

**TEACHER-PRINCIPAL CONFLICT AND PERCEIVED
INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS OF NORTH SHOA ZONE,
OROMIA REGIONAL STATE**

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**Teacher-Principal Conflict and Perceived Influence on Students'
Academic Performance in Secondary Schools of North Shoa Zone,
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DEDICATION

I dedicate this piece of work to my mother Desi Goftuma who helped me since the beginning of my higher education to cope up with all challenges that I face.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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ABBREVIATIONS AND ACRONYMS

MoE	Ministry of Education
ORS	Oromia Regional State
PTA	Parent Teacher Association
SD	Standard Deviation

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GETU DEMIE

ABSTRACT

The purpose of the study was to explore teacher-principal conflict and perceived influence on students' academic performance in Secondary Schools of North Shoa Zon. In undertaking the study, descriptive survey research design was employed. The study was carried out on 142 teachers, 22 principals, 80 department heads, 8 supervisors, 8 PTA chairperson and 8 students' council chairpersons of eight secondary schools. This was done through stratified random sampling and available sampling techniques. Questionnaire, interview and document review were employed for data collection. The results of the data analysis were presented using frequency, percentage, mean, and one way ANOVA. The study disclosed that lack of constructive communication, unfair distribution of school activity, teacher lack of professional commitment, shortage of teaching-learning materials, teacher resistance in using new program and lack of participative decision making, on students' academic performance were the major contributed of conflict teacher-principal. Moreover, the study showed that teacher-principal conflict in secondary school negatively perceived influenced students' academic performance. In addition, the mechanisms that were most of the time used to control and minimize conflicts were avoiding, accommodating, and competing. The conclusion of the study showed that conflicts results lack of healthy communication and discussion between teacher-principal that de tolerate students learning which influences their academic performance. The influences of conflict were result in lack of collaboration between teachers and principals. In general ways by which schools were handling teacher-principal conflict was inappropriate. Recommendations of the study were; supervisors have to provide training for school principal and teacher. Woreda education offices have to provide training for teacher and principal to aware influences of teacher-principal conflict. Similarly teacher and principal have to use cooperative, collaborative and consultative conflict management strategies in managing conflicts. Therefore, it was also suggested that principal and teacher, North Shoa educational office and Oromia education bureau have to be more practical in reducing teacher principal conflicts in the study area to bring improvements in students' academic achievements.

1. INTRODUCTION

This section provides the over views about background of the study, statement of the problem, objective of the study with the research question, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

1.1. Background of the Study

Schools are social organizations with defined rules and procedures that determine the degree of activities and behavior of each member (Johnson, 2005). They have sub-units in which a wide range of activities take place to seek specific goals. The main participants in the school system are parents, students, teachers, principals, and other staff members with differing backgrounds and interests. However, the interaction of individuals and groups, in the dynamic school system may not always be harmonious, so conflict might be happened. Wherever there is interaction there is conflict (Henry, 2003).

Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Dana, 2001). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kibris, 2014). Therefore, it is essential for teachers and principal to understand the basic processes of conflict, so that they can work to maximize productive outcomes of students' academic performance and minimize destructive ones.

Teachers constitute the largest professional body in the school. They have the most contact with students throughout the day and influence their performance in school greatly. When teachers feel positive about their position, feelings referred to as teacher morale, they have tremendous positive influence on the students' academic performance and the school. The reverse is also true, when teachers have negative feelings about the principal, they may negatively influence the students' performance and the school (Mary, Gary, and Bryan, 20013). Also, teachers have the power as a group and as individuals to influence a school's

environment. It is very important for school principal to be aware of causes that influence teacher morale and how they may influence students' academic performance.

Accordingly, principals are the problem solvers rather than problem avoiders. This is because they accept problems both as challenges and an opportunity to prove their worthiness for advancement (Ghaffar, 2005). The existence and prevalence of conflicts and their traumatic effect cannot be ignored. Role ambiguity, unclear expectations or rules, unresolved prior conflicts, competition for scarce resources among teachers and principals are some of the causes that can lead to conflict in schools (Swart, 2001). It is generally accepted that the principals' positions in secondary schools require exceptional qualities for the advancement of managing conflict.

The students' academic performance is mainly based on commitment of the teachers and strong principal leadership attention to the quality of instruction that convey the expectation of all the students are expected to obtain at least a basic mastery of simple skill and the use of measure of student achievement as the basis for program of evaluation based on the issue of consistency and stability in school effect up on different over time (Obi, 2004). There are different causes of conflict in the school. Accordingly, Gonie (1998) points out factors that generate conflicts that arose in schools: dissatisfaction of some teachers and workers, unnecessarily dominating principals, dissatisfaction in performance evaluation system, lack of fulfilling transfer requests of some staff, interference of regional education administrative authorities in the affairs of the institutes. In addition, Gebretensay (2002) found out that communication problems, outdated rules and guide lines, bad work environment generate conflict.

Due to the dynamic nature of conflicts (Hanson, 1996), when one source of conflict is removed it will be replaced by another. Therefore, continuous research activities are required in the area. Local researches conducted on the causes of conflict that affect students' academic performance in secondary schools of North Shoa Zone considerable attention was not given. So, there are several problems that lead to conflicts between principals and teachers and its influence on students' academic performance. As a result, this condition calls for conducting a study on conflict between teachers and principals as it

relate to students' academic performances. The purpose of this study was to explore teacher-principal conflict and its perceived influence on students' academic performance in secondary schools of Northern Shoa Zone Oromia Regional State.

1.2. Statement of the Problem

The nature of the schools activity atmosphere is a key determinant of whether school would realize its mission and vision that achieving its goals and objectives (Fabuimi and Alimb, 2010). When the atmosphere is in conflicts, the teaching learning process will be affected in the schools. The students' academic performance will be influenced either positively or negatively depending on how the conflicts are treated. Basically, conflict is not a problem but the way of handling is a problem. Carter (2008) pointed out that conflict received through dialogue and persuaded to the peace without further problem occurs, so more attention given for how conflict should be treated.

There are several cause of generating conflict between teachers and school principal in secondary school. According to OREB (2002), lack of professionally committed educational leaders in preparing participatory planning, follow up and evaluation system for the package of quality education, unnecessary relationship between teachers and students were the main causes of teacher-principal conflict. In another words, from the preliminary observation made by the researcher in North Shoa Zone secondary schools, conflict between teachers and principals reflects in different forms. For example, teachers seem reluctant to obey the rules. Principals also pressurize teachers for an interrupted working of the students' performances. Most effort to principals has the attitude that conflicts influence their life negatively. Hence, they consider conflict as destructive and try to apply their maximum eliminate it rather than handling it carefully. According to Holt (1993) the aspects of conflict which leads to conflict between teachers and principals include hostility, negative attitude, antagonism and aggregation rivalry between principals and teachers. Most of the teachers and principals might be unable to know and identify the views of conflict and its sources clearly. Besides this, there could be lack of clear and standardized strategies of conflict management in the schools.

Some local studies have been conducted regarding teacher-principal conflict in secondary school. For example Gebretensay (2002) carried out a study on factors generating conflict in Ethiopian schools. Fikru (1993) also did a research on conflict generating factors and found out such as: role dissatisfaction of some teachers and workers, dissatisfaction on performance evaluation and improper payment of part-time work of the staff. In addition to these, Tilahun (2011) carried out a study on teacher-principal conflict found out that, poor performance evaluation system, poor work environment, out dated rules and directives same causes of conflict between teacher and principal in secondary schools.

As stated above idea, there were some studies conducted in the area of conflict but they did not emphasize students' academic performance. In secondary schools of North Shoa Zone, there are several dysfunctional conflicts occurring between principals and teachers pertaining to students' academic performance. So, these way need to look into conflict between teacher-principal with the intention to examine its influence on students' academic performance in this study. The main purpose of this study, thus, was to explore teachers-principal conflict and its perceived influences on students' academic performance in government secondary schools North Shoa Zone Oromia Regional State.

1.3. Basic Research Questions

The study was intended to give answers to the following basic research question.

1. How do teacher and principal view the influences of conflicts on students' academic performance in secondary school of North Shoa Zone?
2. What are the main causes of teacher-principal conflict in secondary schools of North Shoa Zone?
3. How the teacher and principal conflict perceived influence students' academic performance in secondary schools of North Shoa Zone?
4. What are the strategies used to manage teacher-principal conflict in secondary school of North Shoa Zone?

1.4. Objectives of the Study

This topic provides the over views about general objective and specific objectives of the study.

1.4.1. General objective

The general objective of the study was to explore teacher-principal conflict and its influence on students' academic performance in secondary schools of North Shoa Zone.

1.4.2. Specific objectives

Specifically, the objectives of this study were to:

- Investigate the views of teacher-principal conflict and its influence on students' academic performance in secondary schools of North Shoa Zone.
- Identify the main causes of teacher-principal conflict in secondary schools of North Shoa Zone
- Examine the perceived influences of teacher-principal conflict on the students' academic performance in secondary schools of North Shoa Zone ; and
- Find out possible strategies for managing teacher-principal conflict in secondary school of North Shoa Zone.

1.5. Significance of the Study

Schools are the major social institutions where teaching and learning process takes place. Therefore, problems which influence the students' academic performance need to be carefully examined; appropriate strategies also need to be identified by educational managers'. Therefore, this research was believed to have the following benefits:

First, it generates essential data that could be employed to device appropriate strategies and measures to address the causes of teacher-principal conflicts in secondary schools of north Shoa zone by making awareness creation program in the school. Secondly, it provides insight to school principals, teachers, students, supervisors and concerned educational authorities on the magnitude of the problem and helps them to know causes and adopt

appropriate strategies to effectively manage conflicts, by preparing consultant meeting with woreda educational office. Thirdly, the study might help show the negative or positive influence of conflict on students' academic performance and the well being of the school, by preparing training with school supervisor. Finally, it provide information for interested researchers in the field and initiate for further study on teacher-principal conflict and its influence on students' academic performance by providing soft copies.

1.6. Delimitation of the Study

It was more useful to investigate teacher-principal conflict and its perceived influence on students' academic performance in secondary schools at regional level as this provides complete picture than what a zone does. However, this was practically difficult for various resource constraints needed to undertake the study at regional level. Therefore, it was logical to delimit the study to North Shoa Zone of ORS because of the researcher knowledge about this zone was best relative to the other zone in his teaching and principal ship experiences.

In North Shoa Zone there are fourteen woredas. Since the zone is wide and difficult to include all Woredas in the sample, the researcher delimited the study to eight Woredas by using simple random sampling technique. The researcher also delimited to causes of conflicts,' the views of conflicts,' perceived influence of conflict on students' academic performances, and the strategies used to manage conflict.

In order to get information for this study, three basic instruments were used. These were questionnaire, interview and document review. In terms of participants, the studies were delimited to principals, teachers, department heads, supervisors, PTA chairpersons and students' council chairpersons. The sample techniques of the study were delimited to stratified random sampling techniques and available sample techniques. The methods of data analysis were delimited to frequency, percentage, mean and one way ANOVA. Finally, the study did not go beyond exploring teacher-principal conflict and its perceived influence on students' academic performances in government secondary schools of North Shoa Zone.

1.7. Limitation of the Study

Admittedly, this study has some of limitations. The limitations of the study were shortage of time. Some teachers were reluctant to respond to the questionnaires which were designed for the study, and they did not return them at all.

1.8. Definition of Key Terms

Academic performance refers to the requirement that all students maintain a satisfactory academic record and meet the obligation of the courses in which they are enrolled

Conflict management is a way in which principals or others take an active role and intervene in conflict episode in secondary schools.

Influence is refers to negatively or positively affect students' academic performance.

North Shoa Zone is the levels of government administration that is below region and above woreda or subdivision of a region that consists of some numbers of woredas.

Perceived is understanding or thinking negative or positive influence students' academic performance

Principal is the one who is the head of the school, the school leader who has the most opportunity to exercise leadership in a school and both include principal and vice principal (Drysdale, Gurr, & Mulford, 2006).

Secondary schools: refers to the schools system established to offer two years of general education (grades 9-10) according to ministry of education (MoE, 1994).

Teacher-principal conflict is disagreement or opposition of ideas between teachers and principals. A clash of interest, action or instruction often sparks a conflict.

2. REVIEW OF RELATED LITERATURE

The purpose of this section is to give a clear understanding of the nature of the problem being investigated, which are teacher-principal conflict and its perceived influence on students' academic performance in secondary school. Accordingly, this part of the study was focus on the concept of conflict, views, and sources, perceived influences of conflict on student academic performance and conflict management strategy and the roles of principals in conflict management.

2.1. Concept of Conflict

In the vast body of scientific literature, there is no consensus on specific definition of conflict. There is general concurrence, however, that two things are essential to any conflict. That are divergent or apparently divergent views and incompatibility of those views (Johnson, 2005).

Conflict refers to a situation in which person or group disagree over means or ends and try to establish their interest in preference to others (Ayalew, 2000). In addition to this, Henry (2003) states that conflict is perceived or experienced incompatible differences within the individual or between two or more individuals which may lead to some or other form of opposition. Furthermore, a conflict may be defined as the pursuit by two different persons of goals that are incompatible so that gains by one person must inevitably come about at the expense of the other (Dana, 2001). Similarly, Miller and King (2005) idea conflict as a disagreement about the allocation of scarce resources or clashes regarding goals, values, and so on can occur on the interpersonal level.

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). Accordingly Justino et al. (2013) defined that conflict is opposition arising from disagreements about goals, thoughts or emotions within or among individuals, teams, departments or organizations. Conflict is any situation in which two or more person's or groups perceive that their goals are incompatible, conflict is a dynamic process of interaction between two or more people

or groups competing for rare resources, whose conflict objectives or needs have irreconcilable standards.

Conflict is universal in human affair and it is natural. Conflict, to differing degrees, occurs daily in every one's life (Carter, 2008). Conflict is not necessary good or bad or conflict is not always bad for an organization or for an individuals. 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 not handled properly and efficiently conflict can leads to physical and emotional violence (Henry, 2003).

In school, when people work cooperatively and harmoniously with collaborative effort, it is true that for conflict to occur. Thus conflict is present in all human experience; it is becoming an important aspect of organization behavior in education. That is why management scholars are interested in studying organizational conflicts in recent time (Miller and King, 2005). In short, to accomplish teaching learning activities teachers and school principals are the one that interacts and their working condition is interdependent. This interdependence or interaction doesn't always go smoothly (Abdul, 2010). It may lead to conflict between them. Therefore, without negatively influencing student academic performance, school principal and teachers have to understand and handle conflict properly.

2.2. Views of Conflict

The various people and subunits that make up an organization develop different and highly specialized ways of viewing their work and the work of other group. When these different groups interact during the course of everyday activities, there is also the potential for conflict. The manner in which managers view and treat conflict has changed measurably from time to time from past to present (Ghaffar, 2005).

In the past time, the existence of conflict is viewed as evidence of breakdown in the school failure on the part of management to plan adequately and/ or too exercise sufficient control. In human relations view, conflict is seen in an especially negative light as evidence of failure to develop appropriate norms in the group (Owens, 2004). In addition Ayalew

(2000) indicated that the human relation movement implied that conflict is inherently undesirable and should be replaced by harmony, cooperation and stability.

Furthermore, Holt (1993) state that for many people the word conflict have a negative connotation such as war, destruction, aggression, violence, completion, and a malfunctioning of the organization or the individual. For others, the word has positive connotation, such as excitement, intrigue, adventure and challenge. Other people respond to conflict with mixed feeling, this is probably the most realistic point of view of conflict for a manager (Ayalew, 2000). Generally conflict is destructive when it continues or increase social disorganization or damaging to individual personalities. Conflict is constructive when it can serve as the impetus for growth in human relations and for bringing about desirable change (Mary et al., 2013). Let's take a closer look at both of this view.

