

WOLKITE UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
ASSESSING THE FACTOR THAT CONFLICT AND THE METHOD
THAT OVER COME THE SOLUTION BETWEEN THE TEACHER AND
THE SCHOOL PRINCIPAL IN YABERUS WOLKITE GENERAL
SECONDARY AND PREPARATORY SCHOOL

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Abstract

This study attempted to identify assessing the factor that conflict and the method that over come the the solution between the teacher and the school principal in yaberus school . The specific objective of this study was to identify factors which create conflict between teacher and school principal and create awareness and understanding about the causes of conflict and its creative aspect and alternative solution to handle and manage conflict among all members of the school to create good teaching and learning environment in school organization .create awareness for the teacher and school principal how to change dysfunctional conflict to functional and how to change conflict for positive aspect rather than negative one in short conflict is inevitable from school organization so all members work to the assurance of the good quality education and stable school environment it well aware about the conflict and their managing way to find out positive and negative outcomes of conflict created between teachers and school principal and together methods which needed.

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CHAPTER ONE

1. INTRODUCTION.

1.1. Back ground of the Study

Conflict is a part of the human make up and so embedded in our basic nature. It is a natural phenomenon in human society and it is also inevitable from any organization so it is not surprising that conflict is an ever present feature in all organization. Thus an organization is not free from conflict. In relation to these:

Tarry, E (2001) defined organizational conflict as “disagreement between two or more organizational members or groups arising from the fact that they engage in interdependent work activities and the fact that they have different status, goals, values or perceptions. The early attitude towards organizational conflict was unnecessary harmful and to be avoided.

Regarding this Bull, stated that “the word conflict at first discord and dissention, however now a days the trend is to recognize the conflict facilitates idea generation, innovation, creativity, change and positive response to new opportunities and high level of organizational performance from this perspective the task of school administrators are not to suppress or resolve all conflict, but to manage it so as it minimize its harmful aspects and to maximize its beneficiary aspects of it.

This study was attempted to identify assessing the factor that conflict and the method that overcome the solution between the teacher and the school principal in yaberus preparatory school of wolkite city administration .

1.2. Statement of problem

Teacher in their case needed to identify and understand the functional and dysfunctional effect of the organizational conflict in order to get more benefit from it. Therefore based on this interesting nature of conflict this study was fired it find out factor that generate conflict between school administrators and teachers and their resolution mechanism. Conflict is one of the inevitable problems that can affect smooth operation of teaching and learning process. To data it is known that our education system is entangled with complex problem of the quality and relevance. The transitional government slogan of the ministry of education is to upgrade the quality of education in our school system. So that to increase the education quality is worth having to study those factors affecting quality of education both positively and negatively. Conflict is one cause for low range of educational quality and it is one source of wastage in the

work of education if it is not properly handled and managed. It mostly result from difficulty encountered by low experiences on conflicting issues between school administrators and teachers, low effort of administrators to handle and manage conflict, strict adherence to rules and regulation, authority centralization, unwillingness of teachers to be responsible and accountable for delegated authority, administrators interference in the action of inability of administrators in providing reliable and necessary information on time to teachers, low level of teachers, participation in decision making process, low experience of teachers to forward their problem to their administrators and administrators reluctance to help teachers and solving their problem, unfair performance evaluation of the staffs and career structure are some of the reasons that are causing wastage in our education system by rising conflict among school administrations and teachers.

As the result of these the research of this work is initiated to conduct his research work to indicate such kinds of conflict raising are highly inhabiting teachers activities, innovation idea generation, willingness to accept duties, responsibilities and working cooperatively with each other and its effect in their day to day activities. In relation to the above problem these conflicting issues are increasing staffs anxiety, turnover and reduce staff moral and their satisfaction on their profession. All these are the initiations of the researcher to conduct his research work in this area.

In addition to this the researcher also initiated to conduct his research work to create awareness and understanding about the causes of conflict and its creative aspect and alternative solution to handle and manage conflict among all members of the school to create learning environment in school organization. The researcher of this work is forward the following basic research question to be this study.

1.3. Basic Research Question

1. What are main conflict generating factors between school principal and teacher?
- 2 what is the mechanism creating positive conflict out come?
- 3 What are the negative outcome of conflict created between school principal and teachers?

