

**CONFLICT AND CONFLICT RESOLUTION STRATEGIES IN
SECONDARY SCHOOLS OF WEST HARARGHE ZONE
OROMIA REGIONAL STATE**

M.A THESIS

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West Hararghe Zone Oromia Regional State**

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Master of Arts in School Leadership**

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DEDICATION

I dedicate this thesis manuscript to the late my mother Boge Kebede and my sister Wubalem Girma for nursing me with affection and my sisters, and my wife Netsanet Gebretsadik for her moral support when I was engaged in research work.

STATEMENT OF AUTHOR

By my signature below, I declare that this thesis is my solely work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at Haramaya University and is expected to reserve at the University Library to be used under rules of the Library.

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BIOGRAPHY

The author was born on April 23, 1978 in Chole in ArsiZone, Oromia Regional State. He attended his elementary and secondary school education at Chole Elementary School and Arbegnoch Secondary School respectively. He then joined; Harambee Teachers Training College in 1998 and graduated in 1998 then joined St.Marry University in 1999 and graduated with BEd degree in August, 2002. The author had worked in Oromia Region, in teaching as well as Vice principal of a secondary school. To pursue his further studies, and improve his qualification he joined the School of Postgraduate at Haramaya University for MA degree in school leadership in 2016.

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ABBREVIATIONS AND ACRONYMS

BOS	Board of School
CSA	Central Statistics Agency
FDRE	Federal Democratic Republic of Ethiopia
SPSS	Statistical Package for Social Sciences
MOE	Ministry of Education
PTSA	Parent Teachers Association
UNDP	United Nation Development Program
WHZ	Western Hararghe Zones

Table of Contents

DEDICATION	iv
STATEMENT OF AUTHOR	v
BIOGRAPHY	vi
ACKNOWLEDGEMENTS	vii
ABBREVIATIONS AND ACRONYMS	viii
LIST OF TABLES	xii
ABSTRACT	xiii
1. Introduction	1
1.1 Background of the Study	1
1.2. Statement of the Problem	2
1.3. Basic Research Questions	3
1.4. Objectives of the Study	3
1.4.1. General objective	3
1.4.2. Specific objectives	3
1.5. Significance of the Study	3
1.6. Delimitations of the Study	4
1.7. Limitations of the Study	4
1.8. Definition of key Operational Terms	5
1.9. Organization of the Study	5
2. REVIEW OF THE RELATED LITERATURE	6
2.1 Views on Conflict	6
2.2 The dynamic nature of Conflict in Schools	6
2.3 The Stages of Conflict	7
2.3.1 Latent Conflict	7
2.3.2 Perceived Conflict	8
2.3.3 Felt Conflict	8
2.3.4 Manifest Conflict	8
2.3.5 Conflict Outcome	9
2.4 Sources of Conflict	9
2.5 Types of Conflicts in Schools	12
2.5.1 Intra-personal Conflict	12

2.5.2 Interpersonal Conflict	12
2.5.3 Intra-group Conflict	12
2.5.4 Intergroup Conflict	12
2.6 Consequences of Conflict	13
2.6.1 Conflict—Positive Schools	13
2.6.2 Conflict—Negative Schools	14
2.7 Conflict Management	15
2.7.1 Scientific methods of Conflict Management Styles	15
2.7.2 Prominently Used Conflict Management Styles	17
2.7.3 Indigenous Mechanisms of Conflict Management	17
2.7.4 Principles of Conflict Resolution	18
2.7.5 Outcomes of Conflict Management	19
2.8. Summary of Review of Related Literature	20
3. RESEARCH DESIGN AND METHODOLOGY	20
3.1 Description of the Study Site	21
3.2 Research Design	21
3.3. Sources of Data	21
3.3.1 Primary Sources of data	21
3.3.2. Secondary sources of data	22
3.4. Population, Sample Size and Sampling Technique	22
3.5. Tools of Data Collection	23
3.5.1 Questionnaires	23
3.5.2 Interview guide	23
3.5.3. Document analysis	24
3.6. Data Gathering Procedures	24
3.7. Methods of Data Analysis	24
3.8. Validity and Reliability Checks	24
3.9 Ethical Considerations	25
4. DATA ANALYSIS AND INTERPRETATION	26
4.1. Demographic Characteristics of Respondents	26
4.2. Occurrence of Conflict and Conflict Resolution Strategies	27

4.3 .Intrapersonal Conflict and its Source	28
4.4. Interpersonal Conflict and its Sources	30
4.5. Intra group Conflict and its Source	33
4.6. Intergroup Conflict and its Source	35
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	46
5.1 Introduction	46
5.2 Summary	46
5.3 Conclusion	48
5.4. Recommendations	50
6. REFERENCES	51
Yigremew (2009), contextual and/or indigenous strategy of conflict resolution such as'	54
Sheemagilies' or negotiators are so important for binding disputants	54
APPENDIX- A	55
Appendix- B. Sample Interview	59

LIST OF TABLES

Table .1.Total Population Sample	28
Table 1: Profile of Respondents of Sex and Age	33
Table 2: Educational Background and work Experience	34
Table.3. Intrapersonal conflict and its source	36
Table.4. Interpersonal conflict and its source	38
Table .5. Intra group Conflict and its source	41
Table.6. Intergroup Conflict and its source	43
Table .7 the practice of conflict m strategies	46
Table 8 Factors affecting conflict resolution strategies in the schools	49
Table 9. Strategies of Conflict Resolution	

ABSTRACT

The main purpose of this study was to investigate the conflict and conflict resolution strategies in Secondary Schools of West Hararghe Zone, Oromia Regional States. It also looked in to identify major types and causes of conflict in secondary schools and to identify the conflict resolution strategies used by the school leaders in secondary schools. Moreover, it examines the factors affecting the practices of conflict resolution in secondary schools and find out alternative techniques for handled conflict in secondary schools of the zone. In conducting this research, descriptive survey research design was employed. The primary sources of data were 130 Teachers, 68 (Vice principals, principal, supervisor and department head. A random sampling technique was employed to select Teachers, Vice principals, principals, department head and supervisors were selected. Questionnaires were the main data gathering instruments while group discussion and document analysis were employed to enrich the data gathered through questionnaires. The collected data were analyzed quantitatively by using descriptive and inferential statistics, and qualitatively by using descriptive narration. Data collected through questionnaire were scored and categorized. Once the quantitative data collection were completed and appropriately scored, the data were entered into the statistical package for the social (SPSS version 20.0) software for analysis. The finding of the study indicated the domination by the bosses, the mismatch between personal, poor performance evaluation results, competency versus responsibility for a particular position, the lack of required skill for a particular position and the mismatch between personal and organizational goals seem to be the major source of intrapersonal conflict in secondary school. Moreover, the lack of participatory decision is the source of intergroup conflict. Hence, it is advisable for schools leaders to be aware of the issue and exploit the advantage. The findings of the study concluded as there is no a healthy communication between educational leaders and teachers. The result of the study showed the ability of educational managers to deals 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, has to be given for those who are trained to be educational managers. Therefore, for the effectiveness of conflict resolution processes and for the purpose of getting balanced view of conflict, special training for both schools leaders and teachers were commended.

1. Introduction

This chapter deals with background of the study, statement of the problem, objectives, significance, delimitation, limitations, definition of terms and organization of the study.

1.1 Background of the Study

Conflict is widespread and universal in societies and their affairs. It occurs among organizations, within organizations, among the members of an organization and within the personality of each individual because presence of conflict is an everyday reality (Ayalew, 2000). This means, conflict is an inevitable and unavoidable concomitant of choices and decision aspects of human interaction (Miller, 2004). Hence, building healthy environment within schools would be unquestionable. 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 et al, 2002). This phenomenon may affect the educational and social aspects of the country in general and the quality of schools in particular.

Conflict is assumed to be a natural part of modern organizations. The reason behind this involves problem solving, decision making and credited with positive effects upon the organization. Diversity enriches the educational experience. We learn from those whose experiences, beliefs and perspectives are different from ours and these lessons can be taught best in a richly diverse intellectual and social environment in schools. Accordingly, conflict will persist where irreconcilable differences exist (Erasmus and Swart, 2000). On the contrary, it is also clear that “conflict can affect academic achievement as well as social relationships” (Romo, 2001: 16). This means, unless we manage conflicts duly, it will undoubtedly hamper the teaching learning process, the social life of the schools and the society at large.

Furthermore, conflict occurs between people in all kinds of human relationships and social settings because of the wide-range of potential differences that people have. The absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Owens, 1998). Specifically, as far as conflict in schools is concerned, it varies from other conflict situations which appear in other organizations since different individuals and groups such as students, teachers, administrative workers and other stakeholders involve in school activities. All these stakeholders bring different ideas, goals, values and needs to their schools and primarily these differences affect the relationships and functions of school organizations. These differences inevitably lead to conflict. But, this does not necessarily mean that conflicts always result in negative consequences in organizations.

They can provide considerable values and benefits to individuals and organization conflicts, if constructively managed: increase cohesion, creativity and innovation, greater effort; improve organizational commitment and; reduce tension (Greenberg, 1996). Moreover, Pondy (1989: 96) expresses the importance of conflict as “conflict is not only functional for the organizational but also essential to its existence”. Besides, the absence of conflict, if it occurs, often indicates the success of

status quo interests (Ayalew, 2000). Conflict is, therefore, quite a pressing problem that must be painstakingly addressed, requires an urgent attention and alleviate it is pretty challenging indeed. Thus, finding ways to promote the common good or positive outcomes and minimize the dysfunctional effects of conflicts is pivotal for the survival of an organization in general and school institutions in particular. To this end, the study attempted to investigate the nature, sources and resolving mechanisms of conflicts in government secondary schools.

1.2. Statement of the Problem

The focuses of this study was to analyze conflict and conflicts Resolution Strategies in secondary schools of west Hararghe Zone Oromia Regional state. 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 to managing. 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 conflict is full of challenges.

However, little has been known and documented regarding the role of school leaders in managing conflicts and their implications to augment quality education or students' academic achievements at the country level. Conflicts are in existence in schools as barely a month passes without the head conflicting either with the teachers or with the teachers amongst themselves (Moore, 2012).

Adhiambo and Samatwa (2011) identified that causes of conflict between teachers and administration were academic performance, difference in opinion, negative attitude towards each other, disciplining of students, intimate relationships between teachers and administration, irresponsibility on the part of all the parties, lack of time management and improper lesson planning by teachers.

According to Madziyire (2010) causes for workplace conflict can be personality or style differences and personal problems such as substance abuse, childcare issues and family problems. Organizational factors such as leadership, management, budget, and disagreement on core values can also contribute. Another cause of conflict in organizations (including schools) is what Anderson (2011) calls office romance. Public displays of affection can make co-workers uncomfortable and accusations of favoritism may occur, especially if it is a supervisor-subordinate relationship (Anderson, 2011). If the relationship goes wrong, one party may seek to exert revenge on the other.

However, the studies reviewed did not provide clear empirical evidence as to the conflict resolution strategies or methods used in secondary schools.

Conflict Resolution Strategies in Secondary Schools of West Hararghe Zone Oromia Regional States are also not exceptional to the above reality.

Generally, this title was directly or indirectly conducts in a nation-wide, in Ethiopia. Still, this conflict exists in the researcher's local area. The aforementioned studies conducted by few researchers, there were some gaps that inspired the researcher to conduct this research. The above-mentioned researchers did not assess the major causes that lead to conflict situations amongst school members.

In addition to the above gap, the researcher`s experience, in his career of principal ship, he has come to realize that most of the educational leaders have the attitude that conflict affects their life negatively. Hence, they consider conflict as destructive and try to apply their maximum effort to eliminate it rather than handling it carefully. Therefore, the study attempts to find out the major factors that lead to conflict situations amongst school principals and secondary school Teachers of West Hararghe Zone, Oromia Regional State. Conflict is yet challenging in researcher local area and the findings of the previous researches did not focus on the researcher`s local area geographically. Therefore, the researcher believes that this study was help to fill the present gap in his current research. The researcher designed the following basic research Questions.

1.3. Basic Research Questions

- 1. What were the major types of conflict and their causes of conflict in secondary school?
- 2. What were the strategies used by the school leaders to resolve the conflict in the study area?
- 3. What are the factors that affecting conflict resolution strategies in secondary schools?
- 4. What are the techniques helps to handled conflict in secondary schools?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of the study was to investigate the conflict and conflict resolution strategies in Secondary Schools of West Hararghe Zone ,Oromia Regional States.

1.4.2. Specific objectives

The specific objectives of the study were:

- 1. Identify major types and causes of conflict in secondary schools;
- 2. Identify the conflict resolution strategies used by the school leaders in secondary schools;
- 3. Examine factors affecting the practices of conflict resolution in secondary schools;
- 4. Find out alternative techniques for handled conflict in secondary schools

1.5. Significance of the Study

The need to know what is conflict and how to manage, minimize undesirable conflict and exploit the benefits of desirable conflict, and its sources made the problem more purposeful. As a result, this study was hopefully having its own contribution to:

- 1. Expose some of the sources of conflicts and managing them better in schools.
- 2. Figure out the current features of Secondary Schools which are included in the study under investigation in particular.
- 3. Help educational managers to get some insights about the current practices and conflict handling mechanisms in the secondary school.
- 4. Be used as a facilitator for Governmental and Non-Governmental Organizations that are concerned about conflict resolution styles.

5. Provide some alternative solutions or recommendations that might help to minimize conflict generating practices.
6. Pave the way for other researchers.

1.6. Delimitations of the Study

The study was geographically delimited to in urban secondary schools of West Hararghe Oromia regional state six woredas were delimited by Availability sampling techniques was selected. Conflicts were becoming realities at all levels of the school system and all over the country. It would be unpractical if attempts were made to examine conflicts at all levels of the school system and in all regional states of the country.