2.2.1. The traditional view of conflict

The traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. In fact the term conflict was used synonymously with the term violence and destructions (Tesfaye, 2002; Robbins, 2000). The traditional administrative theory has been strongly biased in favor of the ideal or a smooth running organization characterized by harmony, unity, coordination, efficiency and order. They seek to achieve this through happy and congenial work group and control and strong organization control (Owens, 2004). The old line, traditional approach views conflict as something to be avoided, something caused by personality conflict or a failure of leadership and something that should be resolved only by separating physically the conflicting parts or by a superior's intervention (Ghaffar, 2005).

According to Swart (2001) most principals have traditionally viewed conflict as a problem to be avoided, whereas, Miller and King (2005) argue that the traditional views of conflict was that, conflict was unnecessary and harmful. In addition Tilahun (2011) stated that majority of the school leaders have traditional views on conflict. They believed that conflict would develop only when principals failed to apply conflict management principles. School principals and board of education in general try to avoid conflict. This is understandable because conflict makes administrators and board members feel uncomfortable and

excessive conflict may cause breakdown in the school system. Some conflicts on student performance in a school system are destructive and should be avoided if possible (Mutsotso, 2004).

Even 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 (Everard and Morris, 1995). In general 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.

2.2.2. The constructionist view of conflict

According to constructionist point of view, conflicts in organizations like schools are inevitable and every necessary no matter how the school is designed and operated. Murphy (1994) suggests that principal have begun to realize that conflict has positive and negative aspects. Desirable education innovations are frequently by conflict. Interactions among different elements of a living social system frequently accompanied by conflict are the political activities that keep a school system in a state of dynamic equilibrium. A state of dynamic equilibrium facilitates the attainment of desirable students' goals and also the satisfaction of the number of the system. Therefore, conflict in a social system may be beneficial as well as destructive (Miller and King, 2005). In addition, Gebretensay (2002) argue that school managers and teachers conflict could create new ideas if it is properly managed.

Constructionist perspective views, the conflict opinion that is free, harmonious and cooperative organization lends to become stagnant and no responsive to change and advancement. They suggest that not only accepting conflict but also encouraging it. Therefore, it is necessary for managers to address minimum level of conflict to maintain an optimal level of students' performance. They suggest conflict is necessary condition for both individual and organizational progression. They encourage managers to embrace conflict and use it for continuous transformation (Fisher, 2000).

Table 1. Old and current conflict (Stoner and Freeman, 1989)

Traditional view (negative)	Interactionist view (positive)
Conflict is avoidable.	Conflict is inevitable
Conflict is caused by management errors in designing and managing organization by trouble markers.	Conflict arises from many causes including organizational structure, unavoidable difference in goals, differences on perceptions and values of specialized personnel, and so on
Conflict is disruptive of the organization and prevents optimal performance	Conflict contributes to and detracts from organizational performance in varying degrees.
The task of management is to eliminate conflict	The task of management is to manage the level of conflict and its resolution for optimal organizational performance
Optimal organization performance requires the removal of conflict.	Optimal organizational performance requires a moderate level of conflict

As the researcher's opinion, the school principals and teachers in order to get the maximum benefit out of conflict should have the understanding of conflict as destructive aspect. Conflict by itself is neither good and nor bad, but the way or the manner in which it is handled makes it bad destructive and good/ constructive. So the school principals and teachers should be systematic when to inject some level of conflict strategically in to school and careful in handling it properly and efficient in its management to get the maximum benefit out of it.

2.3. Causes of Conflict

According to Robbins (2000) conflict does not appear out of thin air. It has causes. These causes can be managed consciously and unconsciously that is, positively or negatively. The causes for the occurrence of conflict are many and diverse. According to Erasmus et al. (2000) conflicts arise over substantive issues such as work methods, pay rates and conditions of employment or can arise from interpersonal issue such as personality conflicts and misconception. Hanson (1996) explains that the sources are rooted in compatible goals

cognition differing viewpoints or emotions. Furthermore, Calitz et al. (2002) affirms that conflict arise because of differences in opinion or performance due to role perceptions, leadership style differences, clash over ethical issues, and disagreements about norms. The potential source of conflict concerned with the particular requirement for decision making used by each of the interacting groups. Two aspects are related to decision making requirement: degree of task uncertainty and the availability of resources (Henry, 2003). Despite the different causes and categories of conflict the major causes of teacher-principal conflict on students' academic performance in secondary schools are:

2.3.1. School related cause of conflict

It is common that the school condition can contribute to conflict between teacher and principal no students' academic performance. This school related cause such as; scarcity of resources; inappropriate structural design of the school activities and lack of human resources. According to Wheeler (2005) structural factors related to the school cause conflict. For instance, the size of the school correlates with the amount of disputes. That is the larger the school, the greater the number of differences and the higher the degree of conflict intensity. School bureaucratic characteristics like the degree of specialization correlates with conflict. While people like educators are dissatisfied or cannot realize their status aspirations, they can compensate for it by fostering discord within the school. Principals who are authoritarian but have low self-esteem tend to misinterpret the behavior of others and initiate conflict. Interest groups with different goals will run into differences at times. A situation is at times also provoked by a divergent perspective (Hunt, 1992). These conflicts arise due to issues related to the structural design of the school as a whole as well as its sub-units.

Chandan (2003) indicate that over load working causes of conflicts in educational administration with teachers who are unmotivated in their work. Some teachers go into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Philips (2000) affirms this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the

centre of blame. He or she will not get anything done without running into trouble with the teacher.

In school shortage/ limited number of resources create conflict between teacher-principal. According to Wheeler (2005) competition can take the form of two individuals trying to outperform each other. Competition can also erupt over a struggle for limited resources. This can lead not only to a lack of co-operation but to open conflict as well. Conflict can also arise from competition for awards associated with performance. Should principals manage this competition correctly, it can generate positive results enabling interpersonal relationships and commitment among educators to improve; learners to perform to the best of their ability within limited resources. In addition, Plunkett and Attner (1997) resources may include materials, money, people or information often organizational units are in competition for scarce or declining resources. This creates a situation where conflict is unavoidable. For instance if the school administrators cannot provide the necessary facilities (furniture, conducive classroom, books etc). It is difficult to organize and manage classroom properly. On the other way if a teachers applies inappropriate method and loss attention, and that leads to behavioral problem.

Nothing a part of conflict is better, so it is all teachers and principals' contribution is expected to minimize conflicts through all stakeholder engagement. This conflict arises from teacher or principal with them. In school level the causes of conflict is structural design of the school, limited of resources, over load work, lack of clear tasks etc. where conflicts around these area is not controlled well enough it has high risk because there are members near to the group. In any direction principals are expected to be keen looker after, monitor and supporter in any gaps conflicts arises and show essences of conflict. If not soon managed it harm trust of school by community, reduces students' academic performance, and reduces relation among conflict parties.

2.3.2. Principal related cause of conflict

Some principals run into conflicts with other teachers because of the way they view their office. Their leadership style either excludes teachers in running of the school or oppressed the teachers. Supports this Fabunimi and Alimba (2010) view by indicating that some

principals tend to be taken up by the status of their position and occupy its authority and privileges. He emphasizes that such teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behavior when under attack. The teachers who have different notion of such leadership are perceived to be perverse. Teachers are seen as impractical if not trouble makers while students as naive, mischievous and easily influenced to commit acts against the teacher. Rono (2000) adds that such tendencies undermine the performance of students in schools. In addition Tilehun (2011) stated that principals were not in a position to use the different conflict resolution methods rather; they simply apply bureaucratic rules such as disciplinary measures to resolve conflicts. Poor management behavior is the main cause of conflict in schools (Fabunimi and Alimba, 2010).

According to Deutsch & Coleman (2000) communication problems may also cause conflict. The difficulties involved include noise, semantic differences and insufficient exchange of information. Any distortion of information for either the sender or the recipient may cause unnecessary conflict. In addition Gebretensay (2002) communication problems, poor work environment, out dated rules and directives and the incompetence of educational managers to deal with conflicts were the major ones sources of conflict. Steyn et al. (2003) share these sentiments by saying that communication is seldom perfect, and imperfect communication may result in misperception and misunderstanding. Because the receiver is not listening actively, he may simply misunderstand the sender. The results can be a disagreement about goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague.

Principals lack of participates teacher that should take places in decision making its make conflict. The argument is supported by Erasmus et al. (2000), who posit that the teacher has to decide on the allocation of scarce teaching and learning materials, enrolment of students, employment of teaching and non- teaching staff, the introduction of a new curriculum, student and staff discipline, staff training and methods of improving pedagogy. The teacher may decide to involve others or not. In the case of the former conflicts are bound to arise (Mary et.al, 2013). Further, personal expectations held by teaching staff also may differ considerably, from the principal's expectations. These differences in perspective

subsequently led to conflict between the two groups and the resignation or reassignment of those teachers finding the situation intolerable. Teachers who are excluded in the decision making may lack the morale to prepare students adequately for performance (Henry, 2003).

2.3.3. Teacher related cause of conflict

The existing literature revealed that conflict between the principal and teachers also arise from teachers' in discipline or non -performance. Some teachers are forced to teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and says that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students 'work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal. Tilahun (2011) reported that the lack of professional commitment i.e, everybody running after his/her benefits, was found to be the cause of teacher related conflicts. According to Burden (2003) discusses that teachers sometimes needlessly create disciplinary problems by the way, they manage and conduct their classroom.

New programs/ technologies in schools are often the cause of a lot of tension as teachers with 20 or more years experience do not adapt well to change. They are often reluctant to start teaching in a different way. Some examples of this include: Whole language programs, resource-based learning, teaching according to expectations, rather than covering a specific textbook from cover to cover, problems from the top down. When a principal is used to running the school a certain way the school board hires a new superintendent, things are likely to change. The superintendent puts pressure on the principal to change the way things work in the school. These changes create conflict among teachers who are not willing to change. The result could be that the school board officials come into the school to try to resolve the problems. This only creates more conflict (Fisher, 2000).

Teachers' low interest or negative attitude towards assessment has contributed to poor assessment practice. In light of this, Burden (2003) reviewed that teachers have negative attitudes towards test used in such a way as to have what they perceive as negative consequences for their students. During teacher providing poor continuous assessment he/she conflict with students' as well as with principal. In general, teachers seem to unknowingly creating problems by their leadership style, handling classroom and by their method of instruction and providing poor continuous assessment. In other, the teacher can be careless of disciplinary problems by their poor personality and poor teaching skill.

2.3.4. Individual related cause of conflict

Robbins (2000) says conflicts can evolve out of the individual who idolizes personal value systems. The emotional relationship between some people makes it hard for them to work together. Factors such as background, education, experience, and training would lead each individual to have a unique personality with a particular set of values. The result is people who may be perceived by others as abrasive, untrustworthy, strange, or difficult to work with. These personal differences can create conflict. Interpersonal relation, there are some people you an instant affinity to while other dislike you immediately. There is a high potential for conflict between people with different values, different preferred ways of behaving and different views of the world (Ayalew, 2000).

Most of the time conflicts happen in the different way in which people teachers follow reality, as not all of them perceive the same reality and conflict appear due to the fact that we do not see the same reality. So, Perception is the specific way in which each person experiences the world around him. Although two educators are faced with the same situation, each educator would experience the situation differently because they experience the reality subjectively. Values, attitudes, expectations and needs influence the teacher's perception of her situation in the school. Groups can come into conflict because of different objectives and incorrect perceptions (Van der Bank, 1995).

In many situations, the achievement of one person's objectives blocks the achievement of another's objectives. Both people may have the same objective, but only one may attain it. Deutsch & Coleman (2000) suppose for instance, a new office becomes available. Two

heads of department want the office, but it can only be allocated to one. Another example of objective inference might be the principal who wants to produce the maximum number of learners passing without worrying about the quality of the education they obtain (Mondy and Premeaux, 1993).

2.4. Influence of Conflict on Students' Academic Performance

Conflict is an inevitable fact of human existence. It is inevitable in the schools, where individual and groups interact to produce complex outputs. It can often negative influence at one time and it may be positive influence at other time. It is well understood and managed effectively: it can improve both satisfaction and productivity student performance. Therefore, conflict can result in to negative or positive outcomes depending on the approach taken to treat it (Fisher, 2000).

Conflict is not always destructive, it may be a motivator. When it is destructive however, principal need to understand and do something to deal with it. A rational process for dealing with conflict should be programmed and include a planned action response on the part of the manager or organization, rather than relying on a simple reaction or a change that occurs without specific action by the management (Everad, 2004).

Cooperative procedures involving group operation will very frequently result in conflict both within a group and among different groups. This is especially true if the membership of a group was deliberately selected to represent different points of view. However, conflict itself if properly understood and handled, may present an opportunity for growth student performance. Therefore, conflict can either be positive or destructive (Mary et al., 2013). In addition to this, Hellrigal and Slocum (1996) view conflict in a balanced manner. That is conflict has both constructive and destructive aspects and hence it has to be managed effectively. Because proper management will minimize the destructive affects and maximize the productive effect of conflict.

2.4.1. Negative influence of conflict

The negative influence of conflict occurs when the interaction between two or more parties hinders the achievements of the goals or objectives of the other party. Some conflicts are so

severe, long lasting that they drain of energy and resources of the school. It negatively influences the physical emotional wellbeing of the individuals involved. It involves strong emotional forces of involvement, self esteem, beliefs, and values and causes feelings of anxiety guilt, frustration, hostility, distorted perception, negative stereotyping, decreased communication, lack of trust, decreased cooperation, decreased cohesion and productivity (Ayelew, 2000).

Steyn *et al.* (2003) show that school management conflicts resulted into much negative influence. The negative influence of conflicts included, wasted time on conflicts, low employee motivation, lower productivity and increased legal costs. The school managers usually spent most of the time dealing with conflicts. That resulted into a lot of wastage of time, and decrease student performance. Owens (2004) describes frequent and powerful hostility arising from conflict can have a devastating influence on the behavior of student in the school. It can result into psychological and physical withdrawals such as alienation, apathy, indifference, absence, tardiness and turnover as consequences of severe conflict.

Conflict when unresolved leads to students absenteeism in class which influence academic performance, higher teachers absenteeism which influence performance of students, conflict causes poor quality of education, conflicts can causes principals turnovers, leading to leadership disruption which interfere with students academic performance, conflicts causes pupils or students retention and enrolment crisis influencing performance, conflict at individual or school level causes destruction of schools properties, teaching and learning materials and conflict causes school interfere with learning calendars (Smith, 2003).

Prinsloo (2002) identified the following negative influence of conflict between the conflicting groups. These are: hostility and negative attitude increase, negative stereotypes become dominant, communication between groups decreases and, the other groups activities are closely monitored to check for illegal activities that serve to verify the negative stereotypes. Hunt (1992) lists about six consequences of the negative impact of conflict. These are: prevent members from seeing task at all, dislocate the entire groups and produce polarizations, subvert the objectives in favor of sub-goals, lead people to use defensive and blocking behavior, result in the disintegration of the entire group and,

stimulate a win-lose conflict. Accordingly Albert (2001) in his study that conflicts unresolved conflicts among the principals and teachers can affect the organizational performance and lead to no-attainment of the educational goals and objectives resulting poor academic performance,

Kibris (2014) identified the following negative influence of conflict divert time and energy from the main issues, delay decisions, create deadlock, drive un-aggressive committee members to the sideline, interfere with listening obstruct exploration of more alternatives, decrease or destroy sensitivity ,cause members to drop out or resign from committees. Arouse anger that disrupts a meeting, interfere with empathy, leave losers resentful, incline underdogs to sabotages, provoke personal abuse and cause defensiveness.