4 What methods that over come the solution to the conflict between the teacher and school principal ?

1.4 Objective of the study

1.4.1. General Objectives

The general of the study is to identify factor that conflict and the method that over come the solution between the teacher and the school principal in yaberus wolkite general secondary and preparatory school

1.4.2. Specific Objective

1. To identify the main conflict generating factors between school principal and teachers
2. To create positive outcome of conflict in school.
- 3 To explain the negative outcome of conflict created between school principal and teachers.
4. To suggest method which can be used to overcome the solution to conflict

1.5 Significance of the Study

The need of investigation the major conflict generating factors between school principal and teachers and their possible solution is one of the responsibility of an educators in general and that school administrators in particular. Thus studying conflict generating factors between school administrators and teachers would have the following significance.

- A. It creates awareness on the nature type and the main factors that generate conflict for all bodies in the school .
- B. It indicates the method of resolving dysfunctional conflict and exploiting benefits of the functional conflict for all members of the schools
- C. The study would be serving as corner stone for further study in the area.

1.6. Delimitation of the study

The prevalence of conflict between school administrators, teachers, students and other external bodies are the main problem at all level of the school system. However this study would delimited only on manageable size and concept of the area.

According the study would be delimited on conflict generating factors between school principal and teachers and their resolution mechanism in one preparatory schools wolkite town .

1.7. Limitation of the study

In conducting the research activities, many problems have played part in limiting this study. Some of them are problem of getting recent and up to date books which one directly related to and specially domestic research work on the area were also insufficient available.

In addition teachers and administrators were reluctant to cooperate in filling and returning the questionnaire. These and others like finance, shortage of time which obstacles negative influence on the study. However, the researcher of this tried to overcome all those constraints and finally emerged with this outcome.

1.8. Operational of the study

Conflict:-is a natural phenomenon in human society and it is also inevitable from any organization.

Dysfunctional conflict;- any conflict that result in decreases efficiency and greater functional within organization Terry (2000).

Functional conflict ;- is the system of consciously coordinated activities of two are more person with stated purpose or goals, communication network and people willing to cooperate with one another on jobs necessary to meet the organizational goals.

Organizational Conflict;- disagreement between two or more organizational member or group arising from the fact that they must engage interdependent work or group activities and different status, goals and values.

1.9. Organizational of the study

The study is divided in to five chapters. The first chapter deals with the problem and its approach. The second chapter presents the review of related literature. The third about methodology and research design. The fourth chapter deals with analysis and interpretation of data. The fifth chapter deals about the summary, conclusion and recommendation.

CHAPTER TWO

2. Review Related Literature

This chapter deals with the natural and the view of conflict foundation verses dysfunctional conflict, types of conflict, organizational conflict, generating factor. Antecedent outcome and methods for managing conflict.

2.1 The Nature of Organizational Conflicts

Conflict is a characteristic of all human being and can occur in all kinds of people interaction. Regarding this Terry Franklin (2000) explained that, conflict is a part of organizing life may occur between the individuals or groups. This indicated that, the existence of different types of conflict in all human beings is unquestionable. Mohanty.B (2000) is also added that conflict of one kind or another is almost as old as the history of mankind and seems to be inescapable aspect or organizational life. More over Steven L, Meshing (2004) noted that conflict is theme that has occupied this thinking of man more than any other, with the exception of God an love. It has only recently thought that conflict has become a major of interests and research for student of

organizational life. If one is aware of conflict it is generally agreed that no conflict exists. For a conflict to exist it must be perceived.

The second concept is opposition scarcity and block age and the assumption that are two or more parties whose interest or goal to be incompatible similarly Terry Franklin (2001) further defined the term in generally way that conflict is a disagreement between two or more organization members. A school is an educational organization in which wide range of activities can take places. School does not successes by itself but people.

2.2. The View of Conflict

Attitudes of people towards conflict have changed considerably different school of thought viewed conflict at different time like the traditional view the human relation view and the interactional list view will be discussed in detail here under.

2.2.1. The Traditional View

The traditional view believe that all conflict was unnecessary harmful and must be avoided.

According to Terry Franklin (2001) the traditional view of conflict was unnecessary, harmful and bad, early manager and management writers generally thought that the appearance of conflict was clear signal that there is something wrong with the organizational. This view seems to feel us that all conflict is bad. Unnatural and created by management error.

2.2.2 The Human Relation View

In contrast to traditional view the human relation viewed conflict positively. Regarding the human relation view Steven L mahsine (2004) stated: conflict is a natural occurrence in all groups and organizations. Since conflict is an inevitable the human relations school advocated the acceptance of conflict. They rationalized its existence it cannot be illuminated, and there are even times when conflict may benefit our performance.

This implies not an evil, because people differ attitude, goals and perceptions. Due to this conflict are natural occurring in any group of people and same times it has helpful and constrictive effects for both groups and organizational performance.

