

**CONFLICT MANGEMENT STRATEGIES OF SCHOOL LEADERS IN
SECONDARY SCHOOLS OF LIBAN ZONE, ETHIOPIAN SOMALI
REGIONAL STATE**

MA THESIS

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DEDICATION

I dedicate this thesis manuscript to my brother Mohamed Hassen for his unlimited effort in my life.

STATEMENT OF THE AUTHOR

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BIOGRAPHICAL SKETCH

The author was born on June, 10, 1974 in Filtu, Liban Zone, Ethiopian Somali Regional State. He attended his elementary and secondary school education at Filtu Elementary and Secondary School respectively. He then joined Kotobe Teachers Training College and graduated in 1999 with Diploma in Social studies, then joined Jigjiga University in 2001 and graduated with BA degree in September, 2004. The author had worked in Somali Region, in teaching as well as supervisor until he joined the School of Graduate studies at Haramaya University in 2013 academic year to continue his studies towards MA degree.

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ACRONYMS AND ABBREVIATIONS

CMS	Conflict management Strategies
CSA	Central Statics Agency
MOE	Ministry Of Education
PTA	Parents and teachers Associations
PTA	Parent teacher association
SD	Standard deviation
SPSS	Statistical package for social science
UNICEF	United nation children's' fund
WEO	Woreda Education Office

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ABSTRACT

The main aim of this study was to investigate conflict management strategies of school leaders in the secondary and preparatory schools of Liban zone. In doing so, attempts were made to identify the types and cause of conflicts, conflict management strategies used by school leaders. Hence, the sample population used in the study consisted of 44 randomly selected teachers using simple random sampling techniques and 16 department heads, eight unit leaders, eight principals, four PTA heads and four education managers were taken by using available sampling techniques. Questionnaire and interview were tools used for the data collection and the collected data were analyzed using statistical tools Mean, standard deviation and the independent sample t-test. The findings of the study indicated that communication problems, self difference, difference of individual interest and organizational goals and, bad work environment, and the incapability of school leaders to deal with conflict, power struggle, competition for scarce resource, poor performance evaluation were some of the common sources of conflicts which frequently occurred in secondary schools. In addition, forcing, compromising and avoiding were found to be the most frequently used techniques of managing conflict. The study revealed that the outcomes of dysfunctional conflict which can affect school leaders were break relationship with teachers, loose trust and confidence, inferiority complex, fail to lead the school, wastage of time, instability and insecurity of work. In general the findings revealed that the majority of the school leaders lacked the basic knowledge for managing conflicts. Therefore, for the effectiveness of managing conflict processes and for the purpose minimizing dysfunctional conflicts, it is recommended that school leaders and teachers to be given seminars to equip them effective conflict management strategies.

1. INTRODUCTION

This section presents background of the study, statement of the problem, research question, objectives of the study, delimitation of the study, limitation of the study, operational definition of key terms

1.1. Background of the study

Education is the process of promoting the knowledge, skills, attitudes and values needed for citizens. This help to bring changes that will enable children, youth and adults to prevent conflict (UNICEF, 2004). Conflict presently continues to be a factor in academic life. Schools frequently appear to be centers of tension; on occasion, they are perhaps a manifestation of problems in the community. The term conflict is viewed in a variety of ways because of its confusion with those conditions which lead to situations of different conflict. Chaturvedi (2006) described conflict as an opposition or competition between two or more forces arising either from the pursuit of incompatible goals or a class of rival opinions.

In his contribution (Omoike ,2014) defined conflict as that which could happen between two or more people or groups with incompatible goals in an organization. Conflict in schools takes different forms for example teachers seem reluctant to obey the principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example they pressurize teachers for an uninterrupted working of the school activities, therefore, it becomes common that conflict between teachers and the school principal occur frequently at any time in the school (Omoike ,2014). Conflict refers to perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition (Kroon, 2000). Conflicts are caused by a number of aspects that create tensions between people. (Corvette ,2007) contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Hence, conflict could occur anywhere, in any organization, and its implications for organizational performance are unavoidable. Schools are no an exception because conflict in a 'living' organization is seemingly inevitable and may occur among students, school leaders and educators, as well as between the school itself and other social parties of the school such as local authorities or parents (Henkin,2009; Holliman, 2009).

According to traditional view of conflict, the conflicts are always bad for an organization (Robert ,2004).It always leads to failure and always has a negative impact on the performance of an organization and conflict must always be avoided at all costs. The manager should try to reduce, suppress or eliminate it. The manager is allowed to take authoritative approach to rid the organization of conflicts. The problem with this view is that the root cause of the conflict is left undetermined (Martínez,2011), according to (Swart,1998), most principals have traditionally viewed conflict as a problem to be avoided. In contrast, modern the modern view of conflict does not encourage the elimination of conflict but rather to manage conflict so that it can help groups and individuals perform better (Mowday, 1985). Mowday further argued that "the important task for the manager is to channel conflict so that its consequences are more likely to enhance than to impede effectiveness".

In disagreeing that conflict is inherently destructive, (Robbins, 2000) instead asserts that a certain amount of conflict in an organization is healthy as it prevents the organization from stagnating and from producing myopic decisions. From this perspective, Larson and Mildred (2000) believe that when conflicts are effectively managed, it can lead to outcomes that are productive and can enhance the health of the organization overtime.

(Owen,2001) also discussed that frequently powerful conflict can have devastating impact on behavior of the people in the organization like schools in that conflict often develop into hostility which also cause people to withdraw both physical and psychological. In school situation, physical withdrawal can take the form of absence, tardiness and turnover from both school leaders and teachers and psychological withdrawal can also take the form of alienation ,apathy ,grievances and indifferences.(Aldag ,2002) however, suggests that the best method depends on the situation, but generally, there are five basic ways of dealing with conflicts which they identify as avoidance, collaboration, accommodation, competition and compromise

Besides, (Barnard, O.2014),the dysfunctional effects are: Conflicts affect individual and organizational performance. Managing conflicts takes a toll on managerial time and energy which could be more productively spent. In a conflict situation, people may promote their self-

interests or personal gains at the cost of others or the organization. Intense conflicts over a prolonged period affect individuals emotionally and physically, and give rise to psychosomatic disorders. Time spent on conflicts, if costed, could have been spent doing more productive things. Conflict may lead to work sabotage, employee morale problems, decline product/service and consequent loss of productivity. If the conflicts is not managed well it might affect the school leaders adversely in terms of poor performance, lack of cooperation, mistrust, fail commitment to work, wasting of resources and productivity (Abdulaziz,2010).

Based on the above, it would be almost impossible to find a school unit that is free of any conflict. In reality, conflict is a general phenomenon of school life and, as a result, school principals often spend valuable time trying to solve problems that arise as a result of a conflict or disagreement among school members (Achinstein,2002) This reduces the time available for constructive planning and the promotion of creative initiatives and solutions.

Therefore, as long as there are interactions in school organization; conflict is un avoidable, effective management is essential and the managers or educational leaders are expected to know the factors causing conflict between teachers and school leaders and the possible means of handling them for smooth operation of schools. To this end, the study tried to focus on the the causes of conflicts between secondary school teachers and school leaders and the way conflicts are managed with particular reference to secondary schools of Liban zone, Ethiopian Somali Regional state.

1.2. Statement of the problem

Globally, school conflict can be tragic. Tragedy at Virginia school caused loss of lives for many (Fieldman, 2009). According to the World Bank report (2008) the created school management councils (SMC's) in South Africa, Zambia and Kenya indicates that conflict appears as an unpleasant fact. This shows that head teachers need to be equipped with skills to manage conflict related matters so as to boost good performance in school. Conflict is widespread and universal in societies and their affairs. It occurs among organizations, within organizations, among the members of an organization and within the personality of each individual because presence of conflict is an everyday reality (Ayalew, 2000). This means,

conflict is an inevitable and unavoidable concomitant of choices and decision aspects of human interaction (Miller, 2004). Hence, building healthy environment within schools would be unquestionable.

Some types of conflict may be less detrimental or even beneficial to group performance (Jehn, 1995) and thus may have either positive or negative effects on school performance and school leaders depending on the nature of the conflict and the way it is managed (Armstrong, 2009). Many school principals may be daunted by the rapidly changing or fluid nature of the school as an organisation. School principals need to learn from their mistakes, because that can strengthen the teaching profession by providing an honest and accurate stance of their position (Grady 2004). All meticulous school principals strive for effectiveness and effective school managers also have strong commitment to fellow teachers in their schools as they build relationships with the learners (Hanlon and Clifton 2004).

The study carried out in developed countries observed the effects of conflict between two employees at workplace reduces the productivity level and morale of doing the work. Thus, leading to the poor organizational performance in terms of effectiveness and efficiency on production (Jennifer, 2010). Another study was conducted by Lebedun (1998) in Virginia investigates on managing conflicts at workplace, and concluded that, when properly managed, conflicts provides chance for employees and organisation to learn from each other, to improve work methods and to build team solidarity

Some studies have addressed the problem of conflicts in schools at different levels in Ethiopia. Among these include those by (Gonie,1998) have indicated that conflicts have occurred in Ethiopian schools. In line of his findings the following major conflict generating factors: Dissatisfaction of some teachers and other workers, dissatisfaction in performance, evaluation systems, and improper distribution of subject load. Abiyot worku(2015) also conducted a research on how to implement conflict management strategies by principals in secondary schools of West Harerghe Zone and his study found that there were factors that affect the implementation of conflict management strategies to be first, absence of professional commitment Second rule and regulation of the school were improperly implemented, third,

lack of skill and poor performance in the schools, Fourth, poor communication among workers within the schools were factors that affected conflict management strategies.

Malase Bakale(2016) conducted study on cause and impact of conflict between principals and supervisors in secondary schools of Arsi Zone and his study found that the major cause of conflicts in secondary schools were unimpressive conditions of service, administrative in competencies of the leaders, misappropriation and cheating of funds, indiscipline in the parts of teachers and administrators, lack of professional commitment, decisions making process, favoritisms by the school administration, poor academic performance and communication problem and the impacts of conflicts were it prevent members from task at all and made informal group and produce polarizations.

Nowadays, it is common to hear of the existence of conflicts between teachers and school leaders in Liban Zone Secondary and preparatory Schools. It is observed that: Teachers' work load have created grievances and resistance to obey principals and Unfair distribution of duties and resources in the school have lead conflict which influence the school as general and principals' work negatively however, Styles of leadership (Autocratic) that principals use in school creates conflicts and the incompetency of school leaders to understand the professional problems of teachers. Inability to handle and solve the problems, due to that issue has created school leaders to miss cooperation and communication of the teachers, unsuccessful in job performance, it finally lead school leaders to resign from the work. The current researcher identified that the above researchers did not give due emphasis and for this reason the researcher was interested to conduct the study on conflicts and its impact on school leaders in secondary and preparatory schools of Liban zone ,Somali regional state.

1.3. Basic Research Questions

1. What are the major types of conflicts in secondary schools of Liban Zone?
2. What are the sources of conflicts that occur in secondary schools of Liban zone?
3. What are the outcomes of conflicts on opreation of secondary schools of liban zone?

4. What are the strategies used by the school leaders to manage conflicts in secondary schools of Liban Zone?

1.4. Objectives Of The study

The study is conducted to attain the following general and specific objectives.

1.4.1. General Objective of the Study

The general objective of the study is to assess Conflict management strategies of school leaders in secondary and preparatory schools of Liban zone, Somali Regional State.

1.4.2. Specific Objectives of the Study

1. To determine types of conflict in secondary schools in Liban zone.
2. To identify the sources of conflicts in secondary schools of Liban zone.
3. To determine outcomes of conflicts in secondary schools of liban zone.
4. To identify conflict management strategies used by school leaders in secondary schools of liban zone.

1.5. Significance of the study

Schools are the major social institutions where by the teaching and learning process takes place. Therefore, problems which affect the Smooth operation of the school need to be carefully examined; appropriate strategies also need to be assessed by educational managers at various levels to examine teacher-school leaders conflicts in secondary schools. Therefore, this research is believed to have the following benefits:

It may help to call the attention of Educational managers to know the techniques of avoiding undesirable conflicts and exploiting the benefit of the desirable ones further, the result from the research can help the schools to take some remedial actions or corrective measures on the problems identified in the research and It enables the researcher to acquire basic experiences regarding several issues on areas conflict, conflict management strategies. Finally, This

research can serve as potential reference for those individuals who want to conduct studies on the same or related areas.

