

**ROLE OF SCHOOL LEADERS IN MANAGING CONFLICTS IN
SECONDARY SCHOOL OF BALE ZONE IN OROMIA REGIONAL
STATE**

MA THESIS

TADDESE WOLDEMICHAEL TESEMA

NOVEMBER 2018

HARAMAYA UNIVERSITY, ETHIOPIA

**Role of School Leaders in Managing Conflicts in Secondary School of Bale
Zone in Oromia Regional State**

**A Thesis Submitted to the Department of Educational Planning and
Management**

Postgraduate Program Directorate

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION IN SCHOOL LEADERSHIP**

Tadesse W/Michael Tessema

November 2018

Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that We have read and evaluated this thesis prepared under my guidance, by Tadesse W/Michael entitled “Role of school leaders in managing conflicts in secondary Schools of Bale Zone Oromia Regional State”. We recommend that it be submitted as fulfilling the thesis requirement.

<u>Aderie Feye (PhD)</u>	_____	_____
Major Advisor	Signature	Date

<u>Mangilal Banoth (PhD)</u>	_____	_____
Co-Advisor	Signature	Date

As members of the Board of Examiners of the MA Thesis Open Defense Examination, we declare that we have read and evaluated the thesis prepared by Tadesse W/Michael and examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Art in School Leadership.

_____	_____	_____
Chairperson	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

Final approval and acceptance of the thesis is contingent upon the submission of its final copy to the Council of Graduate Studies (CGS) through the candidate’s Department Graduate Committee (DGC).

STATEMENT OF THE AUTHOR

By my signature below, I declare that this thesis is my own work. I have followed all ethical and technical principles in the preparation, data collection, data analysis and compilation of this thesis. Any sources of materials used for this thesis have been given recognition through citation.

This thesis has been submitted for the partial fulfillment of the requirements for M.A Degree in School Leadership at the Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library. I also declare that this thesis is not submitted to any other institution anywhere for the award of any academic Degree, Diploma, or Certificate.

Brief quotations from this thesis are allowable without special permission provided that accurate acknowledgement of the source is made. Requests for permission for extended quotations from or reproduction of this manuscript in whole or in part may be granted by the Head of the Major Department or the Postgraduate Program Directorate when in his or her judgment the proposed use of the material is in the interests of Scholarship. In all other instances, however, permission must be obtained from the author.

Name of the author: Tadesse /Michael

Signature_____

Place: Haramaya University

Date of submission: November, 2018

ACKNOWLEDGEMENTS

First of all, my deepest gratitude is to my major advisor, Dr. Aderie Feye and my co-advisor Dr. Mangilal Banoth who advised me at every stage of this study.

Next, my heartfelt thanks, gratitude and appreciation go back to my families for their moral, financial and any needed support throughout my writing of this paper and for their endless love.

Last but not least, my deep appreciation goes to my friends for their endless encouragement and moral support while I was writing this study paper with all their kindness and affection.

BIOGRAPHICAL SKETCH

The author was born on September 22, 1967 G.C in Oromiya Region, Bale Zone, Goba Woreda, Gama Taja Kebele. He attended and completed his elementary Education in Burkitu primary School and his Secondary education at Batu Terara Secondary School in Goba Town and completed in 1984. After completion of secondary school, he joined Robe Teacher Training Institute and after one year study he received his Certificate in teaching in 1993. Soon after receiving his Certificate he was employed by the Ministry of Education as primary school teacher in Bale Zone Goba Woreda. Later on to develop his knowledge, besides his teaching profession, he joined St. Marry University College Distance Program in 2001 and graduated with Diploma in Geography in 2003. Meanwhile, he was assigned as a primary school principal and joined Dila University in 2007 and after four years of summer in service training he was graduated in first degree in Geography in 2010. Then ,later, he joined in Haramaya University in 2016 to pursue School Leadership program at postgraduate level.

ACRONYMS

MoE	Ministry of Education
NASP	National Association for School Psychology
NURC	National Unity Reconciliation Commission
PTA	Parent, Teacher Association
SPSS	Statistical Packages for Social Sciences
UNICEF	United Nations International Children Educational Fund
USED	United States Education Department

TABLE OF CONTENTS

STATEMENT OF THE AUTHOR	iv
ACKNOWLEDGEMENTS	v
BIOGRAPHICAL SKETCH	vi
ACRONYMS	vii
LIST OF TABLES	xi
ABSTRACT	xii
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	4
1.4. Objectives of the study	5
1.4.1. General Objective	5
1.4.2. Specific objectives	5
1.5. Significance of the study	5
1.6. Delimitation	5
1.7. Limitations of the Study	6
1.8. Operational Definition of Key Terms	6
1.9. Organization of the Study	7
2. REVIEW OF RELATED LETRATURE	8
2.1. Concepts and Definition of Conflict	8
2.2. The dynamic nature of Conflict in Schools	10
2.3. Types of Conflicts in Schools	12
2.3.1. Intra-personal Conflict	12
2.3.2. Inter-personal Conflict	12
2.3.3. Intra-group Conflict	13
2.3.4. Inter-group Conflict	13
2.4. Roles of heads of school	14
2.5. Theories of Conflicts	16
2.6. The Role of the Principal in Conflict Management	16
2.7. Conflict Management	17
2.7.1. The competing style	18
2.7.2. The avoiding style	18

Continues

2.7.3. The compromising style	18
2.7.4. The accommodating style	19
2.7.5. The collaborating style	19
2.8. Conflict Management Strategies in School	21
2.9. Indigenous Mechanisms of Conflict Management	22
2.10. Principles of Conflict Management	23
2.10.1. Separate People from the Problem	24
2.10.2. Focus on Interests, not on Positions	24
2.10.3. Invent Options for Mutual Gain	24
2.10.4. Use Objective Criteria	24
2.11. Outcomes of Conflict Management	25
2.12. Challenges Heads of School Faced in Managing Conflicts	26
3. RESEARCH METHODOLOGY	27
3.1. Description of Study Area	27
3.2. Research Design	27
3.3. Sources of Data	27
3.3.1 Primary sources of Data	27
3.3.2 Secondary sources of Data	28
3.4. Population	28
3.5. Sample Size and Sampling Techniques	28
3.6.1. Questionnaire	29
3.6.2. Interview	29
3.6.3. Document	30
3.7. Data Collection Procedure	30
3.8. Method of Data Analysis	30
3.9. Validity and Reliability	31
3.10. Ethical Consideration	31
4. RESULTS AND DISCUSSION	33
4.1. Demographic characteristics of respondents	33
4.2. School leaders' skills of conflict management	35
5. SUMMARY AND CONCLUSIONS	55
5.1. Summary	55
5.2. Conclusions	58
5.3. Recommendations	60

Continues

6. REFERENCES	61
APPENDICES	67
Appendix A: Questionnaire	67
Appendix B: Interview guide for principals and PSTA heads	72

LIST OF TABLES

Tables	Pages
1. Distribution of sample size of respondents	29
2. Profile of Respondents of Sex and Age	33
3. Educational Background and Work Experience	34
4. some of the skills that school leaders possess in managing conflicts	36
5 .The strategies used by school leaders in managing conflicts	41
6. Some of the challenges that school leaders face in applying the identified strategies of conflict management	46
7. Some of the measures that should be taken to minimize conflicts	51

ROLE OF SCHOOL LEADERSHIP IN MANAGING CONFLICTS IN SECONDARY SCHOOLS OF BALE ZONE, OROMIA REGIONAL STATE

ABSTRACT

The purpose of this study was to investigate the role of school leaders in managing conflicts in secondary school, in Bale zone, Oromia Regional State. In the study, descriptive survey method was used. The sample of the study consists of 83 home room teachers, 83 class monitor students, four school principals and four PTA chairpersons. Generally, 170 cases were participated in the study. The sampling techniques used were simple random sampling for homeroom teachers and class monitor students and purposive sampling technique for school principals and PTA chairpersons. Questionnaire, interview and documents were tools used for data collection. The collected data were analyzed using frequency, percentages and independent t-test to compare the mean difference between the scores of homeroom teachers and class monitor students. The p-value at sig. 0.05 was also utilized to testify the significant difference between the two groups of respondents. The finding indicate that the major causes of conflicts between secondary school principals and supervisors in the study area were unimpressive conditions of service, leadership incompetency, use embezzlement of funds, indiscipline on the part of students, teachers or leadership and poor academic performance. The major impact of conflict in schools includes preventing members from task and dislocates the entire group and produce polarizations. In addition, preventing conflict, transparency in financial and resource allocation in secondary schools as a way of conflict management strategy and the use frequent stakeholders meeting and discussion in secondary schools were found to be the most frequently used techniques of managing conflict. In general, the findings revealed that the majority of the school leaders lacked the basic know how of managing conflicts. As conclusion updating and providing the skills of school leaders would be one solution to minimize conflicts. Therefore, recommendations made on the bases of the findings showed that leadership role in conflict management should be timely and properly utilized. It was also made clear that proper training and workshops need to be arranged for the school leaders so that they might be well aware of the causes and uses of all the conflict management strategies.

Key words: Conflict, conflict management, embezzlement, leadership incompetency, transparency, know-how.

1. INTRODUCTION

This chapter describes the background of the study, statement of the problem, basic questions of the study and the objectives of the research. In addition to this, the chapter also presents the significance of the study, delimitation of the study, limitation of the study, operational definition of key terms as well as the organization of the study.

1.1. Background of the Study

Educational management in secondary schools involves the application of management values and skills in designing, developing and effecting resources towards achievement of educational goals. The field of psychology reveals that a person possesses boundless urges and impulses, which are constantly seeking expression.

These include need for security, sexual activities, exploration and success. On the other hand, the society stipulates laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance between his inner tendencies and the external restrictions. Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society (Johnson, PE 2005). Thus, the overall responsibility for a school's head is conflicts management in school.

Babyegeya (2002) defines conflict as a breakdown of communication among members of the organization. He adds that the more closely people are expected to work together, the more the possibility of Bale Zone conflict to rise. In that case conflict management is perceived as part of school administration problem and has become part and parcel of secondary schools and educational institutions. The nature and types of conflicts that occur in secondary schools vary from one school to another. In that way conflict may have either a positive or a negative effect on school performance, depending on the nature of the conflict and how it is managed (Armstrong, 2009).

Conflict can be defined as a person's effort over values and for the attainment of secure status, power and resources, in narrowing down the aims of opponents (Doherty and Guyler, 2008). Conflict arises in situations which are characterized by cognitions, irreconcilable goals, or emotions and these things operate within or between individuals or groups and this leads to

hostile or aggressive interaction. A form of interactions between the individual and parties who differed in their interests and values and their approach towards the desired goals is called as conflict. Conflict is a fact of life in organizations. Every organization, family, relationship and community has conflict of ideas, values, thought and action.

Many people are at a loss in dealing with conflict (Moore, C. 2012). The consensus strategy (a strategy based upon agreement by the total group), employed by many organizations leaves community leaders ill prepared to deal with those persons or organizations who refuse to concede without a struggle (Umstot, D D. 2008). The potential for conflict exists whenever and wherever people have contact (Barker, B C 2009). As people are organized into groups to seek a common goal, the probability of conflict greatly increases.

This equally applies to schools; as well conflicts are a natural part of life and therefore a natural part of school life. Communication barriers, role ambiguity, unclear expectations or rules, unresolved prior conflicts, conflicting interests, disagreement on task and content issues are some of the factors that can lead to conflict in schools. At the same time, competition for scarce resources, differences in values and inconsistencies among educators and learners may also bring about disagreement between people (Calitz, 2002). This phenomenon may affect the educational and social aspects of the country in general and the quality of schools in particular.

According to Sanson, A. and Bretherton D (2007) conflict resolution is a set of strategies which can be used to satisfy human needs of security, identity, self-determination and quality of life for all people who are engaged in a conflict. In similar context, Dereje (2010) explains conflict resolution as the suppression of conflict that has already broken out in the form of searching for solution that would reduce the levels of violence and prevent its intensification either through formally or using indigenous conflict resolution mechanism. Indigenous conflict resolution mechanism is a social capital that implies the ability of social norms and customs to grasp members of a group together by effectively setting and making possible the terms of their relationship, sustainability facilitates collective action for achieving mutually beneficial ends (Fred, 2005). Indigenous conflict resolution mechanisms focus on the values of empathy, sharing and cooperation in dealing with common problems which underline the spirit of humanity (Murithi, 2006).

According to Browarys and Price (2008) the management strategies that could be used to resolve conflicts include: compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, and climate of trust, formal authority, effective communication and avoidance. Also they base their approaches on the principles of authority and unity of command to eliminate conflicts. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies. Ibukun (1997) highlighted some conflict resolution measures such as the use of authority and command, problem solving, appeal to superior organization goals, changing the structure of the organization, prevention and avoidance, expansion of opportunities and resources, and compromise.

This conflict management style focuses on problem solving and a try to reach the desired outcome for both the parties (Phillips and Gully, 2011). People use these styles according to their choice and their choice is influenced by the interplay of various factors like age, gender, designation and working experience (Wilmot and Hocker, 2001, Valentine, 1995).

1.2. Statement of the Problem

Education is the process of promoting the knowledge, skills, attitudes and values needed for citizens. This helps to bring changes that was enable children, youth and adults to prevent conflict UNICEF.2004. The expansion of secondary schools needs effective leaders who are professionals and experienced in order to lead the schools coping with developments for progress of students' result combining with good teaching learning process and quality education (MoE, 2002).

The principals should be team leaders who know how to involve people, arrange conditions, and initiate process that can bring out the best in each participant. In that aspect, emphasized that the heads of secondary schools at any given work place (school) stimulate and encourage team work among other working staff, the secondary school principals were supposed to lead their staff in the way that conflict remains a theory, in the existence of the organization, thus the heads of secondary schools are responsibly involved in conflict management directly at their schools. It has been observed that, most of the schools conflicts between teachers and school leaders, teachers and students, teacher and teachers or teachers and parents occurred often (Hakielimu, 2007).

Few research works in the academic circle uncovered that the role of school leaders in managing students disciplinary problem is not only regular work but also needs serious attention since managing conflict is full of challenges (MoE, 2002). Gonié (1998) have indicated that conflicts were occurred in Ethiopian schools. Major conflict generates in secondary schools due to different factors of some teachers and other workers, dissatisfaction in performance, evaluation systems, and improper distribution of subject load.

Some researchers had been conducted directly or indirectly in Ethiopia such as Melese (2016) conduct on the Causes and Impacts of Conflicts between School Principals and Supervisors of Secondary Schools in Arsi Zone. His findings revealed that the majority of the school principals lacked the basic knowledge how to manage conflicts. Berhanu (2014) conducted a study on Conflict and its Management Styles in Kolfe Keranyo Sub-City Government Secondary Schools of Addis Ababa. His finding shows that conflict as bad, negative and destructive that must be avoided rather than managing conflict for benefit.

Although different studies had been done in the area of Conflict and its Management, still, this conflict exists in the researcher's local area. As far as the researcher knowledge it seems that no studies was conducted in Bale zone concerning Role of school leaders in managing conflicts in secondary schools, From this the researcher feel there is a gaps that need to assess Role of school leaders in managing conflicts in secondary schools. Therefore, the study was attempt to answer the following basic question.

1.3. Research Questions

1. What do school leaders possess necessary skills in managing conflicts in secondary schools of Bale zone?
2. What strategies are used by school leaders in managing conflicts in secondary schools of Bale zone?
3. What are the challenges school leaders face in applying the identified strategies for conflict management?
4. What measures should be taken to minimize conflicts secondary schools of Bale zone?