2.2.3. The Interaction View

The interaction of current view of conflict did not only accept existence but also believed as it is absolutely necessary. Steven machine (2004) noted that interactions encourage conflict on grounds that a harmonious, peaceful and cooperative group is prone to become static, apathetic and responsive needs for change and innovation. The above discussion shows that conflict is neither good nor bad by itself. Because it depend on way that it manage. In addition Terry fracxlin (2001) listed the interactions values as conflict is inevitable arise from many causes. It leads organization to optimum performance that means; moderate level of conflict leads of organization to optimum performance

2.4. Type of Conflict

Many authors classified of types of conflict differently. As Terry frankila (2001) classified there are six types of conflict possible in organizational life.

- A. Conflict within the individual occur when an individual are uncertain about what work he or she is expected to perform, when some demands of the work conflict with other demands or when the individual is expected to do more than he or she feels capable of doing.
- B. Conflict doing individual in the same organizations frequently seen as being caused by personality different more often, such conflict erupt from role related pressure or from the manner in which people personalize conflict between groups.
- C. Conflict among individual and group is frequently related to the way individual deals with the pressures for conformity imposed on their work group.
- D. Conflict among group in the same organization is the type of conflict which is created by competition between groups within the organization for example in educational organization conflict frequently exists between teachers and administrators or between school and central staff units.

- E. Conflict among organizations, in the economic sphere has been considered an in hornets and desirable form of conflict. Usually this type of conflict is called competition conflict.
- F. Conflict among individual in different organizations happened more today. For example a news paper that regularly reports on a local company.

2.5. Conflict Generating Factor

Conflict can exist in so many dimensions. However, conflict has its roots in the different tasks performed by group. School administrators and teachers are influenced by contextual and organizational factor that see the conflict. In relation to this Stephen, p, Robbins (2000) noted that, contextual and organizational factors determining potential for inter group conflict is organizational environment, size, technology goals and structure. Based on there, each factor will be explained under here.

2.5.1 Organization Environment

An organization environment represents anything outside the organization itself. Steven Lmeshane defined environment as composed of these institution or forces that affect the performance of organization.

2.5.2 Organization Size

Organization size means numbers people employed in an organization thus it is smallness or largeness has impact on the achievement of organization goals. Regarding the impact of large size Steven L Meshane (2004)

2. 5 .3 Organization technology

This above idea menace that today's secondary have large size of teaching and non teaching staffs. Teachers due to their large size may fewer opportunities to participate in decision making less proximity and identification with school objectives, grater chance information to be distorted.

2.5.4 Task Interdependences

Task interdependences refer to the dependences of one unit on another for materials resources or information. In line with this Terry Franking (2001) stated that work interdependence exists when two or sub units depend on each other complete these respective tasks.

2.5.5 Dependencies on Common Resources Pools

One of the most commonly cited sources of conflict in school as the scarcity of resources regarding this Stephen Robbins 2000 states organization have limited money physical facilities staff recourses and human recourse to share among departments. In their desire to achieve goals group wants to increase their resources.

2.5.6 Difference in Performance Criteria and Reward Systems

In addition conflict can occur unless reward decisions must made based on performances conflict can occur when units interpret task and goals differently from the way those who make the reward decision do,regarding this Am are asgedon (1998)

2.5.7 Communication obstacles

The success of the school is in achieving its goals depend on its effective communication system. Steven mashane(2004)

2.6.1 Outcomes of Conflict

Conflict can have functional as well as dysfunctional effects and on persons groups and organizations. It means that conflict it may the organizational performance and individuals satisfaction both positively and negatively. Thus conflict in organization in not evil by it self rather it has positive or negative outcomes.

.2.6.2 Methods for Managing Conflict

Conflict can have numbers of sources in organization and it is unlikely that conflict can ever be eliminated entirely, as the result the way conflict is managed and resolved can have important implication for organizational effectiveness unfortunately many managers find it difficult to deal

with conflict. However there are different methods managing conflict described by many authors. Terry, Franklin (2001) have indicated three forms of conflict management as follows

2.6.3 Conflict Reduction Method

High level of conflict is dysfunctional and its consequences described by Steven.L.meshane (2004) are increased turnover, decreased employee satisfaction in efficiencies between work unit, strikes and physical aggression. Too much conflict in educational organization can create ; psychological withdrawal from hostility like alienation apathy, indifference and etc. Thus in order to prevent the organization and the employee from the above indicated negative consequences of conflict reduction methods and expression of conflict such as malicious obedience. Malicious obedience is merely one of many form of conflict can faster where conflict suppression is the rule. Thus imposing force and authority sends to suppress conflict.