Furthermore, the major variable of the study was conflict and conflict resolution strategies. Besides, to make the study more manageable, it is decided to delimit the types of conflict, factors that affected conflict and strategies for resolving conflict with their sub heading stated under review of related literature. So the study selected by probability sampling technique delimited to six secondary schools in West Hararghe Zone out of 53 secondary schools.

In addition, in order to make more the study was delimited to (9-10) Secondary schools and preparatory schools were not involving in the study. Furthermore, the study was delimited to the conflict among teachers, school leaders and in order to make the research manageable. The researcher was based on Availability sampling techniques among the total 260 teachers, 130 teachers selected which account 50% and based on available sampling techniques, 68 sample population selected from(department heads, Principals, vice Principals and supervisors) which account 100% in study area. The researcher used the instruments, questionnaire and interview. The data analysis techniques used frequency, percentage, mean and independents t-test depending on the research questions and specific nature of the data collected.

1.7. Limitations of the Study

This study has encountered constraints. The prominent limitations were the following.

1. Since school culture is dynamic in its nature, the study of conflict at school level also requires a long time and intensive observation to get the actual problem and its development. To this end, the researcher was forced to stick on the opinions of respondents and interviewees for possible solutions.
2. Even though the researcher planned to examine documents (files and records) in connection with conflict and its management at the proposal stage, school principals were not willing to make accessible documents on it. They said that “it is unethical if a person shows one’s document or file for another”. So, document analysis was not fully materialized. This in turn seriously affects the triangulation of data for the study. Therefore, because of these shortcomings or drawbacks, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problem of school conflicts in a more detailed and comprehensive manner.

1.8. Definition of key Operational Terms

Conflict: is an interactive state manifested in incompatibility, disagreement, or difference within or between social entities,

Conflict resolution: is a way in which principals or others take an active role and intervene in the conflict episode in secondary schools

Collaboration is when parties cooperate and attempt to fully satisfy the concerns of each other.

Conflict Management: The act of resolving disagreement

Resolution Techniques: Refers to the measures employed to resolve conflicts when they occur in public secondary schools so as to minimize and possibly eliminate them.

Interpersonal conflict: Disagreement between different persons over an issue.

Secondary school: A school that is intermediate in level between elementary school and preparatory, particularly Grade 9 and 10 in Ethiopian context.

1.9. Organization of the Study

This study was organized in five chapters. Chapter one treated background of the study, statement of the problems, objectives of the study, significance of the study, delimitation of the study, definition of operational key terms, limitation of the study and organization of the study.

Chapter two deals with the review of related literature, chapter three provided the research design and methodology, instruments of data collection, population sampling techniques and method of data analysis. Chapter four included results and discussion and chapter five summery, conclusion and recommendation were presented.

2. REVIEW OF THE RELATED LITERATURE

This chapter is devoted to highlighting the conceptual aspects related to conflict management styles in secondary schools. On top of this, the main objective of the chapter is, therefore, to backup or trace the basic questions by reviewing different related literatures as vehicles. Thus, the topics dealt with are: the views, dynamic nature, stages, sources, types, consequences and management styles of conflict in general terms.

2.1 Views on Conflict

Different scholars view conflict differently based on their organizational theory. These are the Classical View, Humanistic View, and Modern View. The classical organizational theorists (Taylor, Fayol, Weber, Gulick, and Urwick) implicitly assumed that conflict was harmful and has a damaging effect on efficiency and therefore, should be avoided (Rahim, 1992). They assumed that conflict is bad, negative and seen synonymously with violence, destruction and irrationality. The proponents of this school of thought argued that since organizational structures, hierarchy and channels of command are prescribed, workers do not have “room” to engage in conflict. However, Mary Parker Follet was an exception in this regard. In her behavioral orientation to management, she noted the value of constructive conflict in an organization. She stated, “We become spiritually more and more developed as our conflict rise to higher levels” (Rahim, 1992: 7). This means, we will be very strong if there is conflict.

The studies of Elton Mayo, who led the human relations movement, emphasized on the minimization or elimination of conflict. To Mayo, conflict was a result of maladjustment of a few men on the labor side and considered conflict as an evil, a symptom of lack of social skills, cooperation, and so on (Rahim, 1992). Generally, except Follet, the classical schools of thoughts ideally view conflict as undesirable and harmful to the organization. On the other hand, the modern view of conflict is the integrationist philosophy characterized by recognition of the absolute necessity of conflict, clear encouragement, defining its management, stimulation of management methods and considering the management of conflict as a major responsibility of all administrators. According to this view, conflict in organizations like schools is inevitable and even necessary for no matter how the school is designed and operated (Stoner and Freeman, 1989). This school of thought also believes that a conflict free, harmonious and cooperative organizations tends to become stagnant and no responsive to change and advancement. Therefore, it is necessary for managers to interject minimum level of conflict to maintain an optimal level of organizational performance. In other words, they encourage managers to embrace conflict and use it for continuous transformation (Borisoff and Victor, 1998).

2.2 The dynamic nature of Conflict in Schools

Still now, there is no consensus among different scholars on the specific definition of conflict. For instance, Greenberg (1996) defined conflict as a process in which one party perceives another to take some actions that will exert negative effects on its major interest. Conflict is opposition arising from disagreement about goals, thoughts or emotions within or among individuals, teams, departments or organizations (Hellriegel& 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 is universal

in human affairs and it is natural. Conflict occurs in different degrees daily in every one's life. Conflict is not necessarily good or bad for an organization or for individuals. It is the way that we handle that makes the outcome positive or negative (Ayalew, 2000). This means, if it is understood in a positive manner, it brings an opportunity to encourage learning and creativity. School conflict has been a common phenomenon for a long period of time (Fekru, 1993). According to him, the phenomena related to conflict has been thoroughly studied by philosophers, sociologists, political scientists, anthropologists and psychologists. In recent times, researchers have discovered that organizational conflict is considered as legitimate, inevitable and even as a positive indicator of effective organizational management (Rahim, 1986).

School culture is dynamic which is built by people who interact and communicate in a versatile manner. When we say conflict is dynamic, it is not stable or static and follows a dynamic process not a static condition. It has a beginning and it goes through several stages before it ends (Gonie as cited in Tosi et al, 1986; Hanson, 1991).

In other words, the several stages constitute latent, perceived, felt, manifest and conflict outcome. Besides, Gonie as cited in Kinard (1988: 304) expresses the dynamic nature of conflict in school organizations like this: In the same sense that a decision can be thought of as a process of gradual commitment to a course of action, a conflict episode can be thought of as a gradual escalation to a state of disorder. If choice is the climax of decision, then by analogy, open war or aggression is the climax of a conflict episode. Furthermore, Fleetwood (1987) expressed the nature and magnitude of conflict in academic setting in a very astonishing manner i.e. since academic settings are full of different individuals such as administrators, teachers, students and parents with different perceptions, then, the occurrence of conflict will be like that of a "daily meal". He further explained that these parties, particularly administrators and students see one another as adversaries not as those working toward a common goal, as it is generally the case in other organizations.

Particularly, general secondary school principals and assistance principals are expected to deal with conflict situations not only in a daily basis, but frequently on an hourly basis. These administrators are primarily responsible for the management of discipline; frequently spending several hours in conference with students who have been referred to the administrator by teachers, parents and administrative workers including guards and janitors.

2.3 The Stages of Conflict

Conflict usually proceeds through five stages. These are: latent, perceived, felt, manifest, and conflict outcome (Ayalew, 2000). Each of these constructs can be described as follows:

2.3.1 Latent Conflict

When we say conflict is latent, it is not yet come to the surface or it has not been recognized. This is a kind of conflict relates to the recognition that potential opposition exists when conditional factors such as insufficient resources or divergent goals that determine conflict is to happen. According to Ayalew (2000), latent conflict often arises when an already overloaded workforce are assigned to do a new task, the direction of an organization changed, etc.

In supporting this idea, Henning (2003) expresses the casual mechanisms into five categories: (1) conceptual differences, (2) reward discrepancies, (3) disengagement with rules and policies, (4) competing for limited resources, and (5) power struggles.

2.3.2 Perceived Conflict

Perception of conditions that exist between the parties may enhance the likelihood of conflict or reduce it. The failure to identify potentially conflictive conditions may prevent conflict from developing (Filley, 1975). Therefore, educational leaders should properly identify and manage conflict and reduce its escalation for creating conducive school environment. According to Pondy (1989), perceived conflict is related to cognitive aspects of awareness about the situation and the manner in which the participants personalize this awareness. Whether or not the level of awareness and emotion connected with the situation is determined when it comes into existence. In a school setting, two individuals may fall into a conflict by wrong perception of each other even if they are having similar interests; these individuals could be benefited if they discuss their feelings openly.

2.3.3 Felt Conflict

Feelings or attitudes and perceptions may create conflict where rational elements would not be suggested that it must arise. It also plays a part in avoiding conflict where it might be expected to occur. The most important consideration in determining the outcome of conflict is whether the situation is personalized or not. Personalized situations are those in which the whole things of the other party are judged negatively. Personalized situations create tension and anxiety whereas depersonalized situations lead themselves to problem-solving when the parties give value to cooperate and believe that success in their relationship involves the attainment of needs for both (Filley, 1975). Two staff members who are in conflict may see the dispute between them in personalized or depersonalized conflict. If they see their dispute as personalized, the situation creates worry and tension that has a negative effect on their personal relationship in their social life and even on their daily tasks. On the other hand, if they consider their conflict as depersonalized, it is about an issue, work, idea or procedures of performing a task and has no any relation with each individual or group; and they can solve the problem and get lessons.

2.3.4 Manifest Conflict

Manifest conflict is the overt phase of conflict when aspects of the situation can easily be measured. The actual manifestation of the conflict situation can occur at different levels: within self, between individuals, groups and between organizations (Duke, 1995). Ayalew (2000: 79) explains manifest conflict interestingly as: ...actions can be ranging from minor disagreeing, questioning, and challenging at one end of the conflict-intensity continuum to verbal attacks, threats, ultimatums, physical attacks, and even efforts to destroy the other party at the other end. This means, the actual behavior of the parties based upon antecedents, conditions, perceptions and attitudes may be exhibited as conflictive or problem solving. When one party works to block the goal achievements of another party, the behavior may be considered to be conflictive while the parties make conscious attempts to achieve the goals of both by supportive efforts, the behavior is said to be problem solving.

2.3.5 Conflict Outcome

This stage centers on the resolution of conflict. The outcome can be either positive or negative which is often determined by the perceived level of satisfaction regarding the consequences of the resolution as held by the disputants (Robbins, 1991; Weeks, 1994). This means, resolving a conflict before outburst and puts a negative scar on the schools' environment is very crucial. Because schools are special organizations that need harmony and teamwork i.e. schools are grounds in producing educated citizens for other sectors.

2.4 Sources of Conflict

Different authorities and researchers in the field of conflict management have categorized the sources of conflict in different ways. According to Robbins (1989), all the factors that are related to the issues of conflict are grouped under three categories. These are communicational, structural and personal. He explained the factors that are included in each of the category as:

1. **Communicational:** includes insufficient exchange of information, noise and the semantic differences that arise from selective perception and differences of background.
2. **Structural:** includes the goal incompatibility of members of the group, jurisdictional clarity and leadership style.
3. **Personal factors:** includes individual value systems and personality characteristics.

On the other hand, Greenberg (1996) classified the major sources of conflict in organizations into two groups: (1) factors relating to organizational structure or functioning and (2) factors relating to interpersonal relations. Besides, the factors that are relating to interpersonal relations are identified as: lasting grudges (making people angry and look foolish publicly), faulty attributions (errors concerning the sources behind others' behavior), faulty communication, distrust and personal characteristics.

According to Wiley and Sons (1996) and Greenberg (1996) organizational sources of conflicts were stated as (1) competition over scarce resources, (2) ambiguity over responsibility and jurisdiction, (3) interdependence and events stemming from it, (4) reward systems, (5) differentiation within organization, and (6) power differentials between organization members.

Szilagyi and Wallace (1983) on their part identified three prevalent sources of conflict: (1) goal incompatibility, (2) decision making requirements, and (3) performance expectations. Ayalew (2000: 79) also condensed the sources of conflict into five general categories: goal incompatibility, structural design, role expectation, degenerative climate and personal differences. There are three conflict-promoting interactions that take place between or among groups and individuals. These are competition, domination and provocation (Nye, 1973).

Competition: when individuals or groups are involved in competition, each side is attempting to gain something that the other side wants.

Domination: when interactions involve domination, one or more persons or groups are trying to control the beliefs or behaviors of one or more other persons or groups.

Provocation: an interacted situation that involving intentional or unintentional harms which takes credit in the form of insult, deception and physical injury (Nye, 1973). Nye further strengthened this idea like interactions involving competition, domination and provocation can occur at all levels of interpersonal

and intergroup relations from situations involving individuals to situations involving the member of cultural groups.

Besides, Kreitner and Kinick (1992) identified about twelve categories of sources of conflict: (1) incompatible personalities or value systems, (2) overlapping or unclear job boundaries, (3) competition for limited resources, (4) inadequate communications, (5) interdependent tasks, (6) organizational complexities (conflicts tend to increase as the number of hierarchical layers and specified tasks increase), (7) unreasonable and unclear policies or standards or rules, (8) unreasonable deadlines or extreme time pressure, (9) collective decision making (the greater the number that individuals participating in decision making, the more prone or susceptible to conflict), (10) decision making by consensus (reckless or full of ridiculous decision making), (11) unmet expectation—individuals who have unrealistic expect about job assignment, payment or promotion are more prone to conflict, and (12) unresolved conflicts. On the other hand, in the context of schools, there is conflict generating factors: disciplinary problems such as failure to do homework, absenteeism, not to listen to teachers (disturbing during class), sexual harassment, discrimination due to ethnicity, religion, friendship, etc.

