F<br>r<br>e<br>q<br>. | 7   | 1   | 1   | 1   | 10   |
|    |   | %                     | 70% | 10% | 10% | 10% | 100% |
| 7  | Unauthorized absenteeism.                                     | F<br>r<br>e<br>q<br>. | 2   | 1   | 2   | 5   | 10   |
|    |   | %                     | 20% | 10% | 20% | 50% | 100% |
| 8  | Unreasonable demand by school administration.                 | F<br>r<br>e<br>q<br>. | 7   | 2   | 1   | -   | 10   |
|    |   | %                     | 70% | 20% | 10% | -   | 100% |
| 9  | Favoritism  | F<br>r<br>e<br>q<br>. | 1   | 3   | 3   | 3   | 10   |
|    |   | %                     | 10% | 30% | 30% | 30% | 100% |
| 10 | Laxity among teachers.  | F<br>r<br>e<br>q<br>. | 2   | 1   | 1   | 6   | 10   |
|    |   | %                     | 20% | 10% | 10% | 60% | 100% |

**Table 4 The percentage of major sources of conflict among communities of Gemshe preparatory and general secondary school as perceived by teachers**

As indicated in table 4, the major sources of conflict among communities the reported mean value of dictatorial techniques on the part of school administration 7(70%) are always and the remaining 10%, 10%, and 10% are sometimes, rarely and never occur conflict in the school. Inability to perform tasks assigned are 7(70%) always occur conflict, and sometimes 1(10%), rarely 1(10%) and the remaining 1(10%) are never major source of conflict. unreasonable demands by school administration 7(70%) always 2(20%), sometimes 1(10%) rarely major source of conflict. To check whether the observed percentage difference between the reported and expected percentage values is statistically significant was computed. The result in table 4 shows that the computed percentage value of dictatorial techniques on the part of school administration, inability to perform tasks assigned and unreasonable demands by school administration satisfies that the observed percentage difference is significant. This result, therefore, implies that the teachers agreed that dictatorial techniques on the part of school administration, inability to perform tasks assigned and unreasonable demands by school administrations are the major sources of conflict among communities in Gomshe secondary school. While teachers reported that lack of proper communication to teacher, poor physical working condition, unauthorized absenteeism, lack of administration support, favoritism and laxity among teachers are moderate problems with insignificant mean score difference between the actual and reported mean of each of factors.

Major source of conflict among communities according to teacher perceived from open ended question is that implies that the teachers agreed that “dictatorial techniques on the part of school administration, inability to perform tasks assigned and unreasonable demands by school administration as the major sources of conflict among communities in Gomshe secondary school” also the data which is collected from interview the major source of conflict that are related with communities according to principals and teachers.

**Percentage differences the best ways of solving conflict in Gomshe preparatory and general secondary school as perceived by teachers**

| No. | Items | Alternatives |        |    |   |   |  |
|-----|-------|--------------|--------|----|---|---|--|
|     |       | alw          | someti | ra | N | T |  |
|     |       |              |        |    |   |   |  |

|   |   |      | ays | mes | rel | ev  | ot   |
|---|---|------|-----|-----|-----|-----|------|
|   |   |      |     |     | y   | er  | al   |
| 1 | Parties in conflict should on the procedure taken for the resolution of identified conflict.                  | F    | 5   | 3   | 1   | 1   | 10   |
|   |   | req. |     |     |     |     |      |
|   |   | %    | 50% | 30% | 10% | 10% | 100% |
| 2 | Applying dialogue for resolving conflict.   | F    | 2   | 1   | 3   | 4   | 10   |
|   |   | req. |     |     |     |     |      |
|   |   | %    | 20% | 10% | 30% | 40% | 100% |
| 3 | Encouraging parties to work together to find mutually accepted solution to problems (collaborative approach). | F    | 6   | 2   | 1   | 1   | 10   |
|   |   | req. |     |     |     |     |      |
|   |   | %    | 60% | 20% | 10% | 10% | 100% |
| 4 | Establishing communication network among groups to reduce tension.  | F    | 1   | 2   | 4   | 3   | 10   |
|   |   | req. |     |     |     |     |      |

|   |   |   |     |     |     |     |     |
|---|---|---|-----|-----|-----|-----|-----|
|   |   | q |     |     |     |     |     |
|   |   | % | 10% | 20% | 40% | 30% | 10% |
| 5 | Promoting negotiation among power full sub-group leaders. | F | 7   | 2   | 1   | -   | 10  |
|   |   | % | 70% | 20% | 10% | -   | 10% |