2.6.4 Compromise

As the reducing extent conflict often a challenge, when conflict has been to great participant may actively dislike each other and may not want to change by Steven P Robbins (2000). According to the author, structural separation, bureaucracy authority, limited communication and integration device are some of conflict management strategies that reduce conflict behavior.

Similarly, described by Terry, Franklin (2001) some of conflict reduction methods are;

- A. Providing each group with favorable information about the group.
- B. Increasing pleasant social contacts between the group by having them and together, watch movies together and the like. But friction increased as the travels jostled and shaved each other and called each other names.
- C. Asking the group leaders to negotiate and provide their respective group favorable information about other because the leader felt here information about other frie to decline their difference.

2.6. 5 Conflict Resolution Methods

Conflict resolution methods differ in the extent to which they yield effective and creative solution to conflict and they leave parties in the conflict able to deal with future conflict

situation. As Terry Franklin (2001) the three conflict resolution methods most frequently used for are dominance or suppression and dominance can occurs in the following ways.

- A. Forcing when the person in authority says in direct, cut it out I am the boss and you best go to do if my way, argument is snuffed out. Such autocratic suppression may lead to indicate but none the less destruct.

Forms of compromise include 'separation' in which opposing parties are kept apart until they agree to a solution 'arbitration' in which conflicting parties submit to judgment of a third party; 'setting by chance, 'in which a simple random event such as the loss of can determines the outcomes 'resort to rules' in which the dead locked agree to ' go by book' and let the organization is rules decide the conflict outcomes; and 'bringing 'in which one party accepts some compensation in exchange for ending the conflict. None of these methods is likely to leave the parties to the conflict fully satisfies or to yield creative solution

2.6.6 Integrative Problem Solving

With this method, infer group conflict is converted in to a joint problem solving situation that can be with through in problem solving technique instated of suppressing conflict or trying to a compromise. The conflicting parties openly try to find a solution they all can accept. As clearly put by Terry Franklin (2001) there are two of types of integrative conflict resolution or problem solving methods these consensus and confrontation.

Consensus; a method of conflict resolution method in which the parties attempt to find the best solution rather than to achieve a victory over each other. Group consensus wills often yield more effective solution than that offered by any one individual. However it is important to prevent a premature consensus, in which the selected solution reflects the desire to end the conflict quickly instated of finding the best solution

CHAPTER THREE

3. Research Methodology.

3.1 Descriptions of study areas

The study was conducted in wolkite town capital of gurage zone administration bordered on north by kebena woreda on south by kebena abeshghe and ezga woredas respectively on west by kebena abeshghe and cheha woreda. it is divided into three kifle ketemas such as bekur, adiss and gubrie. the annual rain fall 1100mm-1400mm. the town is 158km far away from addis abeba in its south west direction .

3.2. Research Design

The researcher is used the descriptive research design, it concerned with the present and in it attempt made to find out the study in investigate assessing the factor that conflict and the method that over come the solution between the teacher and the school principal in the study area.

3.3 Research Method

In order to the complete study, the researcher used both quantitative and qualitative descriptive survey method of data analysis. Because of the study focuses on current states of assessing the factor that conflict and the method that over come the solution between the teacher and the school principal in wolkite yaberus preparatory school.

3.4 Source of Data

The data source this data study will be both primary and secondary sources. For primary source the research contacted and discuss with teacher and administrators in yaberus preparatory school. For secondary sources the researcher will search data from written manuals and documents.

3.5 Sample size and sampling technique

The research used 58 teachers in the sample by using available simple technique because rationalize the study and get enough information to the study, 5 school administrators are also selected from school by purposive sampling because the selected person have adequate knowledge and more experience about conflict management in the school.

3.6 Data Gathering Tools

The main data gathering tools to used to obtain information are questionnaires and interview questions.

3.6.1 Questionnaires

The study was used questionnaires contains 17 questions. The questionnaires were prepared in English in understandable way to respondents to obtain reliable and valid data from respondents

3.6.2 Interview.

Interview question prepared for school administrators and teachers in the study area regarding different conflict generating factors and their resolution mechanisms.

3.7 Procedure of Data collection

Before going to gather the data the researcher seek permission from the department of educational planning and management which lead to get information from yaberus preparatory school in wolkite city administration .Then prepare questionnaires and interview questions based on the basic questions and approved by the assigned advisor. Then questionnaires will give to the respondents give time to the respondents to fill the questionnaires and collect the paper.

3.8 Data Analysis Method

After data collected it was analyzed and interpreted both qualitatively and quantitatively tabulated. Discussion and analysis through percentage after interpretation and analysis data summary, conclusion and recommendation were made by student research.