Furthermore, there are factors that are contributing more issues for the growth of conflicts in secondary schools as depicted by Landau et al (2001). These are (1) workforce diversity, (2) age diversity, (3) profession differences, (4) background differences, (5) increased interdependence and (6) globalization influences. Regardless of the many factors that generate as sources of conflict, the above factors as depicted by Landau et al (2001) will be explained in detail below.

1. Workforce Diversity

As mentioned in the previous section, diversity enriches the educational experience. We learn from those whose experiences, beliefs and perspectives are different from ours. Consequently, these lessons are being realized in a richly diverse intellectual and social environment in schools (Erasmus and Swart, 2000). However, since these various individuals and groups such as students, teachers, administrative staffs, and other stakeholders involve in school activities, conflict would persist where irreconcilable differences exist. Because all these stakeholders are coming from different cultural backgrounds with different ideas, values, needs and goals that are working together. Therefore, the occurrence of conflict is inevitable and more frequent within such diversified workforce.

2. Age Diversity

According to Landau (2001), people working together are with different age groups. The way these different age groups communicate, wear, see issues may also differ. This could in turn be a source of conflict. For instance, there are practices when a beginner teacher is conflicting with a very experienced teacher or a teacher waiting his/her retirement that seeing and entertaining different issues differently. Most importantly, however, these parties are having greater respects among each other in a give-and-take manner.

As opposed to Landau, nowadays, almost all schools under investigation are full of young teachers, students, administrative workers and principals (including the researcher) who do not markedly differ in age. The nearer in their ages, the more unleash relationships among them. There is disrespect, insulting,

and even physical confrontation among teachers, teachers and learners, and teachers and principals. Therefore, it is obvious that the occurrence of conflict is quite simple. Thus, from this one can understand that conflict occurs not only by age diversity but also by age similarity. This is why “every conflict resides in an environment or context” (Wall and Callister, 1995: 534).

3. Differences in Profession

Nowadays, the working forces of secondary schools are consisting of different professionals from different fields of study. Consequently, they see things according to their individual perception and sometimes have difficulty in accepting the others point of view. This could be a source of conflict that arose between and among parties.

4. Background Differences

Although diversity enriches the educational experience, it also affects the smooth relationship between the workforces of secondary schools. It is common knowledge that the workforces of secondary schools are coming from diverse parts of the country and with the variety of beliefs, traditions, expectations, norms, values, cultures and behaviors that could have a great potential to generate conflict. Individuals reflect their own culture and background experiences as they grownup and interpret those events in various ways because of their social influences. Our culture, neighborhood, schools, religious experiences, family background, and language have a significant effect in our ways of communication, interaction and developing different behaviors (Cheryl, ---). There is time when principals, teachers, students and administrative workers who came from the “countryside” speak languages shaped by their social influences. Inversely, school community members may take a “mood” because of the individuals “faulty accent”. Conversely, other individuals could feel hot tempered. As a result of this, conflict can occur very easily in school settings.

5. Increased Interdependence

The increasing workforce in schools necessitates departments, teams, groups and hierarchical setups such as principals, vice principals, various committees to lead people with differing professions. However, these groups may have their own objectives, priorities or values which adversely lead to dispute. As the number of hierarchical structures increases, individuals feel guilty. As a result, conflict is inevitable (Baron, 1985).

6. Globalization

In fact, when globalization increases, the interaction between and among people from different parts of the world will also increases. In this regard the literature postulates that considering “the world as one” is the order of the day because of technological advancement i.e. phone, internet, face book, Skype, etc. Given the fact, people who grownup in different cultures with different experiences and orientations working together would undoubtedly are vulnerable to misunderstanding, looking issues differently, and even give meanings for an issue which is completely different from others due to globalization influences (Mozilla, 2010). This could also be another source of conflict in the schools.

2.5 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, 1986; Barki&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.

2.5.1 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.

2.5.2 Interpersonal Conflict

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

2.5.3 Intra-group Conflict

Groups, be they formal or informal, have their own norms and standards of behavior that members are expected to adhere too. Individuals and groups come into conflicts when members do not abide by the groups' rule (Rahim, 1986). According to him, there are several sources of such conflict: leadership style, group composition and size, cohesiveness and group-think, external threats and their outcomes.

2.5.4 Intergroup Conflict

This kind of conflict refers to the disagreement or differences between two or more units or groups (departments) in an organization. Such conflict is 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, 1982). On the other

hand, Jehn and Mannix (2001) proposed three types of conflict in workgroups in general: relationship, task and process conflict.

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

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

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

2.6 Consequences of Conflict

Consequences of conflict can be classified as positive and negative. Positive 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. On the contrary, negative 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 (Ratzburg, 2005). These effects could be described in detail here under.

2.6.1 Conflict—Positive Schools

Today, there is a general recognition that conflicts often serve useful function for excellence and creativity. It should be noted that conflicts are not always dysfunctional. In this regard, Dahrendorf (1959: 208) described constructive conflict as: “...it is a condition necessary for life...” This means, conflict is useful and desirable not only for organizational change but also for personal life.

In a similar view, Deutsch (1969: 19) also expressed the importance of conflict as: “...it prevents stagnation, stimulates interest and curiosity; it is a medium through which problems can be aired and solutions arrived at; it is the root of personal and social change...”. According to Hellriegel and Slocum (1982), conflict can indicate the need for adjustments in managerial process such as organizational structures, decision systems, planning processes or goals; or in behavioral process such as motivation, communication, or leadership patterns. Above all, it provides information about operations and shows where corrective actions might be needed for managers and administrators.

Thomas (1976) also portrayed the usefulness of interpersonal and intergroup conflicts. He listed out a number of aspects that characterize the conflict-positive schools:

1. Conflict can serve to maintain optimal levels of stimulation in condition of boredom and low tension where people may welcome divergent opinions, competition and at times overt hostility.
2. The confrontation of divergent views can produce new perspective and more comprehensive views that lead to superior decisions. If conflict is effectively managed, it is a necessary precondition for creativity.

3. Aggressive behavior is necessarily irrational in conflict situations and the aggressive pursuit of apparently conflicting goals by parties may well-lead to constructive outcomes.

According to Wiley and Sons (1996), constructive conflict results in (1) increased creativity and innovation, (2) greater effort, (3) increased cohesion, and (4) reduced tension. Greenberg (1996) also forwarded six important benefits of conflict-positive schools:

1. Conflict serves to bring problems that previously ignored out into the open. Hence, it is a necessary first step to their solution.
2. Conflict motivates people on both sides to know and understand each other's position more fully. It also fosters open-mindedness.
3. Conflict often encourages the consideration of new ideas and approaches to facilitate innovation and change.
4. Conflict can lead to better decisions.
5. Conflict enhances group loyalty, increases motivation and performance within the groups or units involved.
6. Conflict, especially cognitive conflict, enhances organizational commitment.

According to Anderson et al (1999), conflict can be constructive if it (1) helps the parties to adapt and change, (2) focuses attention on problems that may inhibit performance, (3) gets the parties re-examine their goals, policies and practices, (4) energizes staff by actively involving them in the life of the school, (5) brings an individual's problems into the open surface, and (6) provokes an evaluation of organizational structure. To sum up, "effective management of conflict can lead to outcomes that are productive and enhance the health of the organization over time" (Owens, 1987: 247). It is impossible to avoid conflicts, but the challenge is to learn how to handle them effectively. The conflict-positive outcomes should be encouraged for the overall development of the organization in general and members of the school community in particular.

2.6.2 Conflict—Negative Schools

Although there are conflict-positive schools in one side of the coin, conflict-negative schools are also quite obvious on the other side. According to Hunt (1992), there are about six consequences that would be the characteristics of conflict-negative schools. These are (1) preventing members from seeing tasks at all, (2) dislocating the entire groups and produce polarizations, (3) subverting the objectives in favor of sub-goals, (4) leading people to use defensive and blocking behavior, (5) resulting in the disintegration of the entire group, and (6) stimulating a win-lose conflict.

Any destructive conflict can reduce the effectiveness of individuals, groups and organizations. They described the disadvantages that include (1) lost productivity, (2) lower job satisfaction, (3) unnecessary or overpowering stress and (4) decreased concern for a common goal (Wiley and Sons, 1996). Rahim (1986) further strengthens this idea that (1) people may feel defeated, (2) distance between people can be increased, (3) introspective withdrawal and resistance to teamwork prevailed due to the dysfunctional outcomes of conflict. Greenberg (1996: 399) identified three negative effects produced by conflict that includes: (1) it often produces strong negative emotions and thus can be quite stressful, (2) conflict frequently interferes with communication between individuals, groups or divisions, and (3) it diverts attention and need energies away from major tasks and efforts to attain key organizational goals.

Greenberg (1996) also discussed other negative effects of conflict which are somewhat more subtle and are sometimes easily overlooked. These are (1) conflict between groups often encourages their leaders to shift from participative to authoritarian styles, (2) it increases the tendency of both parties to engage in

negative stereotyping, and (3) it leads each side to close ranks and emphasize loyalty to their own department or group. Besides, Lilaroja (2010) identified several negative effects of conflict: (1) divert time and energy from the main issues, (2) delay decisions, (3) create deadlock, (4) drive unaggressive committee members to the sideline, (5) interfere with listening obstruct exploration of more alternatives, (6) decrease or destroy sensitivity, (7) cause members to dropout or resign from committees, (8) arouse anger that disrupts a meeting, (9) interfere with empathy, (10) leave losers resentful, (11) incline underdogs to sabotages, (12) provoke personal abuse, and (13) cause defensiveness.

2.7 Conflict Management

Conflict management is 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 remains positive or negative but it has always been as a basic and result-oriented part of life (Ghaffar, 2005). According to Owens (1998), effective management of conflict such as treating it as a problem to be solved and emphasizing on the collaborative essence of organizational life can lead to the outcomes that are very productive and supportive to the health of the organizations. However, ineffective management of conflict such as a hard noised rules or guidelines of punishment for offenses gets tough practices in the name of administering the negotiated contract and emphasizing on the adversarial relationship among teachers, teachers and learners, teachers and principals can lead to a climate that exacerbates the situation and likely developed a downward spiral of mounting frustration, deteriorating organizational climate and increasing destructiveness.

Thus, educational leaders should think about conflict whether it is potentially benefitted to the organization or not. Tilahun as cited in Owens (1987) stated that frequent and powerful conflict can have a devastating effect on the behavior of people in organizations. Such conflict results in physical and psychological withdrawal and is a widely occurring phenomenon in schools that is often written as laziness on the part of teachers, students, administrative workers and other stakeholders who have been spoiled by “soft” administrative practices. So, managing conflict in a better way should be given for them to play an irreplaceable role. Therefore, the better educators and students understand the dynamic nature of conflict, the more they able to manage it constructively.

2.7.1 Scientific methods of Conflict Management Styles

When we talk about conflict management styles, we are referring to the responses that people produce to handle the situation that is considered detrimental to the attainment of a desired goal. Humans generate two typical forms of responses as they deal with people i.e. assertiveness and cooperation (Thomas, 1976). Assertiveness is the attempt to satisfy one’s own needs and desires at the expense of the other persons (organizational demand in the case of administrators) whereas cooperation is a manner to satisfy the desires or needs of the other’s people (individual needs of the members). Thus, attempting to satisfy organizational demands can be viewed along from assertive to unassertive continuum while attempting to satisfy individual needs can be conceptualized from uncooperative to cooperative. The interplay of the two orientations determines the specific behavioral patterns that people follow in managing conflicts (Szilagyi & Wallace, 1983). These conflict management styles are explained below as:

1. Avoiding

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

2. Dominating

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

3. Accommodating

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

4. Compromising

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

5. Collaborating

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

the other party as well as their own. This style is more socially adaptive as it leads to a solution that is acceptable to the parties involved. It makes sure that the parties exercise control over the process as well as the outcome. It is often described as a win-win scenario and appropriate when the issue under considerations are complex (Ayalew, 2000).

2.7.2 Prominently Used Conflict Management Styles

No consensus reached among different authorities and researchers regarding to the results that obtained from the use of conflict management styles. For example, a study was employed to compare and contrast the prevalent conflict management style chosen by students in nursing and those chosen by students in allied health professions (Sportsman and Hemilton, 2007). They took 126 sample students in a Comprehensive University completed the Thomas-Kilmann Conflict Mode Instrument (TKI) which requires respondents to choose behaviors most characteristic of their response to conflict and classifies those behaviors as one of the five styles. The result confirmed that mean difference was observed between the prevalent conflict management styles chosen by graduate and undergraduate nursing students and those in allied health. The prevalent style for nursing students was compromising followed by avoiding. However, the prevalent style for allied health students was avoiding followed by compromising and accommodating.

Conflict Resolution in the Families of Nine Ethnic Groups in Ethiopia revealed that women were more collaborative than their men counterparts (Habtamu, 1998).

A study was conducted to examine Workplace Conflict Management Styles among Employees of DebreBerhan Blanket Factory by Setegn (2007). The result of the study affirmed that employees at the factory used collaborating, compromising, accommodating, dominating and avoiding as their most prevalent style consecutively. Another study was conducted to examine Conflict Management Styles among administrative workers, teachers and students at Gunchire and Meki High Schools by Tiglu (2008). The result of the study affirmed that members of school community used collaborating, compromising, accommodating, dominating and avoiding as their most prevalent style respectively. A research was also conducted on the relationships between conflict management styles preference of District Directors in the Cooperation Extension Service North Central Region, Ohio (Earnest and McCaslin, 2000). The result of the study shows that the participants viewed their most prominent style was collaborating, compromising, accommodating, dominating and avoiding styles respectively.