1.4. Objectives of the study

1.4.1. General Objective

The main objective of this study was to assess the effectiveness of strategies used by school leaders in managing conflicts in secondary schools in Bale Zone.

1.4.2. Specific objectives

1. To assess the skills of school leaders experience in managing conflicts in secondary schools of Bale zone.
2. To identify strategies employed by school leaders in managing school conflicts.
3. To identify challenges school principals face in applying the identified strategies for managing conflicts.
4. To assess measures that could be taken to minimize future conflicts in schools.

1.5. Significance of the study

This study may help school principals and stakeholders in providing an overall view about the roles of school leaders in managing conflicts and the finding may also help secondary school leaders to be aware of their roles and responsibilities in managing conflicts. Thus, the study could create a platform and awake an educational leaders, planners and decision makers to consider and look in to problems that exist in school conflict management. It may help to correct the inappropriate ways of conflict management in schools and will provide relevant ideas.

Besides, this study may be significant for personal growth in revealing the roles through adding to knowledge on the issue to be studied and improving practice. Therefore, this research may be valuable for all parties and policy makers in addressing the prevailing challenges and informs policy debates to take adoptive measures for potential solutions. Moreover, this research contributes as a stepping stone for further researches.

1.6. Delimitation of the Study

This study only focused on the conflict management strategies used by School leader located in Oromia Regional State, Bale Zone. The study was designed to examine conflict management of

Bale Zone grade (9 to 10) of four secondary schools out of fifty seven secondary schools in Bale Zone. The study was delimited to in filling and returning the questionnaires as soon as possible. In order to have more comprehensive information, it was vital to include all government secondary schools. However, to increase the manageability of the study in relation to time, financial and other constraints the scope of this study was delimited to four woredas' out of 20 woredas' of Bale zone and the research will be conducted in 4 government secondary schools which is found in these four woredas.

Moreover, methodologically the research was also confined to Descriptive research design and both quantitative and qualitative data will be collected. More specifically, the samples of the research were selected by using available sampling technique for PTA chairmen and school principals because they were small in number and manageable and by using random sampling techniques for sample classroom monitor students and homeroom teachers.

1.7. Limitations of the Study

It was obvious that any research work cannot be accomplished without some challenges. While conducting this study, some challenges were encountered. These were: shortage of time to complete the study according to the schedule of the University planned lack of access to technology, constraints of reference materials and reluctance of some sample schools to be considered as a sample and to provide necessary documents.

1.8. Operational Definitions of Key Terms

Conflict: in this study conflict refers to the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

Management: in this study management refers to the process of coordinating all resources through the process of planning, organizing, leading and controlling in order to attain stand objectives. Since the study dealt with conflict management, thus management is part and parcel of the study.

Conflict management: in this study conflict management refers to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand

and resolve their differences in the schools setting.

Conflict resolution: in this study refers to the process of attempting to resolve conflict.

Conflict resolution strategy: in this study implies a method desired to develop peaceful means finally ending a state of conflict, in that sense the study used the term strategies as means or methods to be applied in conflict resolution process.

1.9. Organization of the Study

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

2. REVIEW OF RELATED LECTRATURE

In this chapter, the ideas of scholars and research findings that are related to conflict had gotten attention to be mentioned briefly. From this, the idea of the research study was described and analyzed to know what had been done in the study area and to make available a theoretical background for data analysis and interpretation.

2.1. Concepts and Definition of Conflict

According to (National Unity Reconciliation Commission /NURC (2008) , conflict means an inverse relationship or a disagreement between two or more Persons, between groups, regions or even nation originating from different insights and interests. Conflict is not a new social phenomenon in the history of human being. Conflict always exists as long as human beings live together and it is an unpreventable human practice. According to Imobighe (2003) conflict can be defined as a condition of disagreement in an interaction process and usually occurs because of clash of interest between the parties involved. Clash of interest could occur because either they are pursuing their incompatible goals to pursue their chosen goal. On the other hand Conflict can be understood as engagement in a fight or confrontation between two or more parties aspiring towards incompatible or competitive means or ends (University for Peace, 2005). Similar with the above ideas, conflict was a Situation in which two or more parties try hard to acquire the same scarce resources at the same time (Mikael and Swanstrom, 2005).

Nathan (2007) on similar context defines conflict as a consequence of major transformation of popular pressure for essential political or economic change. Furthermore Spangler (2003) stated that conflict tend to arise over non-negotiable issues such as fundamental human needs, intolerable moral difference or high stakes distributional issues regarding essential resources such as water or land. A leader is a person who influences a group of people to wardsa 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. Okorie (2002) noted that principal's personal characteristics which include age, marital status, teaching experience, academic qualifications and sex cannot be divulged from the way and manner at which the school was being managed. Ike (2000) submitted that principals' with long year of

teaching experience perform better in mobilizing the non-teaching and teaching staff towards attainment of school goals and objectives. Furthermore, Durosaro (1998) opined that the school principal, as a leader must be prepared to integrate roles and personnel to achieve desired goal, the accomplishment of these functions depends solely upon his or her administrative leadership and management skills. The psychological orientation of leadership does influence behavior within group.

The principal has to ensure that the program and activities of the school are planned, designed, coordinated and integrated in such a way that the school was 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 (Taiwo,2010). No principal, no matters the level of intelligence or experience can single handedly monitor a school effectively without efforts of the vice-principal and other members of staff. Peretomode (2001) described leadership as the process of providing direction and influencing individuals to achieve goals. Ogunsaju (1997) opined that leadership in the schools was the influencing of actions, behavior's belief's and feelings of staff and pupils. More so, leadership was the ability to get others to willingly follow a course of action. Every organization needs leader's personal characteristics in order to achieve stated goals and objectives.

Conflict was a tension between two or more social entities (individuals, groups or large organizations) that arise from incompatibility of actual and desired responses. Conflicts have become part and parcel of human organizations world over. This indeed was a paradox because of the amount of energy and resources expensed by organizations to prevent and resolve conflicts.

Flippo (1999) attempted an explanation when he remarked that a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts were being suppressed.

The inevitability of conflict was also established by Kerzner (2001) that conflict was part of change and therefore inevitable. The nature and type of conflicts that occur in an organization vary from one organization to the others. The common types of conflicts that arise in schools include the one between the students on one hand and the school authority on the other. Other forms of conflict include interpersonal conflicts among staff and as well as the students (Kerzner 2001).

In relating conflict with the society, Fayeye (1994) asserted that, the conflict perspective assumes that social behavior was best understood in terms of conflicts, or tension among competing groups. Sociologists and other social scientists have come to see conflict not merely as a class phenomenon, but as part of everyday life in all societies. It was, therefore, obvious that in every culture, organization or social group, individuals that form such a social unit will struggle from their respective channels to achieve one goal or the other. One person is bound to suffer, while one person will benefit, and an individual will attempt to dominate at the expense of others “competition” and conflict place confusion on people’s understanding and perception that they are taken as a similar concept. Competition usually brings out the best in people, as they strive to be top in their field. Several types of conflicts identified in the schools according to Abubakar (2005) are student-staff conflict, student-student conflict, student-principal conflict and community- school conflict.

Albert (2001) stated that conflicts may be caused by competition for inadequate resources, contradicting value system, psychological needs of group and individuals, manipulation of information and perception. Conflict was part of a school because teachers have varying ideas about issues, they have different backgrounds and their experiences were different. These differences can cause so much damage to the school if they were not well managed; hence the importance of conflict resolution strategies to schools administrators. School administrators were managers and they should be able to manage conflict effectively rather than suppress or avoid them. In managing conflicts, it was pertinent to know the causes of such conflicts and the influence it was have on the school system. Methods of resolving conflict include compromising, accommodating, collaborating, avoiding and competing (Folger, Poole and Stutman, 1997).

2.2. The dynamic nature of Conflict in Schools

Conflict is opposition arising from disagreement about goals, thoughts or emotions within or among individuals, teams, departments or organizations (Hellriegel and Slocum, 1996). Conflict refers to a situation in which persons or groups disagree over means or ends and try to establish their views in preference to others. Conflict was universal in human affairs and it was natural. Conflict occurs in different degrees daily in every one’s life. Conflict was not necessarily good or bad for an organization or for individuals. It was the way that we handle that makes the outcome

positive or negative (Ayalew, 2000). This means, if it was understood in a positive manner, it brings an opportunity to encourage learning and creativity.

Conflict occurs at several levels and appears in different forms (Champoux, 2006) and Rahim (2001) divided organizational conflict into two types: Intra-organizational conflict, which occurs within the organization, and inter-organizational conflict, which occurs between two, or more organizations, including education institutions. Mohammad Johdi and Raman (2011) stated that conflict could not be avoided even in education as schools organizations. If conflict, which happens in schools, was not taken care of, it will affect the educators as well as the students by creating unwanted disagreement in their learning environment. The Causes of organizational conflict in school can be classified into two main categories: structural causes, which relate to the nature of the organization and the way in which its work is organized; and personal causes, which relate to differences between organizational or school members.

Organization is a group of people in the formal and stable relation to achieve organizational goals. It was also the result of a group of working and assessing of duties, responsibilities and authorities to people in order to accomplish organizational objectives (Carter, 2008). When there are people, who are to interact with each other, it was natural conflicts to occur. Conflict in school organizations has been a common phenomenon. Thus, the phenomena related to conflict have been studied deeply by different Management scholars were interested in studying conflict in organizations in recent times (Rahim, 2001).

When people work cooperatively and harmoniously, with collaborative effort, it was true for conflict to occur. Thus, because conflict was present in all human experiences, it was becoming an important aspect of organizational behavior in education. That was why management scholars were interested in studying organizational conflicts in recent times (Rahim, 2001).

Conflict can occur within and between persons or social units. It can also occur between two or more people or social units. The literature tries to give special attention to conflicts in organizational life organizational conflict. In most cases, organizational conflicts involve interpersonal conflict and intergroup conflict (Owens,2004).

2.3. Types of Conflicts in Schools

Different authorities and researchers classify conflicts differently based on their own concerns. Conflicts are classified as destructive and constructive. Destructive conflicts divert energy from real task, destroy morale, polarize individuals and groups, deepen differences, obstruct cooperative actions, produce irresponsible behaviors, create suspicion and distrust and decrease productivity. On the other hand, constructive conflicts open up an issue in a confronting manner, develop clarification of an issue, improve problem solving quality, increase involvement, provide more spontaneity in communication, initiate growth, and strengthen a relationship and increase productivity (Ratzburg, 2005).

On the other hand, school conflicts could be stratified on the basis of individual, group, and organization at which they occur. In relation to this, (Rahim, 2001; Barki and Hartwick, 2002) recognized four types of conflicts that could occur in organizations. These are intra-personal, interpersonal, intra and inter-group conflicts. The types of conflicts have been described below.

2.3.1. Intra-personal Conflict

Intra-personal conflicts are conflicts within the individual and are value-related conflicts. They occur when the expected roles of an individual do not conform to the values and beliefs held by the individual. According to Fekru (1993), these conflicts occur when a school member is requiring to perform certain tasks and to play roles which do not match with his/her expertise, interests, goals and values. A person has specific needs and tendencies to act in specific ways. People have selective perception; they may only see what their particular background and experiences enable them to see. Internal conflict can cause uncertainty, hesitation, stress, anxiety, sleeplessness and depression.

2.3.2. Inter-personal Conflict

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

policy matters in the school.

According to Fekru (1993), this kind of conflict can be happened between fellow educators, educator and learner, director and vice director at school level. This means, conflict will be intensified when we make interaction with people whose values, perceptions, attitudes and personalities are different or opposite from ours.

2.3.3. Intra-group Conflict

Groups, be they formal or informal, have their own norms and standards of behavior that members were expected to adhere too. Individuals and groups come into conflicts when members do not abide by the groups' rule (Rahim, 2001). According to him, there were several sources of such conflict: leadership style, group composition and size, cohesiveness and group-think, external threats and their outcomes.

2.3.4. Inter-group Conflict

This kind of conflict refers to the disagreement or differences between two or more units or group (departments) in an organization. Such conflict was generated from differentiation of tasks, differences in "culture" across groups (departments), need for joint decision making, dependence on shared resources, communication difficulties, ethnic or racial backgrounds (Hellriegel and Slocum, 1998). On the other hand, Jehn and Mannix (2001) proposed three types of conflict in workgroups in general: relationship, task and process conflict. Relationship Conflict: It was an awareness of interpersonal incompatibilities includes affective components such as feeling, tension and friction. This type of conflict involves issues such as dislike among group members and feelings such as annoyance, frustration and irritation.

Task Conflict: This was an awareness of differences in viewpoints and opinions pertaining to a group task. Similar to cognitive conflict, it pertains to conflict about ideas and differences of opinion by the given task. Process Conflict: It was defined as an awareness of controversies about aspects of how task accomplishment will proceed. It pertains to issues of duty and resource delegation such as who should do what and how much responsibility different people should get. It also relates to how the work gets done.

2.4. Roles of heads of school

Kochhar (2012), points out that school were organizations in their own right have managers who are has responsibility of maintain their stability in order to achieve the Organization goal. He emphasizes the importance of the principal who was the key cornerstone in the arch of school management and has the steering wheel in his hands. The author asserts that the principals should be group leader who knows how to involve people, arrange conditions, and initiate process that bring out the best in each participant. In that aspect, he emphasized that the heads of secondary schools at any given work place (school) stimulate and encourage team work among other working staffs, the secondary school heads are supposed to lead their subordinates in the way that conflict remains theory, in the existence of the organization, thus the heads of secondary schools are responsibly involved in conflict management directly at their schools.

Lemmer and Squelch (1997), the authors depict that the health of secondary schools rely on the prevailing management. The healthy management at secondary schools can be determined by having well planned strategies on combating conflicts and criticisms from in or outside of management premises, the approach towards solving these conflicts indicate the heads' capacity of conflicts.

Preedy (2004) argues that the heads or principals of secondary schools are responsible for every event or occasion at their service area, this can be in any form whether productive or unproductive given that it has happened at their service premises. He shows that since conflicts at any given institution were inevitable, thus the first responsible person to deal with them are the secondary school heads, were the ones who can report and search for advice in case the degree of conflict is not manageable at their capacity level .

Hargreaves and Fink (2003) show the importance of including secondary school heads in dealing with conflicts at their schools, since were the administrators on behalf of the governing body (government or owners of secondary schools in case of private owned). In that sense the heads of school has responsibilities of managing conflicts at secondary schools since were the ones who have taken oath to managing schools, in any situation.

The school head was the most important and influential individual in the school pertaining to management and conflict management (Lemmer and squelch, 1997).

Therefore the nature of a leader, and the position, role and power of the leader differ between schools and between systems in which the school heads handle conflicts in their school (Preedy, 2004). Therefore where there was an organization, a need for a leader arises, if activities of the organization are to be successfully implemented.

This was the same with secondary schools, as like other organizations, they require leaders if they are to be successful (Birgen, 2007). Witziers et al (2003) noted school leadership suggests that principals who were effective instructional leader positively affect the school climate and student achievement.

Due to the fact that the overall management of secondary schools rests with the heads of schools working with and through the teachers to realize desired educational goals as has a crucial obligation in discharging management duties in the school (Drucker, 1998). This was because significant proportions of key decisions made within the schools were made with the consent from the head of school that plays diverse roles as school heads has to use literal knowledge and experience to generate better ways to manage conflict (Wilmore, 2002).

Hallinger and Heck (1996) argue that personal characteristics such as gender, previous teaching experience, and values and beliefs, influence how principal enact their role. There is no evidence to suggest that the race or cultural perspectives of the principal were factors in his studies.