3.9 Ethical Consideration

An ethical research design is that which respected autonomy of the subject and cause no harm and maximal benefit (beneficence) for research activities. Concerning the ethical and moral issues the following issues was addressed in this study. The purpose procedures and risk of study explained to participants.

- A. Participants was aware of data gathering techniques
- B. Participants were fully aware of all data the consequences of this study.

- C. The dignity privacy and interests of the participants was respect and protected.
- D. Research data was confidential and all participants was an animus.
- E. Participants is able to terminate or stop involvement at any will be known that participants have this opinion and
- F. Participants will not harmed, welfare of the participant taken priorities over.

CHAPTER FOUR

1.1 Analysis and Interpretation of data

This part of the study deals with analysis and interpretation of data gathered through questioner and interviews on assessing the factor that conflict and the method that over come the solution between the teacher and school principal in yaberus preparatory school of wolkite city administration. A total of 62 questionnaires were administered to 58 teachers and 6 different interview questionnaires are also administered for 5 school administered respondents to gather valid and reliable information for successful accomplishment of this research work. Out of 58 teachers 50 teachers returned to questionnaires and besides all 5 school administrators were involved in interview questionnaires and interview questionnaires and the provided valid, generating factors and their resolution mechanism in the schools. Based on the data obtained from two groups of respondents the analysis and interpretation of the data were presented in the following table

Table 1 characteristic of respondent

No	Items	Respondents			
		Teachers		Administrations	
		No	%	No	%
1	Sex				
	Male	41	82%	3	60%
	Female	9	18%	2	40%
	Total	50	100	5	100%
	Total				
2	Qualification				
	a. 12+TTI				
	b. Diploma				
	c. Bachelor Degree	49	98%	5	100%
	d. Master's	1	2%		
	Total	50	100	5	100
3	Field of specialization				
	a. Educational administrate			3	60%
	b. Other than administration	50	100	2	40%
	Total	50	100	5	100
4	Present position				
	a. Teachers	48	96%		
	b. Principals			2	40%
	c. Assistance			3	60%
	d. Unit leaders	1	2%		
	e. Department heads				
	f. Others/Guidance	1	2%		
	Total	50	100%	5	100%

As shown in item of table one out of 50 teachers 41 (82%) were male and only 9 (18%) were females, in school administration position only 2 (40%) were females' the rest of 3 (60%) were males. This indicates that the participation of females in both teaching and managing the school in significant.

Regarding the educational background of respondents 49 (98%) bachelor and master degree holders respectively. So that 50(100%) teachers are qualified to teach in preparatory schools according to MOE standard. On the other hand 5 (100%) school administrators are bachelor degree holders which can fit the MOE standard. Concerning respondent's field of specialization all teachers are trained in fields others than educational administration (i.e. Natural science, social science, language and other fields) who are relevant to each different subjects at preparatory school level. On the other hand only 3 (60%) preparatory school administrators were degree graduate in educational administration. But the leads 2(40%) administrators have with management and they have no managerial skill. This condition leads them to conflict with teachers.

Item 4 in table 1 indicates the present position of respondent in their school of the total 50 teachers 48 (96%) are teachers, 1 (2%) are department heads and 1 (2%) are guidance and counselors. Regarding 5 (100%) school administrators 20 (40%) and 3 (60%) principals and assistance principals respectively.

Table II: Types and level of conflict

No	Item	Respondents			
		Teachers		Administrations	
		No	%	No	%
1	Among which group does conflict arise in your school?				
	a. Between school administrators	7	14	-	-
	b. Between administrators and department heads	6	12	-	-
	c. Between administrators and teachers	20	40	3	60
	d. Between administrators and other workers	7	14	-	-
	e. Between departments	2	4	2	40
	f. Between teachers	4	8	-	-
	g. Other/between teachers and students	4	8	-	-
	Total	50	100	5	100

2	The degree of conflict created between teachers and administrators?				
	a. High	27	54		
	b. Medium	13	26	3	60
	c. Low	10	20	2	40
	Total	50	100	5	100

The objective of table II is give basic information about types of conflict which exist in school system and its level. Regarding types of conflict 7(14) 6(12) and 20(40) teachers and 30(60) and 20 (40) school administrators respectively responded that the existence of conflict between school administrators and teachers. Similarly the existence of conflict created between school administrators and other workers between departments, between teachers and teachers,teacher and students, respectively responded by 7(14%)6(12%),20(40%), (14%),2(4%),4(8%) and 4(8%) teacher and 3(60%) and 2(40%) administrators.

This shows that the existence of different types of conflict is natural in all organizational life, and similarly it also exists in secondary school of yaberus preparatory schools of wolkite city administration.