Generally as opinion of the researcher, the student performance needs a system of social interaction. Conflict is inevitable in any work environment. so the negative outcome of conflict mentioned above in the literature findings can occurs in school like any other organizations. However, conflict is not merely destructive but can also a useful tool in stimulating creative solutions to problems. What makes conflict productive or destructive is the way it is handled. The school principals in order to minimize the negative influence of outcomes and maximum the positive influence of outcomes should be competent and skillful in accepting the unavailability of conflict and its proper management.

2.4.2. Positive influence of conflict

Conflict is not always bad for students' academic performance or for an individual. Even absence of conflict indicates that the success of the status quo interest, abdication of responsibility lack of interest or lazy thinking and the absence of collaborative interaction among the members. So the existence of conflict collects the fact that a large degree of cooperation present in a well managed organizations (Eevered et al., 2004; Carter, 2008). Conflict in the sense of an honest difference of opinions resulting from the availability of two or more possible course of action is not only unavoidable but also a valuable part of life, because conflict management ensures that different possibility and courses of action. If managed properly in a creative manner. It can result

into the satisfaction and growth of the parties involved. Because and more creative outcomes (Fisher, 2000).

Conflict is often needed. Because it: helps to raise address problems, energizes work to be on the most appropriate issues, helps people to be on the most appropriate issues, help people “be real” it motivate them to participate and, helps people learn how to recognize and benefit from their differences (Graffar, 2005). When properly and effectively managed conflict can result in to the following positive emotional influence within and between the groups involved. This are stimulate creativity, encourage flexibility, increase group cohesiveness, increase motivation to improve, improve quality decision made, increase productivity, improve quality of work, increase loyalty, increase acceptance of autocratic leader, increase emphasis on tasks accomplishment, decrease tension, more appropriate adjustment of tasks and resources and etc (Ayalew, 2000). In addition, (Schermerhon, 2001) suggested that it is possible to infer that teachers and principals have common believe on this issue as conflict can create better working climate, development and change.

The positive outcomes of conflict should be encouraged for the overall development of the student performance and the members of the school so the researcher suggested that school principal should be tasteful to interject the destructive conflict in to the school and to minimize or eliminate the destructive conflict. One should know that, a positive influence of outcome of conflict is the result of good management. Although there is no one best conflict management methods that first to all situations. The school principals must be able to choose the most appropriate conflict management style for a particular situation to maintain the positive outcomes (Johnson, 2005).

2.5. Conflict Management Strategies

Conflict management has become an integral part of an effective management style. The principal can no longer ignore it and should make provision for handling and solving conflict within the context of the school. Unresolved conflict can be viewed as a significant barrier to teaching learning process. An environment, in which conflict is resolved

effectively, facilitates the learning process, thus enabling the school to more effectively meet its primary goal (Sayed, 2005).

Therefore, to introduce effective conflict resolution mechanisms in to organizations, it is vitally important that all the concerned managers focus on the root causes of conflicts rather than on the effects. As indicated before, conflict can have a number of sources in school activity and it is unlikely that conflict can never be eliminated entirely. As a result, the way conflict is managed and resolved can have important implications for student's effectiveness. Unfortunately, many managers find it difficult to deal with conflict. However, it is better for managers to stimulate healthy competition while reducing undesirable conflict. Except in some situations where conflict can lead to competition and creativity, in most cases conflict is destructive in nature. Therefore it should be resolved as soon after it has developed as possible. But it is advisable for managers to make an effort in preventing it from developing (Chandan, 2003). Chandan lends us general ideas as to how we deal with conflicts.

According to Chandan (2003) there are four guiding principles that are used for the management of conflicts. Preventing conflict: - According to Schein in Chandan (2003), four preventive measures are taken in the management of conflict: Goal structure- goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the organizational goal must be clearly identified. Reward system- is also fair compensation system must be there in order not to create individual competition or conflict within units of the organization (Rahim, 2001). Trust and communication- is the greater the trust among members of unit, the more honest and open the communication among them would be, individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary, and Coordination- properly coordinated activities reduce conflict.

Resolving Behavioral Conflict is five primary strategies for dealing with and reducing the impact of behavioral conflict are identified: Ignoring the quarrel- in certain situations, it may be advisable for managers to play a passive role and avoid it all together (Johason, 2005). The parties involved in the conflict may themselves prefer to avoid conflict.

Smoothing- is simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself. Compromising is also in dealing with compromising each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies. Forcing- is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party (Wheeler, 2005). This technique is effective in situations, such as firing a trouble-maker and conflict creating managers by the president of the company, and Problem solving- is technique involves" confronting the conflict" in order to seek the best solution to the problem. This approach objectively assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved, through discussions and respect for differing viewpoints.

In general, this technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as those that are based on differing value systems, where it may even intensify differences and disagreements.

Robbins in Chandan (2003) suggested some specific techniques for inducing conflict written point managers who support change. Some highly authoritative managers are very conservative in their outlook and tend to suppress opposing viewpoints. Accordingly, change-oriented managers should be selected and placed in such positions which encourage innovation and change from the status quo, encourage competition; competition, if managed properly can enhance conflict which would be beneficial to the organization; such competition can be created by giving incentives to performance, recognition of efforts, bonuses for higher performance and status enhancement Furthermore, different strategies of conflict management described as the following:

Avoidance or withdrawal- Avoidance is a decision to do nothing. It is assumed that if the situation is ignored, the conflict may resolve itself without requiring any personal involvement. This attempt to maintain neutrality often annoys both parties, but it can be a useful technique for "cooling off" parties or preventing disputes about unimportant matters.

Avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains (Truter, 2003). The principal can use this style, when both parties involved regard the issue as a minor one when the possible damage and cost that the conflict can cause outweigh the benefits of a solution, when additional time is required by both parties to cool off.

Dominating or competitive- is known as a win-lose situation. The manager of this style is characterized by assertive and uncooperative in attempts to resolve conflict. There is a high concern for self and low concern for other. Seeks to reach or achieve one's own goals by ignoring the other. Power is used to achieve submission to win. This approach may be appropriate when quick, decisive action is needed during emergence (Owens, 2004). When issue is not important to you, both parties are powerful, decision does not have to be made quickly and subordinates poses high degree of competence (Robbins, 2000). Gerbetensay (2002); Tilahun (2011) suggested that conflict resolving mechanisms in secondary school, forcing method was the highest degree of applications.

Integrating /Collaborating- This style may be labeled as one of co-operation and win-win because the conflict is not colored by personal opinion, and a sincere and true attempt is being made to find a correct and real solution. The educational leader plays a dynamic management role in creating the correct climate for co-operation, and training people in communication skills and group dynamics (Saddler, 1998),

Accommodating - is a person responding the way tries to observe conflict by ignoring, covering up, or playing down differences with the other person. Self interest is ignored to satisfy the other's concerns. Tactics and strategies employed are to apologize and make excuses, be silent, use a soft, hesitant voice, and conform to ideas of the opposing party. The obligor tends to avoid eye contact, display nervous body movement, and maintains a closed body posture (Johnson, 2005).

Compromise- is probably the most widely used technique for resolving conflict. Compromise can be generated internally as in a problem-solving session, or it can be externally generated by a third-party mediator or arbitrator. Compromise does not result in clear winners and losers, and it requires each conflicting party to give up something. It aims

to solve conflict issues by having each party give up some desired outcomes in order to get mutually desired outcomes (Rahim, 2001). It is appropriate to apply when the objectives are important, but not worth the effort, potential disruption likely to result from assertive behavior, there is a “standoff”, to gain temporary settlements to complex problems, to expedite action when time is important and collaboration or competition fails. It is inappropriate when dealing with complex problems needing a problem solving approach, a party is more powerful than another and believes that his or her position is right and it comes to dealing with conflict of values (Owens, 2004).

Disciplinary measures- Disciplinary measures were taken as a mechanism for conflict management in school. The school administration who committed discipline problem were directed to PTA would evaluate the case. After evaluate, according to the degree of the mistakes they committed the necessary punishment from the following would be applied.

- Simple discipline punishment: oral warning, written warning, transfer of individuals who are proved to be victim of conflict.

- High discipline punishment: postpone of salary increment, punishment in fine, permanent deduction of salary, dismissal from job and assigned to the next lower post in which individuals who proved to be causes of conflict (MoE, 1994). Disciplinary measures were taken to correct individuals who committed mistakes in secondary schools. Among the measures, oral and written reprimands were the usual actions. Sometimes punishment by fine was taken according to the degree of the mistakes they committed (Gonie, 1998).

2.6. The Role of the Principals in Conflict Management

The management of conflict impact on student performance can be either destructive or productive depending on the skills of those managing the context (Tomlinson, 2004). In addition Preedy et al. (2004) agree by saying that this is evidenced by the nature of principal ship, and the position, role, and power of the principal who differ between schools and between systems. The most important duty of a school principal is to plan and coordinate teaching and learning activities. And also, building a culture of motivation where everyone is involved in action and constantly collecting, data for continues improvement.

The principal's power is mainly achieved and maintained in and through joint action with his or her staff, a process which relies heavily on a combination of strategies including negotiation, persuasion, compromise, confrontation, encouragement and support. Leader is a person who influences a group of people towards a specific result. Ogbonnia (2007) defined an effective leader as an individual with the capacity to consistently succeed in a given condition and meeting the expectation of an organization or society. Leaders are recognized by their capacity for caring for others and clear communication. The principal has to ensure that the program and activities of the students performances are planned, designed, coordinated and integrated in such a way that the school is able to satisfy the needs of the personnel in the school, the needs and the expectations of the society and meet the educational goals and objectives of the school (Erasmus et al., 2000).

School principals devote a significant portion of their time of dealing with conflict. Principals who look for the sources of these tensions may find that many of them reside in the principal's own interpersonal behavior, which may be products of their leadership skills. Four important leadership variables related to the amount and degree of conflict are conflict response styles, problem solving, communicator styles, and bases of social power. Each of these dimensions can be partitioned into two domains -concern for self and concern for others. The degree and consistency that concern for others is operational determines the depth of expertise of the principal's conflict management. Expert school leaders have developed a healthy other centered perspective of running their schools. Conversely, novice school leaders employ knowledge and skill gained to support only self-survival in the principal ship, which will lead to personal and professional disappointment (Johnson, 2005)

Finally, it is hoped that most of the research reviewed in this chapter provide a theoretical framework for identifying the nature of conflict (views), the types of conflicts, the cause of conflicts, influence of conflict, techniques of resolving conflicts and the principal roles of manage conflicts on student performance.

3. RESEARCH DESIGN AND METHODOLOGY

Research design and methodology refers to the overall strategy that was used to integrate the different components of the study in a frame. Thus, research design, description of the study area, sources of data, population, sampling size and sampling techniques, data collection instruments, procedures of data collection, methods of data analysis and ethical consideration were to be describing in detail.

3.1. Research Design

A descriptive survey research design was used to describe the causes of teacher- principal conflict and its perceived influence students' academic performance in government secondary schools of North Shoa Zone. It is concerned with the statistics that results when data are abstracted from a number of individual cases (Best, 2006). The descriptive survey research design was focuses on organizing, recording, analyzing and interpreting data gathered from respondents. The quantitative and qualitative data were used for the necessity of the topic that needs detail investigation of facts and opinions. It helps collect and analyze data for the generalization of the results and to put solution for the problem.

3.2. Description of the Study Area

This study was conducted in ORS North Shoa Zone. There are fourteen woredas in the zone. The geographical area of the zone is divided in to highland, sub-lowland and lowland. The climatic conditions of the North Shoa Zone are temperate, Su-tropical and tropical. According to the statistical data in 2007 North Shoa Zone, the populations of the zone were 1,431,305, of whom 717,552 are men and 713,753 women. The socio-economic background of the zone is mostly based on agriculture. The major types of crops that are produced are cereal. The languages used in the zone are almost 'Afan Oromo' and also 'Amharic' in few towns and rural areas'. According to the evidence of North Shoa zone education office, fourteen preparatory and thirty eight secondary schools are found in the zone.

3.3. Sources of Data

For this study, both primary and secondary sources of data were employed to get necessary information needed for the research.

3.3.1. Primary source of data

Primary sources of data were gathered through questionnaires from teachers, principals and department heads as well as via interview from students' council chairpersons, PTA chairpersons and supervisors.

3.3.2. Secondary source of data

To substantiate the data obtained from primary source through questionnaires, interview, and document review such as minutes of the discipline, school self evaluation report, annual reports of the school about conflict on students' academic performance were reviewed and used as a secondary source of data.

3.4. Population, Sample Size and Sampling Technique

The study was conducted in government secondary schools of North Shoa Zone. According to North Shoa Zone educational office statistical data in 2017, currently there are 14 Woredas in which 39 Governmental Secondary Schools are found. In these schools, there are 553 teachers, 390 department heads, 97 principals, 14 school supervisors, 39 PTA chairperson and 39 students' council chairperson. Eight woredas were selected by simple random sampling technique. These are Hidhabu Abote, Degam, Yayagulele, Girar Jarso, Wuchale, Derbalibanos, Kuyu and Dera.

There are 19 governmental secondary schools in the study area. The researcher was selected eight governmental secondary schools from the sample Woredas of the zone. From each sample woreda one school was selected using simple random sampling technique. These are, Alamgana, Ambiso, Fital, Abdisa Aga, Muketuri, Derbetsige, Gerbaguracha, and Gundo Meskel Secondary Schools were taken as a sample. In general, the study was conducted on 8 governmental secondary schools.

The population of the study area includes 271 teachers, 80 department heads, 22 principals, 8 supervisors, 8 PTA chairperson and 8 students' council chairperson. Accordingly, 80 departments' heads, 22 principals, 8 supervisors, 8 PTA chairperson and 8 students' council chairperson was selected by availability sampling techniques. Sample size determination for teachers were calculated by (Yeman, 1967) $n = \frac{N}{1+N(e)^2}$ where n = sample size, N = population, e = Sample error by taking 95% confidential interval level. Accordingly, 149 (55%) of teachers were selected by stratified random sampling technique.

Table 2. Population, Sample Size and Sampling Techniques

No	Name of the school	Population Sample Size and Sampling Techniques								
		Teachers			Departments heads			Principals		
		P	S	%	P	S	%	P	S	%
1	Gundomeskel	25	14	55	10	10	100	3	3	100
2	Abdisa Aga	51	27	55	10	10	100	3	3	100
3	Muketuri	36	20	55	10	10	100	3	3	100
4	Fital	21	12	55	10	10	100	2	2	100
5	Derbetsige	23	13	55	10	10	100	2	2	100
6	Alamgana	18	10	55	10	10	100	2	2	100
7	Ambiso	33	18	55	10	10	100	3	3	100
8	Garbagurach	64	35	55	10	10	100	4	4	100
Total sample		271	149	55	80	80	100	22	22	100
Sampling Technique		Stratified random Sampling			Available Sampling			Available Sampling		

3.5. Data Collection Instruments

In order to get first-hand information for this study, three basic instruments were used. These are questionnaire, interview, and document review.

3.5.1. Questionnaire

Questionnaires are preferable to involve large sample size of the population and factual information is desired (Best, 2006). The questionnaires allowed the researcher to collect large amount of data in relatively short period of time. Besides these, the questionnaires allow the researcher to obtain tangible information to respond to the basic questions. The questionnaire had both closed and open-ended items and it contained Likert Scale. Accordingly, from close-ended items 39 items with 5 point likert rating scales ranged from 1= strongly disagree through 5 = strongly agree were prepared for teachers, principals and department heads to measure views of conflict, causes of conflict and influence of conflict on students' academic performance.

In addition, 16 items with 5 point rating scale ranged from 1= never through 5 = often were prepared to measure conflict management strategies in their schools. The questions in the questionnaires were divided into three sections. The first section were required the participants' biographical information; the second set of questions were based on the five Likert Scale and rating scale responses and the last section were based on open-ended type of items to collect the data. The questionnaires were prepared for teachers, principals and department heads. The researcher prepared one similar set of questionnaires for all groups. The questionnaire first prepared and then approved by the advisor before it were administered.