2.7.3 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 is no correct solution to conflict that applies to every person in every situation” (Cheryl, ---: 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 are 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 are 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 is 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 will follow. Meanwhile, some students brought the issue to the Court in order to protect their rights being unbeaten rather than waiting decisions that will 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 mediation like this:

It is a voluntary process in which the parties retain control over the outcome although it may include positive and negative inducements. This means, mediation is 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 is 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, ---: 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 are 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 will 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.

2.7.4 Principles of Conflict Resolution

According to Walters (2000), conflict management is the integral process in creating programs that can disseminate ideas and skills for averting, overseeing and resolving conflicts. Conflict management is 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 resolution

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:

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: ...Where perceptions are inaccurate, you can look for ways to educate. If emotions run high, you can find ways for each person involved to let off steam. Where misunderstanding exists, you can work to improve communication...

2. Focus on Interests, not on Positions

Understanding between positions and interests is decisive to problem solving. Interests, not positions, define the problem. Positions are something that individuals decide what they want whereas interests are the underlying motivations behind the positions they take. Again, these authorities expressed this idea as “compromising between positions is 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 are not identified, temporary agreements may be reached, but typically they are not long lasting because the real interests have not been addressed.

3. Invent Options for Mutual Gain

Disputants focus on identifying options for resolving the conflict without pressure to reach a decision. A brainstorming process is used to create a wide range of options that move forward mutual interests and creatively reconcile differing interests. The key ground rule to brainstorming is 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.

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.

2.7.5 Outcomes of Conflict Management

According to Rahim (1986) and Ayalew (2000), there are three basic outcomes of conflicts. These are win-lose, lose-lose and win-win outcomes.

WIN-LOSE OUTCOME: is 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 is 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 is 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: is 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 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). According to Walters (2000), conflict management is 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 will destroy trust, love, respect and increases suspicion between parties. Hence, the researcher focused on conflict management strategies in general and contextual and/or indigenous conflict management strategies in particular to sustain school benefits for the society.

2.8. Summary of Review of Related Literature

The review of related literature did not find any practical study on literature and study on conflicts resolution strategies in Secondary Schools. This summary is devoted to treating some important topics which are related to organizational conflicts in general and that of school conflict and conflicts resolution strategies in particular. The topics dealt with are: the nature of conflict, major causes of conflict, types of conflict, and conflict resolution in secondary schools, and the role of principals in managing conflict. Researchers had rarely investigated on the techniques used for conflict resolution strategy or methods used in schools. In particular, not much has been done in regard to methods of managing conflicts in secondary schools. A few studies such as those of Kogo (2002) discussed the head teachers' perceptions of conflicts in secondary school administration in Uasin Gishu district.

According to Habtamu (1998) and Dejene and Yigremew (2009), contextual and/or indigenous strategy 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 will destroy trust, love, respect and increases suspicion between parties. Hence, the researcher focused on conflict management strategies in general and contextual and/or indigenous conflict management strategies in particular to sustain school benefits for the society.

3. RESEARCH DESIGN AND METHODOLOGY

This part introduced the description of the research site, research design of the study, source of data, subjects of the study, instrument of data collection and method of data analysis.

3.1 Description of the Study Site

This study was conducted in Oromia regional state in West Hararghe Zone, which is geographically located in the eastern part of Ethiopia; and is one of 19 Zones in the Oromia regional state. It is located at 8° 40' 20.82" latitude and 40° 50' 55.86 longitude. It is the zone with an estimated total population of 1,871,754 and it covers an estimated area of 15,065.86 square kilometers. This zone divided into 16 woreda and 2 administrative towns. Coffee and chat are the back bone of farmers in comes as cash crops with significant agricultural and pastoral areas supporting of livelihood of the majority of the population (CSA, 2008). In addition, according to UNDP (2010) the agro climatic range includes lowland areas kolla 20-30% midland areas weyna dega 50%, and highland areas dega 20-25%. According to West Hararghe Zone Education office until 2018, there were 53 secondary schools. The researcher was conducted only on 6 selected government secondary schools of the study area due to the prevalence of the problems and to manage it properly.

3.2 Research Design

The purpose of this study was to analyze the practice of conflict and conflict resolution strategies in Secondary Schools of West Hararghe Zone. This study employed a descriptive survey design as the researcher was interested in gathering information on the existing conflict management methods.

A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher. Moreover a descriptive survey aims at obtaining information from a representative of the population and from that sample; the researcher was able to present the findings as being representative of the population (Orodho, 2009).

The research design was qualitative and quantitative data therefore descriptive survey. The survey in the methods of conflicts essentially consisted of assessments of the present management techniques. Questionnaire and interview schedule were employed as tools for collecting data. It is on the basis of the foregoing reasons that the design was found suitable for this study.

3.3. Sources of Data

There were primary and secondary data sources in this study.

3.3.1 Primary Sources of data

To obtain reliable and objective information, data was collected from various sources and efforts were made to crosscheck the reliability of collected data. The primary sources of data were gathered from different resources that may have adequate exposure to school based instructional leader. This includes the selected secondary schools principals, vice principals, supervisors, department heads, secondary school teachers.

3.3.2. Secondary sources of data

Secondary data were obtained through documents of the school in order to know the conflict and conflict resolution strategies in the selected secondary schools of west Hararghe zonal administrations and other related literatures that assists me to get necessary information for my study.

3.4. Population, Sample Size and Sampling Technique

In order to obtain reliable for the study, various sampling techniques were employed. WestHararghe was one of the 19 zones of Oromia regional state which consisted of 17 woredas and two administrative towns. The total population of this study has consisted of all teachers, school leaders(principal vice principal department head and supervisor) in West Hararghe of secondary schools. Six (6) secondary schools were selected by usingrandom sampling, from 53 secondary schools 9-10besides, the schools were selected due to easy access to gather information from the target population as the researcher is familiar with the selected schools. These selected secondaryschools were, Anchar ,Bedeyi ,chercher ,GumbiBordode, Gemechis and Chorora secondary schools. The study focused on conflict and conflict resolution strategy in selected secondary schools. As well, the researcher hadfriendly relationships with the teachers and school leaders of the given secondary schools. The researcher selected by random sampling techniques. The samples use includes 130 teachers, 68 samples leaders (principal, vice-principal, Supervisors and department head). Furthermore, the selected sample were believe to be able to provide relevant information for the accomplishment of the present study and generally, this study carried out with the participation of 198 participants. The sample size drown from each category is indicated in the following Table1.

Table. 1. Total population and sample size

The total populations the researcher were take for the study are shown as below.

No	School Name	Teachers			Leaders (Department heads, principals, Vice, Principals and Supervisors)											
					Department heads			Principals			Vice, Principals			Supervisors		
		Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%	Population	Sample	%
1	Anchar	37	37	100	9	9	100	1	1	100	1	1	100	1	1	100
2	Bedeyi	22	22	100	9	9	100	1	1	100	-	1	50	1	1	100
3	Chercher	20	20	100	9	9	100	1	1	100	1	1	100	1	1	100
4	Gemechis	13	13	100	9	9	100	1	1	100	1	1	100	1	1	100
5	Bordode	18	18	100	9	9	100	1	1	100	1	1	100	1	1	100
6	Chorora	20	20	100	5	5	100	1	1	100	1	1	100	1	1	100
Total		130	130	100	50	50	100	6	6	100	5	6	83.3	6	6	100
Sampling technique		Random Sampling			Random Sampling			Random Sampling			Random Sampling			Random Sampling		

3.5. Tools of Data Collection

3.5.1 Questionnaires

In order to gather the appropriate information about the conflict and Conflict Resolution Strategies in Secondary Schools of West Hararghe Zone Oromia Regional State, based on the review related literature questionnaire was constructed in order to examine the practices of conflict and conflict resolution strategies in secondary schools. It prepares in order to collect data from principals, vice principals Department heads teachers and supervisors.

The questionnaires consist two sections. The first section concerned about the respondent's background information contained school name, gender, position, academic qualification and work experiences. The second section of the questionnaires contained 42 items, both the close-ended and open-ended questionnaires was prepared. Typically, 38 of the items were close-ended and 4 of the items item in the question was contain both close ended and open ended items .The close ended item were used for reason that they are easier to categorize the responses gathered.

A few open ended items were also included to provide an opportunity for the respondents to express their opinion, feeling and beliefs freely. This deals with the practices of conflict and conflict resolution strategy. Statements were constructed a five point likert scale. The five point likert scale ranges from strongly agree to strongly disagree and (1 to 5) points.

Pilot test

Once the questionnaires were prepared pilot testing of the instruments was made at Mieso secondary schools to test the questionnaire before they were administered to the final participants of the study. The pilot test was conducted on 15 respondents(7 teachers,1 principal, 1 vice principals 5 department heads teachers and 1supervisors). The pre-test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from the respondents valuable improvements were made and irrelevant items were rejected.

3.5.2 Interview guide

The main reason for the flexibility of the method is the presence of the interviewer, who can explore responses of the person being interview ask additional questions to clarify points, and general tailor the interview to the situation. In this study interview guide were administer through face to face. Individual and oral interview were administer to school principals, teachers. School principal was selected for the interview because it was assume by the researcher that they usually serve as mediators when conflicts arose between different parties in schools.Semi-structured interview was used by the researcher in order to get supplementary information to validate the information obtained from the questionnaire. The researcher used semi-structured interview question because of their flexibility and to make clear any times when there was ambiguity (Cohan and Marion, 1995). Therefore, the researcher took some idea from the questionnaires and prepared in these semi-structured and interviewed 6 secondary schools. The interview questions were prepared in English for school principals.

3.5.3. Document analysis

In order to find the facts in the study areas, the researcher analyzed different documents such as school guide lines, files and reports were used in relation to the practices. Researcher was used in order to crosscheck with the existing reality.

3.6. Data Gathering Procedures

The researcher has gone through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. The questionnaires were distributed to the respondents by the researcher, of course with the help of some colleague and principals of the schools. The researcher gives sufficient orientation on how to distribute and collect the questionnaires and other related issues for his assistances. Prior contacts were also making with the respondents to ensure their willingness to participate in the study and to maximize the return rate of the questionnaires. Then after, using time schedule, for each school the questionnaires collected from the respondents of sample schools.

The interview was carried out by the researcher the guide line of interview administration and procedures at the work place of the subjects. The researcher categorize related topic where major concepts or theme were identify and analyze. Additionally, uses of direct quotations as expresses by respondents were used to present additional striking findings. In data analysis, categories were form on the basis of research tasks. Each interview schedules were read carefully to determine bearing of responses in formulates categories. In some cases data analysis involved dividing into three levels according to three institutions involved in the study but depend on respondents of schools principal and teachers.

3.7. Methods of Data Analysis

Data collected through questionnaire were scored and categorized. Once the quantitative data collection were completed and appropriately scored, the data were entered into the statistical package for the social (SPSS version 20.0) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents. Depending on the nature of the data, descriptive statistics such as frequency percent were used to interpret quantitative data. Frequency and percent were used to interpret the responses out of the whole of respondents in relation to the whole or hundred percent. Mean was used to compare and interpret response from the respondents with the response of each item in the table. And the qualitative data collected through open ended questionnaires, interview and document analysis were narrated with words. And independent t-test was used to identify the significant difference between proportion responses in group. In all above causes, the difference obtained was tested or statistical significance at 0.05 levels since it was used in social conventionally.

3.8. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 25 teachers of Mieso secondary schools to pre-test the instrument. The pre-test was providing an

advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). After the dispatched questionnaires were returned, necessary modification on 7 items and complete removal and replacement of 4 unclear questions were done. In addition, the value of cronbach alpha was computed to check the reliability of the instrument that valued 0.89 which implies that 90.95 % respondents were able to understand to fill the questionnaires. As suggested by Cronbach (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

3.9 Ethical Considerations

Ethical issues are considered during data collection, the researcher adhered to the rules and regulations governing human rights. Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations were made during the study. Voluntary participation of respondents is encouraged.

Responding to interviews and filling of questionnaires require significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researchers explain the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions are from in a manner that is not offensive and disturb their personality. They are assured that the information they provide would be kept confidential. To ensure this, the researcher removes information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that request the respondents, cooperation to provide the require information for the study.

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire and, interview. The questionnaire was administered to Teachers and school leaders in secondary schools. While the interview was conducted with secondary schools leaders at selected sample schools. The first part of this chapter deals with the summery of distribution and return questionnaires and personal information of respondents while the second section deals with the analysis of the findings of the study in relation to the basic research questions.

4.1. Demographic Characteristics of Respondents

The first part of questionnaire consisted 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 includes: numbers of years of the teachers worked with the school, number of years worked on the current school age, sex , the educational level achieved

Table 1: Profile of Respondents of Sex and Age

		Teachers		Leaders		Total	
		F	%	F	%	F	%
Respondents		130	100	68	100	198	100
Sex	Male	99	76.2	66	97.1	165	83.33
	Female	31	23.8	2	2.9	33	16.67
Age	< 25	8	6.15	2	2.94	10	5.05
	26-35	58	44.61	15	22.05	73	36.86
	36-45	25	19.23	30	44.18	55	27.77
	46-55	39	30	21	30.88	60	30.30

As shown in table 1 above, Teachers respondents 99(76.2%) of them were male and 31(23.8%)females. Further, leaders 66(97.1%) of them were found to be males and 2(2.9%) of them were female leaders. This indicates that there is a wider variation proportion between numbers of female and male teachers in the schools. The reason for the lower proportion of females’ population to male may be due to the fact that, as various local researchers agree, the enrollment of females in schools is minimum, as a result, the zonal government did not employ fair number of females in educational institutions as compared to males. Thus, the study revealed that the proportion of females among the secondary schools staff in West Hararghe is very low as compared to males. This might have negative impacts on genders disparity in teaching and learning process.