Item 2 in table II indicates the level of conflict created between teachers and administrators. In responding to this item 13(26%) teachers and 3(60%) administrators responded that it was medium while 27(54%) teachers and 2(40%) administrators replied that it was low. Generally this implies that most conflict created between teachers and administrators are dysfunctional conflict.

Table III source of conflict

No	Item	Respondent			
		Teachers		Administration	
		No	%	No	%
1	The degree of conflict created between teachers and				

	administrators due to the influence of external force?				
	a. High	23	46	1	20
	b. Medium	1	32	3	60
	c. Low	12	24	2	40
	Total	50	100	5	100
2	The degree of conflict created due to teachers performance evaluation result?				
	a. High	30	60	-	-
	b. Medium	12	24	-	-
	c. Low	6	12	-	-
	Total	50	100	14	100

As cited in item 1 of table III 23(46%) teachers and 1(20%) administrators responded that the influence of external force created conflict between teachers and administrators were high. In addition, for this issue 1(32%) teachers and 20(40%) administrators agreed that it was medium. This shows that the external force influence without examining the existing situation can generate conflict between teachers and administrators.

Item 2 the same table 29(58%) teachers and 2(20%) administrators forwarded that the level of conflict created as result of unfair teachers performance evaluation is high. in 12(24%) teachers and 1(20%) administrators answered that it was low. this shows that unfair teachers performance evaluation processes create high level of conflict between them as the result of dissatisfaction in their profession. Accordingly 30(60%) 8(16%) and 2(4%) teachers respectively respond that it was high, medium and low. This implies that teacher's dissatisfaction on their profession can lead them in to conflict with their school administrators.

Table IV. Field of specialization as a source contact.

No	Item	Respondent	
		Teachers	
		No	%
1	The degree conflict created between		

	teachers and administrators who are trained in educational administrations?		
	a. High	8	16
	b. Medium	30	60
	c. Low	12	24
	Total	50	100
2	The degree of conflict created between teachers and administrators who are trained other than educational administration?		
	a. High	31	62
	b. Medium	10	20
	c. Low	9	18
	Total	50	100

Conflict created between teachers and administrators who are trained in educational administration was almost medium or functional level while the data in item 2 of the same table indicates that 31(62%) teachers responded that the degree of conflict created between teachers and administrators who are not trained in educational administration was high, and 10(20%) teachers answered medium, in addition 9(18%) teachers responded low. From this one can understand that the degree of conflict created between teachers and school administrators who are not trained in educational administration was high than those who are trained.

CHAPTER FIVE

5. SUMMARY CONCLUSSION AND RECOMMANDATION.

5.1 SUMMARY

The main purpose of the study was to investigate the factors that generating conflict between teachers and administrators. The attempts were made to seek possible answers to the following basic question.

1. What are the conflict generating factors between school administrators and teachers?
2. What are the mechanism creating positive conflict out come?
3. What are the negative outcomes of the conflict created between school administrators and teachers?
4. What methods should be used to resolve the conflict?

To get answers for these questions two types of questionnaires were prepared. The first one was for all school administrators (i.e. school principal vice principal. Selected by availability sampling technique and the second were for 50 randomly selected teachers.

The collected data were analyzed in percentage and the major findings were summarized as follows;

1. The majority of teachers and school administrators indicated that the degree of conflict created between and school administrators and teachers was at low level.
2. A greater number of the teachers and administrators pointed out that, the external force influence without examining the existing situation of the school and unfair teachers performance evaluation process and selecting them for advancement of the next high

level create high level conflict between school administrators in the schools organizational.

3. Level of conflict created between school administrators and teachers was high due to teachers dissatisfaction on their profession, inability of the school administrators in providing necessary information on time, and level of teachers participation in decision making process on matters the conflict among them.
4. Most administrators that teacher's low experience to forward their problem to school administrators, and administrators reluctance to accept and help teacher's problem caused conflict highly between school administrators and teachers.
5. The greater number of teachers has pointed out that low experience in discussing on conflict issues between teachers and administrators and low effort administrators to handle and manage conflict generate conflict among them.
6. Most teachers pointed out that school administrator's mostly resolved conflict by using oral and written reprimands. Reporting to next level punishment in fine, holding benefits holding back different benefits.

5.2 Conclusion

On the basis the findings the following conclusions are made

I .The degree of conflict created between teachers and school administrators was mostly at low level. Therefore one can conclude that there was no new idea, few challenges and low performance so the conflict created was dysfunctional conflict.