1.6. Delimitations of the Study

Conflicts are becoming realities at all levels of the school system and all over the country. It would be unpractical if attempts are made to examine conflicts at all levels of the school system and in all regional states of the country. Because it will be so vast to manage it. For this reason, the study will be delimited to 4 secondary schools of Liban zone out of the 11 secondary schools. Although conflicts can take place in secondary schools between/among students, teachers, principals, and administrative staff at individual and group levels, in order to make the research manageable, only teacher-school leaders conflicts was studied.

1.7. Limitation of the Study

One major limitation was that most of the secondary and preparatory schools' principals, teachers and supervisors were busy and had no enough time to respond to questionnaire and interview. Some of them, who had enough time, were also unwilling to fill in and return the questionnaire as per the required time and the other limitation was constraint of reference materials.

1.8. Operational Definitions of Key Terms

Conflict: Conflict is a disagreement or an expressed struggle between and among individuals over incompatible goals, resources, or rewards (Borisoff and Victor, 1989).in the context conflict is disagreement that occur between school leaders (principals,unitleaders,department heads and PTA heads) and teachers in the secondary schools

Conflict management : in this study conflict management refers to process of becoming aware of actual or potential,diagnosing its nature and scope and employing appropriate method to diffuse the emotion ,energy ,involved and enabling disputing parties to understand and resolve their differences in the school setting.

School Leaders: according to the study are leaders of school like principals,vice principals,unit leaders and department heads.

Secondary school: - 2 year education from 9-10 grades.

1.9. Organization of the Study

This study was organized in five parts. part one treated background of the study, Statement of the problems, objectives of the study, significance of the study, delimitations of the study, definition of key terms, Limitations of the study and organization of the study. part two, dealt with the review of related literature, part three provided the research design and methodology, instrument of data collection, population, sampling techniques and methods of data analysis. Part four included results and discussion and in part five summery, conclusions and recommendation were presented.

5. REVIEW OF RELATED LITERATURE

The purpose of this chapter is to give a clear understanding of the nature of the problem being investigated, which is conflict between teachers and principals in secondary schools. This literature study forms a fundamental and integral part of planning and undertaking of the research project (Smith, 2003).

According to De Vos (2000), a literature review may disclose that somebody else has already performed essentially the same research. This has provided a substantially better insight into the dimensions and complexity of the problem and aspects such as teacher-principal conflict and conflict management skills. It also equips the researcher with a complete and thorough justification of the subsequent steps as well as with a realization of the importance of the undertaking of the research; Consequently, this chapter focus on: the causes or sources and types conflict, the method of conflict management, theoretical overview of conflict ,views concerning the outcomes of conflict, and stages of conflict

2.1. The Nature of Conflict in the Schools

Conflict, generally, is a disagreement or an expressed struggle between and among individuals over incompatible goals, resources, or rewards (Borisoff and Victor, 1989). According to (Pierce,2002; Gardner, 2002), a conflict begins when one party perceives that another party has frustrated, or is about to frustrate, one or more of their concerns. In an organization, a conflict can be defined as a process of opposition and confrontation that occurs in organizations between either individuals or groups, when parties exercise power in the pursuit of valued goals or objectives and obstruct the progress of other parties (Wagner and Hollenbeck, 2002). According to (De Bono, 1985), conflict is defined as the struggle or contest between people who have opposing ideas, needs, beliefs, goals and even values. He further defines conflict clearly as a clash of interests, values, actions, views or directions.

Conflict can be defined in many ways. However, it can be defined as an interactional state manifested due to incompatibility, disagreement differences within or between social entities such as individuals, groups or organizations(Hanson,1996).Conflict ,by its nature ,is related to

individual's and groups' interactions and is an integral part of human life. Whenever people work together to perform their duties, conflicts may arise intentionally or unintentionally. This is because people differ in their attitudes, values and goals, the existence of conflict within individuals, between individuals, between individuals and groups become unavoidable in any organization (Koontz and Wehrich, 1988).

Conflict refers to perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition (Kroon, 2000). Gilman (2002) on the other hand, states that conflict is the natural tension that arises from differences. Furthermore a conflict exists whenever people are in disagreement and opposition (Lussier, 2000).

It is also associated with situation involving contradictory or irreconcilable interests between opposing parties aggression and rivalry, scarcity of resources, power or social positions and differing value systems. From these definitions one can understand that conflict occurs whenever there is disagreement over issues of substances or when emotional antagonism creates friction between individuals or groups. (Deutsch,2000;Coleman 2000) argued that conflict exists because people have different needs, ideas, views and values. The challenge for schools, as for the wider community is to find ways of managing conflict constructively so that, those involved can learn and grow from the experience in all kinds of human relationships and social settings.

Finally, (Barons 1992) after reviewing a lot of definitions of conflict points out common elements such as: Conflict includes opposing interests between individuals or groups; such opposing interests must be recognized for conflict to exist; conflict involves beliefs, by each side, that the other will thwart its interests; conflict is a process, it develops out of the existing relationship between individuals or groups and reflects their past interactions and the contexts in which these took place and conflict implies actions by one or both sides that do, in fact, produce thwarting of others' goals. Though conflict is a characteristic of all human beings and can occur in all kinds of peoples' interaction, it is not something visible.

Conflict is natural. Conflict, to differing degrees, occurs daily in everyone's life. Conflict is not necessarily good or bad. It's the way that it is handled that makes the outcome positive or negative. If handled effectively, it can create a good learning experience. If handled ineffectively, conflict can quickly escalate to physical and emotional violence (Jones, 1994). Since educational organizations exist only to foster cooperative human endeavor in order to achieve goals that cannot be achieved individually, their organizational ideals normally call for cooperation, harmony, and collaboration (Owens, 1998). In his contribution Omoike (2014) defined conflict as that which could happen between two or more people or groups with incompatible goals in an organization.

When people work cooperatively and harmoniously, with collaborative effort, it is true for conflict to occur. Thus, because conflict is present in all human experience, it is becoming an important aspect of organizational behavior in education. That is why management scholars are interested in studying organizational conflicts in recent times (Rahim, 1986). Conflict can occur within and between persons or social units. It can also occur between two or more people or social units. The literature tries to confine itself to conflicts in organizational life organizational conflict. In most cases, organizational conflicts involve interpersonal conflict and intergroup conflict (Owens, 1998).

In short, to accomplish school activities teachers and school leaders are the one that interacts and their working condition is interdependent. This interdependence or interaction doesn't always go smoothly. It may be sometimes rough and may lead to the stages of conflict between them. Therefore, school principals and teachers have to understand that conflict is perfectly natural and should be expected to occur in all individuals or groups in the school system.

2.2. Theoretical overview of conflicts

It is entirely appropriate to say there has been "Conflict" over the role of conflict in groups and organizations. One school of thought has argued that conflict must be avoided, that it indicates a malfunctioning within the group. We call this the traditional view. Another school of thought, the human relations view, argues that conflict is a natural and inevitable outcome

in any group and that it need not be evil, but rather has the potential to be a positive force in determining group performance. The third, and most recent, perspective proposes that conflict can be a positive force in a group but explicitly argues that some conflict is absolutely necessary for a group to perform effectively. We label this third school the interactions approach. Let's take a closer look at each of these views.

2.2.1. Traditional

One school of thought says that conflict must be avoided as it reflects malefaction within the group. Conflict is viewed negatively and is associated with violence and destruction. Conflict is a result of poor communication and a lack of trust between people. Conflict can be eliminated or resolved only at high level of management. According to this view, all conflicts should be avoided. Thus, there is need to pay attention to causes of conflict and correct them in order to improve group and organization performance (Robins, 2005). Most conflicts have negative connotations, invoke negative feelings and often lead to destruction. Whether the effect of conflict is good or bad depends on the strategies used to deal with it (Rahim, 1986).

According to this view, the conflicts are always bad for an organization Robert (2004).It always leads to failure and always has a negative impact on the performance of an organization and conflict must always be avoided at all costs. The manager should try to reduce, suppress or eliminate it. The manager is allowed to take authoritative approach to rid the organization of conflicts. The problem with this view is that the root cause of the conflict is left undetermined Inés Martínez (2011).

A negative connotation of conflict is undoubtedly the most widely held view point. Traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. Its existence was viewed as evidence of breakdown in the organization. According to Stoner and Freeman (1989:392) the traditional view of conflict was that it was unnecessary harmful and bad. The supporters of this view stressed that every conflict had dysfunctional outcome resulting from poor communication, lack of openness and trust between people, the failure of managers to be responsive to the needs and aspirations of their employees. Infarct

the term conflict was used synonymously with the term violence and destruction (Robbins, 1989:368).

This writer further suggested that many of the important institutions like schools used to entertain this view of conflict. In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, managers often were evaluated for the absence or presence of conflict. Ivancevich and Matteson (1990:303) also agree that the traditional perspective of conflict asserts that all conflict is bad. They say since conflict is inherently bad, it must be eliminated in the form of suppression. Gray and Starke (1984:480) also argued that in the view of traditionalists, organizational conflict was a proof that there was something "wrong" with the organization. In this case, the traditional view assumed that performance declined steadily as conflict increased. In the traditional view point of conflict, it is observed that many educational managers attempt to eliminate all types of conflict, whether functional or dysfunctional. Furthermore, they also believe that conflict must always be stopped as soon as possible at all costs and in all cases (Robbins, 1997).

2.2.2. The human relation view of conflict

Conflict is a natural occurrence in all groups. The human relations school accepts conflict. It believes that conflict may benefit a group's performance (Robbins, 2005). Dispute happens from time to time and it is not wise to put too much effort into avoiding or preventing the conflict. Concentrating only on large or critical conflicts allows people to resolve the conflict in a better and more effective way (Leung, 2010). According to this view, conflict is seen as a natural and inevitable outcome of people working together in groups and teams. Thus it needs not necessarily be viewed negatively, but rather positively as a potential force in contributing to the performance of individuals (Robbins, et al, 2003).

Generally, according to Swart (1998), most principals have traditionally viewed conflict as a problem to be avoided, where as Stoner and Freeman (1989) argue that the traditional view of conflict was that conflict was unnecessary and harmful. They believed that conflict would develop only when principals failed to apply conflict management principles. This traditional way of viewing conflict is not functional. On the other hand, Stoner (1989) view the current

integrationist view of conflict in organizations like schools as inevitable and even necessary no matter how the school is designed and operated. Murphy (1994:367) stipulates that principals have begun to realize that conflict has positive and negative aspects.

According to Everard and Morris (1990:88), conflict becomes dangerous and disruptive when principals try to avoid it rather than manage it. The more conflict develops, the more bitter the conflict becomes, and the less easy it is to achieve a solution and or manage it. In addition, Van der Westhuizen (1991:309) suggests that when conflict drags on for too long, the diverging parties may regard it from different perspectives with detrimental consequences. Often this is unavoidably a no-win situation, as both parties tend to do things which are neither in their own best interest or that of a school as an educational institution. An immense amount of valuable time is wasted when a dispute drags on; while the institution itself is damaged in every way imaginable. This is referred to as dysfunctional conflict. Additionally, Everard et al (1990:46) indicate that conflict in the sense of an honest opinion is not only unavoidable but can also be a valuable aspect of life. It helps to ensure that different possibilities are properly considered, and further possible courses of action may be generated from the discussion of the already recognized alternatives. Divergence often means that the chosen course of action is tested at an early stage, thereby reducing the risk of missing an important flaw, which may emerge later.

2.2.3. Interactionist view

The latest view on conflict is called the interactionist view. It became popular between 1940 and 1970 (Verma, 1998).

According to this view, a conflict is mandatory for an organization's better performance. According to Andersen (2009), a conflict helps an organization to cope with changes in a better way. This view encourages the conflicts based on the rationale that if there is no conflict in an organization, it may become stagnant, lethargic and non-responsive to needs for change and improvement Robert (2004).

The interactionist view suggests that an unusually harmonious environment is not conducive to growth because it makes individuals overly inactive. This view encourages conflict on the grounds that a harmonious, peaceful, tranquil, and cooperative group is prone to becoming static, apathetic, and non-responsive to needs for change and innovation. The major contribution of the integrationist approach, therefore, is encouraging group leaders to maintain an ongoing minimum level of conflict enough to keep the group viable, self-critical, and creative (Robbins, 1997).

According to Holt (1993) the above mentioned points imply that the interactionist view advocates assimilating conflict when it is beneficial and discouraging it is dysfunctional and the task of a manager is not necessary to minimize conflict, but to encourage and maintain functional amount of conflict. The interactionist view of conflict proposes that conflict should not only be considered as a positive force in a group; some conflict is absolutely necessary for an organization or a group to perform effectively (Goitom, 2012).

The Interactionist interprets conflict in a totally different way from traditionalists and people with a contemporary view.