Robbins (2004) argue that a manager enhances the positive aspects of motivation so that employees feel impelled to perform their work and eliminate those conflicts that may inhibit employee's performance. School heads were responsible for implementation of education policy and keeping track of all activities within the school and ensuring that the school runs smoothly. The head of school responsibilities are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens, while the leadership role largely comprises personnel management (both students and teachers) and decision-making (Hargreaves and Fink 2003).

Sergiovanni et al (2004) argue that school principal's job were to coordinate, direct and support the work of others by defining objectives, evaluating performance, providing organizational resources, building a supportive psychological climate, running interference with parents,

planning scheduling, bookkeeping, resolving teacher conflicts, handling student problems, and otherwise helping to make things go. Achoka (1990) points out that the school heads must accept the fact that conflicts part and parcel of all social organizations. Heads of schools were mandated with the responsibility and duty to bring together and coordinate all the resources within the school for the achievement of desired educational goals. They play an important role in raising their schools' teaching and learning standards to ensure high achievement for all pupils (Mpokosa, 2008).

2.5. Theories of Conflicts

Frustration aggression theory, in explaining the causes of conflict assumes that human beings are goal-oriented and rational. Frustration is accumulated when an individual or a society was blocked from meeting their realization of goal; then it was natural to be aggressive and optional for conflict for the realization and fulfillment of their goals (Jeong, 2000).

On the other hand, the relative deprivation theory assumes that conflict erupts when raising expectation and the absence of progress towards for better life. In other words, the gap between people's values of expectation and capabilities and the wider gap between their perception and the reality on the ground lead people to make violence and unrest (Jeong, 2000).

According to the "Realistic Group Theory", in order for conflicts to arise, first there should be real or perceived incompatible goal leading to inter-group competition that leads to misperception and hostilities. In other words, this theory assumes that hostility between two groups result from real or perceived conflicting goal that initiate inter-group competition. That was when groups engage in the reciprocally competitive and for starting activities as result each group development negative stereo types about the other and review of several of these programs follows. In this school, students were included in the governance process, and a school-based peer mediation program has been established (Dreyfuss, 1990) cited in Jeong (2000) further emphasizes that these needs were basic; hence, they were neither negotiable nor traded. The denial and access to these needs makes people to take the option of violence in order to secure their needs.

2.6. The Role of the Principal in Conflict Management

The principal was the most important and influential individual in the school. This decisive

position encompasses a wide spectrum of complex functions pertaining to management and conflict management (Lemmer and Squelch, 1997). The management of conflict in schools can be either destructive or productive depending on the skills of those managing. (Tomlinson, 2004).

This myriad external pressures and expectations, deals with conflict and stress, and tries to keep up revolutions that have overtaken all communities to varying degrees have affected our curriculum, school organizations, discipline, students' behavior, community relations and the very nature of the teaching learning processes. According to Achoka(1990) the school principal must accept the fact that conflict was part and parcel of all social organizations. The school depends on the principal's ability to resolve conflict. The principal must also be aware of the type of divergence. Each type of conflict brings lessons to be learned, but they must each be resolved. The principal has to use literal knowledge and experience to generate better ways to resolve conflict.

Nevertheless, the possibilities for resolving conflict must be continually sought. A noteworthy point was that each conflict might warrant a different resolution technique. But this was not to discredit principals who have institutionalized conflict resolution mechanisms that become accepted by staff, and as such, form part of the school regulations. And unmanaged or mismanaged conflict has the tendency to escalate and become independent of its initial because after all has been forgotten. There was no luck in conflict resolution. Successful conflict management involves artistic sensitivity. This grows out of both theoretical knowledge and the experience of the administrator. No action taken in the resolution of discord will ever satisfy all concerned. However, this was not an excuse. The school principal must, above all, have virtuosity, technical skill and artistic insight into conflict resolution (Achoka, 1990).

2.7. Conflict Management

The better educators and students understand the nature of conflict, the better they were able to manage conflict constructively. Moran (2001) sees conflict management as a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives. Conflict as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life. Effective management of conflict can lead to outcomes that were productive and enhance the health of the organization. Ineffective management of conflict on the other hand can and frequently does create a climate that

exacerbates the situation and is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness as again suggested by Owens (2004). According to him, participative Leadership helps people in an organization have good ideas and quality information for making better decisions. The confrontation of divergent views often produces ideas of superior quality. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning. In conflict situations, we normally choose that style of conflict management with which we were most comfortable. However, this may always not be proved to work, since any conflict situation was not the same and thus thinking carefully about the best conflict management style was always a good idea. The styles of conflict management vary from problem solving, avoiding, forcing, and yielding to compromising. According to Syed and Zia, (2009), the terminology was different for different sources of literature; however, the styles to be adopted are eventually the same. Each style has its own costs and benefits according to its use and appropriate interpretation. The best style was always one, which brings out functional outcomes from the conflict situation (Amason, 1996, Simons and Peterson, 2000). As Rahim (1996) stated the following was a brief overview of the five styles.

2.7.1. The competing style

This style calls for quick thinking and a good deal of assertiveness by the decision maker. It was highly effective in situations where time was critical and decisions need to be made without consultation.

2.7.2. The avoiding style

This style encourages the conflict to be suppressed and neither assertion nor cooperation can be seen in such a style. It is highly effective in situations where more time was needed to gather information for appropriate decision-making.

2.7.3. The compromising style

This style calls for lose-lose situation, and bears reflection of moderate levels of assertion and cooperation. It was effective in cases where both the conflicting parties have strong opposing ideas and equal power. Both parties give up something to make mutually acceptable decision (Rahim and Bonoma, 2001).

2.7.4. The accommodating style

This style leans more towards cooperativeness, and was highly suitable in situations where people were willing to put others before themselves (Hellriegel and Slocum, 1998). It was effective when individuals would rather prefer peaceful and harmonious workings to self-interests.

2.7.5. The collaborating style

This style was the most difficult to adopt and possibly the most successful one in complicated situations. As Rahim (1996) stated, it displays high tendency towards assertiveness and cooperativeness, as the end result is usually a win-win situation for both the conflicting parties. This style was very useful when the interests of both parties were too important to be compromised upon, and thus a good deal of negotiation and bargaining is required.

According to Chandan (1994), there were four guiding principles that were used for the management of conflicts.

1) Preventing conflict: - According to Schein in Chandan (1994), four preventive measures were taken in the management of conflict. These were: -

- a) 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.
- b) Reward system: - fair compensation system must be there in order not to create individual competition or conflict within units of the organization.
- c) Trust and communication:- 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.
- d) Coordination:-properly coordinated activities reduce conflict.

2) Resolving Behavioral Conflict: - Here, five primary strategies for dealing with and reducing the impact of behavioral conflict are identified. These were:

- a) Ignoring the quarrel: - In certain situations, it may be advisable for managers to play a passive role and avoid it all together. The parties involved in the conflict may themselves

prefer to avoid conflict.

b) Smoothing: - This simply means covering up the conflict by appealing for the need for unity rather than addressing the issue of conflict itself.

c) Compromising: - In dealing with compromising each party gives up something, and also gains something. This technique of conflict resolution was very common in negotiations between the labor unions and management bodies.

d) Forcing - This was the technique of domination where the dominator has the power and authority to enforce his own views over the opposing party. This technique is effective in situations, such as firing a troublemaker and conflict creating managers by the president of the company.

e) Problem solving: - This 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 were managed, there will be differences of opinions, which must be resolved through discussions and respect for differing viewpoints. In general, this technique was 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.

3) Resolving structural based conflicts:- This can be solved or prevented by redesigning organizational structure and work-flow. A general strategy would be to move towards as much decentralization as possible so that most of the disputes can be settled at the lower levels in the organization.

4) Stimulating conflict: - It was pointed out earlier that under certain circumstances conflict is necessary and desirable in order to create changes and challenges within the organization. In such situations, management would adopt a policy of conflict stimulation so that it encourages change and innovation. Some of the factors that stimulate or create conflict were too much satisfaction with the status quo, low rate of employee turnover, shortage of new ideas, strong resistance to change, friendly relations taking precedence over organizational goals and excessive efforts at avoiding conflict. Robbins in Chandan (1994) suggested some specific techniques for inducing conflict written as follows:

a) Appoint managers who support change. Some highly authoritative managers were 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.

b) 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.

c) Manipulate scarcity: - this would cause conflict and make the individuals and fully utilize such resources.

d) Play on status difference:- sometimes, ignoring the senior staff members and giving visible responsibilities to junior members can cause a conflict requiring senior members to work harder to prove that they are better than the junior staff members. Having dealt with the general approaches for managing conflicts, an attempt was made to treat the types of conflict and their management techniques one by one.

2.8. Conflict Management Strategies in School

According to Oyeade (1994), conflict seemed as inevitable therefore various conflict writers have highlighted various ways of resolving these conflict situations as many of these were relevant in school situation. Kilmann (2007) identified five techniques of dealing with conflicts in schools these techniques were; competitive, collaborative, compromising, accommodating and avoiding. These techniques vary in their degree of cooperativeness and assertiveness. School heads need to understand what was entailed in conflict management and need high conflict competence to be able to be effective in their schools. Robbins (2004) concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques such as: problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables.

Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge & Anthony (1991) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation.

Nevertheless, the strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Ibukun(1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts in organizations.

2.9. Indigenous Mechanisms of Conflict Management

In one hand, “every conflict resides in an environment or context” (Wall & Callister, 1995: 534). On the other hand, “there was no correct solution to conflict that applies to every person in every situation” (Cheryl, 2004, page 18). Most importantly, this might be to say that every conflict management mechanisms might be resided in context. Thus, for the purpose of this study, the term indigenous is used to refer traditional or contextual conflict management strategies that are employed to minimize conflicts in the school settings.

Traditional mechanisms of conflict management were widely used and popular in almost all parts of Ethiopia (Assefa, 2001). Professor Yishak as cited in (Tarekegn and Hannah, 2008) stated that traditional mechanisms have been used for the prevention and resolution of conflicts that arise between opposition parties and the central government, ethnic groups and within a single social group in Ethiopia.

According to Assefa (2001) and Dejene and Yigremew (2009), these methods of conflict management have many advantages such as responding quickly to crisis, reducing regular court case loads, saving public resources, giving access to many people who do not find the modern system of conflict resolution affordable, comfortable or suited to their need, giving chance to the conflict parties to participate actively in handling their affairs. In other words, indigenous mechanisms of conflict management were less complex, time saving and participatory in the sense that parties may participate in resolving their problems by themselves as compared to non-traditional mechanisms. Likewise, school contexts show that there was a time when conflict occurs among teachers, teachers and learners, teachers and principals. Especially when teachers severely conflicting with students, consequences of physical confrontation like bleeding and other damages was

follow. Meanwhile, some students brought the issue to the Court in order to protect their rights being unbeaten rather than waiting decisions that was be made by discipline committee. However, by the mediation of elder teachers and members of PSTA, issues will be quelled. Then, the consensus they reached on will be informed to the Court and finally, the case would be closed. Concerning to this, William (1991: 113) defined.

This means, mediation was an informal and voluntary process undertaken by an external party that fosters the settlement of differences or demands between directly invested parties. According to Shedrack (2000), mediation was a neutral, balanced, supportive and non-judgmental process that tries to drive the parties towards win-win as opposed to win-lose outcomes.

According to Mozilla (2010), arbitration is the use and assistance of a neutral third party who hears the evidence from both parties and thereafter renders a decision which is expected to be binding on the parties. "Conflict is an unpleasant fact of life" (Cheryl, 2004, 18), "conflict is an everyday reality that all managers face" (Ayalew, 2000: 71), "conflict is an inevitable aspect of human interaction and unavoidable concomitant of choices and decisions" (Miller, 2004: 8). Therefore, how much contextual conflict management mechanisms were vital in the process of creating conducive environment for the attainment of the intended objectives in schools?

According to Habtamu (1998) and Dejene and Yigremew (2009), those traditional methods of conflict resolution such as 'sheemagilies' or negotiators are so important for binding disputants. In other words, only following rules and regulations as a strategy of handling conflicts was destroy trust, love, respect and increases suspicion between parties. According to William (1991), these kinds of phenomenon ends up in a win-lose outcomes where the winner appears to take all and the loser with nothing. Above all, it would undoubtedly hamper the teaching learning process and the social life of schools as well as the society at large. However, this does not necessarily mean that leaving everything without bridle or harness rather to say finding other options of conflict management mechanisms as like as indigenous might be crucial.

2.10. Principles of Conflict Management

According to Walters (2000), conflict management was the integral process in creating programs that can disseminate ideas and skills for averting, overseeing and resolving conflicts. Conflict management was a process that uses a strategy or series of strategies to support individuals or groups in learning about conflict situations so that transformative action can take place (Tschannen, 2001). Conflict

management often consists of different types of prevention or resolution strategies. Subsequently, conflict resolution can be viewed as procedures operating within the conflict management model (Henning, 2003). These days, numerous studies have investigated the process of conflict management used by organizations (Rahim, 2001).

Effective performance of the conflict management process such as negotiation, mediation, or consensus decision-making requires an understanding of the following four essential principles (Fisher et al, 1991; Boulle et al, 1998). These include:

2.10.1. Separate People from the Problem

Every problem involves both substantive and relationship issues. By separating these issues, individuals come to see themselves as working side by side, attacking the problem, not each other. Astonishingly, Fisher et al (1991) explained this concept as:

2.10.2. Focus on Interests, not on Positions

Understanding between positions and interests was decisive to problem solving. Interests, not positions, define the problem. Positions were something that individuals decide what they want whereas interests were the underlying motivations behind the positions they take. Again, these authorities expressed this idea as “compromising between positions was not likely to produce an agreement which will effectively take care of the human needs that led individuals to adopt those position”. Where such interests were not identified, temporary agreements may be reached, but typically they were not long lasting because the real interests have not been addressed.

2.10.3. Invent Options for Mutual Gain

Disputants focus on identifying options for resolving the conflict without pressure to reach a decision. A brainstorming process was used to create a wide range of options that move forward mutual interests and creatively reconcile differing interests. The key ground rule to brainstorming was to postpone criticism and evaluation of the ideas being generated. To widen their options, those in a dispute think about the problem in different ways; and build upon the ideas presented.

2.10.4. Use Objective Criteria

It ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Using objective criteria mean that neither party needs to give into the other; rather they can differ to a fair solution. Disputants based on fair standards and procedures determine objective criteria.

2.11. Outcomes of Conflict Management

According to Rahim (2001) and Ayalew (2000), there are three basic outcomes of conflicts. These were win-lose, lose-lose and win-win outcomes.

WIN-LOSE OUTCOME: was an outcome with which a conflict is concluded with one party being a winner and the other party a loser. In most cases, this creates a “we versus them” perception on the parties’ side because each side sees the issue of conflict from his/her own point of view i.e. “I want to win, but I want you to lose”.

LOSE-LOSE OUTCOME: occurs when both parties lose. This outcome results from the fact that there was little time to find a solution through discussion and mutual problem solving or when neither side can come into agreement. Because the involved parties focus on whose idea was superior rather working to find solution to the problem i.e. “I want to lose, and I want you also to lose”.

WIN-WIN OUTCOME: was a result coming from ending conflict by accepting a mutually satisfying solution reached through a step-by-step problem solving. This is the end result to listen all sides, defining basic issues and creating trustful atmosphere between parties involved. Finally, a solution is given to the problem that caused the conflict which in turn all parties can accept it i.e. “I want to win, and I want you also to win”. To summarize, different scholars and authorities discussed about views, dynamic nature, stages, sources, types, consequences and management strategies of conflict in different way. "Conflict was an everyday reality that all managers face" (Ayalew, 2000: 71), "conflict was an inevitable aspect of human interaction and unavoidable concomitant of choices and decisions" (Miller, 2004: 8).