II. School administrators' strict adherence to rules and regulation and their authority centralization, unwillingness of teachers to be responsible and accountable for delegated authority and interference of administrators in the action of teachers can generate conflict between teachers and administrators. In addition administrators become reluctant to delegate authority and responsibility to teachers and limited facilities and teaching material resources affect the instructional process.

III .Uncertainty created due to external force that influence the work conditions the survival and the success of teachers, administrators and the school objectives. More over performance evaluation and career structure increased anxiety turn over and reduce staff satisfaction and moral. Furthermore teachers left their job due to dissatisfaction on their profession.

IV. Most school administrators frequently used disciplinary measures to resolve conflict created between teachers and administrators. Thus one can conclude that the school administrators are distasteful to deal with conflict and lacks managerial skill, knowledge and ways handling and resolving conflict.

V. Inability of school administrators in providing necessary information caused frustration and opposition among teachers and administrators and also this affects relationship and the day activity of them. In addition some teachers are not volunteers to accept and implement the decision which was made by administrators.

VII. The study pointed out that greater number of teachers and administrators have low experience in discussing conflict issues. Low effort of administrators to manage conflict can created it between teachers and administrators. Therefore due to these they don't have mutual understanding integration and collaboration. In addition, they have viewed conflict tradition, harmful and avoidable.

5.3 Recommendation.

The following recommendations are provided on the conclusion and the finding of the study;

1. It has been found that most conflict created between teachers and school administrators are dysfunctional conflict. Thus this must be changed into a functional range of conflict

that can lead to high level of organizational performance and employee's satisfaction. Therefore school administrators should use conflict stimulation method when the level of conflict created is too low and they should use conflict resolution methods yields effective and creative solution.

2. Uncertainty created due to external force influence that effective the work condition, the survival and success of teachers, administrators and school objectives. Therefore school administrators should control external influence.
3. Inability of school administrator in providing necessary information on time to teachers, low level of teacher's participation in decision making process matters conflict and also affect the relationship and day to day activities. Therefore, school administrators should provide necessary information on time adequately and clearly by using suitable communication channel.
4. Schools administrators' strict adherence to rule and regulations and authority centralization and unwillingness of teachers to be responsibly and accountably for delegated authority. On the other hand conflict also affects reaching learning process.

Thus in order to reduce such conflict the following suggestions will be helpful.

- a. School administrators should not be restricted to rule and regulation.
 - b. School administrators should have to delegate authority and responsibility to teachers they have to be participative leaders to facilitate teaching and learning process.
 - c. School administrators should give due emphases to teachers contribution discipline of students they should work cooperatively with teachers to handle student disciplinary problems that can affect the instructional process.
 - d. Government regional education bureau, zone education office and woreda office should allocate more financial resources and should give more teaching matter to secondary school. In addition secondary schools should generate addition income from community, donors and also by organizing income generating activities in the school.
5. Most secondary school administrators are distasteful to deal with conflict and they also lack managerial knowledge, skill ways of handling and resolve conflicts. Therefore school administrators should use different methods and strategies to handle and resolve conflict. This can be done by assigning professionals to manage secondary schools at last

wolkite education bureau and zonal educational departments ought to organize work shop, seminars and training equip them with the necessary managerial knowledge skill and different conflict resolution methods and strategies

Reference

Bull (592) stated the word conflict at first discord end dissention.

Mohanty, B (2000; 313) conflicts one kind or another

Stephen Robbins (2000; 438) stated organization have limited many physical facilitates staff recourses.

Steven, L, Meshane (2004; 367) conflict has occupied the thinking of man more than any other. Steven, L, Meshane (2004; 369) conflict is natural occurrence all group and organization

Steven, L, Meshane (2004; 369) conflict is natural occurrence all group and organization Terry Franklin (2001; 398) listed the interaction view as conflict is inevitable arises from many cause.

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Tarry. F (2001) organizational conflict as, disagreement between two or more organizational members.

Terry (2001, 9,396) dysfunctional conflict

Terry Franklin (2001; 376) explained that conflict is part of organization life.

Terry franklia similarly (2001; 391) conflict is disagreement between two or more organizations members

Terry, Franklin (2001; 392) the traditional view of conflict is unnecessary, harmful and bad.

APPENDIX A

WOLKITE UNIVERISTY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of educational planning and management

Research questionnaires for select teachers

General direction dear respondents the researcher of this study is student from wolkite university department of educational planning and management and he has conducted research on title assessing the factor that conflict and the method that overcome the solution between the teacher and the school principal . The research kindly requests you to be free and genuine in answering each question. No body's known's who you are and what you have answered.