**Table 5 Percentage differences the best ways of solving conflict in Gemshe preparatory and general secondary school as perceived by teachers**

As indicated in the above table, the observed percentage of encouraging parties to work together to find mutually accepted solution to problems (collaborative approach) always work together by 6(60%), sometimes 2(20%), rarely 1(10%) and never to work mutually by 1(10%) and Promoting negotiation among powerful sub group leaders always by 7(70%), sometimes 2(20%), and rarely by 1(10%). while the reported percentage value of Parties in conflict were always agreed on the procedure taken for the resolution of identified conflict by 5(50%), sometimes by 3(30%), and the remaining 2(20%) both rarely and never. Applying dialogue for resolving conflict (always=20%, sometimes=10%, rarely=30% and never=40%). Establishing communication network among groups to reduce tension (always=10%, sometimes=20%, rarely=40% and never=30%). The result in table 6 shows that the percentage value of Encouraging parties to work together to find mutually accepted solution to problems(collaborative approach), Promoting negotiation among powerful sub group leaders , Parties in conflict should agree on the procedure taken for the resolution of identified conflict. While applying dialogue for resolving conflict and establishing communication network among groups to reduce tension are not a major ways of resolving

conflict based on the respondents answer given above. This result, therefore, implies that the teachers don't get the best ways of solving conflict in Gomshe secondary School.

1. As teachers of secondary school, the best way that they used to resolve the conflicts “Encouraging parties to work together to find mutually accepted solution to problems (collaborative approach), Promoting negotiation among powerful sub group leaders, Parties in conflict should agree on the procedure taken for the resolution of identified conflict” These are their best ways they used in school.
2. In addition to interviews, the researcher also tried to analyze the discipline committee document related to the basic researcher questions. As the document sawed the current major sources of conflict in the school was the discipline problem that are results for punishment and Unrealistic academic targets for students by the teachers. For every serious problem discipline committee has a responsibility to take a critical & final management

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.1. Summary

Resolving the rising conflict in a proper way is the main aspects of organization success because conflict enhance the productivity of the organization and the work performance of the employee if is solved properly. In an attempt to draw summary, conclusions and recommendations for the study, the researcher has reduced the findings into six.

Manageable themes as follows (i) the concepts conflict and conflict management, (ii) the occurrence of conflict in the school environment, (iii) the opinions of the participants with regard to their feelings about conflict, (iv) the conflict resolution styles which are used in the school environment,(v) the principal's conflict management approaches, and (vi) the effect of conflict management style on principal's relationships with subordinates The second and third chapters of this study were concentrated on the definitions of conflict and conflict management, the theoretical perspectives regarding conflict management, the classification of conflicts and the strategies for the elimination of conflicts in the school environment on the common conflicts which occur at schools, the roles of the principals, the challenges facing the principals, definition and conceptual, and lastly, The previous chapter presented the findings of this study which were collected from school from principals Gomeshe preparatory and general secondary school and supervisor through the data collection method of semi-structured interview. The findings were only presented as such without them being interpreted to make sense to the reader. This chapter presents the conclusions and recommendations for the study. The primary objective of this study was to assess the cause of conflict and its management mechanisms in school. To achieve Gomeshe preparatory and general secondary schoole this objective the researcher raised research questions on the major source of conflict of the school. To what extent conflict is prevalent among teacher, principals and student the perception of teachers on the consequences of conflict in the school performance, and the major strategies to resolve conflict in the school. So as to address these questions, data were collected from 10 teachers 3 principals and 20 students of Gomeshe preparatory and general secondary school. To select those participants the researcher was employee simple random sampling techniques, purposive method. Questionnaire, interview

and document analysis were used as instrument of data collection. Descriptive research method was used in the study.

According to the analyzed data the following major findings are summarized as follows

- ❖ Punishments and unrealistic academic targets for students by the teachers as the major sources of conflict in Gomeshe preparatory and general secondary school. While students reported that abuse language, dictatorship treatment of certain students by teachers, unethical teaching practices,.
- ❖ Dictatorial techniques on the part of school administration, inability to perform tasks assigned and unreasonable demands by school administration as the major sources of conflict among. While teachers reported that lack of proper communication to teacher, poor physical working condition, unauthorized absenteeism, favoritism and laxity among teachers are moderate problems with insignificant mean score difference between the actual and reported mean of each of factors.
- ❖ . The department heads in Gomeshe preparatory and general secondary school apply the different school conflict management techniques moderately at insignificant level of mean score differences.
- ❖ Teachers don't get the best ways of solving conflict in Gomeshe preparatory and general secondary. Hence, they rate all of the ways of solving conflict as moderate with insignificant level of mean score differences.