According to interactionists, conflict can be identified as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organizations. A low level of conflict will not be harmful for daily operations but will help to create smooth functioning by better understanding of existing issues. Conflict at the desired level can inspire creativity when handling issues and resolving conflict. Thus, conflict can be positive in work environments, but whenever a critical or major conflict occurs, it should be resolved as the undesired level of conflict can be harmful and dysfunctional for the organization (Leung, 2010)

The interactionist perspective is characterized by the following: The interactionist perspective of conflict is different than the traditional perspective; it views conflict as a positive factor that can improve the work groups' performance. However, according to the interactionist view, not all conflicts are positive. There is a functional positive form of conflict, which supports the group's goals, and also there is a dysfunctional negative form of conflict that hinders the

group's performance and lowers its quality. The interactionist perspective is characterized by the following:

1. Recognition of the necessity of conflict.
2. Explicit encouragement of opposition
3. Defining conflict management to include stimulation as well as resolution methods
4. Considering the management of conflict as a major responsibility of all administrators. (Rahim, 2001)

2.3. Types of Conflicts

The literature consulted identifies four types of conflict which are: Intrapersonal, Interpersonal, Intra group and Intergroup conflicts. These types of conflicts are explained in the following sections.

2.3.1. Intrapersonal conflict

According to Afzalur, M.R (2011, p. 22), intrapersonal conflict is also known as intra-individual or intra-psyche conflict. This is a conflict that happens inside the person's conscience. It occurs when an organizational member is required to perform certain tasks and roles that do not match the employee's expertise, interests, goals, and values and prompts the concerned party to rebel against the given orders. Going with this assumption, one can note that PSC reports on claims and appeals confirm this perspective where employees disagree with their employers and seek PSC guidance on the borne contention.

The primary sources of intrapersonal conflict as suggested by Kinard (1988) are; conflicting needs, role ambiguity, incompatibility of organizational and personal values. In other words, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities.

2.3.2. Interpersonal Conflict

Afzalur, M.R (2011, p. 23) states that interpersonal conflict is also known as dyadic conflict. It refers to the conflict between two or more organizational members of the same or different

hierarchical levels or units. The conflict between the two entities happen when one party trespasses the interests of the other and efforts to settling such a dispute remain uncooperative. Wood (2003) describes interpersonal conflict as the conflicts that are natural and can actually spur creativity and performance of the participating individuals.

The common reasons for this level of conflict are differences in personal beliefs and values, role ambiguity due to lack of clarity is a common phenomenon due to poor selection of employees which is associated with discrimination (Miseyi& Mwanakatwe, 2006). In addition to this, Kinard (1988:309) identified three primary sources of interpersonal conflict such as Personality difference, Power struggles, and Competition.

Interpersonal conflicts are conflicts that arise between individuals. These types of conflicts occur when different situational conditions such as scarce resources and personal conditions like pre-historic conflict and personal diversity exist (Barki & Hartwick, 2002). Interpersonal conflicts become highlighted when they are based on opinions rather than facts (Chandan, 1994). This means, facts are generally indisputable resulting in agreements whereas opinions are mainly personal and subjective which may expose someone fo criticism and disagreements i.e. policy matters in the school.

According to Fekru (1993), this kind of conflict can be happened between fellow educators, educator and learners

2.3.3. Intergroup conflict

Afzalur, M.R (2011, p. 23) also identifies intergroup conflict as interdepartmental conflict. It refers to conflict between two or more units or groups within an organization. Conflict between headquarter and field staff, labour and leaders or management are examples. Fortunately, over the years, PSC has received few group complaints indicating misunderstanding with the employer. However, this is the tip-off that conflict can unfold in various aspects which PSC needs to equip itself with skills to sort out such conflicts before their escalation. On the other hand, Jehn and Mannix (2001) proposed three types of conflict in workgroups in general: relationship, task and process conflict.

Relationship Conflict: It is an awareness of interpersonal incompatibilities includes affective components such as feeling, tension and friction. This type of conflict involves issues such as dislike among group members and feelings such as annoyance, frustration and irritation.

Task Conflict: This is an awareness of differences in viewpoints and opinions pertaining to a group task. Similar to cognitive conflict, it pertains to conflict about ideas and differences of opinion by the given task.

Process Conflict: It is defined as an awareness of controversies about aspects of how task accomplishment will proceed. It pertains to issues of duty and resource delegation such as who should do what and how much responsibility different people should get. It also relates to how the work gets done.

2.3.4. Intra group conflict

This type of conflict emerges between people who identify themselves as belonging to the same group. Larson and Mildred (2000) explain that intergroup conflict is a clash among some or all of a group's members which often affects the group's progress and effectiveness. In a classroom situation, an intergroup conflict may occur within members of a class where pupils sit in close proximity and interact with each other. Such conflict can also occur among the staff of schools who have different views on the kind of measures appropriate for punishing students. In this case, some 13 teachers may support the use of corporal punishment while others may support other milder forms of punishment for misbehavior.

In addition to this, (Hanson, 1996) states Intra-group conflict occurs among members of the groups or department or between two or more subgroups with in a group. It may exist among various groups within a school or school system. Among the various sources of this conflict include: competition of two or more units to do the best job, leadership style, task structure, group composition and size, cohesiveness and group think and external threats and their outcomes.

2.4. Causes of Conflicts in schools

Conflict occurs at several levels and appears in different forms (Champoux, 2003) and Rahim (2001) divided organizational conflict into two types: Intra-organizational conflict, which occurs within the organization, and inter-organizational conflict, which occurs between two, or more organizations, including education institutions. Mohammad Johdi and Raman (2011) stated that conflict could not be avoided even in education as schools organizations. If conflict, which happens in schools, is not taken care of, it will affect the educators as well as the students by creating unwanted disagreement in their learning environment. The Causes of organizational conflict in school can be classified into two main categories: structural causes, which relate to the nature of the organization and the way in which its work is organized; and personal causes, which relate to differences between organizational or school members.

i. Structural causes

Auerbach and Dolan (1997), Rahim (2001), Champoux (2003), De Janasz, et al. (2006) and Mohammad Johdi and Raman (2011) identified the structural aspects of an organization which are likely to cause conflicts. They are specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities, roles, and expectations.

1. Specialization

Employees in an organization either have general or specific tasks when the majority of them are specialists, conflicts may arise. For example, when one may have insufficient knowledge of the other's job responsibilities, dissatisfaction in either party may exist (Auerbach and Dolan, 1997) and Rahim (2001) estimated that the management of organizational conflict involves channeling the energies, expertise, and resources of the members of conflicting groups for synergistic solutions to their common problems or achievement of overall organizational goals.

2. Common resources

In many work situations, it is obligatory to share resources, the scarcer the resource, the greater the potential for conflict. For example, having a class with extensive workload which only have one computer may create high chances of conflict Champoux (2003).

3. Goal differences

Champoux (2003) recognized that normally groups or departments in the organization have different and incompatible goals, increasing the chances of employees experiencing conflict. For example, a principal and a head of academic department have different goals for improving the way of teaching in school. The principal needs to recruit newcomer teachers who have more advanced teaching techniques than long-teaching teachers doing in the school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teachers Pilanthanon, M. (1984).

4. Interdependence

Sometimes one employee must depend on another to complete a task. When workers are in an interdependent situation, it is easy to blame a co-worker when something goes wrong (Auerbach and Dolan, 1997) and Champoux (2006). For example, principal may clash with a teacher who works in registration department because he/she provides inaccurate data of students.

5. Authority relationships

Often, there is underlying tension between managers and employees (it means principal and teacher). This is because most people do not like being told what to do such as a manager (principal) who is overly strict is frequently in conflict with their employees (teachers) ,hence, the growing popularity of team approaches and empowerment strategies (Auerbach and Dolan,1997).

6. Status differences

In many organizations even in schools, a manager or principal is granted privilege denied to other employees or teachers. For instance, a manager and principal may enjoy flexible hours, free personal long-distance calls, and longer breaks. In another word, if one management consultant wants to know who is really important in the organization, he/she just observes the signs in the parking lot and watch for the distance between the parking and the office building; the bigger the sign and the closer to the building, the higher the status of the incumbent. (Auerbach and Dolan, 1997 and De Janasz, et a. 2006) stated that human beings, who possesses a variety of physical, intellectual, emotional, economic, and social differences, are unique. However, some organizations are creating more or less equal appearance to reduce conflicts that result from status differences.

7. Jurisdictional ambiguities

Jurisdictional ambiguities occur when the lines of responsibility in an organization or school are uncertain. When it is unclear who does what, a teacher has a tendency to pass unwanted tasks onto the next teacher (Auerbach and Dolan, 1997).

8. Roles and expectations

A role refers to the behaviors and activities expected of an employee. Every employee plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinates' role is not clearly defined and each party has a different understanding of that role (Auerbach and Dolan, 1997). For example, one teacher who has many roles at the same time, teaching students in many classes, being a consultant for students and working for finance department in school (Pilanthananon, 1984).

ii. Personal factors

According to Auerbach and Dolan (1997) and Rahim (2001), the most common personal factors associated with organizational conflict are skills and abilities, personality conflicts, perceptions, diversity, and personal problems.

1. Skills and abilities

Usually the members of a department or work team have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical skills (Auerbach and Dolan, 1997). For example, a long teaching teacher in a school who graduated many years ago and he/she is familiar to teach in the old way of teaching will have a conflict with a young newcomer teacher who has an advanced technique of teaching (Pukkapan, 1999).

2. Personality conflicts

Rahim (2001) admitted that personality conflicts are a reality in any group setting, including the workplace. There always seems to be at least one co-worker who is difficult to get on with. One of the most difficult personality traits is abrasiveness. An uncompromising person is often hardworking and achievement-oriented, but critical and insensitive to others' feelings. Other irritating personality traits include laziness and gossiping.

3. Perceptions

Kellermann (1996) suggested that conflict may be simply described as a clash between two individuals who are unwilling or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that employees and managers have different perceptions of situations. For example, a principal may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best possible job is being done.

4. Diversity

There are increasingly heterogeneous differences in age, cultural background, ethics, and values can be a source of conflict among employees. For instance, long-serving staff members who feel loyal to the school may clash with a young newcomer staff that sees the school as nothing more than a stepping-stone (Rahim, 2001).

5. Personal problems

When we bring our personal problems to work, our performance tends to suffer and we may clash with co-workers who are obliged to “*pick up the slack.*” (Auerbach and Dolan, 1997). For example, some teachers have a problem at their home then they could not teach effectively in their class because they lack concentration (Pilanthananon, 1984).

6. Communication

A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be created. Probably the easiest way to prevent conflict is to ensure good communication. However, both too little and too much communication can lead to conflict. For example, when there is too little communication, associates do not know enough about each other’s intentions, goals, or plans. Coordination becomes difficult, and misunderstandings are more likely to occur, which can result in conflict. On the other hand, too much communication can also result in misunderstandings that cause conflict (Hitt, 2006). For example, a principal should be clear in details when he notices a new discipline for all teachers and students in school.

Schlesinger, Eccles and Gabarro (1999) believe that different communication styles can lead to misunderstanding between employees or between an employee and a manager. In their view, lack of communication drives conflict “underground”. On that stand, Whetten and Cameron (2005) contend that an important message may not be received if effective communication channels are not used. For instance, a manager’s instructions may be

misinterpreted, or decision makers may arrive at a different conclusion because they use different databases.

2.5. Conflict Management Strategies

Schools are complex, dynamic organizations, and opportunities for conflict abound. With the main focus being placed on accountability and performance, there are chances of an increase in circumstances of conflict between either administrators and teachers or even teachers and students. Poor management of conflict in school administration may result in deficiencies in the performance of the in terms of discipline and academic performance. The fact is that if teachers or students are able enough to understand the nature of conflict then it is very easy for them to manage any type of conflict in a constructive way (Ghaffar, Amir, & Naz, 2012).

On the other hand Moran (2001) views that managing conflict is a philosophy and a set of skills which is used by individuals and groups of people to understand conflict in a better way and to deal with any conflict situation in their respective lives. Regarding the positive or negative nature of effect of conflict, it is clear that this is a part and parcel of school life which always yields positive results. In the organizational life conflicts are competitive as well as cooperative in its nature depending on the situations in which it happens. It is evident that certain problems arise when conflicts are viewed whether in a competitive or cooperative situations.

Ghaffar, Amir, & Naz, (2012) in their paper conclude that; since conflicts always exist in a working environment, its total elimination from the organization can't be thought of. It's, therefore, required of the principal that these must be properly managed. It depends on the situation as well as the principal's personal preference which style/s they want to adopt to deal with conflict. The findings show that the principals adopt one or other type of conflict management style. In a dispute, it's often easier to describe how others respond than to how we respond. Each of us has a predominant conflict handling style that we use to meet our own needs. By examining conflict styles and the consequences of those behaviors, we can gain a better understanding of the impact that our personal conflict style has on other people. With a better understanding, you then can make a conscious choice on how to respond to others in a

conflict situation to help reduce work conflict and stress. Behavioral scientists Kenneth Thomas and Ralph Kilmann, who developed the Thomas-Kilmann Conflict Mode Instrument, have identified five styles to responding to conflict competition, collaboration, compromise, avoidance, and accommodation. No conflict style is inherently right or wrong.