Pilot test was conducted to check validity and reliability of the questionnaires and distributed to the respondents of the selected school. For this purpose, Guhatsion and Tulu Milky Secondary Schools in North Shoa Zone were purposively selected as they were near to a researcher working place. The pilot test was conducted on 30 respondents 19 teachers, 3 principals, and 8 department heads. Once the questionnaires were returned, based on the pilot test, the questionnaires were modified and restructured for final study. Accordingly, Cohen et al. (2005) criteria for accepting the given instrument as reliable, the reliability coefficient greater than or equal to 0.7. Once the questionnaires were returned based on the pilot test, the questionnaires were modified and restructured for final study. The reliability of the items was tested and analyzed by Chronbach's Alpha. The analysis of pilot test has

been taken place using SPSS version 20 and the reliability of Chronbach's alpha (α) as the following table was obtained.

Table 3: Reliability Tests

	Item					
	Part I	Part II	Part III	Part IV	Part V	Part VI
No of item	5	5	15	6	5	16
Alpha Level	0.84	0.82	0.84	0.78	0.76	0.71

According to this table, the results that showed very good to measure the intended objective. To be sure of the validity, senior colleagues were invited to provide their comment. The participants of the pilot test were also first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaires.

3.5.2. Interviews

The interview enables the researcher to get in depth responses which could not gather through questionnaire. Its purpose is to find out what is in or on someone else's mind. Interviews were also used to gather information regarding an individual's experiences and knowledge, his or her opinions, beliefs, and feelings about teacher-principal conflict on students' academic performance in their respective schools. Interview guide was of semi-structured type for the respondents. Having this in mind, interview was conducted with students' council, PTA chairpersons and supervisors. Thus, they can provide valuable information concerning the study during interviews. The interview was recorded manually to gather in-depth responses of the interviews. Questions for interview was prepared in English language and translated to Afan Oromo during interview in order to avoid communication barriers. The translation was done by language teachers. The total time the interview held with each respondents was averagely 25 minutes summing up to 11 hours.

3.5.3. Document review

Information obtained from different files, documents, records and minutes which were documented in schools on the issues of teacher-principal conflicts and its influence on students' academic performance in secondary schools were analyzed by the researcher because they have genuine information.

3.6. Procedures of Data Collection

The first step in data collection process was to get the willingness of the respondents to fill the questionnaire by self-introducing and showing letter of cooperation. Once the respondents were willing to fill the questionnaire, the researcher assigned two individuals to distribute and collect the questionnaires filled by respondents. Before distributing any of the instruments, brief explanations were provided by the researcher to the respondents for ensuring transparency and clarity. Time for collecting data was decided through mutual discussions between the researcher and the respondents. Accordingly, the final questionnaires were administered to respondents in the selected school. The respondents were allowed giving their own answers to each item independently and the data collectors were closely assisted and supervised them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analysis. But, regarding the document review and interview, the instruments were directly utilized by the researcher and gathered relevant information.

3.7. Methods of Data Analysis

The researcher collected both a quantitative and qualitative data from sample respondents. The data collected through close ended questionnaires were tallied, categorized and systematically organized and tabulated based on the responses and basic questions. To answer the basic questions of the study, appropriate data analysis were adopted. Thus, the quantitative data were analyzed in terms of frequencies, percentages and mean. The reason to employ these tools was that frequency helps identify a number of respondents' responses for a given specific item while percentage would help the researcher simplify and explain a given set of data. Mean was also enabling to identify average responses given by

respondents. Indeed, one way ANOVA was used to compare teachers, department heads and principals opinion. The qualitative data were coded, categorized and identified the patterns systematically to support the quantitative data.

3.8. Ethical Consideration

The research was in line with ethical guidelines in that participation that had been voluntary and respondents' identity was confidential. Supervisors, principals' teachers, PTA chairpersons and students' council were free to participate in the research. The responses were kept confidential, as the respondents were not asked to fill their names or were given any identification.

4. RESULTS AND DISCUSSION

This deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document review. Thus, the quantitative as well as qualitative analyses of data were included into this section. The qualitative part was supposed to be complementary to the quantitative analysis. The data were collected 251 copies of questionnaire which were distributed, to eight secondary schools, for 149 teachers, 22 principals and 80 department heads. Seven questionnaires from teachers did not turn back, 244 questionnaire copies were returned. Interview was successfully conducted with interviewees' eight supervisors, eight PTA chairperson and eight students' council chairpersons. Moreover, related documents were assessed.

4.1. Background Information of the Respondents

Description of the background of the respondents provides some basic information about the sample population involved in the study. Hence, this part contains general background information of respondents. The data obtained regarding the sex, age, serves year, qualification and field of study were summarized in table 4 below.

Table 4: Characteristics of Respondents

No	Items	Respondents' groups						
		Teachers		Departments		Principals		
		F	%	F	%	F	%	
1	Sex	Male	107	75.1	73	91.25	22	100
		Female	35	24.9	7	8.75	-	-
		Total	142	100	80	100	22	100
2	Age	25 & less than	16	11.3	7	8.75	-	-
		26- 35	52	36.6	24	30	14	63.63
		36 – 45	68	47.9	46	57.5	8	36.37
		46 & above	6	4.2	3	3.75	-	-
		Total	142	100	80	100	22	100
3	Service year	5 & below	15	10.6	3	3.75	-	-
		6 – 10	50	35.2	30	37.5	8	36.37
		11 – 20	64	45	41	51.25	14	63.63
		21 & above	13	9.1	6	7.5	-	-
		Total	142	100	80	100	22	100
4	Qualification	Diploma	2	1.4	1	1.3	-	-
		B.Sc/BA/B.Ed	136	95.8	76	95	19	86.36
		MSc/MA/M.Ed	4	2.8	3	3.7	3	13.63
		Total	142	100	80	100	22	100
5	Field of study	School leaders	-	-	-	-	3	13.63

On the table 4 concerning the sex of the respondents, the majority 107 (75.1%) of the teachers, 73 (91.3 %) of department heads and 22 (100 %) of the principals are males. Only the rest 35 (24.9 %) of the teachers and 7 (8.75 %) of department heads were females. According to the information gathered, many of the respondents are males. From the above data, one can realize that the participation of females as principals is none and female teachers and department heads in secondary school were minimal. Therefore, the schools were male dominated.

Regarding age, item 2 table 4, teachers, department heads and school principals 52 (36.6%), 24 (30%) and 14 (63.63%) of them were found between 26-35 years respectively, whereas 68 (47.9%) teachers, 46 (57.5%) department heads and 8 (36.37%) principals were in the age between 36-45 years. From this, one can say that the majority of the respondents were old enough to deal with possible conflicts. Another item in the same table was

concerned with the service year of respondents; it can be seen that 15 (10.6%) of teachers, 3 (3.75%) of department heads had 5 and below service of years, school principals had not a service less than 5 years. Whereas 50 (35.2%) of the teachers 30 (37.5%) of department heads and 9 (40.91%) principals service between 6-10 years, while the majority 64 (45%) of the teachers, 41 (51.25%) of department heads 13 (59.09 %) of the school principals had a service between 11-20 years. This shows that the majority of the respondents had enough work experience to deal with the conflicting situations.

Another item in the same table was concerned with qualification of respondents. As it can be seen from the table, 2 (1.4%) of the teachers and 1 (1.3%) department heads were diploma holders, whereas 136 (95.8%) of the teachers 76 (95%) of department head and 19 (86.3%) of the school principals had their first degrees. In addition to this, 4 (2.8%) of teachers, 3 (3.75%) of department head and 3 (13.69%) of principal were MA holders. From this one can deduce that the majority of the respondents were well qualified and could understand the conflicting situations and deal with them.

The last party in table 4 was deal with the training condition of the respondent especially in leadership area. It was found that all of teaches were graduates of different subjects. On the other hand, 3 (13.63%) principals only were graduates of school leaders. This shows that most of school principals of the sample schools were assigned without having the necessary managerial training. As a result, they might have faced problems in handling the conflict situation easily and effectively.

4.2. Data Analysis and Interpretation

As indicated in the first part of this paper, the main aim of the study was to explore teacher and principal conflict and its influence on students' academic performance in secondary schools in Oromia Region North Shoa Zone. The study also aimed at identifying views of conflict, potential influence of conflict on students' academic performance and the strategies employed to manage conflict respondents on conflict in the sample schools.

This part of study mainly concerned with the presentation, analysis and interpretation of the data gathered through questionnaires, interviews and document review. The information

was obtained from teachers, principals, department heads, supervisors, PTA chairperson and students' council chairperson with the aim of obtaining a clear picture of the situation. Based on the information obtained from the respondents, the analysis and interpretation of the data were presented in the following way. For this purpose, mean was rated and one way ANOVA were employed to get appropriate answers to the basic questions. Corresponding to these research questions, it was indicated that the study set out to answer the following headings: Views of Conflict, Cause of conflict, perceived influence of conflict and Management of conflict.

Thus, the data were presented and discussed under the headings mentioned above. For this purpose, some major indicators of teacher-principal conflict on students academic performance were presented to respondents to be rated on a five point likert scale and rating scales from strongly agree = 5 to strongly disagree =1 and never = 1 to often = 5. Mean 1-1.50 = SDA and Never, 1.50 - 2.50 = DA and Rare, 2.50 - 3.50 = Medium and Occasion, 3.50 - 4.50 = A and Sometimes 4.50 - 5 = SA and often in decision making.

4.2.1. Views of conflict

Attempts were made to gather information on how teacher and principal view towards conflict on students' academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 10 items were presented to examine both the traditional and constructionist view of respondents on conflicts.

4.2.1.1. Traditional view of conflict

Attempts were made to gather information on how teacher and principal view towards conflict on students' academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 5 items and the overall view were presented to examine the traditional view on conflict.

Table 5. Analysis of the Respondents Responses on Traditional View of Conflict

No	Item		Sum of Squares	Mean Square	Respondents						Total \bar{X}	Total SD	F	P	
					Teachers		Principals		Department						
					\bar{X}	SD	\bar{X}	SD	\bar{X}	SD					
1	Conflict by its nature is bad and must be avoided	Between Group	27.10	13.55	2.47	1.38	3.63	.72	2.46	1.10	2.78	.99	8.67	.00	
		Within Group	376.41	1.56											
		Total	403.52												
2	Conflict is caused by failure of leadership	Between Group	3.301	1.650	3.81	.70	3.40	.85	3.71	.67	3.74	.71	3.28	.03	
		Within Group	120.945	.502											
		Total	124.246												
3	Conflict is always unpleasant and destructive	Between Group	25.224	12.61	2.41	1.19	2.86	.94	2.43	1.07	2.46	1.13	1.51	.22	
		Within Group	305.628	1.268											
		Total	330.852												
4	Conflicts create bad feelings within the conflict parts	Between Group	9.056	4.528	3.54	.80	4.22	.86	3.58	.75	3.61	.81	7.15	.00	
		Within Group	152.498	.633											
		Total	161.553												
5	The task of principal is eliminating conflict.	Between Group	4.846	2.423	3.69	.65	3.31	.89	3.43	.85	3.57	.75	4.33	.01	
		Within Group	134.826	.559											
		Total	139.672												
Grand mean					3.18	0.94	3.62	.82	3.12	.89	3.25	.88	6.67	.00	

*N=244, significant at alpha level 0.05, df between 2 and 241 total 241 for principals, teachers and department heads.

Table value on the df. (2, 241)=3.09, \bar{X} = Mean

With item 1 in table 5, the respondents were asked to give their opinion on the statement that conflict by its nature is bad and must be avoided. The mean values of teachers, principals and department heads found to be 2.47, 3.63, 2.46 and also SD 1.38, 0.72, 1.10 respectively. The total mean score was 2.78 and total SD 0.99. This result implies that principals agreed with the idea but teachers and department heads disagreed on the point. This result indicated that there existed differences in idea between the three groups.

In addition to the above descriptive findings indicated above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 8.67$ for the item 1, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that conflict by its nature which was bad and must have been avoided in secondary school $F(2,241) = 8.67$, $P < 0.05$, one tailed. The researcher tried to differentiate the responses through interview made with supervisor responded that:

“Principal believed in avoiding any conflict from the school if conflict occurs in the school as it not only negatively influences the student’s academic achievement but also might lead to lose of their positions. So, they would rather work hard to avoid conflict although they could not.”

Generally, this result shows that school principal try to avoid any conflict at all from the students’ academic performance activity. In support this finding Swart (2001) suggested that most principals have traditionally viewed conflict as a problem to be avoided.

As it can be seen from item 2 in the same table, the mean rating of teachers, principals and department heads were found to be 3.81, 3.40, 3.71 and SD 0.70, 0.85, 0.67 respectively. The total mean indicates that 3.74 and SD 0.71 which implies that teachers and department heads agreed that conflict caused by failures of leaderships in secondary schools, but principals’ responses were medium believed the issue. Furthermore, to the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 3.28$ for the item 2, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that conflict caused by failures of leaderships in secondary schools on

student academic performance, $F(2,241) = 3.28$, $P < 0.05$, one tailed. Similarly, most of the interviewed PTA responded that:

“Most of teachers believed that conflict raised and not well managed in cause of principals’ failure in their leadership role and negatively influence the students’ academic performance. The principals must be proactive to know the causes of conflict and strategies to manage it before”

This result implies that teachers view conflict was caused by failure of leadership in cause of lack of well handling it. In support of this finding Miller and King (2005) stated that, conflict would develop only when principals failed to apply conflict management principles.

As data shown in table 5 in items 3, respondents were asked to give their opinion on the statement that conflict is always unpleasant and destructive. The mean were rated 2.41, 2.86, 2.2.43 and SD 1.19, 0.94, 1.07 by teachers, principals and department heads respectively indicates that, disagree with conflict is always unpleasant and destructive. The total mean rated was 2.46 and SD 1.13 which the three groups of respondents’ disagreed with the idea.

Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.51$ respectively which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups disagree that, conflict is always unpleasant and destructive on students’ academic performance particularly, on academic achievement, $F(2,241) = 1.51$ $P > 0.05$, one tailed.

With respect to item 4 table 5, conflict creates bad feeling within conflict parts in the school; the mean rating of the respondents were found to be 3.54, 4.22, 3.58 and SD 0.80, 0.86, 0.75 for teachers, principals and department heads respectively and their total mean was 3.61 and SD 0.81. This result indicates that principals more agreed that the conflict creates bad feeling within conflict parties in the school; but teachers and department heads were less agreed the idea. This result indicated that there exists difference in idea between the three groups.

Accordingly, to the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 7.15$ for the item 4, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that conflict creates bad feeling within conflict parties in the school on students' academic performance in secondary school, $F(2,241) = 7.15$, $P < 0.05$, one tailed. The interview made with students council responded on the view that:

“Moreover principal believed that when conflict rose it creates uncomfortable work environment, especially its bad influence on students academic performance and creates negative feelings in students' emotion”.

This finding implies that teacher and principal conflict creates bad feelings between them. Supporting this idea, Miller and King (2005) argue that conflict makes administrators and board members feel uncomfortable and excessive conflict may cause breakdown in the school system.

On item 5 in table 5 concerned with the task of the management is eliminating conflict. Teachers, principals and department heads computed the mean value were 3.69, 3.31 and 3.43 and also SD 0.65, 0.89 and 0.85 respectively. The total mean was 3.57 and SD 0.75. Teachers were agreed with the idea that the task of the management was eliminated conflict but principals medium believed with the issue. Accordingly, to the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.33$ for the item 5, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically significant mean difference among the three groups on the opinion that the task the management should eliminate conflict on students' academic performance in secondary school $F(2,241) = 4.33$, $P < 0.05$, one tailed. In interview conducted with PTA chairpersons said that:

“Principal believed that all stakeholders particularly teachers have a responsibility and share their own role to eliminate conflict, whereas teacher believed that it is a task of management body to eliminated or managed conflict.”