Age was another general characteristic of respondents under consideration. Accordingly, in the above table, among the total teachers respondents 58(44.61%) fall in the category of 26-35 years, while,8(6.15%) of them above 25 years,25(19.23%)of them fall in the category of 36-45 years and the rest of 39(30%) within 46-55 and above . with respects of school leaders 15(22.05%) of them fall between ages 26-35 years, while 2(2.94%) of school leaders fall in the category of above 25 years,

30(44.18%) of them in the category of 36-45 years and the rest of 21(30.88%) within 46-55 and above years. This shows that all respondents were mature enough to give relevant information for the purpose of the study enriched by their valuable experiences of cause of conflict, types of conflict and how to resolve or handle as well as conflict and conflict resolution strategies in secondary schools.

Table 2: Educational Background and work Experience

Alternatives			Teachers		Leaders		Total	
			F	%	F	%	F	%
Educational background	College Diploma		-	-	-	-	-	-
	BED		130	100	66	97.05	196	98.98
	Masters		-	-	2	2.94	2	1.01
Years of work experience	Below 5		26	20	12	17.64	38	19.19
	6-10		62	47.69	15	22.05	77	38.88
	11-15		19	14.61	25	36.76	44	22.22
	16-20		12	9.23	11	16.17	33	16.66
	Above 21		11	8.46	6	8.82	17	8.58

As we can observe from the above table 2 educational background was also another demographic characteristics discussed in the study. Educational level of respondents included College diploma to first degree and masters. On the basis of educational qualification, the majority of the respondents were first degree holders 130 of teachers, and 68 of leaders. 196 (98.98%) of the respondents was degree holders and 2(1.01%) of respondents was master’s degree holders and there was no college diploma holders at all among the respondents. These shows, from the total respondents the majority have first degrees and above. This indicates that, the majority of respondents have enough skill to understanding or realizing and easy to give reposed on the conflict and conflict resolution strategies in secondaryschools. Otherwise, the academic qualification of the staff was match with the standard to teach and managing in secondary schools as education and training policy of the Ethiopia.

From the above table 2 the last respondents characteristics described in the study were their work experience. The largest groups of respondents 62 (47.69%) of teachers and 25(36.76%)of school leaders have work experience of 6-10 and11-15 respectively , 19(14.61%) of teachers have work experience 11-15 years . 12(9.23%) of teachers and 11(16.17%) of school leaders have work experience of 16-20 years , Below 5, 26(20%) of teachers and 12(17.64%) of school leaders have work experience , 11(8.46%) of teachers and 6(8.82%) of school leaders of the respondents have work experience 21 above years .This shows that there was discrete distribution of years of teaching and leaders staying in the schools, convincing that they have more chance of having experience sharing regarding organizing and leading with good understanding in the context of the school environment.

4.2. Occurrence of Conflict and Conflict Resolution Strategies

The following standard was set for the interpretation of results if the average indicates above 3, a positive response was assumed such that the respondents tend to agree with the given statements while if it is below 3, was assumed such that a negative response and shows that the respondents opposed the idea of the given statements. The respondents were asked to indicate their agreement with the statement about the occurrence of conflict and Conflict resolution strategies in the secondary schools.

Attempts were made to gather information about the occurrence of conflict and Conflict resolution strategies.

4.3 .Intrapersonal Conflict and its Source

Respondents were asked to give comments on intrapersonal conflict. Information was gathered on whether or not conflict within an individual person could produce conflict in the secondary schools. Table 3 presents data on intrapersonal conflict and its sources

Table.3. Intrapersonal conflict and its source

Items	Responders	SA		A		UD		DA		SD		Mean	S.std	t-test	P-value
		N	%	N	%	N	%	N	%	N	%				
1.Disagreement with bosses	T	62	47.7	5	3.8	7	5.4	41	31.5	15	11.5	3.21	1.09	0.642	0.374
	L	6	8.8	31	45.6	3	4.4	25	36.8	3	4.4	3.82	1.023		
	To	68	34.3	36	15.2	10	5.05	66	33.3	18	9.1	3.52	1.056		
2. Mismatch b/n competency and responsibility for a particular position	T	70	53.8	7	5.4	13	10	9	6.9	31	23.6	4.14	1.18	1.35	0.391
	L	38	55.9	19	27.9	6	8.8	2	2.9	3	4.4	4.26	1.031		
	To	108	54.5	26	13.1	19	9.6	11	5.6	34	17.2	4.2	1.106		
3. Poor performance evaluation	T	60	46.2	44	33.8	14	10.8	6	4.6	6	4.6	4.12	1.078	0.018	0.739
	L	34	50	21	30.9	6	8.8	5	7.4	2	2.9	4.18	1.064		
	To	94	47.5	65	32.8	20	10.1	11	5.6	8	4.04	4.15	1.071		
4.Lack of required ability for a particular job	T	62	47.7	41	31.5	15	11.5	7	5.4	5	3.8	4.14	1.069	0.001	0.83
	L	31	45.6	25	36.8	3	4.4	6	8.8	3	4.4	4.1	1.122		
	To	93	46.9	66	33.3	18	9.1	13	6.6	8	4.1	4.2	1.096		
5.Mismatchb/n individual and organizational goal.	T	7	5.4	72	55.4	11	8.5	38	29.2	2	1.5	3.89	1.817	0.043	0.325
	L	1	1.5	37	54.4	1	1.5	23	33.8	6	8.8	3.74	1.173		
	To	8	4.0	109	55.1	12	6.1	61	30.8	8	4.0	3.82	1.495		

SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

As could be observed from Table 3, item 1, 62(47.7%) teachers strongly agree and 31(45.6%) schools leaders agreed that there were the factors highly affects the intrapersonal conflict in secondary schools workers are dominated by their disagreement with bosses. The mean average of respondents in both case 3.21 and 3.82 greater than the ideal mean ($M=3$). This confirmed that both teachers and school leaders agree that the intra personal conflict was presents in the school due to disagreements with bosses. The calculated value of t-test (at $t=0.642, p> 0.05$) which shows that there is no significant differences between the respondents response.

As show in Table 3, item 2 indicates that out of the total respondents 70(53.8%) of teachers and 38(55.9%) of schools leaders strong agree on the mismatch between competency and responsibility for a particular position that affects intrapersonal conflict in the schools .

As could be understood from Table 3, item 3, 60(46.5%) of teachers and 34(50%) of leaders strongly agree on the poor evaluation system the source of intrapersonal conflict. The mean average of respondents in both case 4.12 and 4.18 greater than the ideal mean ($M=3$). This confirmed that both teachers and school leaders agreed that the intra personal conflict was presents in the school due to poor performance evaluation.. The calculated value of t-test (at $t=0.018, p> 0.05$) which shows that there is no significant differences between the respondents response.

As could be noticed from Table 3 Items 4, the majority of the respondents that is 62(47.7%) of the teachers and 31(45.6%) of the school leaders this indicated that this situation occurs strongly agree that of required ability for particular job is a source of intrapersonal conflict in schools. and 7(5.4%) of teachers and 6(8.8%) of school leaders were disagree.

In reference to Table 3 items 5 indicated that respondents as the major factors mismatch between individual and organizational goals. In this regard, the majority of the teachers and school leaders 72(55.4%) and 37(54.4%) respectively said that the mismatch between personal and organizational goals were agree that the major factor affects intrapersonal conflict and 38(29.2%) of teachers and 23 (33.8%) of school leaders disagree.

Thus, it can be said that this factors considerably affects the situation. From above findings, therefore, justify that the domination by the bosses, the mismatch between personal, poor performance evaluation results, competency versus responsibility for a particular position, the lack of required skill for a particular position and the mismatch between personal and organizational goals seem to be the major source of intrapersonal conflict in secondary school.

4.4. Interpersonal Conflict and its Sources

Interpersonal conflict refersto the conflict between two or more staff members of the same or different hierarchical levels in structure under consideration. In an attempt to find out respondents views on certain factors that are thought to be the causes of interpersonal conflict, in the secondary schools.

Table.4. Interpersonal conflict and its source

Items	Respo nders	SA		A		UD		DA		SD		Me a	S.td	t- test	p- valu
		N	%	N	%	N	%	N	%	N	%				
1. Absence of helping relationship,	T	54	41.5	47	36.2	13	10	1	9.2	4	3.1	4.04	1.081	0.19	0.44
	L	33	48.5	22	32.4	6	8.8	5	7.4	2	2.9	4.16	1.06		
	To	87	43.9	69	34.8	19	9.6	1	8.7	6	3.0	4.1	1.071		
2.Inappropriate implementation of rules and regulation	T	70	53.8	38	29.2	9	6.9	8	6.2	5	3.8	4.33	1.007	0.77	0.39
	L	43	63.2	20	24.4	0	0	3	4.4	2	2.9	4.46	0.937		
	To	113	57.1	58	29.3	9	4.5	1	5.5	7	3.5	4.39	0.972		
3.Authoritative approach of solving problems,	T	1	0.8	10	7.7	4	3.1	4	30.	70	57.	2.56	0.925	0.10	0.02
	L	35	51.1	25	36.8	2	2.9	3	4.4	3	4.4	4.26	1.031		
	To	36	18.2	35	17.7	6	3.0	4	21.	73	36.	3.41	0.978		
4. Competition for limited resources	T	65	50	51	39.2	12	9.2	1	0.8	1	0.8	4.3	0.721	3.17	0.94
	L	45	66.2	13	19.1	4	5.9	4	5.9	2	2.9	4.4	1.039		
	To	110	55.6	64	32.3	16	8.1	5	2.5	3	1.5	4.35	0.88		
5. Power struggles.	T	57	43.8	48	36.9	11	8.5	9	6.9	5	3.8	4.1	1.07	0.49	0.52
	L	37	54.4	19	27.9	3	4.4	7	10.	2	2.9	4.21	1.114		
	To	94	47.5	67	33.8	14	7.1	1	8.1	7	3.5	4.16	1.092		

Representations: SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

As could be seen from Table 4, items1, 54(41.5%) of teachers and 33(48.5%) of school leaders strongly agree on the absence of cooperation among workers that factor of interpersonal conflict. Both groups share the view that the role of this factor in generating interpersonal conflict is considerable one. The mean average of respondents in both case 4.04 and 4.16 greater than the ideal mean ($M=3$). This confirmed that both teachers and school leaders agreed that the interpersonal conflict was presents in the school due to the absence of cooperation. The calculated value of t-test (at $t=0.19, p> 0.05$) which shows that there is no significant differences between the respondents response.

As could be observed from Table 4 items 2, indicate that a great majority of respondents that is 70(53.8%) of teachers and 43(63.2%) of school leaders strongly agree that conflict was created in the school due to improper implementation of rule and regulation and 38(29.2%) of teachers and 20(24.4%) of school leaders agreed that the improper implementation of rule in the schools was the source of interpersonal conflict. The mean average of respondents in both case 4.33 and 4.46 than the ideal mean ($M=3$). This confirmed that both teachers and school leaders agreed that the intra personal conflict was presents in the school due to inappropriate implementation of rules and regulation. The calculated value of t-test (at $t=0.773, p> 0.05$) which shows that there is no significant differences between the respondents response.

As shown in table 4, item3, above, 70(57.7%) of teachers strongly disagreed by authoritative approach method to solve problems in the school conflict resolution strategies. It was also strongly agreed 35(51.5%) of the school leaders response on the same questions. Accordingly, the mean values of the two respondents were 2.56 and 4.26 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 teacher's shows that the practice of authoritative approach of problems solves strategies did not effective but the school leader's strong agreed that there were practice of authoritative approach of problems resolution strategies effective.

The calculated value of t-test (at $t=0.101, p> 0.05$) which shows that there is no significant differences between the respondents response.

As could be understood from Table 4, item 4, 65 (50%) teachers and 45(66.2%) school leaders strongly agree on the competition for limited resources the sources interpersonal conflict. while 51 (39.2%) teachers and 13(19.1%) schools leaders has nothing to do with the creation of interpersonal conflict. The mean average of respondents in both case 4.3 and 4.4 greater than the ideal mean ($M=3$). This confirmed that both teachers and school leaders agreed that the interpersonal conflict was presents in the school due to competition for limited resources. The calculated value of t-test (at $t=3.173, p> 0.05$) which shows that there is no significant differences between the respondents response.

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 is possible to conclude that competition for limited resources agree that rarely affects interpersonal conflict. but this is not dependable with literature. Kinard(1988) suggest 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.

As could be noticed from Table 4, items5, the factor concerned about the role of power struggles. With regard to this item 57(43.8%) and 48 (36.9%) teachers reported that this factor strongly disagree and disagree respectively. similarly 37(54.4%) and 19 (27.9%) schools leaders shows that this factor as leading to interpersonal conflict strongly disagree and disagree. The data suggest that both teachers and leaders do not consider power struggle as source of generating interpersonal conflict. Generally the major cause and types of conflict in secondary schools could be sources by several factors in table 5 presents data on how often the factors raised affect interpersonal conflict. In attempt to find out respondents views on certain factors that are although to be the source of interpersonal conflict. Included factors such as the absence of helping relationship, inappropriate implementation of rules and regulations, authoritative approach of solving problems, competition for limited resources and power struggles.

4.5. Intra group Conflict and its Source

This occurs when there is disagreement of difference among members of a group or its sub group as it is indicated in the literature section. An effort was made to gather data on certain factors that are thought to source intra group conflict.