2.5.1. Avoidance approach

This style of handling conflict is developed from unassertive and uncooperative disposition. It is a method of neglecting both one's own and other concerns by side stepping or avoiding conflict. In other words, conflict avoidance occurs when one party has a potential that can ignore the conflictive issues or denies the significance of the issue in their life. It is a way of not addressing the conflict or tactical way of postponing the conflict for a better time. Avoidance techniques do not actually resolve the situation but attempt to evade it. Conflict avoidance is a dangerous way of responding to a conflict, even if it guarantees some immediate sanity (Ayalew, 2000)

2.5.2. Compromise approach

It focuses on negotiating, looking for the middle ground, trading off, and searching for solutions that entail in a give-and-take approach. It is imposed when there is a balance of power between organizational and individual needs and interests. This style is used when the goals of both parties have equal importance. In other words, there is win in some situations and lose in others. In this case, compromise may be succeeding in reducing the intensity of the conflict but not totally resolving it. To conclude, a party is partially assertive and partially cooperative under compromising (Thomas, 1976).

2.5.3. Collaboration/integration/Problem solving approach

It is a style of handling conflicts that are coming from the disposition of being assertive and cooperative. Here, the parties do not avoid the conflict rather working together to find out a solution that is satisfactory for both. It is a form of dialogue in which the parties listen actively and gain understanding of the other party as well as their own. This style is more socially

adaptive as it leads to a solution that is acceptable to the parties" involved. It makes sure that the parties exercise control over the process as well as the outcome. It is often described as a win-win scenario and appropriate when the issue under considerations are complex (Ayalew, 2000). When using the Integrating (Problem solving) style, Kreitner and Kinicki (2004) stated that parties in the conflict confront the issues and supportively identify the problem, come up with alternative solutions and choose the most suitable one

2.5.4. Smoothing/accommodating approach

In this situation, parties dealing with conflicts come from a high degree of cooperation but low assertiveness. There is a conscious which attempts to neglect one`s needs but wants to satisfy the others. This implies that accommodating style may merely involve into another`s wishes in its simplest form. Accommodation may be a reflection of the desire that ensures personal and social harmony and preserves relationships at one`s cost or sacrifice. This method is appropriate when people realize that as they are wrong, an issue is more important to the other party and important for preserving future relations between the parties. Like the case of avoidance, it has short-term benefit to settle conflicting issues (Szilagy & Wallace, 1983). Thus, when using accommodating, teachers/heads allow other teacher/head to have their way at the expense of their preference Kinicki (2004).

2.5.5. Dominating/Forcing

This style of handling conflict is derived from assertiveness but uncooperative in attempts to resolve conflict. There is a high concern for self and low concern for others. In a given conflict, one party that is assertive tries to totally eclipse the other party. Power is used to achieve submission to win. This approach in handling conflict can hardly lead to a lasting resolution of the conflict. Even if the assertive person "succeeds" in "winning" the case, there is a tendency that the "resolution" will leave behind "grudges" in the other party. This approach may be appropriate when quick, decisive action is needed during emergency, urgent cost cutting and inappropriate in an open and participative climate. It is also known as a win-lose approach (Mozilla, 2010).

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively. Moran (2001) sees conflict management as “a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives”. Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life. Conflicts offer competitive as well as cooperative context in the organization but it varies according to the situation.

2.6. Impact(outcome) of Conflicts on School Leaders

2.6.1. Positive outcome of conflicts

According to Boulding (1993), despite the adverse effects that conflict can produce, disagreement between people has its good side. Although the definition of conflict does not seem to be beneficial at a glance, it has intrinsic importance when they are critically scrutinized. Wehlege and Wisconsin (2000) point out that conflict is a pivot around which change takes place in workplaces and the society at large and that when we disagree, it sharpens our focus and defines what the important issues are. Aldag and Stearns (1987) explain that theorists and practitioners today view conflict as a useful force in an organization and, if managed correctly, can be a potential force for innovation and change.

In disagreeing that conflict is inherently destructive, Robbins (2000) instead asserts that a certain amount of conflict in an organisation is healthy as it prevents the organization from stagnating and from producing myopic decisions. From this perspective, Larson and Mildred (2000) believe that when conflicts are effectively managed, it can lead to outcomes that are productive and can enhance the health of the organization overtime.

They explain that its impact on an organization and the behavior of the people in it is largely dependent on the way it is treated. Jennings and Wattam (2005) also agree to the assertion that conflict is a necessary agent to stimulate change and innovation and that problems and inefficiencies in working will be highlighted by conflict whereas attempts to eliminate conflict can lead to such matters being swept under the carpet. To add to this, Owens (2001) precisely

notes that healthy competition and rivalry can lead to better decisions being made as attention is more clearly focused on the issue.

2.6.2. Negative outcome of conflicts

If conflict has its good side then it has a negative side as well. According to Aldag and Stearns (1997), anyone who has ever worked in an organization knows that conflict exists and that it can have destructive effects on the organization and the members' activities. Nelson-Jones (2000) explains that not only can conflict in the workplace because great stress and unhappiness but it also can lower outputs and in extreme cases, bring strikes. Furthermore, Barker and Gum (1994) emphatically state that many times, in the midst of conflict, opposing individuals or groups will put their own interests or goals above those of the organization, resulting in the lessening of the organization's effectiveness. Owens (2001) also opines that frequent and powerful conflict can have a devastating impact on the behavior of people in an organization in that conflict often develops into hostility which also causes people to withdraw both physically and psychologically.

According to Barnard Oladosu(2014),the dysfunctional effects are: Conflicts affect individual and organizational performance. Managing conflicts takes a toll on managerial time and energy which could be more productively spent. In a conflict situation, people may promote their self-interests or personal gains at the cost of others or the organization. Intense conflicts over a prolonged period affect individuals emotionally and physically, and give rise to psychosomatic disorders. Time spent on conflicts, if costed, could have been spent doing more productive things. Conflict may lead to work sabotage, employee morale problems, decline product/service and consequent loss of productivity. If the conflicts is not managed well it might affect the school leaders adversely in terms of poor performance, lack of cooperation, mistrust, fail commitment to work, wasting of resources and productivity(AbdulAziz,2010).Amaize and Onoyume (2007) show that when conflict is not resolved or when resolution is delayed, properties, lives and academic hours of unimaginable magnitude are lost. Delay in conflict management was also found to lead to descriptions of academic calendars, leading to economic as well as psychological exhaustion. Conflict affects

the accomplishment of organization goals due to their tendency of manipulating stress, hostilities and other undesirable factor when poorly managed (Zckmann1992).

Managing conflicts can help to identify previously undetected problems and attitudes. They also clarify uncertainty and improve overall cooperation. According to Johdi (2012) unresolved conflicts can lead to job dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by organization members. It is obvious that there are positive outcomes of conflicts. Brown's (1983) views these include: expanded understanding of the issue, mobilization of parties' resources and energies, clarification of competing solutions, creative searches for alternatives, and enhanced ability to work together in the future. Conflict at workplace has an impact at individual and institutional level teachers and school leaders. Among the consequences include broken relations, employees' instability and insecurity, loss of commitment to work, voluntary and forceful resignation as well as moral and physical injuries Public service Commission (2014).

Most people can think of conflict situation in their organization that has diverted time, energy and resource away from organization goals. If conflict last for long time or if it become intense, it will have negative effect. At individual level cooperation and teamwork may deteriorate and distrust may grow among people who need to cooperate in their effort, for individuals some may feel defeated, while the self image of the others will decline Carter (2008).

Owen(2001) also discussed that frequently powerful conflict can have devastating impact on behavior of the people in the organization like schools in that conflict often develop into hostility which also cause people to withdraw both physical and psychological. In school situation, physical withdrawal can take the form of absence, tardiness and turnover from both school leaders and teachers and psychological withdrawal can also take the form of alienation ,apathy ,grievances and indifferences.

To sum up, it can be seen from the literature, that conflict has negative impact on organization like schools and to eliminate completely does not give us the right impression. It should be accepted that too much conflict can adverse effect on individuals (teacher, school leader)

,groups and the school ,because conflicts result wasting productive time, energy and resource that could be more constructively used in elsewhere and negative conflicts have impact on school leaders such as lack of commitment to work, cooperation with staff, teachers, mistrust, communication breakdown, demoralize, fail to achieve the goal of the school which can lead low performance in education .

3. RESEARCH DESIGN AND METHODOLOGY

In this part introduced the description of the research site, research design of the study, sources of data, subjects of the study, instruments of data collection and method of data analysis.

3.1. Description of the Research Site

This study was conducted in the Ethiopian Somali Regional State in Liban Zone, which is geographically located in the southern part of Ethiopia, and is one of 11 zones in the Somali regional state. It is located at 4⁰45N latitude and 40⁰30E longitude. It is the zone with an estimated total population of 539,821, Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA). This zone divided in to 7 woreda. Livestock are the back bone of the majority of the population. According to Liban Zone administration office last six month report in 2009, there are 11 secondary and preparatory schools. The researcher was conducted the study in selected secondary schools of Liban Zone.

3.2. Research Design

In this study, a descriptive survey research design was employed to describe conflict management strategies of school leaders in Secondary and preparatory Schools of Liban Zone. (Kombo ,Tromp. 2007) further observe that descriptive survey approach is designed to obtain information concerning the current phenomenon and wherever possible to draw valid general conclusions from facts discussed. This method was used for the study because it is was appropriate when the aim of the study is to get an exact description of current status. In addition, they stated that descriptive research is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphases what actually exists such as current conditions, practices, situations or any phenomena particularly, descriptive survey method is one which is commonly used in educational research.

Besides, qualitative and quantitative approach was employed so as to obtain detailed information through interview. (McLaughlin ,2001) believe that for information that cannot be

gathered through quantitative method, (which relies mainly on close-ended questionnaire) the qualitative method could be effective in obtaining such information.

3.3. Sources of Data

The researcher used primary and secondary data sources in this study.

3.3.1. Primary sources of Data

Data was collected from various sources and was examined the reliability of the collected data. For this purpose, primary sources were Principals, V/principals, teachers, department heads, Unit leaders, PTAS, woreda education office heads.

3.3.2. Secondary sources of Data

Secondary data was obtained through documentary analysis. Such as: school minutes, department documents, different reports.

3.4. Population, Sample Size and Sampling Techniques

Liban Zone is one of the 11 zones of Somali Regional state which consists of 7 woreda. The study involved in four Woreda which were selected by using stratified sampling techniques. Out of 11 secondary and preparatory schools located in the zone, 4 secondary and preparatory schools were selected as samples of the study using simple random sampling. They were Filtu secondary and preparatory school, Dolloado secondary and preparatory school, Gura bakaksa secondary and preparatory school and Deka secondary and preparatory school.

The study focused conflict management strategies of school leaders in Secondary and preparatory Schools. The researcher selected 8 schools leaders (4 principals and 4 vice principals) and 4 woreda educations heads and 16 department heads, 8 unit leaders and 4 PTAS heads using Available sampling method and Forty four teachers by using simple random sampling method

Table 1:- Population and Sample of selected secondary and preparatory schools

Name of sample schools	Teachers			DPT heads			PTA heads			Unit Leaders			Principals & V/principals		
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
Filtu Sec & prep.sch	35	14	40	4	4	100	1	1	100	2	2	100	2	2	100
Dolodo sec & prep.sch.	30	12	40	4	4	100	1	1	100	2	2	100	2	2	100
Gorebak aksa Sec & prep.sch	25	10	40	4	4	100	1	1	100	2	2	100	2	2	100
Deka Sec & prep.sch	20	8	40	4	4	100	1	1	100	2	2	100	2	2	100
Total	110	44		16	16		4	4	100	8	8	100	8	8	100
*sampling technique	Simple random sampling techniques			Available sampling			Available sampling			Available sampling			Available sampling		

3.5. Data Collection Instruments

As the study demanded a lot of information from different sources, the researcher used the following data collecting instruments.