According to Walters (2000), conflict management was the integral process in creating programs that can disseminate ideas and skills for averting, overseeing and resolving conflicts. On top of this, according to Habtamu (1998) and Dejene and Yigremew(2009), contextual and/ or indigenous methods of conflict resolution such as 'sheemagilies' or negotiators are so important for binding disputants. In other words, only following rules and regulations as a strategy of handling conflicts was destroy trust, love, respect and increases suspicion between parties. Hence, the researcher focused on conflict managements strategies in general and contextual and/or indigenous conflict management strategies in particular to sustain school benefits for the society.

2.12. Challenges Heads of School Faced in Managing Conflicts

Msila (2011) states that the challenge of school heads were to identify the problems endemic in their schools. Msila (2011) added that the work load of school heads was becoming unmanageable and as a result many school heads become unable to manage conflict in their school. As a result the performance of the school may be lower due to the strategies used by them in managing conflict in their schools. Furthermore some of them do not yet master the basic principles of school management or face problem understanding which may hinder the efficiency of the general administration of the school. Moreover the initial training of some of them does not allow them to acquire enough knowledge in school administration and management.

3. RESEARCH METHODOLOGY

This section of the deals with method and design, source of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of analysis.

3.1. Description of Study Area

The study will be conducted in Bale zone Oromia regional state. Bale zone is one of the Oromia regional states which is found in the southern part of region. Bale zone was bordered in the North by Arsi Zone, in the South by Guji zone in the east by Somali regional state in the west by west Arsi zone and north east by west Harerge zone. The zone was found at 430 km distance in south eastern direction of Addis Ababa. Bale zone has different social organizations that provide different services. It has a total of 804 primary schools, 57 secondary schools, 19 preparatory schools, one Teachers Training Collages, 7 technical and vocational education training and 1 Higher educational institution (university). The researcher focused on 57 secondary schools found in Bale zone.

3.2. Research Design

In this study, a descriptive survey research design was employed. This method was selected because it was appropriate when the aim of the study was to get an exact description of current status. In addition, the methods help to gather more quantitative data relatively from wide area. Qualitative data also was used to obtain detail information through interview. McLaughlin (2001) believe that for information that cannot be gathered through quantitative method, (which relies mainly on close-ended questionnaire) the qualitative method could be effective in obtaining such information. The two methods (quantitative and qualitative approach) were helpful to come up with well validated and substantial findings. Collecting diverse types of data provides a better understanding of the research problem and helpful to strengthen the reliability (Creswell,2002).

3.3. Sources of Data

3.3.1 Primary sources of Data

Primary data was collected from four groups namely; teachers, school principals, students and parent teacher association chair persons (PTA). In addition to this, the researcher was employ classroom observation.

3.3.2 Secondary sources of Data

Secondary data was obtained from document analysis of discipline committee. Such as: school minutes, department manuals, checklists, different reports and workers profile.

3.4. Population

A study population was the entire group of people to which a researcher intends the results of a study to apply (Aron and Coups, 2008). The study was conducted in secondary schools of Bale zone. Currently, there were about 20 Woreda , 57 secondary schools, 361 home room teachers, 57 principals, 57 PTA members and 22,760 students under Bale administrative Zone.

3.5. Sample Size and Sampling Techniques

There were 20 woredas in Bale zone. Therefore, the researcher classified the zone into five clusters based on the geographical location, These were Dello, Robe, Goro, Ginir and Agarfa clusters . Consequently, the researcher was selected one cluster (Robe) out of the five clusters using simple random sampling in order to give equal chance for all clusters. Robe Cluster has 4 woredas that include Robe town, Goba woreda, Sinana woreda and Goba town. To make the research manageable and easy to analyze and interpret the research was conducted in four secondary schools of the Bale Zone. The researcher was selected one secondary school from each woreda using simple random sampling methods. In 4 selected sample schools, there were 4 principals, 4 PSTA, 104 home room teachers, 104 Class monitors students. The researcher was selected 4 principals and 4 PSTA, 83 and home room teachers,83 using simple random sampling. Therefore, 174 total numbers of respondents was selected as shown below.

Table 1: Distribution of sample size of respondents

No	Cases	Proportion	Name of selected secondary schools					Sampling Techniques
			Galema	Goba	Misra	Obora	Total	
1	Homeroom teachers	Population	28	40	16	20	104	Simple random sampling
		Samples	22	32	13	16	83	
		%	79.8	79.8	79.8	79.8	79.8	
2	Class monitor students	Population	28	40	16	20	104	Simple random sampling
		Samples	22	32	13	16	83	
		%	79.8	79.8	79.8	79.8	79.8	
3	School principals	Population	1	1	1	1	4	Purposive sampling technique
		Samples	1	1	1	1	4	
		%	100	100	100	100	100	
4	PSTA chair persons	Population	1	1	1	1	4	Purposive sampling technique
		Samples	1	1	1	1	4	
		%	100	100	100	100	100	

3.6. Data Collection Instruments

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

3.6.1. Questionnaire

The purpose of this instrument was to get sufficient information from the sources. There for, the researcher employee questionnaire for selected participants. Questionnaires were prepared in closed ended and open ended items which consists four parts. Part one was about the skill of in managing conflict, part two strategies managing conflict, part three challenges face school principal, part four about the major factors that minimize conflict management strategies and part five to examine the alternative solution of conflict management strategies. Both open ended and close ended questions were prepared for respondents. The questionnaire was formed in likert scale answer format ranging from 1 strongly disagree to 5 strongly agree and some items are stated in rating scale format types ranging from 1 very low to 5 very high.

3.6.2. Interview

In addition to the questionnaire, semi structured interview questions were employed as Instruments of data collection. The semi structured interview is difficult to obtain through

structured interview and questionnaires (Ayalew, 2000). Thus, interview question was used to support, enrich and cross check and supplement the responses gather from participants through the questionnaire. The interview aimed at eliciting personal information on the critical factors that affect conflict and conflict management strategies effectiveness of Bale zone secondary schools. Moreover, interview was making with four PTA heads and four principals.

3.6.3. Document

From different minutes, the way conflicts were resolve and manage was analyzed. The workers profile provided the back ground information about the relationship between teachers and school leaders, types of support given for them. Furthermore, it revealed that the skills workers have to carry out the passion where they supposed to work. School guide lines were analyze to cheek whether the rule and regulation were implemented accordingly as an alternative strategies to solve conflicts.

3.7. Data Collection Procedure

The result of pilot test obtained from sample population of 37 participants from Dinsho woreda gave the opportunity for researcher to modify the questionnaires. The researcher asked cooperation through formal written letter which informed the objective of the study. The result of the questionnaires organized and interpreted using independent t-test statistically. Finally, statistical interpretation was undertaken for the data organized in tabulation form.

3.8. Method of Data Analysis

The raw data which was collected from the field through close ended and a few open ended questionnaire tallied, organized and structured systematically. Mean was calculated by employing SPSS version 20 computer software in the presentation, analysis and interpretation of the findings. The data collected from the secondary sources was analyzed using quantitatively.

Moreover, organizing the information in relation to the objectives of the study and categorizing or labeling answers that have similar characteristics or patterns was also be the main data analyzing procedure. In addition, the respondents was grouped in to two categories namely students and educators to make the analysis short, precise and easily understandable. Data collected through closed ended questionnaire were analyzed qualitatively through frequency,

percent and mean information obtained through document analysis, interviews and observation check lists was interpreted qualitatively. Furthermore, matrixes were employed to summarize the open ended responses. Subsequently, findings of the secondary data analysis were used to supplement the results of the primary data analysis. In the end, the study results were compared against the findings of other studies.

3.9. Validity and Reliability

Validity of instrument was the extent to which they measure what they were supposed to measure (Jeannes, 2000). Thus, instrument used in the research was pilot tested to determine the validity of the instrument. According to Kerlinger (1993) the term reliability refers to ability of an instrument to produce consistent results. Before distributing the questionnaire to the actual sample, the instruments were pilot tested in Dinsho secondary school in Dinsho woreda on five homeroom teachers, one principal, one PTA chairman and 30 students in order to determine the reliability and validity of the instrument. Dinsho secondary school is out of the sample schools. In addition to this, the draft questionnaire to be given the advisors and senior postgraduate students in the field for further suggestions. a pilot study in Based on advisors comments and pilot result the researcher revised the questionnaire to minimize confusion in the process of answering the research questions.

To test reliability of the questionnaire Cronbach's Alpha coefficient was used for data analysis. A reliability test was performed to check the consistency and accuracy of the measurement scales and found 0.86. Cronbach's alpha coefficient normally ranges between 0 and 1 George and Mallery (2003). As suggested by Cronbach's the reliability coefficients result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. Accordingly, the reliability test reveals that the questionnaire which was tried out by pilot test has good reliability. In general, the pilot test helped the researcher to avoid errors related to ideas and contents. After the necessary correction was made, the final copies were distributed to be filled in by the respondents. All items were carefully put into SPSS version 20 and the average result found from respondents help to use the instruments for the research.

3.10. Ethical Consideration

While conducting this study, emphasis was laid on every important ethical consideration that principles lay down to protect. The response of participants was kept confidential and was used for research purpose only.

At the beginning, cooperation letter was received from Department of Educational Planning and Management of Haramaya University. Then, the letter was given to the Bale zone education office and a consent letter is prepared by the researcher to help respondents make an informed decision. In addition, participation in the study was voluntary. The researcher was tried to be free from biases while collecting the data, analyze and interpreting. The researcher respects the culture, norm and personal willingness of respondents to participate in the study. Finally, above all, each and every source that was used in the study under investigation was acknowledged.

4. RESULTS AND DISCUSSION

This part presented analysis and interpretation of the data collected from respondents of 83 home room teachers and 83 class monitors students through questionnaires, 4 PTA heads, and 4 principals through interview and document analysis. The data were presented in tables and analyzed using appropriate statistical tools such as, percentage, mean, standard deviation and independent t-test. Moreover, the most important points were discussed qualitatively through descriptive statements.

4.1. Demographic characteristics of respondents

The first part of the questionnaire consists of the demographic information of the participants. This part of the questionnaire requested a limited amount of information related to personal and professional demographic characteristics of respondents. Accordingly, the following variables about the respondents were summarized and described in the subsequent table. These variables include number of years of the teacher worked with the school, number of years worked on the current school age, sex, the educational level achieved.

Variable	Categories	Frequency	Percent
Sex	Male	90	54.2 %
	Female	76	45.8%%
	Total	166	100.0
Age	Below 20	83	50.5%
	21-25	8	4.8%
	26-30	25	15.1%
	31-35	45	27.1%
	Above 36	5	3.0%
	Total	166	100%

Table 2: Profile of Respondents of Sex and Age

Table 2 shows that, characteristics of respondents in terms of sex: 90(54.2%) of home room teachers and class monitor were males. Whereas the remaining 76(45.8%) of them were females.

Age was another general characteristic of the respondents in the Table 2, regarding the age of the

participants, the largest group 83(50.5%) was below 20 years age group. The second largest group 45(27.1%) indicated their age was between 31-35 years but 5(3.0%) indicated that they were above 36 years age groups. On the other hand, 8 (4.8%) of them were between 21-25 years.

Variable	Categories	Frequency	Percent
Education of respondents	9-10	83	50
	Degree	75	45.2
	MA/MSc	8	4.8
	Total	166	100.0
Work Experience in the current job position	Less than 3 years	5	6.0
	3 - 6 years	13	7.8
	7- 10 years	36	21.7
	11-15 years	17	10.2
	16-20 years	8	4.8
	Above 21 yea	4	2.4
	Missing System	83	50
	Total	166	100%

Table 3: Educational Background and Work Experience

Table 3 is concerned with qualification of respondents. From the respondents 83 of home room teachers and 83 of class monitors students 8 (4.8%) of the respondents was masters and 75(45.2 %) of the respondents was degree holders and there was no college diploma holders at all among the respondents.

From table 3 the last respondents characteristics described in the study were their work experience. Work experience was only calculated for teachers. Accordingly, 5(6.0%) home room teachers have working less than 3years experience, 13(7.8%) of home room teachers have working experience of 3 to 6 years, 36(21.7%) of home room teachers have working experience of 7 to 10 years, 17(10.2%) of home room teachers have working experience of 11-15years. The respondents included in the work experiences of 16-20 years were 8(4.8%) of home room teachers and above 21 years of work experience were 4(2.4%) of home room teachers of the respondents.

4.2. School leaders' skills of conflict management

The following standard was set for interpretation and analysis the researcher use the scale for the range rating scales strongly disagree=1-1.49, disagree = 1.50-2.49, undecided =2.50-3.49, agree=3.50-4.49 and strongly agree=4.50-5.00 scale during interpretation (Aron et al., 2008).

Table 4 some of the skills that school leaders possess in managing conflicts

No	Item	Res	SD		D		UD		A		SA		M	S.td	t-test	p-value
			N	%	N	%	N	%	N	%	N	%				
1	The school principal has the skills of encouraging team workers	H.T	15	18.1	35	42.2	23	27.7	8	9.6	2	2.4	2.36	.97	2.23	.027
		C.M	21	25.3	36	43.4	26	31.3	0	0.0	0	0.0	2.06	.75		
		To	36	21.7	71	42.8	49	29.5	8	4.8	2	1.2	2.21	.87		
2	Due to Poor follow up in conflict managing skills	H.T	11	13.3	14	16.9	25	30.1	17	20.5	18	19.3	3.16	1.29	-3.83	.000
		C.M	0	0.0	0	0.0	36	43.4	28	33.7	19	22.9	3.80	.79		
		To	11	6.6	14	8.4	61	36.7	45	27.1	35	21.1	3.48	1.11		
3	Their method to use various conflict resolution mechanisms	H.T	16	19.3	28	33.7	21	25.3	12	14.5	6	7.2	2.57	1.17	-2.99	.003
		C.M	11	13.3	13	15.7	24	28.9	25	30.1	10	12.0	3.12	1.21		
		To	27	16.3	41	24.7	45	27.1	37	22.3	16	9.6	2.84	1.22		
4	The school leadership has the skill of implementing policies and guide lines in the schools	H.T	20	24.1	32	38.6	23	27.7	4	4.8	4	4.8	2.28	1.04	2.92	.004
		C.M	29	34.9	36	43.4	18	21.7	0	0.0	0	0.0	1.87	.74		
		To	49	29.5	68	41.0	41	24.7	4	2.4	4	2.4	2.07	.92		
5	Lack of experience for managing conflicts	H.T	0	0.0	0	0.0	19	22.9	44	53.0	20	24.1	4.01	.69	13.20	.000
		C.M	27	32.5	28	33.7	16	19.3	11	13.3	1	1.2	2.17	1.06		
		To	27	16.3	28	16.9	35	21.1	55	33.1	21	12.7	3.09	1.28		
6	A school principal has the skills of coordination	H.T	14	16.9	27	32.5	23	27.7	10	12.0	9	10.8	2.67	1.21	-3.95	.000
		C.M	4	4.8	10	12.0	37	44.6	14	16.9	18	21.7	3.39	1.10		
		To	18	10.8	37	22.3	60	36.1	24	14.5	27	16.3	3.03	1.20		
7	A school principal has the skills of providing school resource for the workers(teachers)	H.T	21	25.3	28	33.7	20	24.1	9	10.8	5	6.0	2.39	1.15	2.08	.038
		C.M	19	22.9	39	47.0	25	30.1	0	0.0	0	0.0	2.07	.72		
		To	40	24.1	67	40.4	45	27.1	9	5.4	5	3.0	2.23	.97		
8	A school principal has the skills of leading groups	H.T	18	21.7	30	36.1	23	27.7	6	7.2	6	7.2	2.42	1.12	.08	.936
		C.M	11	13.3	31	37.3	37	44.6	4	4.8	0	0.0	2.41	.781		
		To	29	17.5	61	36.7	60	36.1	10	6.0	6	3.6	2.42	.96		

SA: Strong Agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly disagree, HT: Home room teacher, CM: Class Monitor students, TO: Total

From item 1 in the table, 4 the majority of the respondents 35 (42.2%) and 36 (43.4%) home room teachers and class monitor respectively were disagreed that school principal has the skills of encouraging team workers. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of home room teachers and class monitor was 2.36 and 2.06 respectively, and over all mean (2.21) which is in the range of disagree. This confirmed that both home room teachers and class monitor disagreed that the intra personal conflict was presents in the schools due to the absence of skills of encouraging team workers. The t-test (at $\alpha= 0.005$) is 2.23, which was greater than the critical t value 1.9744, which shows that there was significant differences between the respondents response $t(164)= 2.23, p = <0.05$).