This result showed that the elimination or handling of conflict were the role of the management holders in the school. In addition supporting this finding, Miller and King (2005) have stated that conflict as harmful and unnecessary to the organization and the

reaction (task) of the managers would be to fear its occurrence and they attempt to eliminate all evidence of conflict.

On table 5, the overall traditional views of teachers and principals on conflict respondents were computed in general, their grand mean ratings were found to be 3.18, 3.62 and 3.12 for teachers, principals and department heads respectively with the total grand mean was 3.25. When we looked at their mean, the teachers mean rated almost equal to average and that of the principals were more above the average mean 3.25. This result indicates that there exists difference in idea between the groups.

In addition to the descriptive findings indicated above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 6.67$ for table 6 which is greater than the critical ration at $\alpha=0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that the availability of traditional view of conflict on students' academic performance. $F(2,241) = 6.67$, $P < 0.05$, one tail. In general form traditional view of conflict result one can deduce that principals were more traditional in their view of conflict as compared to teachers. In line with this finding, Swart (2001) indicate that most principals have traditionally viewed conflict as a problem to be avoided

4.2.1.2. Constructionist views of conflict

Attempts were made to gather information on how teacher and principal view towards conflict on students' academic performance in the secondary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. To this end, 5 items and the overall view were presented to examine the constructionist view of conflict.

Table 6. Analysis of the Respondents Responses on Constructionist Views of Conflict

No	Item		Sum of Square	Mean Square	Respondents						Total \bar{X}	Total SD	F	P
					Teachers \bar{X}	Teachers SD	Principals \bar{X}	Principals SD	Department \bar{X}	Department SD				
6	Conflict has positive outcome on students' academic performance.	Between Group	5.157	2.57	3.71	.66	3.22	.92	3.55	.89	3.61	.78	4.30	.01
		Within Group	144.39	.599										
		Total	149.55											
7	Conflict is useful for creating new idea if properly managed.	Between Group	6.356	3.178	3.89	.59	3.45	.80	3.61	1.09	3.76	.82	4.85	.00
		Within Group	157.858	.655										
		Total	164.213											
8	Conflict is inevitable	Between Group	6.340	3.170	3.73	.65	3.27	.82	3.47	.85	3.61	.75	5.71	.00
		Within Group	133.673	.555										
		Total	140.012											
9	Conflict is not necessarily good or bad by itself.	Between Group	5.042	2.52	3.70	.68	3.31	.89	3.45	.97	3.58	.81	3.84	.02
		Within Group	158.150	.656										
		Total	163.193											
10	Conflict can have several sources depending on different situation.	Between Group	2.502	1.251	4.07	.67	3.72	1.07	3.97	.52	4.01	.68	2.73	.06
		Within Group	110.462	.458										
		Total	112.963											
	Grand				3.82	.62	3.39	.93	3.66	.84	3.62	.75	4.28	0.04

*N=244, significant at alpha level 0.05, df between 2 and 241 total 243 for principals, teachers and department heads. Table value on the df. (2, 241)=3.09, \bar{X} = Mean

Item 6 in the table 6, respondents were asked to give their response on conflict will result into a positive outcome on students' academic performance in school. It was found that the mean ratings were 3.71, 3.22, 3.55 and SD 0.66, 0.92, 0.89 for teachers, principals and department heads respectively with the total mean was 3.61 and SD 0.78. This indicates that, principals were medium rated with the issue but teachers and department heads were agreed that conflict was resulted into a positive outcome on students' academic performance in secondary school.

Accordingly, the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.30$ for the item 6, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significance mean difference among the three groups on the opinion that conflict were resulting in positive students' learning outcome particularly on their academic achievement, $F(2,241) = 4.30$, $P < 0.05$, one tailed. According to open ended responded by some teachers' suggest that: Conflict has its own positive outcome on students' academic performance but principal look this idea contrary to teachers' ideas. In general this finding indicated that teachers were agreed the presence of conflict has positive outcome on students' academic performance. In supporting teachers' idea Constructionist perspective view, suggest that not only accepting conflict but also encouraging it (Fisher, 2000).

Concerning item 7 in the table 6, the respondent response was rated to 3.89, 3.45, 3.61 and also SD 0.59, 0.80, 1.09 by teachers, principals and department heads respectively with the grand mean 3.76 and SD 0.82. This result indicated that teachers and department heads agreed which the conflict is useful for creating new idea, if properly managed in the secondary schools on students' academic performance but principals' medium believed that the point and less accept when we compare with teachers.

Furthermore, the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.85$ for the item 7, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that teacher-principal conflict was useful

for creating new idea, if properly managed in the secondary schools they work, $(2,241) = 4.85$, $P < 0.05$, one tailed. Accordingly interview made with supervisors responded that:

“Always principals try to avoid conflicts in the school, but if it occurs they were not active to use the conflicts’ resolution as source of new idea, but teachers more looks it as a source of change than management bodies.”

In general this result indicates teacher believed that if properly managed conflict, it useful for creating new idea in the secondary schools on students’ academic performance but principal was not more accepted the issue. Supporting this finding Carter (2008) suggests that, if conflict is handled effectively it can create a good learning experience or manner.

For item 8 in tables 6, the statement to which conflict between teacher and principal on students’ academic performance is inevitable in secondary school were rated 3.73, 3.27 3.47 and SD 0.65, 0.82, 0.85 by teachers, principals and department heads respectively. The result implies that teachers agreed with the issue but principals’ and department heads medium believed the idea that, teacher-principal conflict in school on student academic performance was inevitable. This implied that the three groups of respondents had different idea on the inevitability of conflicts.

In addition, to the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 5.71$ for the item 8, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that conflict in school on student academic performance was inevitable, $F(2,241) = 5.71$, $P < 0.05$, one tailed. The researcher tried to differentiate the above responses check through interview made with supervisor responded that:

“The principals believed that conflict was not predictable on students’ academic performances because we have to control it with collaborations of schools’ stakeholders but teacher believed that conflict was inevitable on students’ academic performance, so as much as possible we use it in positive perspectives.”

To accomplish teaching learning activities teachers and school principals are the one that interacts and their working condition is interdependent. This interdependence or interaction doesn't always go smoothly (Abdul, 2010). So that conflict is inevitable.

Item 9 in the same table, the respondents response was rated to 3.70, 3.31, 3.45 and SD 0.68, 0.89, 0.97 by teachers, principals and department heads respectively. The mean rating of the principals and department heads show that medium believed the issue, but teachers more agreed that conflict has both good and bad result depending on the condition under which it occurs. Furthermore, to the descriptive findings showed above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.84$ for the item 9, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that conflict is not necessarily good or bad by itself, $F(2,241) = 4.84$, $P < 0.05$, one tailed. Similarly, the data collected from supervisors through interview indicated that:

“Principal argues that conflict is bad it influences negatively students academic achievement, make rough teacher-principal relation and minimize school culture to be attractive to enhances students' to achieve of the goal of the education. All these can be if conflicts are controllable”

This finding indicates that teachers were believed that conflict has both positive and negative result depending on the condition under which conflict handling. In line with this Henry (2003) indicates that conflict is not necessary good or bad or conflict is not always bad for an organization or for an individual.

Item 10 in the table 6, the statement to which teacher-principal conflict can have several sources depending on different situations was rated total mean 4.01 and SD 0.68 by all groups of respondents. Thus, result implied that all respondents agree with the idea that teacher-principal conflict can have several sources depending on different situations. Furthermore, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.73$ which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that teacher-principal conflict can have several sources depending on different situations on the

students' academic performance in secondary school, $F(2,241) = 2.73$, $P > 0.05$, one tailed. Supporting this finding, Chandan (2003) stated that conflict can have a number of sources in school activity. The causes for the occurrence of conflict are many and diverse.

Accordingly, the overall constructionist views of teacher-principal on conflict respondents' responses were computed in general, their grand mean ratings were found to be 3.82, 3.39 and 3.66 for teachers, principals and department heads respectively with the grand mean was 3.62. When we looked at their mean rated, teachers and department heads more agreed with the idea but principals were medium the issue. From this result one can deduce that teachers were more constructions in their view of conflict.

In addition to the descriptive findings indicated above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.28$ for table 6 which is greater than the critical region at $\alpha=0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that teacher and principal perception towards constructionist view of conflict on students' academic performance. $F(2,241) = 4.28$, $P < 0.05$, one tailed.

In general, from the above constructionist view of findings, it was possible to conclude that principal view of conflict was found to be almost traditional while that of the teachers' was more towards the balanced or modern view. This difference of views may be due their position in their organization, experiences and exposures to different situations.

4.2.2. Major causes of conflict

Respondents were asked to give their response regarding the major causes of conflict in secondary schools. For this propose about 15 items were presented to respondents in questionnaire as follows.

Table 7. Major Causes of Teacher-Principal Conflict

No	Item		Sum of Squares	Mean Square	Respondents						Total \bar{X}	Total SD	F	P
					Teachers		Principal		Department					
					\bar{X}	S	\bar{X}	SD	\bar{X}	SD				
1	School related causes of conflict													
1.1	Inappropriate structural design of the school activity	Between Group	2.562	1.281	3.88	.89	3.54	.80	3.76	.87	3.81	.88	1.65	0.19
		Within Group	186.139	.772										
		Total	188.701											
1.2	Shortage of teaching materials	Between Group	1.374	.687	3.88	.90	3.72	.82	3.73	.63	3.80	.82	1.02	0.36
		Within Group	162.048	.672										
		Total	163.422											
1.3	Teachers over load work in teaching learning process	Between Group	5.023	2.511	3.85	1.16	3.36	.90	3.71	.82	3.76	1.04	2.30	0.10
		Within Group	262.662	1.090										
		Total	267.684											
	Grand mean				3.87	.98	3.54	.81	3.73	.77	3.79	.91	1.65	0.21
2	Principal related causes of conflict													
2.1	Inappropriate handling of teacher.	Between Group	7.525	3.763	3.81	.54	3.43	.73	3.59	.86	3.67	.70	5.07	0.00
		Within Group	112.245	.466										
		Total	119.770											
2.2	Lack of constructive communication	Between Group	3.239	1.619	4.48	.83	4.09	.52	4.36	.99	4.40	.87	2.14	0.11
		Within Group	181.78	.754										
		Total	185.01											
2.3	Unfair distribution of school activities	Between Group	1.184	.592	4.02	.43	3.77	.86	3.97	.55	3.98	.52	2.13	0.12
		Within Group	66.750	.277										
		Total	67.934											
2.4	Inappropriate and biased reward system	Between Group	3.201	1.600	3.81	.55	3.40	.85	3.73	.63	3.75	.61	4.28	0.01
		Within Group	90.045	.374										
		Total	93.246											
2.5	Lack of participative decision making	Between Group	4.378	2.189	3.90	.97	3.54	.80	3.66	.87	3.79	.93	2.53	0.08
		Within Group	207.92	.863										
		Total	212.30											
	Grand mean				4.00	.66	3.64	.75	3.86	.78	3.91	.72	3.23	0.05

Continues Table...

No	Item		Sum of Squares	Mean Square	Respondents								F	P
					Teachers		Principal		Department		Total	Total		
					\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Teacher related causes of conflict														
3.1	Teacher resistance in using new program	Between Group	1.284	.642	3.78	.58	4.04	.57	3.80	.58	3.81	.58	1.90	1.52
		Within Group	81.417	.338										
		Total	82.701											
3.2	Teacher providing poor continuous assessment system for students	Between Group	4.334	2.167	3.64	.93	4.09	.81	3.81	.88	3.74	.91	2.63	0.07
		Within Group	198.400	.823										
		Total	202.734											
3.3	Inappropriate use of classroom management system.	Between Group	7.783	3.891	3.35	1.26	3.81	1.00	3.67	.79	3.50	1.12	3.15	0.04
		Within Group	297.217	1.233										
		Total	305.000											
3.4	Lack of professional commitment	Between Group	3.222	1.611	3.90	.81	4.04	1.09	4.15	.90	3.99	.87	2.11	0.12
		Within Group	183.774	.763										
		Total	186.996											
Grand mean					3.66	.89	3.99	.86	3.85	.78	3.76	.87	2.44	0.43
4 Individual related causes of conflict														
4.1	Individual differences /the way one perceive reality	Between Group	1.503	.751	3.81	.81	3.54	.80	3.73	.65	3.76	.76	1.29	0.27
		Within Group	140.181	.582										
		Total	141.684											
4.2	Teacher and principal differences in values, beliefs and attitudes	Between Group	2.445	1.222	3.23	1.01	3.40	.90	3.45	.85	3.32	.95	1.34	0.26
		Within Group	218.977	.909										
		Total	221.422											
4.3	Mismatch goals b/n teacher and principal	Between Group	1.180	.590	3.83	.84	3.63	.72	3.71	.65	3.77	.77	0.97	0.37
		Within Group	145.422	.603										
		Total												
Grand mean					3.62	.88	3.52	.80	3.63	.71	3.61	.82	1.20	0.30

*N=244, significant at alpha level 0.05, df between 2 and 241 total 244 for principals, teachers and department heads. Table value on the df. (2,241)=3.09, \bar{X} = Mean

In table 7, some school related causes of conflict between teacher-principal were exhibited. The table indicates that the specific causes: inappropriate structural design of school activity, shortage of teaching materials and over load work on teaching learning activity were 3.87, 3.54, 3.73 and SD 0.98, 0.81, 0.77 the grand mean rated by teachers, principals and department heads respectively. This result implies that inappropriate structural design of activity, shortage of teaching materials and over load work on teaching learning activity in conflict arousal between teacher-principal in secondary schools. The grand mean of respondents was 3.79 and SD 0.91 which indicate all respondents were agreed on the point.

Furthermore, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.65$ which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that inappropriate structural design of the school activity, shortage of teaching learning material, facilities and teacher over load work on the teaching learning process have the high contributed in conflict between teacher-principal in secondary schools on students academic performance, $F(2,241) = 1.65$, $P > 0.05$, one tailed. Similarly, as information obtained from document review revealed that cause of conflict related to school are:

“Inappropriate working load, lack of awareness on rules and regulation of the schools, scarcity of resources and lack of delivering the necessary materials, were among the major causes of conflict between teacher and principal.”

This result implies that over load working, shortage of teaching learning material and facilities were high contributed in teacher principal conflict. Supports this finding Chandan (2003) indicated that over load working causes of conflicts in educational administration with teachers who are unmotivated in their work. According to Wheeler (2005) resources competition can take the form of two individuals trying to outperform each other and also stated that structural related causes.

In the same table, respondents were asked to give their opinion on the fact that principals' related cause of conflict between teacher-principal on students' academic performance specific factors were: inappropriate in handling teacher, unfair distribution of school activities, lack of constructive communication, biased reward system for teachers and lack

of participative decision making were found that their total mean score were rated 3.67, 4.40, 3.98, 3.75, 3.79 and total SD 0.70, 0.87, 0.52, 0.61, 0.93 by three groups of respondents respectively. On the two item principals did not perceive which that inappropriate in handling teacher and biased reward system for teachers. This may be due to the fact that their position, etc. in the school but, all respondents agreed on three specific causes that were revealed that, unfair distributions of school activities, lack of constructive communication, and participative decision making have the high contribution in conflict generated in the school. The total mean score for these three items were 4.40, 3.98 and 3.79 by teachers, principals and department heads respectively which indicates that all groups of respondents' were agreed on the point.

Similarly, on three item the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.14, 2.13$ and 2.53 which are less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the principal related causes of conflict opinion that, lack of constructive communication, unfair distribution of school activities and lack of participative decision making it generating conflict between teacher-principal on students' academic performance in secondary school, $F(2,241) = 2.14, 2.13$ and 2.53 $P > 0.05$, one tailed. Similarly, as information obtained from interviews with supervisor stated that:

“Not convey appropriate orders to do task, inappropriate distribution of activities, lack of handling conflict, lack of treating teachers equally, lack of work experience on the positions of leading, autocratic style, inappropriate reward system, lack of constructive communication and lack of program of discussion. In addition, interference of principals in the action of teachers on students' discipline, fault finder on teachers' activities, biased decision on students discipline and initially principal is not assigned on merit and competence basis.”