3.5.1. Questionnaires

The purpose of this instrument was to get sufficient information from the sources. Therefore, the researcher employed questionnaire for selected participants. Questionnaires were prepared in closed ended and open ended items which consists five parts. Part one was about personal data of the respondents, part two types of conflict, part three sources of conflict, part four about conflict management strategies that is used by school leaders and part five impact of dysfunctional conflicts on school leaders

Pilot test

Once the questionnaires were prepared pilot testing of the instruments was made at Ayinle secondary and preparatory school to test the questionnaire before they were administered to the final participants of the study. The pilot test was conducted on 14 respondents (8teachers, four department heads, one vice principal and one principal). The pre-test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from the respondents valuable improvements were made and irrelevant items were rejected. Then, the Cronbach Alpha reliability was calculated for the questionnaire was (0.82). Thus, according to George and Mallery (cited in Joseph and Rosemary, 2003) provide the following rules: “>0.9=Excellent, >0.8=Good, >0.7=Acceptable, >0.6=Questionable, >0.5=Poor, and <0.5=Unacceptable. Sekaran (2003), reliability refers to whether the instrument is consistent, stable and free from error despite fluctuations in test takers, administrator or conditions under which the test is administered.

Accordingly, the reliability test reveals that the questionnaire which was tried out by pilot test has good reliability. In general, the pilot test helped the researcher to avoid errors related to ideas and contents. After the necessary correction was made, the final copies were distributed to be filled in by the respondents. According to Sekaran (2003), validity confirms to whether an instrument measures what it is supposed to be and is justified by the evidence. Essentially, it entails the extent to which an instrument actually measures the aspects that it is intended to

measure. Before administering the data-gathering instrument, it was reviewed for content and face validity by advisors.

3.5.2. Interview

In addition to the questionnaire, semi-structured interview questions were employed as instruments of data collection. Semi- structured interview guide, which was suitable for relatively small number of subjects, was used to get deep insight information about the conflicts and its impact on school leaders in secondary and preparatory schools, interview guide was prepared for 4 woreda education heads and 4 PTA chair persons six interview guide questions were prepared before hand to help the researcher follow the pre arranged questions.

3.5.3. Document analysis

Documents like, verbal's and minutes of the discipline, school self evaluation report, annual ,teachers and principals profile and others that deal with teacher principal conflict was analyzed. The use of such material can provide background information. In other words, documents can provide information, which is relevant to the issue and problems under investigation

3.6. Data Collection Procedures

The pilot test obtained from sample population of 14 participants from Ayinle secondary and preparatory school gave the opportunity for researcher to modify the questionnaires. The researcher asked cooperation through formal written letter which informed the objective of the study. The result of the questionnaires organized and interpreted using independent t-test statistically.

3.7. Methods of Data Analysis

3.7.1. Quantitative data analysis

The analysis of the data was made through using different statistical methods. The data secured from different sources were structured; organized and framed to suit analysis and inference. Then when interpreting the data, statistical tools like frequency, percentages, mean values, standard deviation and independent t-test analysis were employed in order to see the significance of mean difference among the two groups: teachers and school leaders (principals/principals, department heads) and the researcher used SPSS version 20 to calculate the mean, SD, and independent sample t-test.

3.7.2. Qualitative data analysis

The information obtained through interviews were reported through narrative descriptions to complement those that were collected through questionnaire. Qualitative data obtained from document, interview and open ended questionnaires were analyzed by narrating and describing in words.

3.8. Ethical consideration

In carrying out a research, it is important to protect human rights and the privacy of respondents from being infringed (Miller & Brewer, 2003). The researcher also ensured that the participation of respondents was voluntary during the actual data collection processes; including their anonymity and confidentiality of the information received. Mugenda and Mugenda (1999) asserted that respondents should be protected by keeping the information given confidential, especially if confidentiality has been promised.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and discussion of the data obtained from questionnaire, interview and document analysis. The chapter is divided into four parts. The first part presents and deals with the characteristics of respondents according to their sex, educational level, and work experience. The second part discusses the analysis of the data collected from the respondents on the types conflicts that exist in the secondary and preparatory school of the study areas. The third part of the chapter presents the analysis of the source of conflict. The fourth part of the chapter deals with the conflict management strategies used by school leaders. The fifth part concentrates on impact of dysfunctional conflict on school leaders. Thus, the quantitative as well as the qualitative analysis of data were incorporated in to this chapter.

4.1. Background of the Respondents

In this study, the participants involved in responding to the questionnaire were from the 76 respondents. 16 department heads, 8 school principals, 8 unit leaders and 44 teachers. A total of 76 similar copies of questionnaire were distributed to those teachers, school principals and department heads. The return rates of the questionnaire were 16 (100%) from department heads, 8 (100%), from unit leaders 8(100%) from school principals, 44 (100%) teachers and besides of these 4 woreda education experts 4 PTA chairmen were interviewed. This section presents the demographic characteristics of the sampled schools including principals, department heads and teachers.

Table 2:- Teachers and school leaders demographic characters.

Items	Level	Respondents			
		Teachers		School leaders	
		N	%	N	%
Sex	M	38	86.3%	30	93.8%
	F	6	13.6%	2	6.2%
	Sum	44	100%	32	100%
Age	Below 20	-	-	-	-
	21-30 yrs	8	18.1%	4	12.5%
	31-40yrs	28	63.6%	20	62.5%
	40yrs and above	8	18.3%	8	25%
	Sum	44	100%	32	100%
Educational Level	Degree	34	77.2%	28	87.5%
	Master	8	18.1%	3	9.4%
	Diploma	2	4.7%	1	3.1
	Sum	44	100%	32	100%
Work experience	1-5yrs	4	9%	-	-
	6-10yrs	3	6.9%	7	21.9%
	11-15yrs	27	61.3%	18	56.2%
	16yrs and above	10	22.8%	7	21.9%
	Sum	44	100%	32	100%

In the table 2, shows characteristics of respondent's in terms of sex. Accordingly 38(86.3%) of teachers and school leaders 30(93.8%) were males. Whereas the remaining 6(13.7%) of teachers and school leaders 2(6.2%) of them were females. Totally 89.5% of the respondents were male and the remaining 10.5% of the respondents were female. From the description, the number of female respondents was smaller in sample schools than that of males. It revealed that females are underrepresented in leadership position in education sector due to the gender gap and narrower enrolment. This idea was supported by the Ethiopian review reports indicated that the involvement of females in school leadership are very few (MoE, 2002).

Majority of the respondents, 62.5%, in the school leadership category were in the age group between 31 to 40 , Next to this 8(25%) of them were above 40 years old . Only 4(12.5%) of the school leaders were within the age group between 21 to 30. It could be concluded that there were few young people in the school leadership. Majority, of the school leaders were old enough that they could deal with possible conflicts. On the other hand, 28(63.6%) of the teachers belonged to the age group between 31 to 40, while 8(18.1%) are found between 21 to 30 and 8(18.1%) of them again were above 40 years old.

As it can be seen from the table again, the education level of the school leaders (principals, vice principals, department heads and unit leaders) and teachers shows that the majority of them had a first degree. Thus, 28 (87.5%), 34(77.2%) of school leaders and teachers respectively had a first degree. Whereas, 3 (12.5%) of the school leaders, 8 (18.1%) of teachers had a second degree and 1(3.1%), 2(4.7%) of school leaders and teachers respectively had diploma. Hence, from the data; one can say that there was much discrepancy between the school leaders and teachers in their educational level. In addition, this indicated that the current teaching learning process system of the secondary schools in the study area was running by qualified teachers for the education level. Nevertheless, according to MoE (1996), the leadership system of the secondary schools in the study area was mostly administering by under qualified school principals.

Regarding the service year of respondents, one could see that majority 27(61.3%) of the teachers, 18(56.2%) of school leaders have work experience 11-15 years, and 3(6.9%) of teachers, 7(21.9%) of school leaders were found to be served 6-10 years while the rest 10(22.8%) of teachers, 7(21.9%) of school leaders are 16 years above service

4.2. Types of Conflicts That Exist in Secondary and Preparatory Schools

Table 3:- Response on types of conflicts that exist in secondary and preparatory schools.

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P
		Mean	SD	Mean	SD		
1	Intra personal conflict	3.59	1.403	3.75	1.078	-559	0.578
2	Interpersonal conflict	4.05	1.120	3.91	1.058	0.552	0.582
3	Intra group conflict	3.91	1.197	3.84	1.110	0.245	0.807
4	Intergroup conflict	3.91	0.858	3.91	0.530	0.018	0.986

In order to indicate the existence of types of conflict found in secondary and preparatory schools, respondents were requested to decide from the options such as “1= strongly disagree, two=disagree, 3=un decided, 4=agree, and 5=strongly agree in each of the item which is proposed types of conflict in secondary schools. Concerning to item 1 of Table 3, respondents were asked to reply whether Intra personal conflict exist in their schools so, the respondents mean scores were 3.59 and 3.75 teachers and the school leaders respectively.

The mean average of respondents in both case greater than the ideal mean. This confirmed that both teachers and school leaders agreed that the intra personal conflict exist in the schools. The calculated value of t-test (at $t = 0.578$, $p > 0.05$) which shows that there is no significant differences between the respondents response.

Concerning the item two of the above table, school leaders and teachers were asked to decide and put their response accordingly “1= strongly disagree, 2=disagree, 3=un decided, four(4)=agree, and 5=strongly agree in each of the item regarding existence of interpersonal conflict in their school ,based on their response the mean average of teachers were 4.05 and school leaders 3.91 where their mean average was greater than ideal mean average this indicates that both two groups agreed on the existence of interpersonal conflict in their school accordingly, the calculated T-test it shows as follows ($p = 0.582$), which greater than the alpha level of agreement ,so there is no statistically significance difference between two group response.

Based on the item3 of the above table, school leaders and teachers were asked to respond on the whether Intra group conflict exist in their school ,according to their response the teachers mean average were 3.91 and school leaders were 3.84 both groups responses were greater than the ideal mean (M=3) which indicate that both groups agreed on the existence of intra group conflict in their school and the calculated T-test indicates as follows ($t=0.807$), which greater than $P>0.05$) one can understand easily from here that there is no significance difference between two groups response on the existence of intra group conflict in their school

Regarding last item of the above table, school leaders and teachers were asked to respond the existence of intergroup conflict in their schools, in respect to their response the teachers mean average were 3.91 and school leaders mean average were 3.91 the mean value of two groups were greater than ideal mean value(M=3) and the calculated T-test shows that($p=0.986$) which confirm that there is no statistically significance difference between two groups response

Interview from head of PTAS “*based in my opinion all types of conflicts exist in this school individually and in-group level such as teacher-teacher, teacher-principal and student-student as well teachers- school leaders, students –teachers and departments –departments*

4.3. Source of Conflict in the Secondary and Preparatory Schools of the Liban Zone

Table 4- Response on Source of Intra personal conflict

No	Items	Respondents				T-test	
		Teachers		School leaders		t	P
		Mean	SD	Mean	SD		
1	Difference in individual interest and organizational goals	3.55	1.372	3.78	0.975	-0.876	0.384
2	In appropriate demand of capacity	4.07	0.925	3.84	0.920	1.048	0.298
3	Individual differences	3.80	0.765	4.00	0.762	-1.154	0.253
4	Poor performance evaluation	3.91	1.178	3.59	1.103	1.196	0.236
5	Self disagreement	3.73	1.420	3.63	1.212	0.338	0.737
6	Emotional instability	4.14	1.069	3.56	1.190	2.166	0.034
7	Work loads	3.75	1.278	3.22	1.157	1.891	0.63
8	Lack of clearly stated task	4.14	1,025	3.84	0.808	1.391	0.168

Concerning item1 of the table four, the respondents were asked to give their opinion on difference in individual interest and organizational (school) goals to be the source of intra personal conflict in their school. The mean ratings were found to be 3.55 and 3.78 teachers and school leaders respectively. The computed results of an independent sample t-test was ($P=0.62$) which is greater than alpha level of significance 0.05. One can infer here that the two groups response had no statistically significance differences.

Regarding item two of the above table, the respondents were requested to reply their opinion regarding in appropriate demand of capacity as a cause/source of intra personal conflict. Their mean were rated as 4.07 and 3.84 teachers and school leaders respectively. Thus, teachers and school leaders rated to the items high. Moreover, the calculated value of an independent sample t-test was conducted to compare the mean scores of the two groups and the result was found to be p-value(0.298) which is greater than alpha level of significance 0.05 which indicates that here was no statistical significant difference in the two groups responses.

Based on item three of the above table , school leaders and teachers were asked to reply and decide their opinion towards that individual differences as cause/source of intra personal conflict and their means indicated that as follow teachers mean were 3.80 and school leaders mean were 4.00 and two groups agreed highly on individual difference to be one factor of intra personal conflict where the calculated value of un independent T-test found to be that(p-value=0.253) which greater than alpha level of significance 0.05 which means there was no statistically significance difference between two group response.