From item 2 in the table, 4 the majority of the respondents 18(19.3%) of home room teachers and 19 (22.9%) This indicates that, the respondents strongly agreed that conflict was created in the school due to poor follow up in conflict managing skills.17 (20.5%) of home room teachers and 28 (33.7%) of class monitor students agreed that Poor performance in conflict managing skills in the schools was the source of interpersonal conflict. Thus, both groups share the view that Poor follow up in conflict managing skills in the schools was the source of interpersonal conflict. The mean average of home room teachers and class monitor was 3.16 and 3.80 respectively, and over all mean (3.48) which was in the range of agree. This confirmed that both home room teachers and class monitor agreed that Poor follow up in conflict managing skills on the bases of their personal interest. The t-test (at $\alpha= 0.005$) is -3.83, which was greater than the critical t value 1.9744, which shows that there was significant differences between the respondents response $t(164)= -3.83, p = <0.05$).

From item 3, in the table 4 indicated that, strongly agreed responses were obtained from 28(33.7%) of home room teachers strongly agreed they did not use different method of conflict resolution skills and 25(30.1%) of class monitors on the other side agree that to use different mechanism for solve conflict methods and 25(30.1%) of class monitors on the other side agree that to use different mechanism for solve conflict methods. Methods and 25(30.1%) of school leaders, on the other side, agree that to use different mechanism for solve conflict methods. The mean average of home room teachers and class monitor was 2.75 and 3.12 respectively, and over all mean (2.84) which was in the range of

agree. This confirmed that both home room teachers and class monitor agreed that they did not use different method of conflict resolution skills. The t-test (at $\alpha = 0.005$) is -2.99, which is greater than the critical t value 1.9744, which shows that there is significant differences between the respondents response $t(164) = -2.99$, $p < 0.05$).

With respect to the fourth factor, efforts were made to gather data on how frequent the outdated and unclear policies affect intergroup conflicts. Again, the majority of the respondents 32(38.6%) home room teachers and 36(43.4%) of class monitors replied that this factor strongly agree that this issues affects the situation. From the above information, one can understand that backward and vague policies are seen as the source of intergroup conflict. Regarding the assignment of leaders at all levels, 20(24.1%)home room teachers and 29(34.9%) of class monitors the leaders suggested that the problem of assigning leaders on political basis seems to be the source of intergroup conflict to a higher extent. As can be seen from the data above, majority of the teachers tend to believe that the factor strongly affects intergroup conflict.

The mean average of home room teachers and class monitor was 2.28 and 1.87 respectively, and over all mean (2.07) which is in the range of agree. This confirmed that both home room teachers and class monitor agreed that they did not have ability to use different conflict resolution skills. The t-test (at $\alpha = 0.005$) was 2.92, which was greater than the critical t value 1.9744, which shows that there is significant differences between the respondents response $t(164) = 2.92$, $p < 0.05$).

Item 5, in table 4, were concerned with the lack of experience for particular job was a source of intrapersonal conflict. Most of the respondents 44 (53.0%) of home room teachers and 11 (13.3%) of class monitor students indicated that this situation occurs strongly agree that lack of required ability for particular job was a source of intrapersonal conflict in schools.

The mean average of home room teachers and class monitor was 4.01 and 2.17 respectively, and over all mean (3.09) which is in the range of agree. This confirmed that both home room teachers and class monitor agreed that they the lack of experience for particular job was a source of intrapersonal conflict. The calculated value of t-test (at $\alpha = 0.005$) is 13.20 which shows that there was significant differences between the respondents response $t(164) = 13.20$, $p < 0.05$).

It was possible to summarize from the above finding that human resources working in different position in the school were assigned without assessing their prior knowledge and skills. They

were forced to work on their position without their full interest and will. This resulted in delaying to report what was expected from them and disagreement with their immediate manager. These were other major causes of conflict in the schools.

From item 6 in table, 4 the majority of the respondents 27 (32.5%) and 37 (44.6%) home room teachers and class monitor respectively were disagreed and undecided that A school principal has the skills of coordination. Thus, both groups share the view that the role of this factor in generating interpersonal conflict was a considerable one. The mean average of home room teachers and class monitor was 2.67 and 3.39 respectively, and over all mean (3.03) which are in the range of undecided. It is difficult to conclude about the item that, a school principal has the skills of coordination to encourage team workers. The t-test (at $\alpha = 0.005$) is 2.23, which is greater than the critical t value 1.9744, which shows that there was significant differences between the respondents response $t(164) = -3.95$, $p < 0.05$).

Item 7 in table 4 indicated that lack of resources frequently source of intergroup conflict. The data on this factor shows that 28(33.7%)home room teachers and 39(47.6%) class monitors believe that this factor agrees leads to intergroup conflict while 21 (25.3%)home room teachers and 19(22.9%) class monitors tend to agree that this factor has nothing to do with the formation of intergroup conflict. The mean average of home room teachers and class monitor was 2.39 and 2.07 respectively, and over all mean (2.23) which was in the range of agree. This confirmed that both home room teachers and class monitor agreed that they the lack of required ability for particular job is a source of intrapersonal conflict. The calculated value of t-test (at $\alpha = 0.005$) is 2.08 which shows that there was significant differences between the respondents response $t(164) = 2.08$, $p < 0.05$).

This is totally inconsistent with the views of different writers such as Baker,T.E. (2011). This may be because a sharp competition for limited resources was not yet in place in school organizations. One point to mention here is that most of the respondents were reluctant to give the extreme answers on the rate of occurrence i.e., either strongly agree or agree.

From item 8 in table 4 show that, 30 (36.1%) of home room teachers and 31 (37.3%) of class monitor students disagreed with the practice of conflict management strategies through always discuss with workers. 18 (21.7%) of teachers and 11 (13.3%) of school leaders strongly disagree

staff did not practice in resolving conflicts. The mean average of responses 2.42 home room teachers and 2.41 the overall mean (2.42). So the responses ranged from strongly disagreed did not practice for conflict resolving strategies. From record of school leaders, it was observed that different minor conflicts were resolved through discussion with conflicting bodies. The participation of different school societies was increasing from time to time. The calculated value of t-test (at $\alpha = 0.005$) is 0.8 which shows that there was no significant differences between the respondents response $t(164) = 0.8, p = > 0.05$.

Although the data would seem to suggest that a greater proportion of schools leaders saw some link between these two variables, from the data obtained therefore, it was possible to conclude that competition for limited resources agree that rarely affects interpersonal conflict. But this is not consistent with the literature. Baker (2011) suggests that competing for limited capital and manpower resources is one of the primary sources of interpersonal conflict. Probably, the competition in our case has not yet started in school organizations at this point in time.

This type of conflict could be source by several factors in table 5 presents data on how often the factors raised affect interpersonal conflict. In an attempt to find out respondents views on certain factors that are thought to be the source of interpersonal conflict. The list identified included factors such as the absence corporation among workers, inappropriate implementation of rules and regulations, competition for limited resources and power struggles.

Table 5 The strategies used by school leaders in managing conflicts

No	Item	Respondent	SD		D		UD		A		SA		Mean	S.td	t.test	P.value
			N	%	N	%	N	%	N	%	N	%				
1	Conflict is useful its creating new ideas if properly managed	H.T	7	8.4	8	9.6	20	24.1	34	41.0	14	16.9	3.48	1.141	-3.25	.001
		C.M	0	0.0	0	0.0	23	27.7	36	43.4	24	28.9	4.01	.757		
		To	7	4.2	8	4.8	43	25.9	70	42.2	38	22.9	3.75	1.00		
2	The school guide lines help to mediate conflicts	H.T	8	9.6	13	15.7	28	33.7	18	21.7	16	19.3	3.25	1.218	-4.21	.000
		C.M	0	0.0	0	0.0	27	32.5	36	43.4	20	24.1	3.92	.752		
		To	8	4.8	13	7.8	55	33.1	54	32.5	36	21.7	3.58	1.06		
3	School leadership use solving problems by democratic process	H.T	19	22.9	32	38.6	30	36.1	1	1.2	1	1.2	2.19	.848	.486	.627
		C.M	18	21.7	36	43.4	29	34.4	0	0.0	0	0.0	2.13	.745		
		To	37	22.3	68	41.0	59	35.5	1	0.6	1	0.6	2.16	.79		
4	The impact of absence of conflict in job effectiveness	H.T	20	24.1	36	43.4	27	32.5	0	0.0	0	0.0	2.08	.752	-1.01	.920
		C.M	22	26.5	31	37.3	30	36.1	0	0.0	0	0.0	2.10	.790		
		To	42	25.3	67	40.4	57	34.3	0	0.0	0	0.0	2.09	.76		
5	Divide and rule style of leadership leads to groups conflict	H.T	11	13.3	23	27.7	27	32.5	16	19.3	6	7.2	2.80	1.124	3.875	.000
		C.M	17	20.5	31	37.3	35	42.2	0	0.0	0	0.0	2.22	.766		
		To	28	16.9	54	32.5	62	37.3	16	9.6	6	3.6	2.51	1.00		
6	Conflict results in better work climate	H.T	14	16.9	27	32.5	30	36.1	5	6.0	7	8.4	2.57	1.106	2.360	.020
		C.M	12	14.5	40	48.2	31	37.3	0	0.0	0	0.0	2.23	.687		
		To	26	15.7	67	40.4	61	36.7	5	3.0	7	4.2	2.40	.93		
7	Encourage majority members to solve conflicts	H.T	6	7.2	10	12.0	31	37.3	24	28.9	12	14.5	3.31	1.092	-2.899	.004
		C.M	0	0.0	0	0.0	37	44.6	31	37.3	15	18.1	3.73	.750		
		To	6	3.6	10	6	68	41.0	55	33.1	27	16.3	3.52	.95		
8	Uses force in managing conflict.	H.T	17	20.5	29	34.9	32	38.6	3	3.6	2	2.4	2.33	.925	2.141	.034
		C.M	20	24.1	39	47.0	24	28.9	0	0.0	0	0.0	2.05	.731		
		To	37	22.3	68	41.0	56	33.7	3	1.8	2	1.2	2.19	.89		
9	Solving problems through table discussion	H.T	4	4.8	6	7.2	22	26.5	36	43.4	15	18.1	3.63	1.021	-1.567	.119
		C.M	0	0.0	0	0.0	30	36.1	36	43.4	17	20.5	3.84	.740		
		To	4	2.4	6	3.6	52	31.3	72	43.4	32	19.3	3.73	.896		
10	As leadership of the school always, you discuss with staff members to solve conflicts	H.T	7	8.4	9	10.8	21	25.3	25	30.1	21	25.3	3.53	1.223	-2.443	.016
		C.M	0	0.0	0	0.0	32	38.6	25	30.1	26	31.3	3.93	.838		
		To	7	4.2	9	5.4	53	31.9	50	30.1	47	28.3	3.73	1.064		

It was inferred from item 1 in table,5 indicated that, 34 (41.0%) of home room teachers and 36(43.4%) of class monitors agreed conflict is useful its creating new ideas if properly managed to in the school similarly, 14 (16.9%) of home room teachers and 24 (28.9%) of class monitors responses were strongly agree. The mean average of responses 3.48 teachers and 4.01 school leaders were greater than the overall mean (3.75). So the responses ranged from strongly agreed in conflict are useful it's creating new ideas if properly managed. The calculated value of t-test (at $\alpha= 0.005$) is -3.25 which shows that there is significant differences between the respondents response $t(164)= -3.25, p = <0.05$).

It was inferred from item 2 in table,5 indicated that, 18 (21.7%) of home room teachers and 36(43.4%) of class monitors agreed that improper implementation of rules in the schools was the source of interpersonal conflict. The mean average of responses 3.25 teachers and 3.92 school leaders were greater than the overall mean (3.58). So the responses ranged from strongly agreed with the item. The calculated value of t-test (at $\alpha= 0.005$) is -4.21 which shows that there is no significant differences between the respondents response $t(164)= -4.21, p = >0.05$).

From item 3 in table,5 the majority of the respondents 32 (38.6%) and 36 (43.4%) home room teachers and class monitor respectively were disagreed that School leadership use solving problems by democratic process. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of home room teachers and class monitor was 2.19 and 2.13 respectively, and over all mean (2.16) which is in the range of disagree. This confirmed that both home room teachers and class monitor disagreed that the intra personal conflict was presents in the schools due to School leadership use solving problems by democratic process. The t-test (at $\alpha= 0.005$) is .486 which is less than the critical t value 1.9744, which shows that there is no significant differences between the respondents response $t(164)= .486, p = >0.05$).

From item 4 in table, 5 show that, 20 (24.1%) of home room teachers and 22 (26.5%) of class monitors strongly disagreed with the impact of absence of conflict in job effectiveness. 36 (43.4%) of home room teachers and 37(37.3%) of class monitors disagree staff did not practice in resolving conflicts. The mean average of responses 2.08 teachers and 2.10 the overall mean (2.09). So the responses ranged from disagreed did not practice for conflict resolving strategies. The t-test (at $\alpha= 0.005$) is -.101 which is less than the critical t value 1.9744, which shows that

there is no significant differences between the respondents response $t(164) = -.101$, $p \Rightarrow 0.05$).

Under item 5 in table, 5 indicated that, 27 (32.5%) of home room teachers and 30 (36.1%) of class monitors undecided did not source of intra group conflict due to divide and rule of school leaders in the schools. In similar way, 23 (27.7%) of home room teachers and 31 (37.3%) of class monitors expressed disagree. One of the factors raised was the unfairness of period distribution particularly in the school. The mean average of responses 2.80 teachers and 2.22 the overall mean (2.51). So the responses ranged from disagreed did not practice for conflict resolving strategies. The t-test (at $\alpha = 0.005$) is 3.875 which is greater than the critical t value 1.9744, which shows that there is significant differences between the respondents response $t(164) = 3.875$, $p \Rightarrow 0.05$).

From the data obtained although it is a common experience to hear complaints on the unfairness of period distribution, one can understand that teachers tend to suggest this factor rarely affects the situation, while leaders think that the factor can lead to intra group conflict some times. Although leaders think that this factor has a considerable effect on the situation, the teachers who are members of either of the departments denied that this factor never affects intra group conflict.

From the above description, it was possible to that conflict arising among teachers due to unfair distribution of instructional period has been common dissatisfaction of teachers. This indicated that immediate and timely conflict resolution was not implemented in samples schools.