Table .5. Intra group Conflict and its source

Items	Resp order	SA		A		UD		DA		SD		M	e a	S: td	t- te st	p- v al u
		N	%	N	%	N	%	N	%	N	%					
1. Divide and rule style of group	T	6	4.6	1	0.8	71	54.6	43	33.1	9	6.9	4.08	1.175		2.84	0.027
	L	2	2.9	4	5.9	36	52.9	23	33.8	3	4.4	4.43	0.935			
	To	8	4.0	5	2.5	107	54	66	33.3	1	5.56	4.26	1.055			
2. Unfair period distribution	T	0	0	8	6.2	10	7.7	48	36.9	6	49.2	2.49	0.858		0.22	0.738
	L	0	0	4	5.9	30	44.1	5	7.4	2	42.6	3.02	0.835			
	To	0	0	12	6.1	40	20.2	53	26.8	9	46.9	2.76	0.847			
3.Members of the group are unfairly treated by their leaders	T	6	4.6	6	4.6	8	6.2	35	29.4	7	57.7	2.82	1.08		1.81	0.029
	L	42	61.8	0	0	3	4.4	20	29.4	3	4.4	2.96	0.937			
	To	48	24.2	6	3.0	11	5.6	55	27.8	7	39.4	2.89	1.01			
4. Group cohesiveness	T	1	0.8	10	7.7	4	3.1	40	30.8	7	57.7	2.56	0.925		0.61	0.568
	L	3	4.4	25	36.8	2	2.9	3	4.4	3	51.5	4.26	1.031			
	To	4	2.0	35	17.7	6	3.0	43	21.7	1	53.0	3.41	0.978			
5. Incompetence of the group	T	9	6.9	6	4.6	1	0.8	71	54.6	4	33.1	3.62	0.902		2.06	0.43
	L	36	52.9	4	5.9	2	2.9	23	33.8	3	4.4	3.92	1.203			
	To	45	22.7	10	5.1	3	1.5	94	47.5	4	23.2	3.77	1.053			

Representations: SDA-Strong Disagree, DS-Disagree, Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

As can see from Table5, item 1,shows that majority of respondents that is 71(54.7%) of teachers and 36(52.9%) of school leaders undecided did not source of intra group conflict due to divide and rule style of group of school leaders in the school. In similar way, 43(33.1%) of teachers and 23(33.8%) of school leaders expressed disagree.

As could be noticed from Table 5, item 2, 64(49.2%) teachers and 29(42.6%) of the schools leaders strongly disagree on the unfair period distribution and 48(36.9%) of teachers and 5(7.4%) of school leaders disagreed. From the data obtained although it is a common experience to head complaints on the unfairness of period distribution, one can understand that the teachers tends to suggest this factor rare affects the situation, while leaders think that the factors 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 department without that this factors never affects intra group conflict.

The teachers’ tendency regarding the leadership style is consistent with their opinion on item 3 in the above table indicated that, 75 (57.7%) teachers strongly disagree and 42(61.8%) of the school leaders strongly disagree that issues was not factors that lead to intra group conflict. of course, believed that this factor sometimes leads to conflict. In supporting this idea teachers gave their comment. Hence, one could say that this factor in one way or another may have a link with intra group conflicts. It was statistically supported that there is a gap between the two respondents on the issue raised.

As could be understood from Table5, item 4, 70 (57.7%) of teachers and 35(51.5%) of the schools leaders were strongly disagree on the group cohesiveness this issue was not the sources of intra group conflict. The mean average of respondents in both case 2.56 and 4.26 greater than the ideal mean (M=3). This confirmed that both teachers and school leaders agreed that the intra group conflict was presents in the school group cohesiveness. The calculated value of t-test (at $t=0.61.p< 0.05$) which shows that there is no significant differences between the respondents response.

As shown in Table 5, items 5,the majority of the respondents, 71(54.6%) of teachers were disagreed on incompetence of the group this issue was the sources of intra group conflict and, 36(52.9%) of school leaders were strongly agree on incompetence of the group this issue was not the sources of intra group conflict. statistical test indicated, there exists is no significant difference between the two respondent groups.

4.6. Intergroup Conflict and its Source

The intergroup conflict in this case is the one that occurs between the line leaders and the staff members in school organization, i.e. between schools leaders and teachers which this paper is interested in. The factors that are thought to be the cause of intergroup conflict were presented to teachers and leaders in the form of question in table 6.

Respondents were asked how frequently these factors lead to intergroup conflicts.

Table.6. Intergroup conflict and its source

Items	Responders	SA		A		UD		DA		SD		Mean	Std	t-test	p-value
		N	%	N	%	N	%	N	%	N	%				
1. Managers never practice participatory decisions.	T	68	52.3	41	31.5	13	10	6	4.6	2	1.5	4.28	0.93	1.727	0.478
	L	37	54.4	23	33.8	4	5.9	4	5.9	0	0	4.37	0.84		
	To	105	53.0	64	32.3	17	8.58	10	5.0	2	1.0	4.33	0.885		
2. Out dated and unclear policies and guide lines	T	57	43.8	48	36.9	11	8.5	9	6.9	5	3.8	4.1	1.07	0.496	0.521
	L	37	54.4	19	27.9	3	4.4	7	10.3	2	2.9	4.21	1.114		
	To	94	47.5	67	33.8	14	7.07	16	8.0	7	3.5	4.16	1.09		
3.Solving problems through table discussions not practiced	T	83	63.8	40	30.8	6	4.6	1	0.8	0	0	4.21	1.09	0.942	0.2
	L	42	61.8	16	23.5	7	10.3	3	4.4	0	0	4.43	0.852		
	To	125	63.1	56	28.3	13	6.6	4	2.0	0	0	4.32	0.971		
4. Lack of professional commitment in both groups	T	70	53.8	7	5.4	13	10	9	6.9	3	23.8	4.14	1.18	1.35	0.391
	L	38	55.9	19	27.9	6	8.8	2	2.9	3	4.4	4.26	1.031		
	To	108	54.5	26	13.1	19	9.59	11	5.5	3	17.2	4.2	1.106		
5. Due to the lack of resources	T	62	47.7	41	31.5	15	11.5	7	5.4	5	3.8	4.14	1.069	0.001	0.830
	L	31	45.6	25	36.8	3	4.4	6	8.8	3	4.4	4.1	1.122		
	To	93	46.9	66	33.3	18	9.09	13	6.5	8	4.0	4.12	1.096		

Representations: SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

In item 1 in the above table show that, with the failure of leaders did not practice participatory decisions. Respondents were asked how frequent this failure source intergroup conflict accordingly, 68 (52.3%) and 41(31.5%) teachers replied that this factor occurs strongly agree and agree respectively. On the other hand, 37(54.4%) and 23 (33.8%) schools leaders commented on this factor as strongly agree and agree respectively. According to the above data, a large numbers of both teachers and school leaders seem to agree that this factor reasonably affects intergroup conflict. Statistical test showed that there is no significant difference between leaders and teachers.

Therefore, it is possible to say that the lack of participatory decision is the source of intergroup conflict. This is consistent with the problems observed at the beginning the grievances on the part of teachers due to the full day work are results of lack of participative decisions. The involvement of teachers in whatever decisions made by higher bodies makes the implementation of the decision easier. Hence, it is advisable for schools leaders to be aware of the issue and exploit the advantage.

With respect to the second factor, effort were made to gather data on how frequent out dated and unclear policies and guide line affect intergroup conflicts . Again, the majority of the respondents 57(43.8%) teachers and 37(54.4%) of the leaders replied that this factor strongly agree that this issues affects the situation. The rest 48(36.9%) teachers and 19(27.9%) leaders reported that this factor has a large effect on intergroup conflict.

From the above information, one can understand that backward and vague policies are seen as the sources of intergroup conflict. Regarding the assignment of leaders at all levels, 48(36.9%) teachers and 19(27.9%) of 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 tends to believe that the factor strongly affects intergroup conflict.

The next items are concerned with the lack of professional commitment. It was reported that 70(53.8%) teachers and 38(55.9%) of the leaders were in a position to say that the lack of professional commitment strongly affects the intergroup conflict whereas considerable number of respondents thus the data showed that the lack of professional commitment is one of the source of intergroup conflict.

Although they have confirmed that the factor affects the situation, it is surprising that respondents, specially the teacher tend to deny the reality that no attention is given to the profession. This may be because most teachers consider themselves as professionals.

Item 5 in the above table indicate that lack of resources frequently sources of intergroup conflict. The data on this factor show that 62(47.7%) teachers and 31 (45.6%) leaders believe that this factor strongly agrees leads to intergroup conflict while 41(31.5%) teachers and 25(36.8%) leaders tends to agree that this factor has nothing to do with the formation of intergroup conflict. The data seem to suggest that a greater proportion of leaders saw some link between the two variables than the teachers. Test of statistics also confirmed that there is a significant difference between the leaders and teachers. This may be because a sharp competition for limited resources is 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.

As it can be observed from the above table, distributed for sample respondents, the majority of them respondents that the major conflict occurred in schools were interpersonal and intergroup conflict were happened in the school as the result of questionnaires indicated. In line with the result, conflict in the schools was due to disagreement among school societies, policies, and different interest from school members. Intergroup conflict was also occurred in the schools because the result indicated that disagreement between department members, shortage of resources and allocation of budget.

Table .7. The practice of conflict resolution strategies

Items	Responders	SA		A		UD		DA		SD		Mean	S.td	t-test	p-value
		N	%	N	%	N	%	N	%	N	%				
1. Discuss with staff members to solve conflicts.	T	11	8.5	9	6.9	7	5.4	15	11.5	88	67.7	4.44	1.00	3.425	0.421
	L	44	64.7	21	30.9	1	1.5	0	0	2	2.9	4.54	0.80		
	To	55	27.8	30	15.2	8	4.04	15	78.9	90	45.5	4.5	0.9		
2. The degree of job effectiveness in the absence of conflict.	T	11	8.5	9	6.9	19	14.6	15	11.5	76	58.5	4.18	1.04	0.663	0.160
	L	38	55.9	25	36.8	0	0	3	4.4	2	2.9	4.38	0.93		
	To	49	24.75	34	17.2	19	9.6	18	9.1	78	39.4	4.28	0.99		
3.The school guide lines help to mediate conflict	T	63	48.5	43	33.1	13	10	10	7.7	1	0.8	4.21	0.96	0.83	8.50
	L	33	48.5	25	36.8	5	7.4	3	4.4	2	2.9	4.24	0.97		
	To	96	48.5	68	34.5	18	9.1	13	6.6	3	1.5	4.07	0.97		
4. The degree of job effectiveness in the absence of conflict	T	59	45.4	47	36.2	14	10.8	8	6.2	2	2.5	4.18	0.96	0.491	0.152
	L	37	54.4	23	33.8	4	5.9	4	5.9	0	0	4.37	0.84		
	To	96	48.5	70	35.4	18	9.1	12	6.1	2	1.01	4.28	0.9		
5. Their capacity to use different conflict resolution methods	T	2	1.5	8	6.2	13	10	42	32.5	65	50	2.42	0.96	0.525	0.2
	L	25	36.8	28	41.2	9	13.2	5	7.4	1	1.5	4.04	0.96		
	To	27	13.6	36	18.2	22	11.1	47	237	66	33.3	3.23	0.96		
6.Encourage majority members to solve conflicts	T	4	3.1	8	6.2	15	11.5	43	33.1	60	46.2	2.56	1.04	0.160	0.478
	L	2	2.9	0	0	12	17.6	20	29.4	34	50	2.98	0.93		
	To	6	3.03	8	2.02	27	13.6	63	31.8	94	47.5	2.77	0.99		
7. Conflict results in better work climate	T	68	52.3	41	31.5	13	10	6	4.6	2	1.5	4.28	0.93	1.727	0.478
	L	30	44.1	27	39.7	10	14.7	1	1.5	0	0	4.26	0.76		
	To	98	49.5	68	34.5	23	11.6	7	3.54	2	1.01	4.27	0.85		

Representations: SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers, L- leaders, To-Total.

As it can be seen from Table -7 item 1, 88(67.7%) of teachers and 44(64.7%) of school leaders strongly disagreed with the practice of conflict resolution strategies through always discuss with workers. 25(19.2%) of teachers and 21(30.9%) of school leaders disagree staff did not practice in resolving conflicts. The mean average of respondents in both case 4.44 and 4.54 greater than the ideal mean (M=3). 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. Result obtained from item 2, in the above table indicated that 76(58.5%) of teachers strongly disagree that the degree of job effectiveness did not the absence of conflict in the school and 38(55.9%) of school leaders strongly agreed that school administrators were responsible that the degree of job effectiveness in the absence of conflict in the school.

As it can be seen from item3, in the above table show that, it was obtained that 63(48.5%) of teachers and 33(48.5%) of school leaders strongly agreed in using school guide lines to solve conflict in the school. For the same item 43(33.1%) of teachers and 25(36.8%) the school leader were agreed in using school guide lines for mediating conflict in the school. The mean average of respondents in both case 4.21 and 4.24 school managers were greater than the ideal mean (M=3). So the responses ranged from strongly disagreed in using school guide lines to solve conflict in the school.

It was inferred from item 4 in the above table indicated that,59 (45.4) of teachers and37(54.4%) of school leaders strongly agreed conflict is useful its creating new idea if properly managed to in the school similarly, 47(36.2%) of teachers and 23(33.8%) of school leaders response were agree. The mean average of responses 4.18teachers and 4.37 school managers were greater than the ideal mean(M=3). So the responses ranged from strongly agreed in conflict are useful it’s creating new ideas if properly managed.

From item 5, in the above table indicated that, strongly agreed responses were obtained from 65(50%) of teachers strongly disagree they did not ability to use different conflict resolution methods and 25(36.8%) of school leaders on the other side strongly agree that to use different mechanism for solve conflict methods.