The purpose of this questionnaires is to collect information about the existing situation of conflict generating factors between preparatory school administrators and teachers and finding out the resolution mechanisms how schools are managing and handling conflict, what strategies do they use to reduce conflict and its impact (consequences) on school performance and suggest possible solution based on your responses in the main aim of the questionnaires.

The effectiveness of this study without hesitation depends on your genuine and kind response to the questions in the questionnaires. Therefore you are requested to answer the exiting reality to the entire questionnaires. Please remember that no need of writing your name any place in the paper. Thank,you in advance for your time and cooperation .

Part one personal background information.

Direction pleas circle one of the codes that belong to your personal background

A, what is your sex?

Sex	Code
Male	1
Female	2

B, what is your age group?

Age group	Code
21-30	1
31-40	2
41-50	3
51-60	4

C, what is your qualification level?

Qualification level	Code
12+TTI	1
Diploma	2
Bachelor degree	3
Master degree	4
Other	5

D, field of specialization

Field of specialization	Code
Educational administration	1
Other than administration	2

E, present position

Present position	Code
Teacher	1
Principal or administrators	2
Vice principals	3
Unit leader	4
Department head	5
Other guidance counseling workers	6

Part two

Assessment to identify types and level of conflict

Direction; pleas circle one from the following which express the existing in your school by types and levels of conflict?

1, among which group does conflict arises in your school frequently

- A. Between school administrators and department heads. ☐
- B. Between school administrators and administrators ☐
- C. Between administrators and teachers. ☐

D. Between administrators and other workers. ☐

E. Between department ☐

F. Between teachers ☐

G. Between teachers and students. ☐

2, the degree of conflict created between school administrators and teachers?

A. High ☐ B. Medium ☐ C. low ☐ D. No conflict created ☐

Part three

Questions related to source of conflict

1, the degree of conflict between created between teachers and administrators due to teachers unfair performance evaluation result?

A. High ☐ B. Medium ☐ C. low. ☐

2. The degree of conflict between school administrators and teachers due to the influence of external force?

A. High ☐ B. Medium ☐ C .Low ☐

Part –four

Assessment to identify communication and decision making processes as source of conflict.

1, the degree of conflict created and between teachers and administrators in providing necessary information to teachers?

A. High ☐ B. Medium ☐ C. low ☐

2. The degree of conflict created due to administrator's unwillingness to accept and help teacher's problem?

A. High ☐ B. Medium ☐ C. Low ☐

Part – five

Question related to identify misuse of authority as source of conflict?

A. High ☐ B. Medium ☐ C. Low ☐

1, the degree of conflict created due to authority centralization of administrators?

A. High ☐ B. Medium ☐ C. Low ☐

2, the degree of conflict created due to interference of teachers in the action of administrators?

A. High ☐ B. Medium ☐ C. Low, ☐

Questions related to the assessment of the extent of outcomes.

1, the negative outcomes of conflict created between school administrators and teachers?

A. High ☐ B. Medium ☐ C. Low ☐

2. The positive outcomes of conflict between teachers and administrators.

A. High ☐ B. Medium ☐ C. Low ☐

APENDEXIS B

Questionnaires prepared to fill by principal or schools administrators.

Questions related to the assessment to identifying communication and decision making process as source of conflict.

1, the degree of conflict created due to low level of teacher's participations decision making

A. High ☐ B. Medium ☐ C. Low ☐

2. The degree of conflict created due to teacher's low experience to forward their problems to administrators.

A. High ☐ B. Medium ☐ C. Low ☐

3. The degree of conflict created to low experiences is discussing conflict issues between teachers and administrators.

A. high ☐ B. Medium ☐ C. Low ☐

4. The degree of conflict created due to unwillingness of teachers to be responsible and accountable for delegated authority

A. High ☐ B. Medium ☐ C. Low ☐

5, the positive outcomes of conflict created between teachers and administrators.

A. High ☐ B. Medium ☐ C. Low. ☐

Open ended questions prepared to be filled by teachers.

1, please explain briefly your opinion towards school organizational conflict?

2. How do you explain the constrictive aspects of conflict created in your school?

3, how do you explain the distractive aspects of the conflict?

4, please explain briefly you experience when and how conflict can be distractive and constructive in general?

APENDEXIS C

Interview questionnaire prepared for school administrator (principals).

- 1, how do you see the functional and dysfunctional effect of in conflict in your school?
- 2, what are main conflict generating factors between teachers and administrators in your school?
- 3, what are the positive outcomes of conflict created in your school?
- 4, what are the negative outcomes of conflict created in your school?
- 5, how you are managing and handling conflict in your school in order to reduce its negative impact in your school performance?
- 6, suggest possible resolution mechanism you are using in your school?