In general this finding implies that principal related causes the most contributed teacher-principal conflict on students' academic performance. Supports this finding, Fabunimi and Alimba (2010) stated that poor management behavior is the main cause of conflict in schools. Deutsch & Coleman (2000) communication problems may also cause conflict.

The potential source of conflict concerned with the particular requirement for decision making used by each of the interacting groups (Henry, 2003).

In the table 7 teacher related causes of conflict between teacher-principal on students' academic performance were stated. This the specific causes were: resistance in using new technology/program, providing poor continuous assessment system for students, in appropriate use of class room management system and lack of professional commitment, were rated the grand mean score 3.60, 3.99, 3.85 and SD 0.89 0.86, 0.78 by teachers, principals and department heads, respectively reported that total agreement on the point. The grand mean of respondents was 3.76 which indicated that resistance in using new technology/program, providing poor continuous assessment system for students; in appropriate use of class room management systems and lack of professional commitments have contribution in conflict arousal in secondary school teachers' related causes of conflict.

Similarly, teacher related causes of conflict the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.44$ which is less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that, resistance in using new technology/program, providing poor continuous assessment system for students, in appropriate use of class room management system for students and lack of professional commitment have the most contributed teacher-principal conflict in secondary school teachers' related causes of conflict, $F(2,241) = 2.44$, $P > 0.05$, one tailed. The information obtained from interview with supervisors also confirms that:

“Some teacher provide poor continuous assessment of students' activities, missing regular class, late comings, absentees, lack of class room management, lack discipline, taking unbalanced measurements on students, against school principal and do not give feedback to students assessment.”

In general this result showed that teacher related causes also the most contributed teacher-principal conflict on students' academic performance in secondary school. In line with this finding Philips (2000), suggested that, teachers display incompetence, laziness and lack

interest in student's work. This could be attributed to the fact that some teachers are forced into the teaching profession without commitment it make conflict. In addition, Burden (2003) discusses that teachers sometimes needlessly create disciplinary problems by the way, they manage and conduct their classroom and it makes conflict with teachers.

Lastly, in table 7 individual related causes: individual differences (the way one perceives reality), differences in values, beliefs and attitudes, and mismatch goals between teacher and principal the respondents' responded grand mean were 3.62, 3.52, 3.63 and SD 0.88, 0.80, 0.71 by teachers, principals and department heads respectively reported that, individual differences, differences in values, beliefs and attitudes, and mismatch goals between teacher and principal the one raising conflict between teacher-principal. The total grand mean was 3.61 which indicated agreement on the point.

In addition, individual related causes of conflict teacher-principal the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.29, 1.34$ and 0.97 which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that, individual differences ,differences in values, beliefs and attitudes, and mismatch goals between teacher and principal the one contribution of conflict teacher-principal in secondary school on students academic performance, $F(2,241) = 1.29, 1.34$ and 1.20 , $P > 0.05$, one tailed. The interviewed with PTA also responded that;

“Differences in personality, in values, in opinion, objectives, in attitude especially with their benefit sides were some of the indicated causes that raised conflict between teacher-principal in secondary schools”

In general this finding indicates that individual related causes also the one developed teacher-principal conflict on students' academic performance. Support this finding Ayalew (2000) suggest that the high potential for conflict between people with different values, different preferred ways of behaving and different views of the world.

In general from the above findings with regard to the major causes of teacher-principal conflicts on students' academic performance in secondary schools, it is possible to

concluded that lack of constructive communications, unfair distribution of school activities, poor continuous assessment system of students, lack of professional commitment; shortage of teaching materials; lack of participative decision making, lack of open discussion, structural designs of the school, in using new technology/program and one perceive reality were found to be among the top major cause of conflict between teacher and principal in secondary schools.

Another interesting of the study shows that teachers, department heads and principals were at odd on the following factors as the possible causes of conflict in secondary schools. These causes include; principal inappropriate and biased reward system and inappropriate in handling teacher. Teachers and department heads believed that the above mentioned cause were among the top major causes of conflict. However, principals receive them as some of the possible sources of conflict but they did not consider them as major serious problems to causes conflict in secondary schools. Though teacher and principal were at odd on the above reason for causing conflict, interview group and various researchers were in line with the idea of teachers by considering them as the major causes of conflicts (Fabunim and Almba, 2010; Chandan, 2003).

4.2.3. Perceived influence of teacher-principal conflict on students' academic performance

Attempts were made to gather information about the influence of conflict on the students' academic performance in the schools. Based on this; respondents were requested to give their responses on how teacher-principal conflict influence students' academic performance. For this purpose, 11 items were presented to investigate both negative and positive outcomes of conflict on students' academic performance and summarized below in table 8, and 9, respectively for negative and positive influence of conflicts

4.2. 3.1. Negative perceived influence of conflict

For this part respondents were requested to give their opinion regarding the negative outcomes conflict on students' academic performance in secondary school. To this end 6 items were presented to measure the extent of the outcome in the school.

Table 8: Teacher-Principal Conflict Negatively Perceived Influence Students' Academic Performances

N o	Item		Sum of Squares	Mean Square	Respondents						Total \bar{X}	Total SD	F	P	
					Teachers		Principals		Department						
					\bar{X}	SD	\bar{X}	SD	\bar{X}	SD					
1	Conflict affected the students' academic performance negatively	Between Group	5.008	2.504	4.08	.97	4.31	.89	4.38	1.10	4.20	1.02	2.42	0.09	
		Within Group													
		Total	248.746	1.032											
			253.754												
2	Conflicts lead feeling of anxiety, frustration and hostility between them.	Between Group	2.425	1.213	3.73	.65	4.09	.86	3.75	.62	3.77	.67	2.70	.006	
		Within Group													
		Total	108.177	.449											
			110.602												
3	Conflict diverted time and energy from the main issue of teaching learning process.	Between Group	3.055	1.528	4.42	.96	4.81	.58	4.51	.81	4.48	.89	1.91	0.14	
		Within Group													
		Total	191.908	.796											
			194.963												
4	Conflict makes teachers absenteeism teaching learning activity	Between Group	1.421	.710	3.68	.70	3.95	.84	3.73	.63	3.72	.69	1.46	0.23	
		Within Group													
		Total	117.181	.486											
			118.602												
5	Conflict leads to negative perception and goal distortion on students' academic performance	Between Group	1.450	.725	3.71	.67	3.90	.81	3.86	.47	3.78	.63	1.81	0.16	
		Within Group													
		Total	96.0389	.398											
			7.488												
6	Conflict can makes in to the disintegration between them students' academic performance	Between Group	1.166		3.92	.52	3.81	.85	3.77	.61	3.86	.58	1.68	0.18	
		Within Group													
		Total	83.371	.583											
			84.537	.346											
	Grand mean				3.92	.74	4.14	.80	4.00	0.70	3.96	.74	1.99	0.14	

*N=244, significant at alpha level 0.05, df between 2 and 241 total 243 for principals, teachers and department head. Table

value on the df. (2,241)=3.09 \bar{X} = Mean

With item 1 in the table 8, respondents were asked to give their opinion on the statements which teacher-principal conflict affects the students' academic performance negatively. From this it was found that the mean was rated and SD by teachers 4.08, 0.97 principals 4.31, 0.89 and department heads 4.38, 1.10. The total mean was 4.20 and SD 1.02 which indicates all respondents agreed on the point, that teacher-principal conflict affected students' academic performance negatively.

Similarly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.42$ which is less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that, teacher-principal conflict affected the students' academic performance negatively in their secondary school, $F(2,241) = 2.42$, $P > 0.05$, one tailed. Supporting this finding which, unresolved conflicts among the principal and teacher can affect the school performance and lead to no-attainment of the educational goals and objectives resulting poor academic performance (Albert, 2001).

For item 2 in table 8, the statement which teacher-principal conflict caused anxiety, frustration and hostility between teachers and principals were rated mean 3.73, 4.09, 3.75 and SD 0.65, 0.86, 0.62 by teachers, principals and department heads respectively. The total mean was 3.77 and total SD 0.67 which shows all respondents were agreed the idea, that teacher-principal conflict caused anxiety frustration, and hostility between them on students' academic performance in the schools.

Furthermore, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.70$ which is less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that, teacher-principal conflict if unless well treated it caused anxiety frustration, and hostility between them on students' academic performance in the schools, $F(2,241) = 2.70$, $P > 0.05$, one tailed. So these consequences of conflict influence students' academic performance negatively. In supporting to this idea, Ayelew (2000) suggest that conflict negatively influences the physical emotional wellbeing of the individuals involved. It involves strong emotional forces of involvement, self esteem, beliefs, and values and

causes feelings of anxiety guilt, frustration, hostility, distorted perception, negative stereotyping, and decreased communication, lack of trust, decreased cooperation, decreased cohesion and productivity.

For item 3, in the same table the statement to which conflict diverted energy and time of teacher and principal from the main issue teaching learning process was rated mean 4.42, 4.81, 4.51 and SD 0.96, 0.58 0.81 by teachers, principals and department heads respectively reveals total agreement on the idea. In addition, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.91$ which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the issue that, teacher-principal conflict was diverted time and energy from the performing the main objectives of the students academic performance, $F(2,241) = 1.91$, $P > 0.05$, one tailed.

In general this finding implies that teacher-principal conflict diverted energy and time of teacher and principal from the main issue teaching learning process. Support this idea, Kibris (2014) indicates that negative influence of conflict : divert time and energy from the main issues, delay decisions, create deadlock, drive un-aggressive committee members to the sideline, interfere with listening obstruct exploration of more alternatives, decrease or destroy sensitivity , cause members to drop out or resign from teaching.

With item 4 in the table 8, respondents were asked to give their opinion on the statements that conflict make teachers absenteeism teaching learning activity. The mean were rated 3.68, 3.95, 3.73 and SD 0.70, 0.84, 0.63 teachers, principals and department heads respectively and total mean was 3.72 and SD 0.69 which indicates that the three groups of respondents were agreed on the point. Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.46$ which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the opinion that, teacher-principal conflict influences students' academic performance by made teachers' absenteeism from teaching learning activists, $F(2,241) = 1.46$, $P > 0.05$, one tailed. Support this finding Hunt (1992) suggests

that from lists about consequences of the negative influence of conflict one is prevents members from seeing task at all.

Lastly, from item 5 and 6 in the same table, respondents were asked to give their opinion on the statement to which teacher-principal conflict lead to negative perception, goal distortion on students' academic performance and conflict makes into the disintegration between teacher-principal on students' academic performance. The mean values of teacher 3.71, 3.92, and SD 0.67, 0.52 principals 3.90, 3.81 and SD 0.81, 0.85 and department heads 3.86, 3.77 and SD 0.47, 0.61 respectively with grand mean 3.86 and 3.78. Thus, result indicates that the three groups were agreed on the issue.

In addition, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.81$ and 1.68 which are much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there were no statistically significant mean differences among the three groups on the issue that, teacher-principal conflict lead to negative perception and goal distortion and also made into the disintegration between teacher-principal on students' academic performance, $F(2,241) = 1.81$ and 1.68 , $P > 0.05$, one tailed. This result implies that teacher-principal conflict influenced students' academic performance through lead to negative perception and goal distortion and also made into the disintegration between teacher-principal.

Finally, in table 8 the respondents' on the overall the six item indicators negative perceived influence of conflict were analyzed and their responses were rated grand mean 3.92, 4.14, 4.00 and SD 0.74, 0.80, 0.70 by teachers, principals and department head respectively. The total grand mean score was 3.96 and SD 0.74 which indicate the all respondents' were agreed on teacher-principal conflict influenced the students' academic performance negatively, through conflict lead to anxiety, frustration and hostility, diverted energy and time, made teachers absenteeism, lead to negative perception and goal distortion, and made into the disintegration between teachers-principal on the main issue teaching learning process.

Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.99$ respectively which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups on the

opinion that, teacher-principal conflict negatively influenced students' academic performances, specially on academic achievement, $F(2,241) = 1.99$ $P > 0.05$, one tailed. In addition the information obtained from interviews with supervisors stated that:

“Conflict demotivate, demoralizes, develops mistrust and disintegration with conflict party and retards progress in students' academic performance. That means it leads to low morale and poor academic performance. In addition, it leads into lack of teamwork, increase absenteeism, disagreement, employee turnover, and develop resistance on their teaching learning activities.”

Generally, from the above findings with regard to the negative perceived influence of conflict one can deduce that conflict can influence the students' academic performance to a reasonable degree and create anxiety, frustration and hostility among conflicting parts and groups unless it is properly managed. In addition, teachers and principals' conflict can divert time and energy from accomplishing teaching learning process and teacher's absenteeism. Various researchers and authorities support this ideas, Ayelew, (2000) describe that too much conflict have negative consequences because it requires time, resource and energy to deal with it Owen (2004) support this idea. Prinsloo (2002) identified the flowing negative impact of conflict between the conflicting groups. These are: hostility and negative attitude increase, negative stereotypes become dominant, communication between groups decreases and, the other groups activities are closely monitored to cheek for illegal activities that serve to verify the negative stereotypes.

4.2.3.2. Positive perceived influence of conflict

For this part respondents were requested to give their opinion regarding the positive outcomes of conflict on students' academic performance in secondary school. To this end 5 items were presented to measure the extent of the outcome in the school.

Table 9. The Positive Perceived Influences Teacher-Principal Conflict on Students' Academic Performance

No	Item		Sum of Squares	Mean Square	Respondents						Total \bar{X}	Total SD	F	P
					Teachers		Principals		Department					
					\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				
7	Teacher-principal conflict increases productivity of students academic performance	Between Group	3.026	1.513	2.44	1.02	2.04	1.09	2.40	1.03	2.39	1.03	1.41	.24
		Within Group	257.204	1.067										
		Total	260.230											
8	Teacher-principal conflict improves the quality of decision making practices	Between Group	8.551	4.276	2.82	1.01	2.22	1.23	2.56	.93	2.68	1.02	4.18	.01
		Within Group	246.150	1.021										
		Total	254.701											
9	Teacher-principal conflict bring desirable change on student academic performance	Between Group	3.090	1.545	2.47	1.02	2.31	1.17	2.23	1.00	2.38	1.03	1.45	.23
		Within Group	256.697	1.065										
		Total	259.787											
10	Teacher-principal conflict increases communication between them on student academic performance	Between Group	3.307	1.654	2.47	.96	2.40	1.22	2.22	.85	2.38	.96	1.80	.16
		Within Group	220.705	.016										
		Total	224.012											
11	Teacher principal conflict stimulates creativity of students'	Between Group	1.240	.620	2.31	.97	2.13	1.20	2.40	1.06	2.32	1.02	0.58	.55
		Within Group	254.530	1.056										
		Total	255.770											
Grand mean					2.50	.98	2.22	1.18	2.36	0.97	2.43	.99	1.88	0.23

*N=244, significant at alpha level 0.05, df between 2 and 241 total 243 for principals, teachers and department heads Table

value on the df. (2, 241)=3.09, \bar{X} = Mean

For item 7 in the table 9, respondents were asked to give their opinion on the statement that the presence of teacher-principal conflict increases productivity of students' academic performance. The mean were rated 2.44, 2.04, 2.40 and SD 1.02, 1.09, 1.03 by teachers, principals and department heads respectively indicates that, disagree with the presence of teacher- principal conflict increased productivity of students' academic performance. The total mean rated was 2.39 and SD 1.02 which the three groups of respondents' were disagreed with the point.

Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.41$ respectively which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups disagree that, the presence of teacher-principal conflict increased productivity of students' academic performance particularly, on academic achievement, $F(2,241) = 1.41$ $P > 0.05$, one tailed. As interview made with students' council revealed that:

“Since the conflicts were not managed properly, its productivity on students' academic achievement was remarkable. Where there is conflict between teacher-principal teacher did not offer positive interaction with students instead they prefer to take revenge on principal by missing classes, by taking unnecessary measure on students, do not teach students heartily”

This result indicates that teacher-principal conflict was not well treated on students' academic performance in secondary schools. On this finding Fisher (2000) suggests that, conflict is well understood and managed effectively: it can improve both satisfaction and productivity student performance. Therefore, conflict can result in to negative or positive outcomes depending on the approach taken to treat it.

With item 8 in the same table, respondents were asked to give their opinion on the statement to which teacher-principal conflict improves the quality of decision making practice on students' academic performance. The mean values of teachers, principals and department heads were found to be 2.82, 2.22, and 2.56 mean rated and SD 1.01, 1.23, 0.93 respectively indicates that principals disagreed that conflict improved the quality of decision making practice but teachers and department heads had medium idea on the point.

In addition to the descriptive findings indicated above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 4.18$ consequently for the 8 item, which is greater than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion that teacher-principal conflict improves the quality of decision making practice on students' academic performance $F(2,241) = 4.18$, $P < 0.05$, one tailed. As interview made with PTA stated that:

“Where there were not controllable conflicts between teachers-principal it decreased quality of decision made because it was not participates all bodies that should took places in decision making to be free from complains and further conflicts.”

From this one can conclude that teacher-principal conflict was not well managed in the schools and not improved the quality of decision making practice. In contrary, when properly and effectively managed conflict can result in to positive emotion effects within and between the groups involved that is improve quality of decision made (Ayalew, 2000).

With Item 9 and 11 in the same table, the statement to which teacher-principal conflict brings desirable changes and stimulates creativity on students' academic performance. From these two items respondents total mean ratings and SD were found to be teachers 2.47, 2.31 and 1.02, 0.97 principals 2.31, 2.13 and 1.17, 1.20 and department heads 2.3, 2.40 and 1.00, 1.00 respectively. This result shows that all groups of respondents were disagreed the idea which, teacher-principal conflict brought desirable changes and stimulated creativity on students' academic performance in secondary school. The total mean rating of respondents was 2.38 and 2.32 which the three groups of respondents' were disagreed with the point.

Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.45$ and 0.55 respectively which are much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there were no statistically significant mean differences among the three groups that, teacher- principal conflict was not brought desirable changes and stimulated creativity on students' academic performance in secondary school, $F(2,241) = 1.41$ and 0.55 $P > 0.05$, one tailed. From this one can deduced that teacher-principal conflict was not well handled on students' academic performance in secondary schools. In contrary, if well

manage conflict it is constructive when it can serve as the impetus for growth in human relations and for bringing about desirable change (Mary et al., 2013).

On item 10 in the table 9, the statement to which teacher-principal conflict increases communication between them on students' academic performance in secondary school were rated mean 2.47, 2.31, 2.22 and SD 0.96, 1.22, 0.85 by teachers, principals and department heads respectively reveals total disagreement on the idea. The total mean was 2.43 and SD 0.99. The result implies that all groups of respondents were disagreed the idea which, teacher-principal conflict increased communication on students' academic performance in school. Farther more, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.80$ respectively which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups were agreed that, teacher-principal conflict was decreased communication between them on students' academic performance, $F(2,241) = 1.80$ $P > 0.05$, one tailed. Communication is the issue to effective agreement. If there is no communication, teachers cannot know what their associate are doing, principal cannot receive information inputs and gives instruction (Rahim, 2001).

Finally, in the whole table 9, the respondents' on the overall the five item indicates positively perceived influence of conflict on students academic performance were analyzed and their responses were grand mean rating 2.50, 2.22 and 2.36 by teachers, principals and department heads respectively. The grand mean score was 2.43 which indicate the all respondents' were disagreed on the presence of teacher-principal conflict increased productivity of students' academic performance, improved the quality of decision made practice, brought desirable changes, stimulated creativity and increased communication on students' academic performance. Accordingly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 1.88$ respectively which is much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, it can be concluded that there was no statistically significant mean differences among the three groups were disagreed that, teacher-principal conflict positively perceived influenced the students' academic performance in secondary school, $F(2,241) = 1.88$ $P > 0.05$, one tailed. To sum up, as information obtained from supervisor responded that:

“the influence of teacher-principal conflict on students’ academic performance positively or negatively depending on the ways it managed conflicts, but in a school conflict was not well treated and managed, because of this there were no enhanced outcome of conflict on students academic performance positively. These are: decreases in degree of job effectiveness, productivity, and avoid desirable changes on students’ academic performance but if this conflict is treated properly and collaboratively, it increases communication, competition, and brings desirable behavioral changes and enhances students’ academic performance.”

According to it can be seen from the above findings, if conflict was not properly managed and treated collaboratively at the right time and with the right person (concerned body) conflict cannot stimulate creativity, the search for improves approach, brings about desirable changes, improves quality of decision making and increases communication. As a result coordination of work impossible and students’ performances collapse because of lack of effective exchange of information (Swart, 2001). Generally based on the above findings, it is possible to assume that conflict has both positive and negative out come. It is possible to increase the positive outcomes if it is well understood and treated in an organized, collaborative way.

4.2.4. Conflict management strategies

Effective management of conflict can lead to outcomes that are productive and enhances students’ academic performance in the school. On the other hand, ineffective management can cause frustrations, hostility, and anxiety and finally leads to destruction teaching learning process. This section of the study determines how the school conflict management strategies in management conflicts. Here, respondents were subjected to give their opinion with regarded to the ways of handling conflicts by principal and teacher in their secondary school.

Table 10. Teacher-Principal Conflict Management's Strategies Employed in School

No	Item		Sum of Squares	Mean Square	Teacher		Respondents Principal		Departments		Total	Tota	F	P
					\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1	Avoiding													
1.1	Conflict resolves itself without requiring any personal involvement.	Between Group	1.837	.918	3.61	.77	3.86	.71	3.53	.85	3.61	.80	1.43	1.24
		Within Group	154.176	.640										
		Total	156.012											
1.2	Let the other party have his/ her own way	Between Group	2.775	1.387	3.50	.68	3.45	.80	3.72	.81	3.57	.74	2.55	0.08
		Within Group	130.898	.543										
		Total	133.672											
1.3	Act as if there is no problem	Between Group	2.063	1.031	3.55	.68	3.22	.75	3.51	.65	3.51	0.68	2.20	0.11
		Within Group	112.900	.468										
		Total	114.963											
	Total mean				3.55	.71	3.60	.75	3.58	.77	3.56	.74	2.06	0.47
2	Accommodating													
2.1	Make the other part feel free	Between Group	2.116	1.058	3.71	.83	4.04	1.09	3.80	.90	3.77	.88	1.35	0.26
		Within Group	188.487	.782										
		Total	190.602											
2.2	Play down the importance of the conflict	Between Group	.660	.330	3.83	.66	4.00	1.02	3.90	.90	3.86	.78	0.53	0.58
		Within Group	149.144	.619										
		Total	149.803											
2.3	To apologize readily	Between Group	3.968	1.984	3.76	.85	4.18	1.05	3.71	.95	3.78	.91	2.39	0.93
		Within Group	199.519	.828										
		Total	203.488											
	Total mean				3.76	.78	4.07	1.05	3.82	.91	3.80	.85	1.42	0.59
3	Competing/ forcing													
3.1	Seek the support of other people	Between Group	5.595	2.798	3.73	.82	2.72	.68	3.37	1.05	3.52	.90	3.47	0.03
		Within Group	194.192	.806										
		Total	199.787											
3.2	Become aggressive	Between Group	19.701	9.851	3.73	.60	2.72	.63	3.66	.67	3.62	.68	14.83	0.00
		Within Group	95.610	.397										
		Total	115.311											

Continues table ...

3.3	Try to get their own way	Between Group Within Group Total	5.956 109.236 115.193	2.978 .453	3.62	.68	3.09	.92	3.65	.57	3.58	.68	6.57	0.00
	Total mean				3.69	0.70	2.84	.74	3.56	.76	3.57	.75	8.29	0.01
4	Compromising													
4.1	Negotiate with others	Between Group Within Group Total	.816 72.774 73.590	.408 .302	2.92	.57	3.13	.56	2.96	.48	2.95	.55	1.35	0.26
4.2	Try to split the difference	Between Group Within Group Total	2.418 78.778 81.197	1.209 .327	2.88	.57	3.22	.52	2.97	.57	2.94	.57	3.69	0.02
4.3	Quick deal of conflict	Between Group Within Group Total	.778 57.534 58.311	.389 .239	2.84	.46	3.04	.48	2.88	.52	2.87	.48	1.62	0.19
4.4	Look for a fair solution	Between Group Within Group Total	1.621 69.576 71.197	.811 .289	2.89	.47	3.18	.66	2.96	.60	2.94	.54	2.80	0.06
	Total mean				2.88	.69	3.14	.55	2.94	.54	2.92	.53	2.36	0.13
5	Collaborating													
5.1	Listen carefully other party	Between Group Within Group Total	3.690 158.748 162.439	1.845 .659	2.88	.75	3.27	.82	2.81	.90	2.89	.81	2.80	0.06
5.2	Focus on a series of possible solution	Between Group Within Group Total	5.254 153.283 158.537	2.627 .636	2.90	.74	3.22	.68	2.70	.90	2.86	.80	4.13	0.07
5.3	Restate common interests	Between Group Within Group Total	2.310 166.247 168.557	1.155 .690	2.80	.80	3.09	.75	2.72	.89	2.80	.83	1.67	0.19
	Grand mean				2.86	.76	2.86	.75	2.74	.89	2.85	.81	2.86	0.10

N=244, significant at alpha level 0.05, df between 2 and 241 total 243 for principals, teachers and department head. Table value on the df. (2, 241)=3.09, \bar{X} = Mean

In item 1 and 2 on the table 10 avoiding and accommodating methods is one way of conflict resolving mechanism in secondary schools. Concerning these items, the respondents total grand mean were 3.56, 3.80 and grand SD 0.74, 0.85 by the groups of respondents respectively. Evidently, all grand mean score shows that avoiding and accommodating were used sometimes for resolve conflict in their schools. Similarly, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.06$ and 1.42 respectively which are much less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, for the two item, it can be concluded that there were no statistically significant mean differences among the three groups that, the avoiding and accommodating methods were used sometimes for teacher-principal conflict management in secondary school on students academic performance, $F(2,241) = 2.06$ and 1.42 $P > 0.05$, one tailed. Accordingly, interview made with PTA revealed that:

“Conflict most of the time resolves by itself, exchange of information and acts as if there is no problem. Accordingly, avoiding and accommodating method were considered to be the best method of resolving conflict in our secondary school but conflicts were not avoided ceased”.

This finding implies that avoiding and accommodating methods were the most frequently applied in school but conflicts were not avoided from the root causes. Accordingly, Truter, (2003) suggested that avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains.

Item 3 in table 10 the respondents were also asked to decide the extents of applying competing/ forcing method in their secondary schools, the grand mean rating of the respondents were found to be 3.69, 2.84, 3.56 and SD 0.70, 0.74, 0.76 for teachers, principals and department heads respectively. The grand mean was 3.57 and SD 0.75. Teachers and department heads were believed that competing method implemented sometimes in the school but principals were believed that it implemented occasionally in the school. Thus, the results of mean rating one can infer that there are differences in implementing competing mechanism. In addition to the descriptive findings indicated above, the computed F-ratio at $\alpha = 0.05$, $F(2,241) = 8.29$ consequently, which is greater than the critical ration at $\alpha = 0.05$, $F(2,241) = 3.09$. Therefore, it can be concluded that there was statistically a significant mean difference among the three groups on the opinion

that the competing/ forcing methods was implemented for teacher-principal conflict management in secondary school on students academic performance, $F(2,241) = 8.29$, $P < 0.05$, one tailed. The researcher tried to differentiate the above responses check through document review revealed that: Without depending on the situation and stage of conflict more of the time competition/ forcing method were employed to solve between teacher-principal conflicts in the secondary school.

Generally, this finding implies that competing strategy of conflict management more of the time employed in secondary schools. So this technique is inappropriate for handling conflict. Supporting with this Wheeler (2005) indicated that forcing is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing conflicting party.

Regarding item 4 and 5 of the same table, respondents were asked to reply the application of compromising and collaborating as a method of conflict resolution in secondary schools. Accordingly, for compromising the grand mean ratings were 2.88, 3.14, 2.94 and SD 0.69, 0.55, 0.54 and for collaborating grand mean rating was 2.86, 3.19, 2.74 and SD .76, 0.75, 0.89 by the teachers, principals and department heads for the two items above respectively. The result indicates that there was existed similar idea between the three groups. So, one can conclude that all groups of respondents believed the application of these methods were implemented occasionally in their school but principals better accept the idea

In addition, the computed F ratio at $\alpha = 0.05$, $F(2,241) = 2.36$ and 2.86 respectively which are less than the critical value at $\alpha = 0.05$, $F(2,241) = 3.09$ consequently, for these two item, it can be concluded that there were no statistically significant mean differences among the three groups that, the compromising and collaborating methods were occasionally employed for teacher-principal conflict management in secondary school on students academic performance, $F(2,241) = 2.36$ and 2.86 $P > 0.05$, one tailed. This result shows that negotiation, face to face discussion and problem solving methods were employed occasional in conflict resolution in secondary school. Compromising refers to both parties (groups) give up something to make a mutually acceptable decision (Chandan, 1994).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In these section the summary of the major findings of the study, conclusions and recommendations have been presented.

5.1. Summary

The main objective of this study was to explore teacher-principal conflict and perceived influence on students' academic performance in Secondary School of North Shoa Zone of Oromia Regional State. Descriptive survey research design was employed in this study. Accordingly, both quantitative and qualitative research approach were used for the necessity of the topic that need detail investigation of facts and opinion. The study was conducted at zonal level, which includes 8 woreda and one secondary school from each woreda. The populations of the study were teachers, principals, department heads, supervisors, PTA and students' council chairperson in government secondary schools of the zone. The information for the study was obtained through questionnaires, document reviews and interview. However, the document reviews and interview were supplements the questionnaire to make the study more reliable and comprehensive. The data obtained were analyzed using different statistical tools such as frequency, percentages, means and one way ANOVA.

The research attempted to answer the following basic questions:

- How do teacher and principal view influences of conflict on students' academic performance in secondary school of North Shoa Zone?
- What are the main causes of teacher-principal conflict on students' academic performance in secondary schools of North Shoa Zone?
- How the teacher-principal conflict perceived influences on students' academic performance in secondary schools of North Shoa Zone?
- What are the strategies used to manage teacher-principal conflict in secondary school of North Shoa Zone?

Accordingly the results of the data analysis, the major findings of the study were given as the following:

Background information of respondents

- The data indicated that school principal was came to the position without having school leader's qualification and other necessary training the data showed that 3 (13.63%) only graduated of school leaders. This implies that principal cannot enable them to properly handle conflict and to deal with other managerial activities effectively.

Teacher-principal view influences of conflict on students' academic performance

- The study has showed that majority of the principal have traditional views on conflict as their mean rated 3.62 compared to modern view mean rated 3.39 while teachers mean rated 3.18 traditional view compared to mean rated 3.82 on conflict were towards modern view. From interview results of PTA and supervisor, principal view about conflict negatively influences students' academic performance.