Likely, Item 6, of the same table indicated that, 60(46.2%) of teachers and 34(50%) of school leaders strongly disagree majority of school community did not participating to solve conflict. They also disagreed by 43(33.1%) of teachers and 20 (29.4%) of school leaders responses. The mean value responses of teachers and school leaders were found to be 2.56 and 2.98 respectively. This shows that the mean value of responses of both respondents lie as below the ideal mean which means majority of school community did not participating to solve school conflict. The calculated value of t-test (at $t=0.160$, $p> 0.05$) which shows that there is no significant differences between the respondents response. Result obtained from item7 indicated that, 68 (52.3%) of teachers 30(44.1%) of school leaders strongly agreed that conflict results in better work climate when get solved properly similarly, 41(31.5%) of teachers and 27(39.7%) of school leaders agreed in the same situation.

From the above findings with regard to the views of conflict, one can assume that conflict can affect the working morale of the staff and even create a bad feeling among conflicting parties unless it is properly managed. If it is properly managed it can even create new ideas and bring about a change in an organization. It is important to note that teachers are not in a position to accept the existence of conflict and its role to make a change but on the contrary, school leaders agreed that the existence of conflict in an organization or in a place where people work together is inevitable. They also believe that conflict can bring a change in an organization. This was again substantiated by the interviewee's responses.

It is clear from the data that both groups of respondent's teachers and school leaders seem to agree with the idea that conflict is harmful for two parties that are in conflict. On the other hand, respondents agree that conflict can help to create new ideas if it is properly handled. Therefore, it can be said that conflict is useful for an individual and the organization as whole if it is properly managed. Another interesting phenomena observed under this heading is that teachers and managers differed on the role of conflict to bring about a change. Managers believed that conflict is a means of causing changes, while teachers were reluctant to accept this idea it seems that teachers are afraid of being victim out of conflicting situations. It also shows that teachers have not yet started enjoying differences.

The data from the interviewee's principals substantiated this idea. They also believe that it is a must for conflict to exist in organization where people of differing views, interests, values believes etc, work together thus, one can see a gap between teachers and school leaders in their attitude on conflict. The teacher's attitude towards conflict that any challenge is seen only as unhelpful is consistent to the observed facts raised at the beginning.

Table .8.Factors affecting conflict resolutions strategies in the schools

Items	Respon- ders	SA		A		UD		DA		SD		Mean	S.td	t-test	P- value
		N	%	N	%	N	%	N	%	N	%				
1. Communication problems	T	75	57.7	37	28.5	9	6.9	4	3.1	5	3.8	4.32	0.996	0.38	0.04
	L	40	58.8	23	33.8	0	0	3	4.4	2	2.9	4.49	0.723	1	9
	To	115	58.1	60	30.3	9	4.54	7	3.5	7	3.5	4.41	0.86		
2.Disagreement with bosses	T	57	43.8	48	36.9	11	8.5	9	6.9	5	3.8	4.1	1.07	0.49	0.52
	L	37	54.4	19	27.9	3	4.4	7	10.3	2	2.9	4.21	1.114	6	1
	To	94	47.5	67	33.8	14	7.1	16	8.1	7	3.53	4.12	1.092		
3. Absence of cooperation b/n workers	T	54	41.5	47	36.2	13	10	12	9.2	4	3.1	4.04	1.081	0.19	0.44
	L	33	48.5	22	32.4	6	8.8	5	7.4	2	2.9	4.16	1.06		
	To	87	43.9	69	34.8	19	9.6	17	8.6	6	3.03	4.10	1.071		
4.Inappropriate implementation of rule and regulations	T	70	53.8	38	29.2	9	6.9	8	6.2	5	3.8	4.33	1.007	0.77	0.39
	L	43	63.2	20	24.4	0	0	3	4.4	2	2.9	4.46	0.937	3	6
	To	113	57.1	58	29.3	9	4.55	11	5.6	7	3.5	4.4	0.97		
5.In capability of educational managers	T	60	46.2	39	30	19	14.6	8	6.2	4	3.1	4.1	1.063	0.39	0.21
	L	37	54.4	23	33.8	2	2.9	3	4.4	3	4.4	4.29	1.037		7
	To	97	48.9	62	31.5	21	10.6	11	5.6	7	3.5	4.2	1.05		
6.Poor appraisal methods	T	60	46.2	44	33.8	14	10.8	6	4.6	6	4.6	4.12	1.078	0.01	0.73
	L	34	50	21	30.9	6	8.8	5	7.4	2	2.9	4.18	1.064	8	9
	To	94	47.5	65	32.8	20	10.1	11	5.6	8	4.04	4.2	1.071		
7.Lack of professional commitment	T	31	23.8	7	5.4	13	10	9	6.9	70	53.8	4.14	1.18	1.35	0.39
	L	38	55.9	19	27.9	6	8.8	2	2.9	3	4.4	4.26	1.031		1
	To	69	34.8	26	13.1	19	9.6	11	5.6	73	37	4.2	1.106		

Representations: SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

Item 1 in the above table showed that, from total respondents 75(57.7%) of teachers and 40(58.8%) of the school leaders strongly agreed communication problems in the school was the major cause of conflict. in both response, the average mean value 4.23 and 4.49 were greater than the ideal mean($M=3$). so the responses ranged from strongly agreed this indicate that, communication problem factor of conflict in school. The calculated value of t-test (at $t=0.381$, $p< 0.05$) which shows that there is a significant differences between the respondents response.

Item 2 in the above table show that, 57 (43.8%) of teachers and 37(54.4%) of school leaders strongly agreed that conflict in the school was caused disagreement with bosses. The responses of item3 indicated that, 54(41.5%) of teachers and 33(48.5%) of school leaders strongly agreed that absence of cooperation between workers 47(36.2%) of teachers and 22(32.4%) of school leaders agreed on the cause of conflict by absence of cooperation between workers in the schools.

70(53.8%) of teachers and 43(63.2%) of school leaders for item 4 strongly agreed that conflict was created in the school due to improper implementation of rules and regulation. 38 (29.2%) of teachers and 20(24.4%) of school leader agreed that improper implementation of rule in the schools was the cause for conflict. The mean average of responses 4.3 and 4.4 school leaders were greater than the ideal mean ($M=3$). So the responses ranged from strongly agreed conflict were created in the school due to improper implementation of rules and regulation.

From item, 6 of the same table indicate that, 60(46.2%) teachers and 34(50%) of school leaders strongly agreed that poor appraisal technique was the cause of conflict in the school. In the same way, 44(33.8%) of teachers and 21(30.9%) of school leaders agreed that conflict was caused in the school due to poor appraisal. The mean average of respondents in both case 4.6 and 4.18 were greater than the ideal mean ($M=3$). This strongly agreed that both teachers and school leaders that conflict was the major caused in the school due to poor appraisal evaluation.

From item 7, in the above table is about the lack of professional commitment. It was reported that 31 (23.8%) of teachers and 38(55.9%) school leaders strongly agree they were in a position to say that the lack of professional commitment cause affects the inter group conflict where as a considerable number of respondents similarly, 70 (53.8%) of teachers and 19 (27.9%) of the school leaders reported that this factor affects the situation but strongly disagree thus the data showed that the lack of professional commitment is one of the cause of intergroup conflict. Statistical test showed that teachers and school leaders are not in agreement. Although they have confirmed that the factors affect the situation, it is surprising that respondents, specially the teachers tend to deny the reality that no attention is given to the profession. This may be because most teachers consider themselves as professionals

Table .9. Strategies of Conflict Resolution

Items	Responders	SA		A		UD		DA		SD		Me an	S.t d	t- test	p- val ue
		N	%	N	%	N	%	N	%	N	%				
1. Imposing personal conflict on others.	T	62	47.7	45	34.6	11	8.5	5	3.8	7	3.4	3.03	1.089	4.05	0.032
	L	3	4.4	2	39.7	3	4.4	27	39.7	33	48.5	2.67	0.956		
2. Involve majority of school staff on conflict resolution.	To	65	32.8	47	23.7	14	7.07	32	16.2	40	20.2	2.85	1.023		
	T	0	0	8	6.2	10	7.7	48	36.9	64	49.2	2.49	0.858	4.02	0.738
	L	29	42.6	0	0	30	44.1	5	7.4	4	5.9	3.02	0.835		
3. Argue to accommodate personal interest	To	29	14.5	8	4.04	40	20.2	53	26.8	68	34.3	2.76	0.85		
	T	9	6.9	1	0.8	19	14.6	42	32.3	59	54.4	2.31	0.965	0.39	0.533
	L	32	47.1	26	38.2	6	8.8	2	2.9	2	2.9	4.24	0.948		
4.Reach on compromises through negotiation	To	41	20.7	27	13.6	25	12.6	44	22.2	61	30.8	3.28	0.957		
	T	6	4.6	1	0.8	9	6.9	41	31.5	73	56.2	2.24	0.865	4.22	0.047
	L	37	54.4	25	36.8	4	5.9	1	1.5	1	1.5	3.04	0.796		
5.Investigate issues with other for solutions	To	43	21.7	26	13.1	13	6.6	42	21.2	74	37.4	2.64	0.831		
	T	0	0	42	32.5	6	4.6	11	8.5	71	54.6	1.89	0.91	3.52	0.352
	L	36	52.9	28	41.2	3	4.4	0	0	1	1.5	3.67	0.72		
6.Creating awareness	To	36	18.2	70	35.4	9	4.5	11	5.56	72	36.4	2.78	0.815		
	T	171	54.6	43	33.1	9	6.9	6	4.6	1	0.8	4.36	0.863	0.62	0.568
	L	36	52.9	23	33.8	3	4.4	4	5.9	2	2.9	4.28	1.005		
7.Authoritative approach of solving problems	To	107	54.1	66	33.3	12	6.06	10	5.05	3	1.5	4.32	0.934		
	T	1	0.8	10	7.7	4	3.1	40	30.8	70	57.7	2.56	0.925	0.11	0.469
	L	35	51.5	25	36.8	2	2.9	3	4.4	3	4.4	4.26	1.031		
	To	36	18.2	35	17.8	6	3.03	43	21.7	73	36.9	3.41	0.978		

Representations: SDA-Strong Disagree, DS-Disagree , Un-Undecided, A- Agree ,SA-Strong Agree, N, Frequency,%- percent, Std-Standard deviation, T-Teachers L, leaders, To-Total.

For item 1 in the above table indicated 62(47.7%) of teachers strongly agreed school leaders used avoidance resolution strategies and 33(48.5%) of school leaders strongly disagreed about the use of this strategy. Accordingly, the mean values of the two respondents were 3.03 and 2.67 respectively. These mean values of the teachers were greater than the ideal mean. The result of the teachers shows that the school leaders used avoidance resolution method but the school leaders were against the teachers' response. The calculated value of t-test (at $t=4.05$, $p<0.05$) which shows that there is a significant differences between the respondents response.

Likely, Item 2 of the same table the majority respondents 64(49.2%) of teachers strongly disagreed and 30(44.1%) of teachers disagreed, the minority of school leaders 4(5.9%) and 5(7.4%) 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 value of the two respondents were 2.49 and 3.02 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 staff members for solving conflict in school did not participating and school leaders were participating staff members of solving conflict were against the teachers' response. The calculated value of t-test (at $t=4.22$, $p>0.05$) which shows that there is a significant differences between the respondents response.

From item, 3 in the above table indicated that 59(45.5%) of teachers and 32(47.1%) of school leaders responded as strongly agree. For the same question 42(32.3%) of teachers and 26(38.2%) of school leaders agreed in accommodating of interest of others for conflict resolution. The response of item 4, in the above table showed that 73(56.2%) of teachers respondents response strongly disagree that rarely used compromises through negotiation as strategies resolving conflict and 37(54.4%) of school leaders strongly agree on compromise frequently used as resolving conflict in the schools. Accordingly, the mean values of the two respondents were 2.24 and 3.04 respectively. This mean value of the teachers was less than the ideal mean value, while that of the school leaders was greater than the ideal mean. The result of the teachers responds that rarely used compromises as strategies in the school for solving conflict and school leaders frequently used compromises as strategies for solving conflict in the school. The calculated value of t-test (at $t=4.22$, $p<0.05$) which shows that there is a significant differences between the respondents response.

71(54.6%) of teachers strongly disagree collaboration solution strategies rarely used by school leaders and 36 (52.9%) of the school leaders strongly agree collaboration strategies frequently used for conflict solve in the school. Accordingly, the mean values of the two respondents were 1.89 and 3.67 respectively. This mean value of the teachers was less than the ideal mean value, while that of the school leaders was greater than the ideal mean. The result of the teachers responds that rarely used collaboration as strategies in the school for solving conflict and school leaders frequently used collaboration as strategies for solving conflict in the school. The calculated value of t-test (at $t=2.46$, $p<0.05$) which shows that there is a significant differences between the respondents response.

The result of item 6 indicated that 71(54.6%) of teachers respondents and 36(52.9%) of leaders strongly agreed in creating awareness among school societies as strategies of solving conflict. 43(33.1%) of teachers and 23(33.8%) of school leaders were on the strategy. It was possible to infer from item 7 in the above table indicated that, from the reported 75(57.7%) of teachers strongly disagreed by authoritative approach method to solve problems in the school. It was also strongly agreed 35 (51.5%) of school leaders response on the questions.

Accordingly, the mean value of the two respondents was 2.56 and 4.26 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 teacher's shows that the practice of authoritative problem solves strategies did not effective but the school leader's response was the inverse of teachers. The calculated value of t-test (at $t=0.101$, $p < 0.05$) which shows the there is significant differences between the respondent response.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to find out Conflict and Conflict Resolution Strategies in Secondary Schools of West Hararghe Zone Oromia Regional State. This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The study targeted 130 teachers, 68 leaders (department head, principal, vice principal and Supervisors). From the sampled secondary schools Of West Hararghe Zone Oromia Regional State.