With regard to item 4 of the above table, respondents were asked to reply whether or not poor performance evaluation system can cause intra personal conflict in their respective areas. The respondents mean was rated to 3.91 and 3.59 by teachers and school leaders respectively. From the results the mean rating was found to be greater than ideal mean . it is possible to assume that both groups highly agree on poor performance evaluation system as one of the major causes/source of intra personal conflict in secondary and preparatory schools. Similarly, the calculated result of an independent sample t-test was conducted to compare the

mean scores of the two groups and the obtained p-value(0.236) where it confirms that there is statistically no significance difference between the two groups of response.

Based on item five of the table four, the teachers and school leaders were asked to say their opinion on self disagreement to be one factor or cause of intra personal conflict and their means toward the response on this question rated as follows 3.73 for teachers and 3.63 for school leaders and the calculated independent sample t-test indicated (P-value=0.737) where it is greater than alpha level of significance 0.05.

Concerning item six of the above table , the teachers and school leaders were asked to respond their opinion on emotional instability as one source of intra personal conflict and the mean rating of their response were found 4.14 , 3.56 for teacher and school leaders respectively and the calculated independent sample t-test (p-value=0.034) which means there is statistically significance difference between two group response.

Regarding item seven of table four, teachers and school leaders were asked to give their opinion on the work load to be source of intra personal conflict in the school and their mean rating of their response were 3.75 for teachers and 3.22 for school leaders and the calculated independent t-test to compare two groups means were (P-value=0.63) which is greater than alpha level of significance, where it shows that there is statistically no significance difference between two groups response

Concerning the last item in Table four, the respondents were requested to respond whether or not Lack of clearly stated task can be source of intra personal conflict in the secondary and preparatory schools. With reference to this, the respondents mean was rated to 4.14 and 3.84 teachers and school leaders respectively and the independent t-test rated (P-value=0.168) which is greater than alpha level of significance where it confirms that there is no statistically significance difference between two groups response.

Finally ,the finding in the above table was supported by researchers like (Kinard,1988) Intra personal conflict also occurs when a school member is required to perform certain tasks and roles ,which do not match his or her experience , interests, goals , values, and role ambiguity a situation that arises when role demands are not clearly communicated.

Table 5:- Response on source of inter personal conflict

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P
		Mean	SD	Mean	SD		
1	Poor communication	3.75	1.383	3.88	0.976	- 0.462	0.645
2	perceived differences	3.91	1.273	3.66	1.153	0.903	0.369
3	Grievances	3.86	1.374	3.53	1.077	1.181	0.241
4	Competition for un adequate resource	4.32	0.983	4.06	0.840	1.219	0.227
5	Power struggle	3.61	1.368	3.88	0.942	- 0.986	0.327

Concerning item one of the above table teachers and school leaders were asked to give their opinions on poor communication to be one factor which can cause inter personal conflict in the school their mean were 3.75 and 3.88 teachers and school leaders respectively, where it indicate the two groups agree that absence of cooperation (poor communication) among teachers and school leaders as one factor of interpersonal conflict. Thus, The mean average of respondents in both cases were greater than the ideal mean. This confirmed that both teachers and school leaders agreed the interpersonal conflict existed in the schools due to the poor communication. The calculated value of t-test (P-value=0.645) which shows that there is statistically no significant differences between the respondents.

Regarding item two of the above table, the respondents were asked to give their opinion on whether or not perceived difference can be a source of interpersonal conflict ,the mean was rated to 3.91 and 3.66 teachers and school leaders respectively. Their mean ratings were greater than ideal mean. Therefore, it implied that both groups of respondents have almost nearly an equal or similar view on perceived difference as source of interpersonal conflict in the school. The calculated value of an independent sample t-test was conducted to compare the mean scores of the two groups indicates no statistical significant difference in their responses.

This is because of the obtained p-value(0.369) was greater than alpha level of significance 0.05.

Based on the item three of the above table, school leaders and teachers were asked to give response on whether or not grievances is source conflict in the school and their response mean was rated 3.86 and 3.53 teachers and school leaders respectively and their average mean is greater than ideal mean (M=3) one can understand easily that both two groups agreed on grievances as one source of inter personal conflict and the calculated independent sample t-test was (P-value=0.241) which is greater than alpha level of significance 0.05.

Concerning item four in the Table 5, the respondents were asked to give their opinion on competition for un adequate resources as the causes of interpersonal conflict. The mean ratings were found to be 4.32 and 4.06 teachers and school leaders respectively. Their mean were rated as high by teachers and school leaders respectively by implying that both groups highly agreed on competition for un adequate resource to be source of inter personal conflict. The computed results of an independent sample t-test were conducted to compare the mean scores of the two groups. As a result, it was found that there is no statistical significant difference in their responses. Due to the p-value(0.348) was greater than alpha level of significance 0.05.

Regarding the last item of table 5, the respondent were asked to say their opinion on whether power struggle is source of inter personal conflict in the school and their mean rating were 3.61 and 3.88 teachers and school leaders respectively as well the calculated independent t-test is (p-value=0.327)which is greater than alpha level of significance and one can easily understand from here there was no statistically difference between two groups response.

To summarize the finding of the above table the cause of interpersonal conflict based on the two groups response were poor communication, perceived differences, grievances, competition for un adequate resources and power struggle. Mildred (2000) refer to interpersonal conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes (goals) and or attitudes, values. (1988)identified three primary sources of interpersonal conflict such as Personality difference, Power struggles, and Competition.

Table 6:- Response on Source of intra group conflict

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P
		Mean	SD	Mean	SD		
1	Group composition and size	3.64	1.448	3.38	1.008	0.927	0.357
2	Different in understanding view points of groups	4.09	0.520	3.91	0.689	1.275	0.208
3	Favoritism by leaders	3.91	1.326	3.00	1.437	2.812	0.007
4	Lack of participative decision making	3.80	1.357	3.25	1.136	1.903	0.061
5	Competition for limited resources	3.52	1.171	3.38	1.314	1.506	0.614

Concerning on item 1 in the above table , teachers and school leaders were asked to respond whether group composition and size can be a source of intra group conflict and their rated mean value were 3.64 and 3.38 teachers and school leaders respectively their average mean is greater than ideal mean (M=3) so, both groups agreed and the calculated independent sample t-test were found (p-value0.357) where it is greater than alpha level of significance and there is no statistically significance difference between two groups response.

Regarding item 2 of the above table, teachers and school leaders were asked to say their opinion on Different in understanding view points of groups as to be the source of intra group conflict it was found that their mean rating become 4.09 for teachers and 3.91 school leaders and the calculated independent t-test were found (P-value=0.208) where it confirms that there is statistically no difference between two groups response.

Based on the item 3 in the above table , teachers and school leaders were asked to indicate their opinion on the item of whether favoritism of leaders can be a source of intra group conflict, it was found that the mean value of teachers to be 3.91 and school leaders 3.00 which is greater than ideal mean average (M=3), the independent sample t-test calculated to compare the means of two group responses indicated as follows (P-value=0.007) where it is below than

alpha level of significance and one can easily understand that there is statistically significance difference between two groups response ,it difficult to reach the reality due to the teachers and school leaders response on this item vary or differently .

Concerning item 4 of table 6, the respondents mean was rated 3.80 and 3.25 teachers and school leaders respectively. Their mean average were rated higher than the ideal mean for both groups of respondents and similarly the calculated result an independent sample t-test was conducted to compare the mean scores of the two groups where it was found to be p-value(0.061) which is less than alpha level of significance 0.05,thus there is statistically significance difference between two group responses.

Regarding the last item of the above table , teachers and school leaders were asked to give their opinion on whether competition for scarce resource can be source of intra group conflict, based on their response it was found that teachers mean value 3.52 and school leaders 3.38 which is greater than ideal mean ($m=3$) one can understand easily from here that both two groups agreed on scarcity of resource to source of intra group conflict and the calculated t-test found that ($p=0.614$) which means it is greater than alpha level of significance one can infer here that there is no statistically significance difference between two groups response.

To summarize the findings of the above table it was found that source of intra group conflicts as group composition and size, Different in understanding view points of groups, favoritism by leaders, Lack of participative decision making and Competition for limited resources were the main cause of intra group conflict, to support this idea researchers like (Hanson, 1996). Intra-group conflict occurs among members of the groups or department or between two or more subgroups with in a group. It may exist among various groups within a school or school system. Among the various sources of this conflict include: competition of two or more units to do the best job, leadership style, task structure, group composition and size, cohesiveness and group think, and external threats and their outcomes.

This finding was supported by, (Hanson, 1996). Intra-group conflict occurs among members of the groups or department or between two or more subgroups with in a group among the various sources of this conflict includes: competition of two or more units to do the best job,

leadership style, task structure, group composition and size, cohesiveness and group think, and external threats and their outcomes.

Table 7:- Response on Source of intergroup conflict

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P`
		Mean	SD	Mean	SD		
1	Status struggle	3.59	1.085	3.44	1.134	0.593	0.555
2	School environment	3.77	0.912	3.19	1.203	2.311	0.025
3	Different behavioral styles	3.61	1.385	3.44	1.134	0.609	0.545
4	Incompetence of school leaders	3.70	1.109	3.66	1.428	0.160	0.873
5	Poor performance evaluation	4.23	0.859	4.00	0.000	1.755	0.086
	Average mean	3.75		3.358			

Regarding the first item of the above table, teachers and school leaders were asked to give their opinion concerning whether status struggle can be a source of intergroup conflict, based on their response the mean value of the teachers were 3.59 and school leaders 3.44, their mean average is greater than the ideal mean ($M=3$) so one can infer here that both two groups agreed on status struggle to be cause of inter group conflict and the calculated independent t-test found that(p -value=0.555) which is greater than alpha level of significance where it confirms that there is no statistically significance difference between two groups response.

Concerning item two, of the above table ,teacher and school leaders were asked to respond and decide their response on whether school environment can be a source of intergroup conflict and their mean value based on their response rated for teachers 3.77 and for school leaders 3.19 ,where it indicates that both two groups agreed on school environment as cause for intergroup conflict because their average mean is greater the ideal mean ($M=3$) and the independent t-test that was calculated found (P -value=0.025) there is statistically significance difference between two group response .

Regarding item three of table 7, the respondents were requested to respond whether differences behavioral styles can create intergroup conflict in the secondary schools. With reference to this, the respondents mean was rated to 3.61 and 3.44 teachers and school leaders

respectively, from this result one can deduce that teachers and school leaders believed that differences in behavioral styles as one of the major causes of inter group conflict in the secondary schools and the calculated value of an independent sample t-test was conducted to compare the mean scores of the two groups ($P=0.545$) where it confirms that there is statistically no difference between two group responses.

Based on item four of the same table, respondents were asked about leaders (school leaders incompetence is the causes of intergroup conflicts in the study area. The respondents replied their mean value rated as follows 3.70 for teachers and 3.66 for school leaders, the 1 so, their mean average is greater than ideal mean ($M=3$) and the calculated independent sample t-test found that ($P=0.873$) which means there is statistically no significance difference between two group response

With regard to last item of Table 6, respondents were asked to reply whether poor performance evaluation system can cause intergroup conflict in their school. The respondents mean were rated to 4.23 and 4.00 teachers and school leaders respectively. From the results of mean ratings it is possible to assume that both groups agreed on poor performance evaluation system as the major causes of intergroup conflict in secondary schools. Similarly, the calculated result of an independent sample t-test was conducted to compare the mean scores of the two groups and the obtained p-value was (0.086) where it is greater than alpha level of significance 0.05 so, there is statistically significance difference between the two groups of respondents.

To summarize the findings of the above table it was found that source of intergroup conflicts in secondary and preparatory schools were status struggle, school environment, Incompetence of school leaders, different in behavioral styles and poor performance evaluation.

Interview from PTAS Head:- *“ As my experience the source of conflicts in the school were at individual level self disagreement, late coming, poor communication and perceived difference ,where at group level the source of conflicts are lack of participative and open decision making from part of school leaders, competition for scarce resource and power struggle”*

4.4. Conflict Management Strategies used by School leaders

Table 8:- Response on conflict management strategies used by school leaders

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P`
		Mean	SD	Mean	SD		
1	Forcing	3.66	1.180	3.44	1.018	0.877	0.383
2	Compromising	3.09	1.137	3.28	1.023	-0.764	0.448
3	Avoiding	3.66	1.462	3.28	1.224	1.223	0.225
4	Preventing	2.30	1.047	2.63	1.157	-1.275	0.207
5	Problem solving	2.70	1.357	3.31	1.330	-1.950	0.055
	Average mean	3.082		3.188			

Regarding item 1, of the above table teachers and school leaders were asked to give their opinion concerning conflict management strategy used by school leaders whether forcing conflict management strategy used by school leaders, the mean values of the two respondents were 3.66 and 3.44 teachers and school leaders respectively. Both groups` mean value were greater than the ideal mean value (M= 3) .The calculated value of t-test (p-value =0.383) which is greater than alpha level of significance 0.05 and one can understand here that there is statistically no significance difference between two groups response.