The main causes of teacher-principal conflict

- Regarding school related causes, it was found that there were inappropriate structural design of school activity, shortage of teaching materials, facilities and teacher over load wok in the school as stated by all groups the grand mean scores that was 3.79. This implies that school related causes have high contribution to teacher-principal conflict.
- Regarding to principals' related causes, it was found that there were lack of constructive communication, unfair distribution of school activity, lack of participative decision making and inappropriate handling teachers on students academic performance as stated by all groups the grand mean scores that was 3.91, and also lack of experience on the position. This indicates that principals related causes have contribution to teacher-principal conflict.
- With regard to teacher related causes, it was found that were lack of professional commitment, resistance in using new program, inappropriate class room management and lack of appropriate continuous assessments for students as stated by all groups the grand mean score was 3.76. This implies that teachers related causes have high generated to teacher-principal conflict.

- Regarding to individual related causes, it was found that there was individual difference (the way one perceives reality), mismatch goals between teacher and principal and these causes stated by all groups with grand mean scores that was 3.61. This implies that individual related causes have developed to teacher-principal conflict on students' academic performance.

Teacher-principal conflict perceived influences students' academic performance

- The study has indicated that all groups of the respondents were believed that conflict can perceived influences the students' academic performance negative as stated by all groups the grand mean scores that was 3.96 compare to positive mean scores 2.44. This shows that conflict: diverted time and energy from teaching learning process, teachers' absenteeism/ missing the class, feeling of anxiety with conflicting parts and students, decreased communication, develop disintegration and decrease stimulation and creativity of students.

Strategies used to manage teacher-principal conflict

- The study result showed that the strategies used to handle conflict in secondary schools in accommodating and avoiding methods were the most frequently used to resolve conflict in study area as stated by all groups the total grand mean scores that was 3.56 and 3.86 respectively. In addition, in application of dominating methods to resolve conflicts as stated by teachers and department heads grand mean score 3.69 and 3.56 respectively and also document review pointed out that the applications of these methods employed more of the time in their secondary school.

5.2. Conclusions

From the finding the following conclusions were drawn:

The study revealed that school principals came to the position uses as opportunity without having school leaders/ management qualification and/ other necessary training that enables them to properly handle conflict and to deal with other managerial activities effectively. Thus it can be concluded that shortage of qualified principals contributing for teacher-principals conflict in the study.

The study has showed that majority of the principal have traditional views on conflict while teachers view on conflict were tilted towards modern view. Principals tried to avoid any of conflict instead of managing it positively. The principals do not believe as manageable conflicts are useful in creating new ideas. Thus, principal's traditional views on conflict have contributed negative influence on students' academic performance.

The study area schools have different causes of conflict. These are, unfair distribution of school activity, lack of participative decision making, inappropriate handling of teacher, shortage of teaching materials, inappropriate structural design of activity, over load work. In addition, teachers lack of professional commitment, resistance in using new program, inappropriate class room management and poor continuous assessment system. Hence, there is no healthy communication and discussion between teacher-principal that enhance students learning which influences academic performance.

Teacher-principal conflicts diverted more of time and energy from teaching learning process, increases teachers' missing class, feeling of anxiety with students and conflicting parts, decreased communication, arises disintegration and decrease stimulations and creativity on enhancing students' academic performance. Moreover, it increases bad feeling in conflict parts that contribute for lower or poor students' academic performance. Where there is no collaboration between teachers and principals in schools it is axiom that students' academic performances decreases. It is liable to deduce that there is a great threat to the students' future as far as the effectiveness of their formal education is concerned.

Teacher-principal conflict management, the ability to manage conflict and their overall competency to do other activity was found to be very less. The school principals and teachers incompetent in handling conflicts effectively that was they used accommodating, avoiding and competing most of the time without making situational analysis. This by itself leads to conflicts. In line with this, it is possible to prove from the findings that the readiness of principals to become change agents was found to be very low. Therefore, principals and teachers are not in a position to introduce new ways of doing things and inappropriate handling conflict.

5.3. Recommendations

On the basis of the findings and conclusions drawn, the following recommendations offered.

Conflict plays a great role in the school on students' academic performance. The ability of principal to deal with conflicts and their overall competence to do other managerial activities was found to be poor. In view of this, proper management of conflict in secondary schools would be unthinkable. Therefore, Woreda education office is recommended to provide to assign principals on merit basis, or else, place has to be given for those who are trained to be principals.

The study has showed that majority of the principal have traditional views on conflict while teachers view on conflict were balanced or towards modern view. Therefore, discipline management teams in the school to assist the development of teacher and principal views of conflict before it worsens teaching and learning process. In addition, supervisors are recommended to provide training for school principal and teacher.

Regarding to school related causes of conflict woreda education offices are have to avoid conflict by fulfilling human resources to decrease over load work of teacher and the school have to fulfill the essential teaching facilities, such as classroom, students text book, library and laboratory equipment and different stationary materials. The concerned higher educational officials in the bureau have to make an effort to replace the unclear structural design of the school and directives by clear and workable guidelines in order to avoid barriers for effective implementation of educational programs.

Regarding to principal related causes, the study stated that principals have lack of constructive communication, unfair distribution of activity, lack of participative decision making and inappropriate handling teachers and these causes generated to teacher-principal conflict. So school supervisor have to follow up and monitor activities of principals through supervision and discussion as well as provide training on gaps among teachers and principals. Furthermore, School principal have to use better mechanisms in exchange of information with students timely through, mini-medias and well prepared notice board.

Teachers related causes of conflict between teacher-principal the study revealed that teacher lack of professional commitment, resistance in using new program, inappropriate class room management and inappropriate continuous assessment system for students and these causes arousal in teacher-principal conflict. Therefore, woreda education office have to be strengthened the school social and counseling committees in the school and educate and advise teachers at large on the issue of conflict, so that it may help to enhance the awareness of individuals on conflict and its causes. In addition roles, duties, and responsibilities of teachers and principals have to be clearly demarcated so as to minimize conflicts. Besides this, peer mediation teams may be established with selected teachers who are well behaved and equipped with conflict resolution skills to handle teacher-principal conflict.

In individual related causes, there was individual difference and mismatch goals between teacher and principal and these causes sever to teacher-principals conflict on students' academic performance in secondary school. So schools supervisor have to make awareness creation in the school and make face to face discussion on their individual deference to reach on a common understanding.

It was found that conflict influences negatively students' academic performance. So the zone and woreda education offices have to provide training for teacher and principal to know conflict can have a positive or negative influence, depending on how it is managed. For principal and teacher to be effective in a school situation he/ she need to learn how to create positive conflict and how to manage negative conflict and enhance students' academic performance.

Conflict management strategies that were employed in study area were accommodating, avoiding and competing. Most of the time, these methods are not advisable to solve the problems. So teacher and principal depending on the situation have to use cooperative, collaborative and consultative conflict management strategy. In general, North Shoa educationl office and Oromia educational bureau have to be more practical in reducing teacher principal conflicts in the study area to bring improvements in students' academic achievements.

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7. APPENDEICS

Appendix-I

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management

Program of School Leadership

Questionnaire to be filled by teachers, principals, Vice principals and Department heads

Dear. Respondents

The main purpose of this questionnaire is to collect relevant data to study teacher and principal conflict on students' academic performance in secondary schools of North Shoa Zone, Oromia Regional State. Your genuine responses play a great role for the success of this study. Thus, you are kindly requested to read all questions and fill the questionnaire with genuine responses. The responses will be used for academic reason only and responses will be kept confidential.

In responding to the questionnaire, Please note the following important points.

- ✓ It is unnecessary to write your name on the questionnaire.
- ✓ Read all instructions before attempting to answer the questions.
- ✓ No need of discussing with other to fill the questionnaire.
- ✓ Put “√” mark in the boxes or blank spaces provided for you.
- ✓ Give your answer for all questions.
- ✓ Write your responses briefly for open ended questionnaire.

Thank you for your cooperation

Part one: General information and personal data

1. Name of school _____

2. Sex: A, Male B, Female

3. Age: A. 25 and less B. 26-35 C.36-45 D. 46 and above

4. Educational background

A, Diploma B, BA, BSc Bed D. MA, MSc and Med

5. Work experience

- A, 1-5 years B, 6-10 years C, 10 -15 years D, 15-20 years
 E, 21 and above years

6. Your current positions A, Teacher B, Principal/ vice principal
 D, Department head

7. Field of study/qualification A, School/ educational leaders B, others field

Part two: The causes generate conflict between teacher- principal on students' academic performance

Direction I. please, indicates your opinion Teacher- principal **Views** towards **conflict** on students' academic performance in your school. Put a “√” sign by using the following rating scales.

Key: 5=Strongly Agree 4=Agree 3= Undecided 2=Disagree 1=Strongly Disagree

No	Item	Rating Scales				
		1	2	3	4	5
1	Conflict by its nature is bad and must be avoided					
2	Conflict is caused by failure of leadership					
3	Conflict is always unpleasant and destructive					
4	Conflicts create bad feelings within conflict parts in the school					
5	The task of management is eliminating conflict.					
6	Conflicts result positive outcomes in your school					
7	Conflict is useful in creating new idea if properly managed					
8	Conflict on student academic performance is inevitable					
9	Conflict is not necessarily good or bad by it self					
10	Conflict can have several sources depending on different situations					

If you have additional information about view of conflict on students' academic performance in the school pleasing indicate in the following space _____

Direction II: The following are some **causes of conflict between teacher and principal** on students' academic performance. Please, indicate your opinion by putting “√” sign by using the following rating scales:

5=Strongly Agree 4=Agree 3= Undecided 2=Disagree 1=Strongly Disagree

No	Item	Rating Scales				
		1	2	3	4	5
1	School related causes of conflict					

1.1	In school inappropriate structural design of the school activity					
1.2	In school shortage of teaching learning materials and facilities					
1.3	Teachers' over load work on the teaching and learning process					
2	Principal related cause of conflict					
2.1	Principal's inappropriate handling of teacher.					
2.2	Principal lack of constructive communication with teacher					
2.3	Principal's inappropriate distribution of school activities for teacher.					
2.4	Principal's inappropriate and biased reward system for teacher.					
2.5	Principal lack of participative decision making in school					
3	Teachers' related causes of conflict					
3.1	Teachers' resist in using new technology or program.					
3.2	Teachers providing poor continuous assessment system for students by teachers					
3.3	Inappropriate class room management by some teachers					
3.4	Lack of professional commitment from both teacher and principal					
5	Individual related cause of conflict					
5.1	Teacher and principal between individual differences (the way one perceives reality)					
5.2	Teacher and principal differences in values ,beliefs and attitudes					
5.3	Teacher and principal between mismatch goals in teaching learning process					

If you have additional information about causes of conflict between teacher and principal on students' academic performance, please indicate in the following space

Direction III: The following are some of the **influence of teacher-principal conflict** on students' academic performance. Please, indicate your opinion by putting "√" sign by using the following rating scales:

5=Strongly Agree 4=Agree 3= medium 2=Disagree 1=Strongly Disagree

No	Item	Rating Scale				
		1	2	3	4	5
1	Teacher- principal conflict influences the students' academic performance negatively					
2	Teacher-principal conflict causes feeling of anxiety, frustration and hostility between them.					
3	Teacher-principal conflict diverts time and energy from the main issue of teaching learning process.					
4	Teacher-principal conflict makes teachers absenteeism from					

	teaching learning activity.					
5	Teacher-principal conflict leads to negative perception and goal distortion on students' academic performance					
6	Teacher-principal conflict can lead in to the disintegration between them on students' academic performance.					
7	Teacher-principal conflict increase productivity of students' academic performances.					
8	Teacher-principal conflict improves the quality of decision making practices.					
9	Teacher-principal conflict brings desirable change on student academic performances					
10	Teachers-principal conflict increase communication between them on students academic performance					
11	Teacher-principal conflict stimulates creativity and searching for better approach in enhancing students' academic performances					

If you have additional information about the affect of conflict on student academic performance, pleas indicate your opinion in the following space _____

Direction IV: the followings are some of the **strategies to managing conflict between teacher - principal** to enhance students' academic performance in the school. Please, indicate your opinion by putting “√” sign by using the following rating scales:

1. Never 2. Rarely 3. Occasionally 4. Sometimes 5. Often

No	Item	Rating scale				
		1	2	3	4	5
1	Avoiding /Ignoring					
1.1	To what extent do teacher and principal conflict resolves itself without requiring any personal involvement?					
1.2	To what extent do you think teacher and principal lets the other party have his/ her own way?					
1.3	To what extent do you think teacher and principal acts as if there were no problem					
2	Accommodating/ smoothing					
2.1	To what extent do teacher and principal tries to please the other part /make the other part feel free/					
2.2	To what degree do teacher and principal play down the importance of the conflict?					
2.3	To what extent do teacher and principal apologize readily compute?					
3	Competing/ fighting					
3.1	To what extent do teacher and principal seeks the support of other people?					

3.2	To what extent do teacher and principal becomes aggressive?					
3.3	To what degree do teacher and principal tries to get their own way?					
4	Compromising/ sharing					
4.1	To what degree do teacher and principal negotiates with others so that compromise can be reached?					
4.2	To what degree do teacher and principal tries to split the difference?					
4.3	To what degree do teacher and principal goes for a quick deal of conflict?					
4.4	To what degree do teacher and principal looks for a fair solution?					
5	Collaborating / problem solving					
5.1	To what degree do teacher and principal listen carefully to what is said by the other party?					
5.2	To what extent do teacher and principal focuses on a series of possible solutions?					
5.3	To what extent do teacher and principal restates common interests?					

If you have additional information about conflict management strategy in the school please indicate in the following space _____

Appendix-II

Interview Schedule for Student Counsel, PTA and Supervisors

Direction: The purpose of this interview is additional to gather information on teacher principal conflict on students' academic performance in secondary school. So, kindly requested to experiences & suggest up on the problem below.

General Information

Name of school _____ Current position _____

Sex _____ Age _____ Educational background _____

1. What your view of teacher and principal about the conflict?
2. What do you think mostly causes of conflict between teacher and principal on students academic performance?
3. Do you think teacher and principal conflict affects students' academic performance? How?
4. How do you manage with conflict in your school?
5. If you have any additional comment about teacher-principal conflict on students' academic performance

Aaaf-Gaaffii Supparvizrootaa, Geggeessitootaa Koree Gmb fi Geggeessitootaa Bakka Bu'ootaa Barattootaa Waliin Geggeeffamuuf Qophaa'e.

Qajeelfama: Baachisummaan afaaffii kanaa inni guddaan gahumsa barattootaa irratti walitti bu'iinsa barsiisaafi itti gaafatmaa mana barumsaa ilaalchisee yaada dabalataa funaanuufi. Dhiifama waliin gaaffiwwan armaan gadii kanaratti ibsaafi yaada akka kaniittan gaafanna.

Odeeffannoo dimshaashaa

Maqaa M/ Barnootaa _____ Gahee Hojii _____

Saala _____ Umrii _____ Sadarkaa Barnootaa _____

1. Ilaalchi barsiisaafi itti gaatamaan mana barumsaa waldhabii gaumsa barattootaa irratti qaban maal?
2. Sababni yeroo baay'ee barsiisaafi itti gafatamaan mana barumsaa gahumsa barattootaa irratti walitti bu'aniif maal?
3. Walitti bu'iinsi barsiisaafi itti gaafatamaan mana barumsaa akkamitti gahumsa barattootaa irraan dhiibbaa gaha?
4. Walitti bu'iinsi brsiisaafi itti gaafatamaan mana barumsaa to'achuuf tooftaan itti raawwatamu maali?
5. Yaada dabalataa dhimma waldhabbii barsiisaaf itti gaafatamaa mana barumsaa irratti qabdan yoo jiraate.

Appendix-III

Document Review Guideline

1. Do the schools include about the conflict in its annual plan?
2. What is the teacher- principal view towards conflict on students' academic performance?
3. What are the causes of conflict happen most of the time in school on students' academic performance?
4. How teacher-principal conflict influences students' academic performance?
5. What strategy was used manages conflict in the school?
6. If there additional information about teacher-principal on students' academic performance.