From item 6 in table, 5 show that, 30(36.1%) of home room teachers and 31(31.3%) of class monitors agreed with the Conflict results in better work climate. The mean average of responses 2.57 teachers and 2.23 school leaders were greater than the overall mean (2.40). So the responses ranged from agreed did not Conflict results in better work climate. The t-test (at $\alpha = 0.005$) is 2.360 which is greater than the critical t value 1.9744, which shows that there is significant differences between the respondents response $t(164) = 2.360$, $p \Rightarrow 0.05$).

Likely, Item 7 of table,5 the majority respondents 24(28.9%) of home room teachers agree and 31(37.3%) of teachers agree, and the minority of school leaders, 6(7.2%) and 0(0.0%) strongly disagreed and disagree with statement respectively. This suggested that the practice involving majority of staff members for solving conflict in school did not participating. Accordingly, the mean values of the two respondents were 3.31 and 3.73 respectively. This mean value of the

overall mean was (3.52), while that of the school leaders was greater than the ideal mean. The result of the teachers shows that the majority of staff members for solving conflict in school did not participating and school leaders were participating staff members for solving conflict were against the teachers' response. The calculated value of t-test The t-test (at $\bar{\alpha}= 0.005$) is -2.899 which greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)=-2.899, p = < 0.05$.

Item 8 in tables 5, show that factor concerned about the role of power struggles. With regard to this item 17 (20.5%) and 29 (34.9%) home room teachers reported that this factor strongly disagree and disagree respectively. similarly 20(24.1%) and 39 (47.0%) class monitors show that this factor as leading to interpersonal conflict strongly disagree and disagree. The data suggest that both home room teachers and monitors do not consider power struggle as source of generating interpersonal conflict. The mean average of responses 2.33 teachers and 2.05 school leaders were greater than the overall mean (2.19). So the responses ranged from disagreed did not Conflict results in better work climate. The calculated value of t-test The t-test (at $\bar{\alpha}= 0.005$) is 2.141 which greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)= 2.141, p = < 0.05$.

From item 9 in table, 5 the majority of the respondents 36 (43.4%) and 36 (43.4%) home room teachers and class monitor respectively were disagreed that School leadership use solving problems by democratic process. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of home room teachers and class monitor was 3.63 and 3.84 respectively, and over all mean (3.73) which is in the range of disagree. This confirmed that both home room teachers and class monitor disagreed that the intra personal conflict was presents in the schools due to School leadership use solving problems by democratic process. The t-test (at $\bar{\alpha}= 0.005$) is -1.567 which is less than the critical t value 1.9744, which shows that there is no significant differences between the respondents response $t(164)= -1.567, p = > 0.05$).

From item 10 in table,5 show that, 25(30.1%) of home room teachers and 25(30.1%) of class monitor students agreed with the practice of conflict management strategies through always discuss with workers. 7(8.4%) of home room teachers and 9(10.8%) of class monitors strongly disagree staff did not practice in resolving conflicts. The mean average of responses 3.53 home

room teachers, 3.93 the overall mean (3.73). The participation of different school societies was increasing from time to time imply disagreed did not practice for conflict resolving strategies. From record of school leaders, it was observed that different minor conflicts were resolved through discussion with conflicting bodies. The t-test (at $\bar{\alpha}= 0.005$) is -2.443 which is greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)=-2.443, p \Rightarrow 0.05$).

Table 6 Some of the challenges that school leaders face in applying the identified strategies of conflict management

No	Item	Resp.	SD		D		UD		A		SA		Mean	S.td	t.test	P.value
			N	%	N	%	N	%	N	%	N	%				
1	Relationship problem	H.T	9	10.8	11	13.3	16	19.3	28	33.7	19	22.9	3.45	1.281	-4.04	.00
		C.M	0	0.0	0	0.0	20	24.1	34	41.0	29	34.9	4.11	.765		
		To	9	5.8	11	6.6	36	21.7	62	37.3	48	28.9	3.78	1.103		
2	Misunderstanding with staff members	H.T	5	6.0	12	14.5	32	38.6	19	22.9	15	18.1	3.33	1.116	-3.94	.00
		C.M	0	0.0	0	0.0	29	34.9	32	38.6	22	26.5	3.92	.784		
		To	5	3.0	12	7.2	61	36.7	51	30.7	37	22.3	3.62	1.006		
3	Absence of relationship between school community	H.T	3	3.6	4	4.8	22	26.5	34	41.0	20	24.1	3.77	.992	-1.81	.07
		C.M	0	0.0	0	0.0	25	30.1	31	37.3	27	32.5	4.02	.796		
		To	3	1.8	4	2.4	47	28.3	65	39.2	47	28.3	3.90	.913		
4	Inappropriate implementation of rule and regulation	H.T	2	2.4	4	4.8	24	28.9	27	32.5	26	31.3	3.86	1.00	-.33	.735
		C.M	0	0.0	1	1.2	29	34.9	30	36.1	23	27.7	3.90	.821		
		To	2	1.2	5	3.0	53	31.9	57	34.3	49	26.5	3.88	.913		
5	Incapability of school leadership	H.T	17	20.5	26	31.3	25	30.1	10	12.0	5	6.0	2.52	1.13	1.93	.054
		C.M	16	19.3	32	38.6	35	42.2	0	0.0	0	0.0	2.23	.754		
		To	33	19.9	58	34.9	60	36.1	10	6.0	5	3.0	2.37	.969		
6	Poor appraisal methods of school leadership	H.T	3	3.6	6	7.2	32	38.6	25	30.1	17	20.5	3.57	1.014	-3.16	.002
		C.M	0	0.0	0	0.0	25	30.1	32	38.6	26	31.3	4.01	.789		
		To	3	1.8	6	3.6	57	34.3	57	25.9	43	25.9	3.79	.933		
7	Lack of professional commitment	H.T	15	18.1	29	34.9	27	32.5	6	7.2	6	7.2	2.51	1.097	2.08	.039
		C.M	15	18.1	36	43.4	32	38.6	0	0.0	0	0.0	2.20	.728		
		To	30	18.1	65	39.2	59	35.5	6	3.6	6	3.6	2.36	.941		
8	Overlapping responsibility	H.T	5	6.0	5	6.0	19	22.9	31	37.3	23	27.7	3.75	1.114	-.80	.424
		C.M	3	3.6	3	3.6	21	25.3	30	36.1	26	31.3	3.88	1.017		
		To	8	4.8	8	4.8	40	24.1	61	36.7	49	29.5	3.81	1.065		
9	Lack of master basic principles	H.T	4	4.8	6	7.2	23	27.7	30	36.1	20	24.1	3.67	1.072	-.58	.556
		C.M	0	0.0	0	0.0	35	42.2	33	39.8	15	18.1	3.76	.742		
		To	4	2.4	6	3.6	58	34.9	63	38.0	35	21.1	3.72	.920		
10	Lack of acquired enough knowledge in school managing	H.T	2	2.4	6	7.2	22	26.5	31	37.3	22	26.5	3.78	1.001	-2.23	.027
		C.M	1	1.2	1	1.2	18	21.7	31	37.3	32	38.6	4.11	.870		
		To	3	1.8	7	4.2	40	24.1	62	37.3	54	32.5	3.95	.949		

Item 1 in table,6 showed that, total respondent 19(22.9%) of home room teachers and 29(34.9%) of the class monitors strongly agreed communication problem in the school was the major cause of conflict. In responses, the average mean value 3.45 and 4.11 the Overall mean (3.83) .So the responses ranged from strongly agreed this indicate that, communication problem factor of conflict in school. The calculated value of t-test (at $\alpha= 0.005$) is -4.046 which greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)= -4.046, p \leq 0.05$.

Item 2 in table,6 showed that, total respondent 19(22.9%) of home room teachers and 32(38.6%) of the class monitors strongly agreed Disagreement with staff members. In responses, the average mean value 3.33 and 3.92 the overall mean (3.62). So the responses ranged from strongly agreed this indicate that, Disagreement with staff members. The calculated value of t-test The t-test (at $\alpha= 0.005$) is -3.94 which greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)= -3.94, p \leq 0.05$.

From item 3, in table,6 34 (41.0%) and 31 (37.3%) home room teachers and class monitors agree respectively that absence of cooperation among workers that factor of interpersonal conflict. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of respondents in both cases 3.77 and 4.02 the overall mean (3.88). This confirmed that both home room teachers and class monitors agreed that the intra personal conflict was presents in the schools due to the absence of cooperation. The calculated value of t-test The t-test (at $\alpha= 0.005$) is -1.813 which less than the critical t value 1.9744, which shows that there is no significant differences between the respondents response $t(164)= -1.813, p \geq 0.05$.

26 (31.3%) of home room teachers and 23 (27.7%) of class monitors for item 4 strongly agreed that conflict was created in the school due to improper implementation of rules and regulation. 27(32.5%) of teachers and 30(36.1%) of school leaders agreed that improper implementation of rules in the schools was the cause for conflict. The mean average of responses 3.86 teachers and 3.90 the overall mean (3.88). So the responses ranged from strongly agreed conflict were created in the school due to improper implementation of rules and regulation. Agreed conflict was created in the school due to improper implementation of rules and regulation. The finding showed that the major conflict in the schools occurred when school managers implement rule and regulation on the

bases of their personal interest. They seldom implement the rules in line with stated in written principle for the sake of equally treating school societies. This was the case for any conflict types happening in sample schools. Such action may not a one dimensional conflict types rather a multi approach for conflict arising in the schools. The calculated value of t-test (at $\bar{\alpha}= 0.005$) is $-.33$ which less than the critical t value 1.9744 , which shows that there is no significant differences between the respondents response $t(164)= -.33, p \Rightarrow 0.05$.

From item 5, in table, 6 25 (30.2%) and 35 (42.2%) home room teachers and class monitors agree respectively that Incapability of school leadership. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of respondents in both cases 2.52 and 2.23 the overall mean (2.32). This confirmed that both home room teachers and class monitors agreed that the intra personal conflict was presents in the schools due to the absence of cooperation. The calculated value of t-test (at $\bar{\alpha}= 0.005$) is 1.93 which less than the critical t value 1.9744 , which shows that there is a significant differences between the respondents response $t(164)= 1.93, p \Rightarrow 0.05$.

From item, 6 of table, 6 indicated that, 17(20.5%) home room teachers and 16(19.3%) of class monitors strongly agreed that poor appraisal technique was the cause of conflict in the school. In the same way, 26(31.3%) of home room teachers and 32(38.6%) of class monitors agreed that conflict was caused in the school due to poor appraisal. The mean average of respondents in both case 2.52 and 2.23 the overall mean (2.38). This disagree that both teachers and class monitors conflict was the major caused in the school due to poor appraisal evaluation. From teachers individual profile it was analyzed that very few of them were appraised for the contribution they made. Moreover, the appraisal techniques itself was not all inclusive and the school leaders appraised them based on their personal feelings. They did not follow the procedural rules of collecting comprehensive information on teacher's performance.

The calculated value of t-test The t-test (at $\bar{\alpha}= 0.005$) is -3.16 which greater than the critical t value 1.9744 , which shows that there is a significant differences between the respondents response $t(164)= -3.16, p \Rightarrow 0.05$.

From item 7, in Table 6 is about the lack of professional commitment. It was reported that 29(34.9%) of home room teachers and 36(43.4%) class monitors strongly agree that the lack of professional commitment cause affects the intergroup conflict. similarly, 15(18.1%) of teachers and 15(18.1%) of the class monitors reported that this factor affects the situation but strongly disagree thus the data showed that the lack of professional commitment is one of the causes of intergroup conflict (Rahim's, 2000). Statistical test showed that teachers and school leaders are not in agreement. Although they have confirmed that the factor affects the situation, it is surprising that respondents, specially the teachers tend to deny the reality that no attention is given to the profession. The mean average of respondents in both cases 2.52 and 2.20 the overall mean (2.36). This confirmed that both home room teachers and class monitors agreed that the intra personal conflict was presents in the schools due to the absence of cooperation. The calculated value of t-test The t-test (at $\bar{\alpha}= 0.005$) is 2.08 which greater than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164)= 2.08, p \Rightarrow 0.05$.

This may be because most teachers consider themselves as professionals. It was possible to summarize from the above finding that human resource working in different position in the school were assigned without assessing their prior knowledge and skills. They were forced to work on their position without their full interest and will. This resulted in delaying to report what was expected from them and disagreement with their immediate manager. This was another major cause of conflict in the schools.

Item 8 in table,6 showed that, total respondent 31(37..3%) of home room teachers and 30(36.1%)of the class monitors strongly agreed Overlapping responsibility In responses. the average mean valve 3.75 and 3.88 the overall mean (3.81) .So the responses ranged from strongly agreed this indicate that, Overlapping responsibility. The calculated value of t-test (at $\bar{\alpha}= 0.005$) is -.80 which less than the critical t value 1.9744, which shows that there is no significant differences between the respondents response $t(164)= -.80, p \Rightarrow 0.05$.

Item 9 in table,6 showed that, total respondent 30(36.1%) of home room teachers and 33(39.8%) of the class monitors strongly agreed Lack of master basic principles. In responses, the average mean valve 3.67 and 3.76 were greater than the overall mean (3.72). So the responses ranged from strongly agreed this indicate that, Lack of master basic principles. The calculated value of t-test (at $\bar{\alpha}= 0.005$) is -.58 which less than the critical t value 1.9744, which shows that there is no

significant differences between the respondents response $t(164) = -.58, p = < 0.05$.

From item 10, in table, 6 31(37.3%) and 31(37.3%) home room teachers and class monitors agree respectively that Lack of acquired enough knowledge in school managing. Thus, both groups share the view that the role of this factor in generating interpersonal conflict is a considerable one. The mean average of respondents in both cases 3.78 and 4.11 the overall mean (3.95). This confirmed that both home room teachers and class monitors agreed that the intra personal conflict was presents in the schools due to Lack of acquired enough knowledge in school managing. The calculated value of t-test The t-test (at $\alpha = 0.005$) is -2.23 which less than the critical t value 1.9744, which shows that there is a significant differences between the respondents response $t(164) = -2.23, p = > 0.05$.

Table 7 Some of the measures that should be taken to minimize conflicts

No	Item	Resp.	SD		D		UD		A		SA		Mean	S.td	t-test	P-value
			N	%	N	%	N	%	N	%	N	%				
1	Imposing personal conflict on others	H.T	4	4.8	4	4.8	29	34.9	25	30.1	21	25.3	3.66	1.062	-728	.468
		C.M	3	3.6	6	7.2	22	26.5	27	32.5	25	30.1	3.78	1.071		
		To	7	4.2	10	6.0	51	30.7	52	31.3	46	27.7	3.72	1.065		
2	Involve majority of school staff on conflict resolution	H.T	5	6.0	10	12.0	28	33.7	21	25.3	19	22.9	3.47	1.151	-1.769	.079
		C.M	2	2.4	8	9.6	20	24.1	30	36.1	23	27.7	3.77	1.040		
		To	7	4.2	18	10.8	48	28.9	51	30.7	42	25.3	3.62	1.104		
3	Argue to accommodate personal interest	H.T	7	8.4	10	12.0	22	26.5	27	32.5	17	20.5	3.45	1.192	-2.074	.040
		C.M	4	4.8	4	4.8	25	30.1	20	24.1	30	36.1	3.82	1.128		
		To	11	6.6	14	8.4	47	28.3	47	28.3	47	28.3	3.63	1.172		
4	Reach on compromises through negotiation	H.T	4	4.8	7	8.4	28	33.7	20	24.1	24	28.9	3.64	1.132	-.502	.616
		C.M	4	4.8	4	4.8	22	26.5	34	41.0	19	22.9	3.72	1.028		
		To	8	4.8	11	6.6	50	30.1	54	32.5	43	25.9	3.68	1.079		
5	Investigate issues with others for solutions	H.T	6	7.2	12	14.5	26	31.3	20	24.1	19	22.9	3.41	1.200	-1.542	.125
		C.M	6	7.2	3	3.6	23	27.7	30	36.1	21	25.3	3.69	1.115		
		To	12	7.2	15	9.0	49	29.5	50	30.1	40	24.1	3.55	1.163		
6	Creating awareness to the staff about conflict resolution	H.T	2	2.4	4	4.8	29	34.9	24	28.9	24	28.9	3.77	1.004	-.311	.756
		C.M	2	2.4	4	4.8	25	30.1	28	33.7	24	28.9	3.82	.990		
		To	4	2.4	8	4.8	54	32.5	52	31.3	48	28.9	3.80	.994		

SA: Strong Agree, **A:** Agree, **UD:** Undecided, **D:** Disagree, **SD:** Strongly disagree, **HT:** Home room teacher, **CM:** Class Monitor students, **TO:** Total

For item 1 in table,7 the mean scores indicated 21(25.3%) and 25(30.1%) of home room teachers and class monitors strongly agreed about the use of imposing personal conflict on others strategy. Accordingly, the mean values of the two respondents were 3.66 and 3.78 respectively. The combined mean value 3.73 shows agreement on the issue, while the result of the calculated value of t-test (at $t=-728$, $p<0.05$) which shows that there is a significant differences between the respondents response.