## 5.2. Conclusions

Based on the findings summarized, the following conclusions are drawn.

- ❖ The study found that the major and the most common sources of conflict in the school were Punishments and unrealistic academic targets for students by the teachers.
- ❖ The study indicated that most of the major sources of conflict among communities in Gomeshe preparatory and general secondary school were Dictatorial techniques on the part of school administration, inability to perform tasks assigned and unreasonable demands by school administration.
- ❖ The study found that school teacher principals and student always use collaboration, accommodation, compromise conflict management mechanisms or techniques for

different situations. As the study indicated compromise is the most currently used conflict management mechanism in the school

### **5.3. Recommendations**

Based on the finding and conclusions made the following recommendations were forwarded.

- ❖ Now a day managing conflicts the major responsibility of school communities to create a dynamic and healthy environment in the organizations. School communities have been identified the sources of conflict and manage it by using different conflict management mechanisms. However, this big issue seems not to be given attention in Gomeshe preparatory and general secondary school. Teacher's principals and student are not well aware how to study and solve conflict. Therefore, it is recommended that a good awareness about conflict management mechanism and short term trainings should be given by local education bureau is very important for teachers, principals and students how to deal with the sources of their conflict.
- ❖ The school with incorporate of local education bureau and with related of such kind of NGO agencies shwwould have to develop panel discussion with communities to resolve their ambiguities they raised to school
- ❖ There are different strategies of conflict management mechanisms to solve the conflict successfully. But none of them are appropriate forever situation to solve conflict. Because as situation changes the most appropriate strategy also changes. In this regard it is recommended that teachers, principals and student have to be skillful enough to choose the right conflict management mechanism that can be satisfy a particular conflict situation.

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# APPENDICES

## Questioners to be filled by teachers

The purpose of this study is to assess the cause of conflict and its management mechanism in a secondary school. It is therefore, the soundness as well as the validity of the findings depends on your kind and genuine responses. Therefore, please fill the questionnaire and back to me, as much as possible at the indicated time. Lastly, the result of this study is used for only academic purpose, and hence your responses will be kept confidential.

**Thank you in advance!**

### General Direction

1. No need of writing your name on the questionnaire
2. Please indicate your answer in “” box by putting “√” mark

### Part I: Background Information's

1.1. Name of the school \_\_\_\_\_

1.2. Sex    A. Male                       B. Female

1.3 Educational Qualification

A. TTI certificate

B. College Diploma

C. BA/BSC

If any, \_\_\_\_\_

### Part II: Major source of conflict in the school

**Direction:** in the following table statements about major source of conflict in the school are listed. Thus, indicate your level of agreement by putting “√” under one of the given four alternatives. **1=always    2= sometimes    3= rarely 4= never**

**Direction; on this table we recognized you as you fill the source of conflicts among communities of your school**

| No. | Item  | Respondent |   |   |   |
|-----|---|------------|---|---|---|
|     |   | 1          | 2 | 3 | 4 |
|     | Please indicate how much the following source of conflict has been common in your school? |            |   |   |   |
| 3.  | Lack of proper communication to teachers  |            |   |   |   |
| 4.  | Differences in perception on management of certain issues                                 |            |   |   |   |
| 5.  | Dictatorial techniques on the part of school administration                               |            |   |   |   |
| 6.  | Poor physical working conditions  |            |   |   |   |
| 7.  | Lack of administrative support in provision of learning aids                              |            |   |   |   |
| 8.  | In ability to perform tasks assigned  |            |   |   |   |
| 9.  | Unauthorized absenteeism  |            |   |   |   |
| 8.  | Unreasonable demands by school administration   |            |   |   |   |
| 9.  | Favoritism  |            |   |   |   |
| 10. | Laxity among teachers   |            |   |   |   |

**Table 6 Direction; on this table we recognized you as you fill the source of conflicts among communities of your school**

**Direction; Teachers' Views on School Conflict Management Techniques Used by Heads of School in Managing School Conflicts**

| No | Item  | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|
| 1  | Collaborating (problem solving): it includes identifying concern of the opponent and finding an alternative which meets each part concern                                     |   |   |   |   |
| 2  | Comprising; it involves considering various issues, bargaining, use trade of negotiations, and searching for solutions that bring some degree of satisfaction to both parties |   |   |   |   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| 3 | Forcing (dominating); forcing implies the use of position power and dominance to resolve the conflict   |  |  |  |  |
| 4 | Avoiding (Withdrawing) it involves avoiding, denying, giving up. That is refusal to deal with the conflict by ignoring it as much as possible |  |  |  |  |
| 5 | Smoothing(obliging); it is an appeasing approach of emphasizing areas of agreement while avoiding points of disagreement                      |  |  |  |  |