5.2 Summary

The purpose of this study was to analyze the practice of conflict and conflict resolution strategies in Secondary Schools of West Hararghe Zone. This study employed a descriptive survey design as the researcher was interested in gathering information on the existing conflict management methods. To meet this purpose, research question related to schools, cause of conflict, common areas of conflict, types of conflict and techniques of conflict handled in secondary schools were considered.

A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher. To address these basic questions of the study, descriptive survey research design was employed. Regarding study population and sample, currently, west Hararghe Oromia regional state which consisted of 17 woredas and two administrative towns. The total population of this study has consisted of all teachers, school leaders (principal vice principal department head and supervisor) in West Hararghe of secondary schools. Six (6) secondary schools were selected by using probability sampling, from 53 secondary schools 9-10. Besides, the schools were selected due to easy access to gather information from the target population as the researcher is familiar with the selected schools. These selected secondary schools were, Anchar, Bedeyi, chercher, Bordode, Gemechis and Chorora secondary schools. The study focused on conflict and conflict resolution strategy in selected secondary schools.

As well, the researcher had friendly relationships with the teachers and school leaders of the given secondary schools. The researcher selected by probability sampling techniques. The samples use includes 130 teachers, 68 samples leaders (principal, vice-principal, and Supervisors department head). Furthermore, the selected sample were believe to be able to provide relevant information for the accomplishment of the present study and generally, this study carried out with the participation of 198 participants.

In addition, it was aimed at devising the proper tactics for effective resolution of conflict in secondary schools of west Hararghe zone. The study also aimed at assessing the general views of the concept of conflict. In order to achieve the objectives, effort were made to seek possible answer for the basic question: which stressed the views of conflict, the major cause of conflict and conflict resolution strategies. In achieving these objectives, four basic questions have been raised.

1. What were the major type's conflict and their causes of conflict in secondary school?
2. What were the strategies used by the school leaders to resolve conflict in the secondary school of west Hararghe zone?

3. What are the factors that affecting conflict resolution strategies in secondary schools of west Hararghe zone?
4. In what techniques conflict is handled in secondary schools west Hararghe zone?

In order to address the question specified above, the descriptive survey method was carried out for detailed analysis of the data and the finding for the basic questions. Probability sampling techniques was also used to provide a fair representativeness of the sample schools was conducted in six selected secondary schools namely, Anchar, Bedeyi, Chercher, Gemechis, Bordode and Chorora Secondary schools of western Hararghe Zone. Moreover, 130 teachers were selected by using probability sampling techniques and 68 school leaders (principal, vice-principal, Supervisors and department head) were selected.

Data were collected by means of questionnaires and interview. The obtained quantitative data were analyzed using statistical package for social science (SPSS) software version 20. In an attempt to seek for appropriate solutions, the researcher reviewed a related literature. Moreover a questionnaire was used and interviews were conducted. In doing so, effort was made to answer the basic questions by analyzing the data collected through questionnaires and interview. Regarding the analysis of the data, the statistical tools employed were percentage, frequency and independent t-test. At last, the study came up with the following major findings. A total of 198 questionnaires were distributed for the respondents and 8 principals were interviewed. Among these the rate of return was 198(100%) of questionnaires, while 6 principals were interviewed.

Based on the analysis of the data, the following findings were obtained from the study,

➤ **As general characteristics of respondents**

- With regarding to sex respondents indicated that, 83.33% of the respondents were male and the remaining 16.67% of the respondents were female. From the description, the number of female respondents was smaller than male in sample schools.
- With respect to age, majority respondents show that, 105(53.03%) of teachers and school leaders fall above (30 years old) and the rest between 25-35
- From the respondents 197(98.98%) was degree holders and 2(1.01%) of the respondents was Masters holders.

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 leaders, teachers and supporting staff. The major causes of intergroup conflict were:

2. It was reported that the lack of professional commitment was everybody running after his /her benefits this was indicated that the source of intergroup conflict from respondents replied agree scale which (mean 4.2)

3. Improper implementation of rule and regulation was the main source of intergroup conflict in secondary schools. The respondents replied strongly agree scale which (average mean 4.4)

4. The study revealed that most school leaders were assigned to position they hold without having the necessary training that enables them to manage conflict the respondents replied strongly agree scale which (average mean 3.23)
5. The major causes of conflict in secondary schools of west Hararghe zone identify with respect to poor performance appraisal system the sources of conflict the majority of teachers and leaders respondents replied that strongly agree scale the (average 4.2)
6. With respect to communication problem the major factor that affecting conflict in the school the respondents replied strongly agree scale which the average mean 4.28
7. It was also reported that educational school leaders were not in the position to use the different conflict resolution methods rather they simply apply bureaucratic approach that 8. Meansrule and regulation such as disciplinary measures to solve conflict in the school. The respondents replied strongly agree scale which mean 2.64
8. Among the suggested conflict resolving strategies shown forcing and avoiding method use frequently from respondents replied which strongly disagree the average mean 2.85 and 3.41 while compromising, collaboration and accommodation strongly agree that rarely used the conflict resolving strategies by school leaders the (average mean 2.64,2.78 and 3.28)

The result from the interviewees and documents the major causes 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 conflict resolution strategies no one is best to use all were as much as possible, and also lower attention to documentation in schools.

5.3 Conclusion

Based on the findings the following concluding remarks were made. Sex, age, work experience and qualification might form diversities in personalities. Although most of the teachers have acquired an adequate work experience, some with many years of services in the same work positions tend to be exhausted and negligent towards their responsibility.

This situation may lead to intrapersonal and intergroup conflicts. The tendency of teachers to resist new ways of doing things may also be the cause of intergroup conflict. The negative attitude towards their leaders prevented teachers from evaluating their own weaknesses: because they refused to recognize the possible conflicts that may exist between and among themselves. This indicates that the disagreement with their bosses is becoming increasingly high.

The 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 of lack of professional commitment. Therefore possible to conclude that the problem is serious enough to raise conflicts in school organizations and also hinder any educational development in the system.

The improper implementation of rule and regulation the issues 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

School administrators, trained in the area of management, can have the opportunity to use the different techniques of conflict resolution. Beside, 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 managed conflicts by itself can lead to the creation of conflicts between teachers and leaders.

Politically assigned educational leaders might be one way or other factors 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 or value 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 institution 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 west Hararghe 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 practices of performance evaluation often leads to conflict and misunderstandings between the teachers and 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 west Hararghe zone.

5.4. Recommendations

On the basis of the findings obtained and the conclusions reached at, the following suggestions are forwarded.

1. Encouraging teachers and leaders to work toward the same school goals and creating awareness about national feeling had better 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.
2. School leaders should carry out their inline of rule and regulation of the schools. In additions they had better familiar with current issue about the school rules,policy and regulation. More specifically, the roles, duties and responsibilities of teachers and schools leaders have to be clearly demarcated so as to minimize conflicts.
3. The ability of educational managers to deals 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, has to be given for those who are trained to be educational managers.
4. Experience exchange among staff and updating the skills of school leaders by regional education bureau had better planned and exercised. Awareness raising workshops are important for teachers and leaders to deal with the role of conflict in creating new ideas and, that conflict is the basis of change and development. Such workshops, seminars and conferences can bring about a good relationship between teachers and leaders.
5. All communication channels, horizontal, vertical diagonal techniques' had better used in the schools. Continuous discussion program about school issues should be used as a culture in the school by school leaders.
6. Effective appraisal techniques with clear and tangible evidences had better exercised in the schools. Besides, department appraisal methods to create transparency are recommended for minimizing conflicts in the schools.
7. School leaders had better learn the existences of diversified culture, and profession and cope up with such diversity through being emotionally intelligent.
8. Educational leaders had better use democratic or participatory approach to resolve conflicts happened in the schools as much as possible.
9. It was recommended to use all approaches of conflicts resolution 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 resolution.

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APPENDIX- A

Haramaya University

Postgraduate Program Directorate

College: Education and Behavioral Sciences

Department: Educational Planning and Management

M.A in school leadership program

Questionnaire to be filled by School principals, vice principals, supervisors and Teachers

Dear respondent

This questionnaire is prepared to collect relevant data on practice of **Conflict and Conflict Resolution Strategies in Secondary Schools of West Hararghe Zone Oromia Regional State**. This conducts for fulfillment of MA degree in school leadership at Haramaya University. Your careful and honest responses to the questionnaire determine the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your responses will be kept confidential. Please read the directions given in each of the items in the questionnaire carefully before you respond to it. Please briefly state your responses for the open ended items.

Thank you for your time!

Directions: Please, read and try to understand the following guidelines to fill the questionnaire.

- ❖ No need to write your name on the paper.
- ❖ ☐ Read the instructions of the questionnaire very carefully.
- ❖ ☐ To give your own answer put a tick mark “√” on the space provided under the column

Part I: Personal Information

Instruction: Please answer the questions below by putting a tick (√) mark where necessary.

Name of school _____region _____Zone _____ Woreda _____

A/ age

- 1) ≤ 25 years ☐ 2) 26 - 35 years ☐ 3) 36 - 45 year ☐
4) 46 - 55 years ☐ 5) ≥ 56 years ☐

B/ Sex: 1) Male ☐ 2) Female ☐

C/ Please indicate your years of teaching experience.

- 1) Five and below ☐ 2) 6- 10 years 3) 11- 15 years ☐
4) 16 -20 years ☐ 5) 21 and above years ☐

D/ Please indicate your level of qualification

1. Diploma ☐ 2) Bachelor degree ☐ 3) Master’s degree ☐

E/ Additional responsibility in the school

1) School principal ☐ 2) Vice-principal ☐ 3) Supervisor ☐ 4) Teacher ☐

Part II: Question related to conflict and its sources of conflict in secondary schools

Consider the extent to which conflict resolution strategies are perceived by you and scale the following table by using an “x” mark point in which, SA: Strongly agree, A; agree ,UD: undecided, DA; Disagree SD; strongly disagree.

Key: 1.SD; strongly disagree. 2. DA; Disagree 3. UD: undecided4. A; agree 5. SA: Strongly agree

No	I. Intrapersonal conflict and its Sources	SA	A	UD	DA	SD
		5	4	3	2	1
1	Disagreement with bosses					
2	Mismatch between competency and responsibility for a particular position					
3	Poor performance evaluation					
4	Lack required ability for a particular job					
5	Mismatch between individual and organizational goal					
	II. Interpersonal conflict and its Sources					
6	Absence of cooperation between workers					
7	Inappropriate implementation of rules and regulations					
8	Authoritative approach of solving problems					
9	Power struggles					
10	Competition for limited resources					
	III. Intra group conflict and its Sources					
11	Divide and rule style of group leadership					
12	Unfair period distribution					
13	Members of the group are unfairly treated by their leaders					
14	Group cohesiveness					
15	Incompetence of the group					
	IV. Intergroupconflict and its Sources					
16	Managers never practices participatory decisions					
17	The lack of professional commitment					
18	Solving problems through table discussion is not practiced					
19	Outdated and unclear policies and guide lines					
20	Due to the lack of resources					

Part II: Question Related to practices towards conflict management strategies

Consider the extent to practices towards conflict management strategies are perceived by you and scale the following table by using an “x” mark point in which, SA: Strongly agree, A; agree ,UD: undecided, DA; Disagree SD; strongly disagree

No	Item	SA	A	UD	DA	SD
		5	4	3	2	1
1	As responsible teacher, always discuss with staff members to solve conflicts					
2	Conflict is useful its creating new ideas if properly managed					
3	The school guide lines help to mediate conflict					
4	The degree of job effectiveness in the absence of conflict					
5	Their ability to use different conflict resolution methods					
6	Encourage majority members to solve conflicts					
7	Conflict results in better work climate					

PART III: Question related to factors affecting conflict management strategies

Rate the factors Direction Affecting conflict management strategies at your school in the following table by using an “x” mark:

No	Items	Rating Scale				
		5	4	3	2	1
1	The lack of professional commitment					
2	Communication problem					
3	Disagreement with bosses					
4	Absence of cooperation between workers					
5	Inappropriate implementation of rule and regulation					
6	In capability of educational managers					
7	Poor appraisal methods					

Part IV: Questions related to solution for conflict resolution

Rate the statements about the schools leaders to resolve conflict and scale the following point in which, SA: Strongly agree, A; agree, UD: undecided, DA; Disagree SD; strongly disagree

No	Items	SA	A	UD	DA	SD
		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					
7	Authoritative approach of solving problems					

Part V: General Essay Question on conflict and conflict resolution strategies

1. What were the major type’s conflict and their causes of conflict in your school? -----

2. What were the strategies used by the schoolleaders to resolve conflict in your school?-----

3. What are the factors that affecting conflict resolution strategies in your school ?-----

4. Inwhat techniques conflict be handled in your school?-----

Thank you for your Cooperation

Appendix- B. Sample Interview

Haramaya University

Postgraduate Program Directorate

College: Education and Behavioral Sciences

Department: Educational planning and management

M.A in school leadership program

Interview to be filled by School principal

Part I: Personal Information

- ❖ Name of school where you have working-----
- ❖ Sex a. Male b. Female
- ❖ Age in year a. 15-20 b .21-25 c, 26-30 d, 31-35 e, 36 and above
- ❖ Qualification a, Diploma b, Degree MA
- ❖ Year of work Experience A, Less than 3 years B, From 3-6 years C, From 7-10 years D, from 11-15 years E, From 16-20 years F, Above 21 years

Interview Questions

1. What type of conflict to resolve in your school?
2. Among the existing alternatives what types of strategies do you use mostly to solve conflict in your schools?
3. What are the major conflicts and how many are manage in your schools?
4. What are the strategies used to resolve conflict in your schools?
5. What are the factors that affected conflict and conflict resolution strategies in your schools ?
6. To what extent do you encourage school community to solve conflict in group?
7. What do you propose the benefit of conflict in your school in relation with teaching and learning?

Thank you for your Cooperation!!!