Likely, Item 2 of table,7 the majority respondents 5(6.0%) of home room teachers strongly disagreed and 2(2.4%) of teachers strongly disagreed the involvement of the majority of school staff on conflict resolution, the minority of teachers and students, 19(22.9%) and 23(27.7%) strongly agreed with statement respectively. This suggested that the practice involving majority of staff members for solving conflict in school were participating. Accordingly, the mean values of the two respondents were 3.47 and 3.77 for home room teachers and class monitors respectively. These mean value of the teachers was less than the ideal mean value ($M=3$), while that of the school leaders was greater than the ideal mean. The result of the teachers shows that the majority of class monitor students for solving conflict in school did not participating and school leaders were participating staff members for solving conflict were against the teachers' response. The calculated value of t-test (at $t=-1.769$, $p=>0.05$) which shows that there is no significant differences between the respondents response.

The result of interview revealed: *“school leaders decided on any conflict raised in the school alone. It is a type of one man decision on solving conflict rather than encouraging as a group decision.”*

From item 3 in table,7 indicated that 17(20.5%) of teachers and 30(36.1%) of school leaders responded as strongly agree. For the same question, 27(32.5%) of teachers and 20(24.1%) of school leaders agreed that accommodating interest of others for conflict resolution.

The response of item 4, in table,7 showed that 28(33.7%) of teachers respondents responses undecided that satisfactorily used compromises through negotiation as strategies resolving conflict and 34(41%) of students agree on compromises frequently used as resolving conflict in the schools. Accordingly, the mean values of the two respondents were 3.64 and 3.72 respectively. This mean value of the teachers was less than that of class monitors, while the overall mean score 3.68 was agree. The calculated value of t-test (at $t=-2.074$ $p>0.05$) which Shows that there is no significant differences between the respondents respondent.

From the interview: *“School leaders do not always encourage school societies to solve conflict occurred from different sources; they prefer punishment and attach to school manuals for corrective action”*.

Chandan (1994) suggested that compromising is most of the time used to resolve conflicts management strategies. According to them, they think that compromising is the best way practiced at present in schools.

Regarding item 4 of table 7 above, 28(33.7%) of teachers undecided on reaching on compromises through negotiation strategies used by school leaders and 34(41%) of the students agree reaching on compromises through negotiation strategies used frequently by school leaders to solve conflict in the school. Accordingly, the mean values of the two respondents were 3.64 and 3.72 respectively and the combined mean 3.68 that falls in the level of agreement. The calculated value of t-test (at $t = -.502$, $p > 0.05$) which shows that there is no significant differences between the respondents response.

Goldwich (2001) suggested that collaboration is most of the time used to resolve focused on the problem and to solve together strategies. According to them, they think that collaboration is the best practice at the present in secondary school.

It was possible to infer from item 5 in table,7 indicated that, from the reported 26(31.5%) of teachers undecided by investigate issues with others for solutions to solve problems in the school. It was also agreed 30(36.1.5%) of students response on the same questions. Accordingly, the mean values of the two respondents were 3.41 and 3.69 respectively. The result of the teachers shows that the practice of investigating problem to solve strategies is effective. The calculated value of t-test (at $t = -1.154$, $p > 0.05$) which shows that there is no significant differences between the respondents response.

Chandan (1994), the forcing is the technique of domination where the dominator has the power and authority to enforce his own views over the opposing party was controversy between the teachers and leaders created difficulty to know the real situation. Majority of the teachers exposed the leaders that they exercise it. In this case, one can see a difference in opinion between teachers and managers.

The school minute and files were analyzed to cheek whether there was awareness creating on conflict resolve strategies by school teachers. The over all, result was, there was no written

conclusion creating awareness to solve conflict by school management bodies. As alternative strategies, they prefer punitive measure in line with school manuals stated in MoE 2002.

The result of item 6 Table 7 indicates that 24(28.9%) of teachers respondents and 24(28.9%) of students strongly agreed in creating awareness to the staff about conflict resolution strategies 24 (28.9%) of teachers and 28(33.7%) of school leaders were agreed on the strategy. Accordingly, the mean values of the two respondents were 3.77 and 3.82 respectively. These mean value of the teachers and class monitor students was relatively near to the average mean value ($M= 3.8$), while that of the students was greater than the average value. The result of the teachers and students shows that the practice of creating awareness to the staff about conflict resolution strategies has a great effective. The calculated value of t-test (at $t= -.311$, $p>0.05$) which shows that there is no significant differences between the respondents response.

5. SUMMARY AND CONCLUSIONS

This part considered the summary, conclusions, findings of the study and recommendations part of the finding. The primary objective of this study is to summarize the overall finding, draw conclusions based on the finding and forward certain recommendations based on the conclusions. In assessing the role of school leaders in managing conflicts in secondary schools which was the aim of this study, it is necessary to examine school leaders' role in conflict management in the secondary schools of Bale Zone.

5.1. Summary

The main aim of the study was to examine the role of school leaders in managing conflicts in secondary schools of Bale Zone. The study also aimed at assessing the general views of the concept of conflict. In order to achieve the objectives, efforts were made to seek possible answers for the basic questions; which stressed the on role of school leaders in managing conflicts and conflict management strategies.

In achieving these objectives, four basic questions have been raised:

1. What are school leaders possess necessary skills in managing conflicts in schools of Bale zone?
2. What are strategies used by school leaders in managing conflicts in schools?
3. What are the challenges the school leaders face in applying the identified strategies for managing conflicts?
4. What measures should be taken to minimize conflicts?

From the respondents 197 (99.5 %) was degree holders and 1(0.5%) of the respondents was college diploma holder. According to MoE (2009), the recruitment criteria of secondary school (9-10) teachers and school leader should have second degree with a required field of study. This description indicated that school leaders were leading the school with below the standard set by ministry of Education. Similarly, teachers are also expected to have second degree to provide effective instruction in secondary schools. However, the educational status of sample teachers is minimum standards for secondary schools.

1. The study also tried to identify four types of conflict. These were intrapersonal, interpersonal, intra group and intergroup conflicts; out of which the intra group conflict was found to appear more frequently in school settings. These conflicts were common among departments, school managers, teachers and supporting staff.
2. It was summarized from the finding that implementation of conflict management strategies in three dimension. The first potential strategy was separating leaders' position from their own interest. This strategy indicated that assessing situation and recording what is occurring finally arriving at decision without being over ambition for personal interest. Second, identifying workers' interest for later decision was the means through which conflict was minimized or avoided before being happened. Third, negotiating employee's need though discussion for common consensus was finally revealed as effective conflict management strategies. This was achieved by being open and democratic for whatever opinion for warded from workers.
3. The study also portrayed that there were factors that affect the implementation of conflict management strategies. Absence of professional commitment was the primary factors indicated in the finding. To describe, every leaders carried out school activities on the basis of his/her personal interest. Second rule and regulation of the school were improperly implemented. This was also the factor that emerged from the leaders interest who assumed the position. Third, lack of skill and poor performance in the schools were factors that affected conflict management strategies. From the study, if leaders or workers didn't have proper skill or training they wouldn't perform the work in the school. So, this affected implementation of conflict management strategies. Fourth, poor communication among workers within the school was summarized from the finding. Absence of effective communication channel in the school resulted in misinterpreting of rules and interpreting in different direction which highly affect implementation of conflict management strategies.
4. Among conflict solving mechanism, forcing and avoiding were obtained as alternative mechanism. Both mechanisms were important for solving and preventing conflicts occurred in the schools hence, they were considered as alternative conflict solving mechanisms.

The result from the interviewees and documents the major cause of conflict was lack of professional commitment, poor performance appraisal, communication problem between department head members of teachers and with schools leaders, do not properly use the rule and regulation and the main implementation of conflict management strategies no one is best to use all were as much as possible, and also lower attention to documentation in school.

5.2. Conclusions

Based on the findings, the following concluding remarks were made:

Lack of professional commitment, which the research was aimed about, has to be the main agenda of the time for the people who work in the teaching profession. Professional competency can come through training but professional commitment is something that calls for devotion and if need be scarification of life. Large number of respondents underlined that there is problem. Therefore, it is possible to conclude that the problem is serious enough to initiate causes of conflicts in school organizations and also hinder any educational development in the system.

Improper implementation of rule and regulation the issue under consideration by the people assigned to it. Some school leaders relate it to the personal characteristics of workers, and some make a comparison between workers (teachers), instead of comparing the person with his /her performance. Schools administrators, trained in the area of management, can have the opportunity to use the different techniques of conflict solving mechanisms. Besides, they might know that conflict is the basis of change and development. However, the findings indicated that the absence of trained schools leaders or the way schools leaders manage conflicts by itself can lead to the creation of conflicts between teachers and leaders.

Politically assigned educational leaders might be one way or another factor of conflicts (conflict between teachers and leaders). For one reason, teachers may think that they are guided by people who have no the necessary competence, since the leaders are not assigned on merit basis. Secondly, leaders may feel inferiority complex because there may be competent staff members with better qualification and work experience who are more able to manage the educational institutions than them. Therefore, the assignment of leaders on political basis can be the factor of conflict.

Communication problem was found to be the major factor of conflicts commonly found in secondary schools. It is not exaggeration to say that the communication function is a means by which behavior is modified, changed, and is effected, information is made productive, and goals are achieved. It is also a means by which people are linked together in an organization to achieve a common purpose. Indeed, group activity is impossible without communication. Therefore, if communication is a means of achieving a certain goals, it is impossible to achieve educational

objectives without it. However, unlucky secondary school of Bale Zone. Seem to be suffered from communication problems. The findings of the study, indicated that there is no a healthy communication between educational leaders and teachers.

The practice of performance evaluation often leads to conflict and misunderstandings between the teachers and schools leaders due to:- Lack of understanding of the goals of evaluation on the part of teachers. In general, it was discussed that school leaders should be familiar with different professionals in the school and manage accordingly. The guiding rules have to be known by school community specially the newly employed leaders should get necessary information about the school environment. Updating and providing the skills of school leaders would be one solution to minimize conflict in secondary schools of Bale Zone.

5.3. Recommendations

On the basis of the findings and conclusions made, the following recommendations were forwarded.

- Encouraging teachers and leaders to work towards the same school goals and creating awareness about national feeling should be done by principals. This can be done by designing sustainable discussion program with school societies and inviting civic and ethical education teachers on the contents of the subject.
- School leaders should be transparent, clearly demarcated and carry out their duties inline of rule and regulation of the schools. In additions, they should be accustomed with current issue about the school rules, policy and regulation.
- The ability of school leaders to deal with conflicts and their overall competence to do other managerial activities was found to be very poor. In view of this, proper management of conflict in secondary schools would be unthinkable. Therefore, effort has to be made to assign educational managers on merit basis, or else, place has to be given for those who are trained to be school leaders.
- Experience exchange among staff and updating the skills of school leaders by regional education bureau should be planed and exercised. Awareness raising workshops are important for teachers and leaders to deal with the role of managing conflicts.
- All communication channels, horizontal, vertical diagonal techniques' should be used in the schools. Continuous discussion program about school issues should be used as a culture in the school by school leaders.
- School leaders should decentralize the power/responsibilities for departments so that department heads are recommended to appraise teachers based on their contribution toward school goals.
- School leaders should learn the existence of diversified culture, and profession and cope up with such diversity through being emotionally intelligent.
- Educational leaders should use democratic or participatory approach to resolve conflicts happened in the schools as much as possible.
- It was recommended to use all approaches of conflicts solving techniques' interchangeably in the schools based on the nature of conflict and conflicting bodies. This was because there was no single best method of conflict solving mechanism.

6. REFERENCES

- Abubakar, R. 2005. Conflicts in school administration: *International Journal of Education*, 2(5), 67- 89.
- Achoka, J. 1990. *Conflict Resolution: The Need for Virtuosity Education*. London Chapman publishing.
- Albert, I. O. 2001. Introduction to third party intervention in community conflicts. Ibadan: PETRAF/John Archers Publishers
- Amason A.C. 1996 Distinguishing the effect of functional and dysfunctional conflict on strategic decision making: resolving a paradox for top management teams. *Academy of management journal*. Vol.39.123.-48.
- Armstrong, M. 2009. A handbook of personnel management practice, (10th Ed). London: Kogan Page Limited
- Assefa, 2001. Indigenous Mechanisms for the Prevention and Resolution of Conflicts. Addis Ababa: OSSREA.
- Ayalew, 2000. Theories of Educational Management. (EDAD 611): Set Reader, Department of Education Administration Faculty of Education. Addis Ababa University.
- Babyegeya, E. 2002. Educational planning and administration. Dar es Salaam: Open University of Tanzania.
- Baker, T. E. 2011. Effective police leadership: moving beyond management. United States America, USA: Looseleaf law publications, Inc.
- Barker B C. 2009. *Investigating of conflict*. London: Cassel. *Behavior*, Vol. 20, No. 4, 475-491
- Barki, H. and Hartwick, J. 2002. Conceptualizing the Construct of Interpersonal Conflict. New York: Free Press.
- Berhanu Tuji. 2014. Conflict and its management styles: teachers, students and principals perceptions, the case of kolfe keranyo sub-city government secondary schools of Addis Ababa. Unpublished M.A Thesis, Addis Ababa University.
- Birgen, P. 2007. *Strategic thinking. Principal the merchant of knowledge*. Nairobi: image books publishers.
- Browarys, M. and Price, R. 2008. Understanding Cross Cultural Management. Harlow: Pearson