Concerning item 2, of the above table, the teachers and school leaders were asked whether school leaders use of compromising style for managing conflicts. it was found out that compromising conflict management strategy had 3.09,328 mean value teachers and school leaders respectively and both groups response fall the category of above average of ideal mean (M=3) and the calculated independent t-rest revealed that (p-value=0.448) which is greater than alpha level of significance and one can infer from here that both groups agreed that school leaders used compromising as strategy for managing conflicts in the school since, there was no statistically difference between the response of two groups .

According to item three of the above table, teachers and school leaders were asked to say their opinion whether avoiding strategy is frequently used by school leaders based on their

response the rated mean value of teachers were 3.66 and school leaders 3.28 which is greater than ideal mean average (M=3) and independent t-test calculated revealed that (P-value=0.225) that there was no statistically difference between two group response because the p-value is greater than 0.05 alpha level of significance.

Concerning item 4 of the table based on their response given by teachers and school leaders on whether preventing is used by school leaders as conflict management strategy the rated mean value of both two groups were 2.30 and 2.63 teachers and school leaders respectively which below ideal average mean (M=3) one can understand here that both groups disagreed that school leaders use preventing strategies before conflict accrued in the school and the independent sample t-test revealed (P-value=0.207) there no statistically significance difference between two groups since, it is above alpha level of significance.

Regarding the last item of the above table if the school leaders use problem solving strategy to manage conflict based on their response the mean value of teachers were 2.70 while school leaders were 3.31 the teachers mean average was below ideal average mean (m=3) while the school leaders mean were above average ideal mean which means school leaders agreed they use problem solving strategy for managing conflicts while teachers opposed that This controversy between the teachers and school leaders created difficulty to know the real situation. The independent sample t-test revealed that (P-value=0.055) which below the alpha level of significance so, there is statistically significance difference between two group responses.

Interview from education heads “ *based in our experience and follow up we made the school the principals use mostly compromising, forcing when situation and nature of conflicts invite the leaders to use force for solving it and some principals avoid conflicts to solve rather than they postponed for better time*” .

As my experience being a teacher and supervisor in filtu secondary and prepartoy school *I witnessed many times conflicts occur between teachers and principals and mostly the sources of conflict as I observed is two issues first unfair distribution of period and dutuies that is principals are not fair during distribution of the duties and the second issue is financial*

resource and the principals use always forcing or dominating management strategies they force the teachers to do what they want.

In analyzing statement above, it is evident that Hocker and Wilmot's (2000) assumption that people do change their conflict management styles depending upon the situation can be true. In two group response on conflict management strategies in statement above displayed three different strategies of conflict management used by school leaders.

4.5. Negative(dysfunctional) outcome of Conflict on School Leaders

Table 9:- Response on impact of dysfunctional conflict on school leaders

No	Items	Respondents				T-test	
		Teachers		School leaders		t`	P`
		Mean	SD	Mean	SD		
1	Loose of morale and commitment to work	3.86	1.357	3.69	0.896	0.681	0.498
2	Mistrust	3.64	1.331	3.88	0.907	0.929	0.356
3	Inferiority complex	3.93	1.208	3.83	0.963	0.243	0.809
4	Miss relationship and communication with the teachers	3.64	1.399	3.59	0.833	0.148	0.882
5	Resource(Time, money) wasting	3.64	1.452	3.69	1.736	-0.167	0.868
6	Fail to lead the school	4.32	0.95	4.04	0.955	1.399	0.166
7	Face criticism from the community and stakeholders	3.77	1.179	3.72	0.924	0.224	0.824
8	Instability and insecurity of work	3.98	1.110	3.91	0.734	0.335	0.738
9	Decrease job performance and quality of education	3.91	0.858	381	0.594	0.581	0.563

Concerning the item 1 of the above table, teachers and school leaders were asked to their opinion towards on whether school leaders loose morale and commitment to work when they faced dysfunctional conflict in the school and based on their response the mean value for teachers and school leaders were 3.86 and 3.69 respectively which is greater ideal average mean ($M=3$) it indicates that both groups agreed and the calculated independent sample t-test found that ($P=0.498$) which is greater than alpha level of significance where it indicates that ,there is no significance difference between two groups response.

Regarding to the item two of table 9, respondents were also asked to decide their opinion if school leaders lost trust when they confront conflict with teachers .The respondents mean scores were (3.64 and 3.88.) of teachers and the school leaders respectively. Their mean average were above average ideal mean ($m=3$) . The independent sample t-test was (p -value= 0.356) which greater than alpha level of significance 0.05, where it confirms that there is no statistically difference between two group responses .

Concerning the item three of the above table, teachers and school leaders were asked to give their opinion on whether school leaders feel Inferiority complex when they face conflict with the teachers and the response of the groups the mean value of teachers were found to be 3.93 and school leaders 3.88 which is greater than ideal mean ($m=3$) and the calculated independent sample t-test was found to be ($P=0.809$) which is greater than alpha level of significance it can be interpreted from here that there is no statistically significance difference between two group response.

According the item four of the above table, respondents were asked to respond and decide if school leaders miss relationship and communication with teachers when they confront conflict with teachers based on their response the teachers mean value were found to be 3.64 and school leaders were found to be 3.59, one can infer from here that both groups agreed and their average mean is greater than ideal mean ($M=3$) and the calculated independent sample t-test was found to be (P -value= 0.882) which is greater than alpha level of significance it can be easily understand that there is no statistically difference between two groups response.

With the respect to the item five of the above table, teachers and school leaders were asked to give their opinion on time wasting to be one major outcome which can influence school leaders at the time when they are in conflict with the teachers and the mean value of the teachers response were found to be 3.64 and school leaders 3.69 which greater ideal mean ($M=3$) one can infer from here that both groups agreed on school leaders waste/divert their time for solving the conflict instead of the other work so, dysfunctional conflicts consumes the time of school leaders and the calculated independent sample t-test was found to be ($P=0.868$) which is greater than alpha level of significance where, it indicates there is no statistically significance difference between two groups response.

Concerning the item six of the above table, the respondents were asked to respond on school leaders fail to lead the school when they are conflict with the teachers based on the response the mean value of teachers were found to be 4.32 and school leaders 4.63 which above the ideal mean ($M=3$) one can understand from here that both groups highly agreed on when school leaders faced conflict with the teachers they fail to lead the school because teachers resist to follow the school leaders. The calculated independent sample t-test was found to be ($P\text{-value}=0.166$) which greater than alpha level of significance and it shows us that there is statistically no significance difference between two groups responses.

Based on the item seven of table 9, teachers and school leaders were asked whether school leaders face criticism from community, stakeholder and education officers when school leaders were in conflict with teachers according their response the mean value of the teachers rated 3.77 and school leaders 3.72 which is greater than ideal mean ,so both groups agreed on when school leaders managed poorly the conflict with teacher they face criticism from stake holders and community and the calculated independent sample t-test was found to be ($P\text{-value}=0.824$) so there is statistically no significance difference between two groups response because p-value is greater than alpha level of significance .

Regarding the item eight of the above table ,teachers and school leaders were asked to respond if school leaders face insecurity and instability of work when they are in conflict with teachers and according to their response the teachers means value rated 3.98 and school

leaders 3.91 which greater the ideal mean (M=3) one can understand from here that two groups agreed on dysfunctional conflicts that occur in the school particularly the one which is between teachers and school leaders can affect insecurity and instability of the work school leaders (principals) and the calculated independent sample t-test was found to be (P-value=0.738) one can infer from here that there is no statistically difference between two groups response because the p-value is greater than alpha level of significance

Concerning the last item of the above table, teachers and school leaders were asked to give their opinion whether Low job performance and quality education can be one outcome of dysfunctional conflict which can have negative impact on school leaders, in respect to their response the mean rating found is 3.91 for teachers and 3.81 for school leaders, their mean average is greater than ideal mean average (M=3) and the independent sample t-test was found to be ($p=0.563$) which refers to that there is no statistically significance difference between two group responses because the p-value is greater than alpha level of significance 0.05.

(Düşükcan, 2003), in this context, it is imperative to take necessary precautions to ensure conflicts are not experienced in a degree that would negatively impact teachers and head teachers. If the conflicts is not managed well it might affect the school generally and leaders particularly adversely in terms of poor performance, lack of cooperation, mistrust, fail commitment to work, wasting of resources and productivity (AbdulAziz, 2010).

Interview from woreda education head:- *“ As my opinion as a education manager what I have observed are school leaders when they felt conflict with the teachers they become demoralized, mistrust, miss communication with teachers, kill their time solving the conflicts and finally they fail commitment of work as a result they sometimes ask us resignation from the work”.*

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final part of the thesis, deals with the summary of major findings of the study, the conclusion reached and the recommendations forwarded based on the findings of the study.

5.1. Summary

The main aim of the study was to assess conflict management strategies of school leaders in secondary and preparatory schools of Liban Zone. In addition, it was aimed at devising the proper strategy for effective management of conflict in secondary and preparatory schools of Liban Zone. In order to achieve the objectives, efforts were made to seek possible answers for the basic questions; which is the types of conflict, the sources of conflict, outcomes of conflict and conflict management strategies used by school leaders. The basic research questions were as follows;

1. What are the types of conflict in the schools of the study area?
2. What are the sources of conflict in the schools of the study area?
3. What are the outcomes of conflict on school operation in the study area?
4. What are the conflict management strategies used by leaders in the schools of the study area?

The descriptive survey design was carried out for detailed analysis of the data and the findings for the basic questions. Random sampling technique was also used to provide a fair representativeness of the sample schools found in Liban zone. The subjects of the study were sixteen principals (main and vice), 44 teachers, 16 department heads, 8 unit leaders, 4 woreda education office heads and 4 PTSA. In an attempt to seek for appropriate solutions, the researcher reviewed a related literature. Moreover, a questionnaire was used and interviews were conducted.

In doing so, effort was made to answer the basic questions by analyzing the data collected through questionnaire and interview. Regarding the analysis of the data, the statistical tools

employed were percentage, frequency, mean value, standard deviation, t-test through using SPSS software version 20. Therefore, the findings of the study are presented as follows:

Intrapersonal, interpersonal, intra groups and inter group conflicts were found as mostly the conflicts types which accrued in the selected secondary and preparatory schools of Liban zone. Concerning the major causes of conflicts, the findings of the study revealed that cause of intra personal conflicts in the school to be inappropriate demand of capacity, poor performance evaluation system, individual difference, workloads, self disagreement, emotional disability and lack of clearly stated task.

The findings also revealed that the major source of inter personal conflict were communication problems/barriers, perceived differences, competition for un adequate resources, grievances and power struggle ,all of them were the major cause of conflict which took the highest magnitude for the expansion of conflict between teachers and school leaders in secondary and preparatory schools of Liban zone .

The study also showed that the cause of intra group conflicts in the school were group composition and size, difference in understanding view points in the group, favoritism done by school leaders, lack of participative decision making and completion for scarce resources in the school. The findings of the research found that the source of intergroup were status struggle, school environment, different behavioral styles found in the groups, incompetence of school leaders and poor performance evaluation.

Regarding the conflict management strategy used by school leaders the study revealed that Compromising, forcing and avoiding were ranked as the first, the second and the third prominently used conflict management strategies used leaders of the schools under study respectively. In contrast, preventing and problem solving were conceptualized as the fourth and fifth strategies consecutively.

The dysfunctional impact of conflict on school leaders were the main concern of the study the most experienced impacts in secondary and preparatory schools of the study area include lower morale, mistrust, broken relationship between leaders of the school and teachers, fail to

lead the school, resource (time, financial) wasting, inferiority complex, criticism from stakeholders and insecurity/instability of work and decrease job performance and quality of education.

Regarding the interview, in the study most of the interviewers suggested that intra, inter personal conflicts and intra group, intergroup conflicts exists in the secondary and preparatory of Liban and the major source of conflicts in school they suggested were competition for scarce resource, power struggle, interdependence, difference in behavioral style, late coming, poor performance evolution, lack of participative decision making. Concerning their opinion , the interviewers also suggested that forcing, avoiding and compromise style were the most conflict management strategies used by school leaders and the dysfunctional impact of conflicts on school leaders were wastage of resources ,miss commitment to work, broken relationship, stress.

5.2. CONCLUSION

Based on the response that has been expressed by different respondents and the findings, the Following concluding remarks were done .The study revealed that sex and age differences, qualification and individual educational back ground differences in the school may contribute to the occurrence of conflict between teachers and school leaders.