**Table 7 Direction; Teachers’ Views on School Conflict Management Techniques Used by Heads of School in Managing School Conflicts**

**Teachers Views on the Best Ways of Solving Conflict in Order to Improve Conflict Management**

| No | Item   | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| 1  | Parties in conflict should agree on the procedure taken for the resolution of indentified conflict           |   |   |   |   |
| 2  | Applying dialogue for resolving conflict   |   |   |   |   |
| 3  | Encouraging parties to work together to find mutually accepted solution to problems (collaborative approach) |   |   |   |   |
| 4  | Establishing communication network among groups to reduce tension  |   |   |   |   |
| 5  | Promoting negotiation among powerful sub-group leaders   |   |   |   |   |

**Table 8 Teachers Views on the Best Ways of Solving Conflict in Order to Improve Conflict Management**

# WOLKITE UNIVERSITY

Department of educational planning and management. This is an interview question that are answered by principal, vice principal and supervisor

1. Name of school.....

2. What is your gender status?

Male .....

Female .....

4. How many years of experience as a school head.....

5. What is your highest (teaching) qualification? (Mark only 1)

Diploma ..... 1

Degree ..... 2

Masters degree ... 3

Other qualification (specify).....

1. What are the causes of conflicts between teachers and students?

2. What are the types of conflicts that exist in your school?

3. Do you think conflict has effects in your school academic performance? If you say yes,

4. What are the effects of conflicts in your school performance?

5. How does conflict influence teachers effectiveness in teaching and learning?

6. What do you think are the mostly effects of conflicts in your school academic performance?

7. How do you deal with conflict among your teachers?

8. What techniques do you apply when teachers are in conflict with you?

9. Do you involve all teachers in handling conflict?

# WOLKITE UNVERISTY

## Department of Educational Planning and Management

### Questioners to be filled by students

The purpose of this study was to assess the cause of conflict and its management mechanism in the case of Gomeshe preparatory and general secondary school. It is therefore, the soundness as well as the validity of the findings depends on your kind and genuine responses. Therefore, please fill the questionnaire and back to we as much as possible as the indicated time. Lastly, the result of this study was used for only academic purpose, and hence, your responses would be kept confidential.

**Thank you in advance!**

#### General Direction

- 1 No need of writing your name on the questionnaire
2. Please indicate your answer in “” box by putting “√” mark

#### Part I: Background Information’s

- 1.1 Name of the school \_\_\_\_\_
- 1.2 Sex      A. Male               B. Female
- 1.3.    Grade 9<sup>th</sup>  10<sup>th</sup>

#### Part II: Major source of conflict in the school

**Direction:** in the following table statements about major source of conflict in the school are listed. Thus, indicate your level of agreement by putting “√” under one of the given four alternatives. **1=always    2= sometimes    3= rarely 4= never**

| No | Item           | 1 | 2 | 3 | 4 |
|----|----------------|---|---|---|---|
| 1  | Punishments    |   |   |   |   |
| 2  | Abuse language |   |   |   |   |

|           |   |  |  |  |  |
|-----------|---|--|--|--|--|
| <b>3</b>  | Dictatorship treatment of certain student by the teacher  |  |  |  |  |
| <b>4</b>  | Unrealistic academic targets for students by the teachers |  |  |  |  |
| <b>5</b>  | Unethical teaching practices                              |  |  |  |  |
| <b>6.</b> | Unfair grading  |  |  |  |  |
| <b>7.</b> | Incompetence of the teacher                               |  |  |  |  |
| <b>8.</b> | Some teacher are very harsh                               |  |  |  |  |

**Part III direction;** on this step we recognized you as you fill what you think about the method of conflict resolution methods1. Do you have any idea on how conflicts are managed in your school?

2. Have you ever witnessed any conflict between the school heads, teachers and students in your school? If yes are still exist?

4. What are the effects of conflict in your learning performance?

5. What techniques has your school been using to eliminate or reduce conflicts in your school?

6. Do conflict management techniques applied in by school heads effective in reducing or eliminating conflicts between students and teachers? If yes or no give support your answer.

7. Do you take any type of training about conflict management?

**THANK YOU**