- . education.
- Calitz, L. Fuglestad, O.L. and Lillijord, S. (2002). *Leadership in education*. Cape Town: Heinemann Publishers Pvt.Ltd.
- Carter, 2008. *Field Guide to leadership and supervision*. MBA, PhD, Authenticity consulting, . LLC.12:45-312
- Chandan, J.S. 1994. *Organizational Behavior*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cheryl, H. 2004. *Managing Communication Conflict*. <http://ww2.odu.edu/jritz/oted885/managing>
- Chompoux, J. E. 2006. *Organizational behavior: integrating individuals, groups and organization*. New Delhi: Radha publications.
- communication conflict. Retrieved on January 7, 2014
- Cresswell, J. W. 2002, *Planning, conducting and evaluating quantitative research*.
- Dejene, A. and Yigremew, A. 2009). *Good Governance and Civil Society Participation in Africa*.
- Dereje Seyoum, 2010. *The role of local governments in conflict management: the case of Mieso woreda. An Anthology of Peace and Security*, Addis Ababa, Ethiopia.
- Doherty and Guyler, 2008. *Conflict management strategies of administrators and teachers. Asian Journal of Management Cases*,
- Drucker, P.F. 1998. *The practice of management* Washington DC: The Academic of management executive, vol.17, No.3
- Durosaro, I A. 1998. *Personality profile and managerial effectiveness of Nigerian female Educational Administration Quarterly*, 32, 5-44.
- Fayeye, J. O. 1994. *Parent-child relationship and Juvenile delinquency. A survey of resocialization efforts in Kwara state*.
- Fekru, W. 1993. *A Strategy of Managing Conflict in Primary Teachers Training Institutes of Ethiopia*. Addis Ababa University, MA Thesis
- Fisher, R. and Ury, W. 1991. *Getting into Yes: Negotiation and an Agreement without Giving In* (2nd Ed) London: Random House Business Books.
- Flippo, A. 1999. *Conflict management in schools*. London: McGraw-Hill.
- Folger, J. P, Poole, M. S. and Stutman, R. K. 1997. *Working through conflict: Strategies for relationship, group and organizations*. England: Longman

- Fred, 2005. ,M.B. 2005. Nugormesese:An indigenous basis of social capital in a west Africa community 'lk Notes ,No.86, November. World Bank.
- GebreTensaye T. 2002. Factors that generate conflict between government secondary schools in Goni Tegar. 1998. A study on Teacher-Principal Conflicts in Amhara Secondary
- Habtamu, W. 1998. Conflict Resolution in the Families of Nine Ethnic Groups in Ethiopia.
- Hakielimu, 2007. Redefine quality education in Tanzania. From Input to Capabilities. vol, 7(3), 255- 275.
- Hargreaves, A. and Fink, D. 2003.Sustaining leadership. Phi Delta Kappan, 84(9):693 –700.
- Hellinger, P. and Hock, R. H 1996. Reassessing the principal's role in school effectiveness;
- Hellriegel, D. and Slocum, J.W.1998. Management, 3rd ed. London: Wesley Publishing company, England.
- Henning, M. 2003. Evaluation of the Conflict Resolution Questionnaire. Auckland University
- Ibukun, W.O. 1997. Educational Management: Theory and Practice. Ado-Ekiti Bamgboye o.
- Ike, G. A. 2000. The Roles of Managers in School Administration. Oweri Totan Publishers.
- Imobighe, T. 2005.Conflict Management in Nigeria. Nigeria: Spectrum books Ltd.
- Jehn, K.A. and Mannix, A.E. 2001.Constructive Conflict at Work. *Journal of Organizational*
- Jeong, H. 2000. Peace and Conflict studies: An Introduction. Aldershot: Publishing Ltd.
- Johnson,P.E.2005. Conflict and the school leader. (1sted). Connecticut: University of Connecticut.
- Kerzner, H. 2001. *Project management: a system approach to planning*. New York: John
- Kilmann, 2007. Conflict Mode Instrument.Mountain View,,CA: Xicom, a subsidiary of CCP,Inc.
- Kochher,S.K.2012. The teaching of social studies.New Delhi,India.Sterling Publishers Private Limited.
- Kroon, J. E.1991. General management: Planning, organizing, activating and control. (1sted). Pretoria: Haum Tertiary.
- Lemmer, E. and squelch, J.1997.Eight Keys to effective schools in South Africa.Half way House, Southern Book Printers, South Africa.London , Sage publication, England.
- management administrators and teachers toward leadership practices*. Unpublished Doctoral Dissertation. Baylor University, Waco, Texas
- McLaughlin, M.W. 2001. *Community counts Electronic version. Educational Leadership*.

- Melese Bekele. 2016. Causes and impacts of conflicts between school principals and supervisors of secondary schools: the case of arsi zone, oromia region. Unpublished M.A Thesis, Haramaya University.
- Meyer, B. 1994. *The dynamics of conflict resolution*. San Fransisco: Jossey-Bass.
- Mikael S. Weissmann aCCnd Niklas L.P. Swanstrom. 2005. Conflict, Conflict prevention, Conflict management and beyond: a conceptual exploration, Central Asia-Caucasus institute silk road studies program.
- Miller, C.A. 2004 .A Glossary of Terms and Concepts in Peace and Conflict Studies. King Mary E. Geneva: University for Peace.
- MoE. 2002. Education Sector Development program II ESDP –II 2002/03-2004/05, program action plan. Addis Ababa.
- Mohamad Johdi and Raman. 2011. Causes of Conflicts. Pcedia-Social and Behavioral Sciences. Retrived on October 12. 2018 from <http://www.sciencedirect.com/>
- Moore C. 2012. *The mediation process. Practical strategies or conflict resolution*. New York: Jersey Bass.
- Moran, M. 2001. The effects of a state-wide conflict management initiative in schools. *American Secondary Education, USA*.
- Mozilla, F. 2010. Conflict Resolution Methods: Resolving Conflicts Rationally and Effectively. From <http://www.mindtools.com>LeadershipSkill-Coached-Similar.html>. Retrieved On November 19, 2017
- Mpokosa, Chikondi and Susy Ndaruhutse. 2008. Managing Teachers: The Centrality of Teacher Management to Quality Education. Lessons from Developing Countries, London and Reading: CfBT and VSO.
- Msila, V. 2011. School management and the struggle for effective schools. *Africa Education Review*, 8(3): 434- 451
- Murithi, Timothy 2006. Practical Peace Making Wisdom from Africa: Reflections on Ubuntu. *The Journal of Pan African Studies*, 1(4), June, pp.25
- Nathan, G. 2007. The Four Horsemen of the Apocalypse: The Structural Causes of Violent Conflict in Juma (Ed) Conflict Prevention, Management and Resolution in Africa, Pretoria University Law Press, South Africa.
- NURC, 2008. The causes of violence after the 1994 genocide in Rwanda. Premier Consulting Group, Rwanda, Kigali. of Technology

- Ogbonna, S. 2007. Leadership. Retrieved from <http://en.wikipedia.org/wiki/leadership>
- Ogunsaju, S. 1997. A guide to school effectiveness in Nigeria. Ibadan: Laville Publications.
- Okorie, A.N. 2002. The comparison of the perception of the school-based and centralized
- Owens, R.G. 2004 . Organizational Behavior in Education (6th Ed.). Boston: Allyn and Bacon.
- Peretomode, V. P. 2001. Educational Administration: Applied concepts and theoretical perspectives. Lagos: Joja.
- Phillips, J., and Gully, S. M. 2011. Organizational behavior: tool for success. United States America, USA: South western Cengage Learning.
- Preedy, M. Glatter, R. and Wise, C. 2004. Leading and managing for effective education. Principals. *International Journal of Educational Management (IJEM)*, 2 (2), 105-108.
- Rahim, M.A. and Bonoma. 2001. Managing conflict in organizations, 3rd ed. Westport, CT: Quorum.
- Ratzburg, W.H. 2005. Types of Conflict. New York, NY: Praeger.
- Robbins, S.P. & Decenzo, D. A. 2004. Fundamental of management essential Concepts and application, (4th ed). NJ: Pearson prenticehall.
- Sanson, A. and Bretherton; D. 2007. Conflict resolution: theoretical and practical issues. Schools, Unpublished Master Thesis ,A.A.U. Addis Ababa.
- Sergiovanni. T. J., McCarthy, M. M. & Kelleher, P. 2004. Educational governance and
- Simons, T.L and Peterson, R.S. 2000. Task conflict and relationship in top management teams : The pivotal role of inter group trust. *Journal of applied*. London.
- Spangler, A. 2003. Conflict Settlement, Resolution, Management and Transformation: An Explanation [Http://Www Beyond intractable.Org/Action/Author.Jsp](http://www.beyondintractable.org/action/author.jsp).
- Syed and Zia. 2009. Conflict Resolution in Employee-Supervisor Relationship. *Abasyn Journal of Social Sciences* College of Commerce, University of Peshawar 6 (2): 4-6
- Taiwo, C.O. 2010. The Nigeria Education System: Past, present and future. Lagos: Thomas
- Tarekegn, A. & Hannah, T. 2008. Making Peace in Ethiopia: Five Cases of Traditional Mechanisms for Conflict Management. Addis Ababa: by Master Printing Press, Plc. *The Ethiopian Journal of Education, Vol. XVIII, No. 2, 19-40*.
- Tomlison, H. 2004. Educational leadership personal growth for professional development. London, Sage publications, England.
- Tschannen, M. 2001. The Effects of State-Wide Conflict Management Initiative in Schools.

- American Secondary Education*, Vol. 29, No. 3, 32-33.
- Umstot D D.2008. *Understanding organizational behavior concerns and applications*. St Paul,Muin, West.
- UNICEF. 2004. Education conditions conducive to peace whether at an intrapersonal,
- University for Peace. 2005. A Glossary of Terms and Concepts in Peace Conflict Studies, 2nd Edition, Geneva, Switzerland.
- Valentine, P.E.P. 1995. Nurse educators' ways of handling conflict. *Journal of Professional Nursing*, 14 (5), 228-237.
- Wall, J.A. and Callister, R.R. 1995. Conflict and its management. *Journal of management*, 21(3), 515-558.
- Walters, W.C. 2000. *Mediation in the Campus Community: Designing and Managing Programs*. San Francisco: Jossey-Bass Publishers.
- Willey and Sons, Inc.
- William, Z. 1991. *Conflict and Conflict Resolution in Africa*. Washington: CQ Press.
- Wilmore, E. 2002. *Principal leadership*. California: Corwin Press Inc.
- Wilmot, W. and Hocker, J. 2001. *Interpersonal conflict*. Boston: McGraw-Hil
- Witziers, B. 2003. Educational leadership and student achievement. The elusive search for an Association. *Educational Administration Quarterly*, 39, 398-425.

APPENDICES

Appendix A: Questionnaire

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled by home room teachers and class monitors students

Dear Respondents:

This questionnaire is prepared to collect relevant data for the study titled ‘‘Role of school leaders in managing conflict in secondary schools of Bale Zone Oromia Regional State’’. Your response is very important for achieving of this purpose. Thus, you are kindly requested to response to the questions, in order to provide necessary information on the topic related to the study. Since the success of this study depends on your genuine responses, And to be honest towards all items provided in this questionnaire. The information will be used only for academic purpose and the response will be kept confidential. Please briefly state your responses for the open ended items.

General Instruction:

- Given your answers by putting tick mark on the space provide given.
- Do not write your name on questionnaire
- No need to consult other to fill the questionnaire
- Please do not leave any question
- Please follow instructions provided for each part

Thank you for your kind cooperation!

Part I: General Data of Respondents

1. School name: _____
2. Sex: Male ☐ Female ☐
3. Age: Below 20 ☐ 21-30 ☐, 31-40 ☐, 41 & above ☐
4. Educational Level:
 - 4.1. Teachers: Secondary Education ☐, Diploma ☐, BA/BSC/BED ☐,
MA/MSc ☐, Others ☐
 - 4.2. Students: Grade 9 ☐ Grade 10 ☐
5. Experience you have in teaching profession (only for home room teachers)

Less than 3 years ☐ from 3-6 years ☐ from 7-10 years ☐

From 11-15 ☐ from 16-20 years ☐ above 21 years ☐

Part 2: Assessment questions

2.1. The following statements indicates “ Some of the skills that school leaders possess in managing conflicts in secondary schools of Bale zone “ indicates your agreement by using following point of agreement of Lickert scales.

No	Items	5	4	3	2	1
1	The school principal has the skills of encouraging team workers (teachers)					
2	Due to Poor follow up in conflict managing skills					
3	Their method to use various conflict resolution mechanisms					
4	The school leadership has the skill of implementing policies and guide lines in the schools					
5	Lack of experience for managing conflicts					
6	A school principal has the skills of coordination					
7	A school principal has the skills of providing school resource for the workers(teachers)					
8	A school principal has the skills of leading groups					

Key Strongly Agree (5), Agree (4), Undecided (3) , Disagree (2) and Strongly Disagree(1).

You are kindly requested to add further information on the school leaders possess necessary skills in managing conflicts in your school on the space below

2.2. There are lists of statements describing the strategies used by school leaders in managing conflicts in secondary schools “ indicates your agreement by using following point of agreement of Lickert scales.

No	Items	5	4	3	2	1
1	Conflict is useful its creating new ideas if properly managed					
2	The school guide lines help to mediate conflicts					
3	School leadership use solving problems by democratic process					
4	The impact of absence of conflict in job effectiveness					
5	Divide and rule style of leadership leads to groups conflict					
6	Conflict results in better work climate					
7	Encourage majority members to solve conflicts					
8	Uses force in managing conflict					
9	Solving problems through table discussion					
10	As leadership of the school always, you discuss with staff members to solve conflicts					

Key Strongly Agree (5), Agree (4), Undecided (3) , Disagree (2), and Strongly Disagree(1).

List other strategies used by school leadership in your school to manage conflict.

2.3 The following statements indicates “some of the challenges that school leaders face in applying the identified strategies of conflict management“. Indicates your agreement by using the following point of agreement of Lickert scales .

No	Items	5	4	3	2	1
1	Relationship problem					
2	Misunderstanding with staff members					
3	Absence of relationship between school community					
4	Inappropriate implementation of rule and regulation					
5	Incapability of school leadership					
6	Poor appraisal methods of school leadership					
7	Lack of professional commitment.					
8	Overlapping responsibility					
9	Lack of master basic principles					
10	Lack of acquired enough knowledge in school managing					

Key Strongly Agree (5), Agree (4), Undecided (3) , Disagree (2), and Strongly Disagree(1).

What are other challenges that affect school leaders in conflict managing strategies in your schools?

2.4 The following statements indicates “some of the measures that should be taken to minimize conflicts in secondary schools of Bale zone “ indicates your agreement by using the following point of agreement of Lickert scales.

No	Items	5	4	3	2	1
1	Imposing personal conflict on others.					
2	Involve majority of school staff on conflict resolution					
3	Argue to accommodate personal interest					
4	Reach on compromises through negotiation					
5	Investigate issues with others for solutions					
6	Creating awareness to the staff about conflict resolution					

Key Strongly Agree (5), Agree (4), Undecided (3) , Disagree (2), and Strongly Disagree(1).

What are the measures that should be taken to minimize conflicts in your schools?

Appendix B: Interview guide for principals and PSTA heads
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Question to be answered by School Principals and Parent-Student-Teacher Association chairpersons.

I. Demographic Information

6. School name:_____
7. Sex: Male ☐ Female ☐
8. Age: Below 20 ☐ 21-30 ☐, 31-40 ☐, 41 & above ☐
9. Educational Level:
 - 9.1. Teachers: Secondary Education ☐ Diploma ☐, BA/BSC/BED ☐, MA/MSc ☐, Others ☐
 - 9.2. Students: Grade 9 ☐ Grade 10 ☐
10. Work Experience (by year ranges): 1-5 ☐, 6-10 ☐, 11-15 ☐, 16 & above ☐
11. From your experience, could you tell me the school leaders possess necessary skills in managing conflict in your school?
12. What are the strategies used by school leadership in managing conflicts in your school?
13. What types of strategies do you use mostly to solve conflict in your schools?
14. Which Strategies are mostly adopted in managing conflict in your schools?
15. What are the challenges the school leaders face in applying the identified strategies of conflict management?
16. What measures should be taken to minimize conflicts in your school?
17. To what extent do you encourage school community to solve conflict in group?
18. Is there any conflict that you can't manage it yet? So what solution do you propose?

Thank You!