One of the most important issues regarding conflict is that it is inevitable in everyday life. School leaders have been adversely affected by lack of knowledge and skills on conflict management. As a result heads of school tended to manage conflict by trial and error approach because they had no specific procedures and methods of managing conflict. The conflict can have a positive or negative outcome, depending on how it is managed. For a principal to be effective in a school situation, he/she needs to learn how to create positive conflict and how to manage negative conflict. Conflicts always exist in a working environment, its total elimination from the organization cannot be thought. It's, therefore, required of the school leaders that these must be properly managed.

From the findings, it was concluded types conflicts that frequently occurred in the study area were intra personal, interpersonal, intra group and intergroup conflicts.

The major cause of the conflict based on the findings were concluded as follows, the cause of intra and inter personal conflicts in the school were difference in individual interest and organizational goals, in appropriate demand of capacity, individual difference ,poor performance evaluation, emotional instability, workloads which may lead grievances from teachers, lack of clearly stated task, poor communication and competition for un adequate resource in the school whereas, the cause of intra and inter group conflicts were concluded from the findings as fallows group composition and size, different in understanding view points of group, favoritism by school leaders, lack of participative decision making, competition for scarce resources, status struggle, school environment, different behavioral styles, incompetence of school leaders and poor performance evaluation, all of them were the major cause of conflict in the study area.

Concerning the major conflict management strategies used by school leaders, which is the main concern of this study, the finding concluded forcing, compromising and avoiding were the frequently used strategies of managing conflicts by school leaders where as preventing and problem solving were used by school leaders rarely, it can be understand here the school leaders dominate only three strategies rather considering others.

Regarding impact dysfunctional(negative)outcomes of conflict on school leaders on the findings it was concluded that when school leaders are in conflict with teachers they face the following: lower morale and commitment to work, mistrust, inferiority complex, broken relationship, time wastage, instability and insecurity of work , fail to lead the school and decrease job performance and quality of education.

5.3. RECOMMENDATIONS

Having analyzed the collected data, the presented findings on section four and conclusion, this part of the research report presents the proposed recommendations of the findings as outlined below:

In this study, the existence of conflict is evidenced by the majority of the respondents. Therefore, both teachers and school leaders should recognize that conflict is inevitable in their working situation and no one can eliminate it. It lives continually in the organization. So it is better and advisable to accept it make oneself ready to handle and manage in order to make it healthy, constructive, and smoothly to the organization.

To minimize the conflict between the teachers and school leaders, it is recommended to educational leaders to be done the following things:

Performance evaluation system should be done properly, it often leads to conflict and misunderstandings between the teachers and school leaders due to lack of understanding of the goals of evaluation on the part of teachers and the improper implementation of the issue under consideration by the people assigned to it. Some school leaders relate it to the personal characteristics of workers, and some make a comparison between teachers, instead of comparing the person with his /her performance.

Scarce resource in the school should be utilized fairly and transparency by school leaders and all school members in order to avoid conflicts between teachers and school leaders, the leaders should avoid favoritism by individuals in school instead they should treat staff equally. School leaders are recommended to distribute period equally for the teachers to avoid work load on some of the teachers which in turn can lead conflicts and grievance in part of teachers.

Since the findings mentioned the major sources of conflicts as role ambiguity which exist in the school so, to minimize that, it is recommended to school leaders and woreda education heads to make clear every one responsibility and to avoid overlapping of tasks and interdependence of some groups or departments.

It is recommended school leaders (principals) to assign groups or departments` heads that can lead them to the vision and mission. Concerning the rule and regulation of the school, it is recommended to all members of the school teachers and leaders in selected secondary and preparatory school in Liban zone to follow the rule and regulation of the school.

School leaders are recommended to use participative decision making in time when they want to do a plan or implement work or activities to avoid conflict and make every activity transparency and open to all staff members.

School leaders and teachers are recommended to communicate teachers effectively; effective communication is the responsibility of all persons in the school, leaders as well as teachers, who work toward a common aim.

Concerning incompetence of school leaders, it is highly recommended that educational mangers who have responsibility to select school leaders should assign principals who are more competent and qualified in the field of school/educational leadership in order to able to manage conflict properly.

There no one best way of conflict management technique that School leaders can use in every situation. Hence, school leaders have to be choosing the right way of conflict management strategy that can satisfy a particular conflict situation.

To minimize the impact of dysfunctional(negative outcome) conflict on leaders in the school ,it is highly recommended that school leaders and teachers to use participative decision making to avoid criticism from teachers, utilize the scarce resource of the school fairly , make clearly task for every teacher to avoid overlapping of task(interdependence) and communicate friendly with teachers.

It is also recommended that education managers/office should involve in minimizing dysfunctional conflicts before they reach stage which can cause low job performance and decrease quality of education on school generally and leaders particularly.

Finally, the research recommends that, in the future, a detailed research could be conducted to investigate more about conflict management strategies of school leaders ,educational managers in a regional level and how to be solve those conflicts.

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7. APPENDICES

7.1. Appendix A

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire Items : To be filled by teachers

Dear, sir/madam

The purpose of this study is to assess Conflict management strategies of school leaders in secondary and preparatory schools of Liban zone. This questionnaire is meant to secure relevant data to the study which is believed to come up with valuable recommendations for problems observed (if any). Therefore, your genuine support in responding to the raised questions has paramount importance for the attainment of the study's objectives. Furthermore, the secrecy of all the information that you will provide is confidential. Hence, I earnestly request you to fill the questionnaire carefully.

Thank you in advance for your cooperation

GENERAL DIRECTION

Dear respondent! Please note that:

- Don't write your name
- Put () or () mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part.

Section One: Demographic Information

1. School Name: _____
2. Sex: Male , Female
3. Age: Below 20 , 21-30 , 31-40 41 & above
4. Educational Level: Secondary Education , Diploma BA/BSC/BED
MA/MSc
6. Work Experience: 1-5 , 6-10 , 11-15 , 16 & above

Section Two: There are lists of statements describing the types of conflict in the school organizations. Thus, please indicate that to what extent you find each of them to be the types of conflicts. Give your best choice by putting (✓) under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Items	5	4	3	2	1
1.	Intrapersonal conflict					
2.	Interpersonal					
3.	Intra group					
4.	Intergroup conflict					

Aditioanl _____

Section three: The following are statements about sources of conflicts in your school, Please put a tick (✓) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Sources of intra personal conflict	5	4	3	2	1
1.	Difference in individual interest and organizational goals					
2.	In appropriate demand of capacity					
3.	Individual differences					
4.	Poor performance evaluation					
5.	Self disagreement					
6.	Emotional instability					
7.	Work loads					
8.	Lack of clearly stated task					

If you have sources of intra personal conflict which is differ from the table ,please mention and explain ?

No.	Sources of inter personal conflict	5	4	3	2	1
1.	Poor communication					
2.	perceived differences					
3.	Grievances					
4.	Competition for un adequate resource					
5.	Power struggle					

For additional information

No.	Sources of intra-group conflict	5	4	3	2	1
1.	Group composition and size					
2.	Different in understanding view points of groups					
3.	Favoritism by leaders					
4.	Lack of participative decision making					
5.	Competition for limited resources					

If you have sources of intra group conflict which is differ from the table ,please mention and explain ?

No.	Sources of inter-group conflict	5	4	3	2	1
1.	Status struggle					
2.	School environment					
3.	Different behavioral styles					
4.	Incompetence of school leaders					
5.	Poor performance evaluation					

If you have sources of inter group conflict which is differ from the table ,please mention and explain?

Section four: The following are statements about conflict management methods used by school leaders , Please put a tick (√) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Conflict management strategies used by school leaders	5	4	3	2	1
1.	Forcing					
2.	Compromising					
3.	Avoiding					
4.	Preventing					
5.	Problem solving					

If you have additional information please add it

Section five: The following are statements about Impact of dysfunctional(negative outcome) conflicts on school leaders , Please put a tick (√) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Impact(negative outcome) of dysfunctional conflicts on school leaders	5	4	3	2	1
1.	Loose of morale and commitment to work					
2.	Mistrust					
3.	Inferiority complex					
4.	Miss relationship and communication with the teachers					
5.	Time wasting					
6.	Fail to lead the school					
7.	Face criticism from the community and stakeholders					
8.	Decrease of job performance and quality of education					

If you have additional information on this issue please add it

7.2. Appendix B

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

APPENDIX 1: Questionnaire Items : To be filled by school leaders(principals,vice principals and department heads)

Dear, sir/madam

The purpose of this study is to assess Conflict management strategies of school leaders in secondary and preparatory schools of Liban zone. This questionnaire is meant to secure relevant data to the study which is believed to come up with valuable recommendations for problems observed (if any). Therefore, your genuine support in responding to the raised questions has paramount importance for the attainment of the study's objectives. Furthermore, the secrecy of all the information that you will provide is confidential. Hence, I earnestly request you to fill the questionnaire carefully.

Thank you in advance for your cooperation

GENERAL DIRECTION

Dear respondent! Please note that:

- Don't write your name
- Put () or () mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part.

Section One: Demographic Information

5. School Name: _____
6. Sex: Male , Female
7. Age: Below 20 , 21-30 , 31-40 41 & above
8. Educational Level: Secondary Education , Diploma BA/BSC/BED
MA/MSc
6. Work Experience: 1-5 , 6-10 , 11-15 , 16 & above

Section Two: There are lists of statements describing the types of conflict in the school organizations. Thus, please indicate that to what extent you find each of them to be the types of conflicts. Give your best choice by putting (✓) under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Items	5	4	3	2	1
1	Intrapersonal conflict					
2	Interpersonal					
3	Intra group					
4	Intergroup conflict					

Section three: The following are statements about sources of conflicts in your school, Please put a tick (✓) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Sources of intra personal conflict	5	4	3	2	1
1.	Difference in individual interest and organizational goals					
2.	In appropriate demand of capacity					
3.	Individual differences					
4.	Poor performance evaluation					
5.	Self disagreement					

6.	Emotional instability					
7.	Work loads					
8.	Lack of clearly stated task					

If you have sources of intra personal conflict which is differ from the table ,please mention and explain ?

No.	Sources of inter personal conflict	5	4	3	2	1
6.	Poor communication					
7.	perceived differences					
8.	Grievances					
9.	Competition for un adequate resource					
10.	Power struggle					

For additional information

No.	Sources of intra-group conflict	5	4	3	2	1
1.	Group composition and size					
2.	Different in understanding view points of groups					
3.	Favoritism by leaders					
4.	Lack of participative decision making					
5.	Competition for limited resources					

If you have sources of intra group conflict which is differ from the table ,please mention and explain ?

No.	Sources of inter-group conflict	5	4	3	2	1
1.	Status struggle					
2.	School environment					
3.	Different behavioral styles					
4.	Incompetence of school leaders					
5.	Poor performance evaluation					

If you have sources of inter group conflict which is differ from the table ,please mention and explain? _____

Section four: The following are statements about conflict management methods used by school leaders , Please put a tick (√) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Conflict management strategies used by school leaders	5	4	3	2	1
1.	Forcing					
2.	Compromising					
3.	Avoiding					
4.	Preventing					
5.	Problem solving					

If you have additional information please add it

Section five: The following are statements about Impact of dysfunctional (negative outcome) of conflicts on school leaders , Please put a tick (√) mark to respond appropriately to the extent to which each is applicable in your school, under the numbers which represent: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree.

No.	Impact (negative outcome) conflicts on school leaders	5	4	3	2	1
1.	Loose of morale and commitment to work					
2.	Mistrust					
3.	Inferiority complex					
4.	Miss relationship and communication with the teachers					
5.	Time wasting					
6.	Fail to lead the school					
7.	Face criticism from the community and stakeholders					
8.	Decrease job performance and quality of education					

If you have additional information on this issue please add it

7.3. Appendix C

GUIDING INTERVIEW QUESTIONS

Question to be answered by PTA heads and Woreda education heads

I. Demographic Information

1. School name: _____

2. Sex: Male Female

3. Age: Below 20 , 21-30 , 31-40 , 41 & above

4. Educational Level: Secondary Education , Diploma BA/BSC/BED A/MSc
,Others

5. Work Experience (by year ranges): 1-5 6-10 11-15 16 & above

II. Guiding interview Questions

1. What are the types of conflicts that occur in this school? Tell from your experience
2. What are the main causes/sources of conflicts among school leaders and teachers?
3. What are the management strategies used by school leaders to manage conflicts in the school?
4. Explain the negative outcomes of conflicts on school leaders
5. As education manager or PTAS head what should you suggest to adopt by school leaders to minimize dysfunctional(negative conflict) that occur in the school?

Thank You! ^