

# Assessment of Factors That Generate Between Primary School Teachers and Educational Managers in Moyale District of Dawa Zone, Somali Regional State, Ethiopia

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## ABSTRACT

The main purpose of this study was to investigate factors that generate conflict between primary school teachers and principals in primary schools of Moyale district of Dawa Zone, southern Ethiopia. It attempted to identify teachers' and principals' view on conflict, the effect of conflict on school performance and the strategies used to manage conflict. In order to attain the objective of the study, both quantitative and qualitative data were employed. The study was carried out on six primary schools that were selected using random sampling technique. The study involved 104 respondents from among teachers, principals and education workers drawn from Moyale district of Dawa zone, Somali region, Ethiopia. Questionnaire and focus group discussion was the instrument of data collection. Frequencies and percentages were used to analyze quantitative data. Based on the result of the analysis majority of teachers have seen as conflict as bad and should be avoided while principals viewed conflict as good when managed effectively. The result of the study revealed that conflict has both negative and positive out comes on the organization. The points that were suggested as recommendations were: school principals should use better mechanisms for the exchange of information. Based on the results of the study on concerning the general situation of the school and particular conditioned should be devised in the schools; higher educational officials have to make policies, guidelines, rules and directives clear and workable in order to avoid barriers of for effective implementation of educational programs.

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## 1. INTRODUCTION

### 1.1 Background of the Study

Education is a universal practice in which societies are engaged at all stages of development. One of the ultimate aims of education is to strengthen the individuals and the society's problem solving capacity and ability; that is, people can solve different problems using education. Education lies at the heart of social and economic development. It has the power to reduce poverty, improve health, and promote democracy. In order to gain these benefits from education the role of educational managers' function is highly significant in managing conflict generating practices in education (schools) (Steyn et al, 2003)

In most cases the reason for conflict is because educational officials, teachers and school principals do not understand the new paradigm underlying and driving transformation and cannot adapt their work style accordingly. This may lead to conflict that may become imminent and inevitable (Steyn et al, 2003) The manner in which conflict is handled determines whether it is constructive or destructive (Ownes, 1998). According to this conflict occurs between people in all kinds of human relationships and in all social settings, because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction.

According to Calitz, et al, (2002) communication barriers, role ambiguity, unclear expectation or rules, unresolved prior conflict, conflicting interests, disagreements on task and content issues are some of the factors (practices) that can lead to conflict situation in schools. At the same time competition for scarce resources, differences in values and inconsistencies among teaching and leading staff may also bring about disagreement between people Besides this, conflict also arises whenever perceived or real interests collide. The collision can result from a divergence in organizational goals, personal ambitions, group loyalties, department budget demand on scarce resources, ethnic expectations and demands. Conflict, therefore, comes from a multitude of sources and is found at personal and organizational levels (Hanson, 1996).

In addition to this, conflict is assumed to be a natural part of modern organization. The reason behind this is that because it involves problem solving and decision-making and is at times credited with positive effects up on the organization. Accordingly, conflict will persist where irreconcilable differences exist. Disputes or services disagreement can develop on both personal and organizational levels (Erasmus& Swart, 2000).

According to Toby (1999) there is specific reason why functional conflict occurs and these needs not necessarily be seen as bad or destructive. Conflict can be significant as well as beneficial. It is beneficial when it indicates that a problem exists and so acts as a warning sign of potential problems. The four aspects that characterize conflict may be beneficial or functional. These are (Erasumsus et al, 2000): Conflict is a general phenomenon of human existence, that is, to be human is to experience conflicts, conflict embraces a wide spectrum of social relationship, conflict occurs because of incompatible interests between people, groups and organizations, and there are diverse opinions, attitudes, out looks and motives with in any organizations.

In addition, conflict is widespread in human societies. It is universal in human affairs. Conflict occurs: among social institution among organization, with in organizations, among the members of an organization, and within the personality of each individual. So, the presence of conflict is an everyday reality for all managers (Ayalew, 2000). Conflict has the potential for either a great deal of destruction or much creativity and positive social change or influence. Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones.

In support of this idea, Ayalew (2000) states that conflict is universal in human affairs and are not usually bad for an organization or for an individual. Because it has several advantages such as, it initiates a search for ways to eliminate or resolve conflict, leading to innovation and changes, to make change more acceptable and desirable, and it has strategic implications for bosses and their subordinates. Furthermore, several authors state that there are several sources of conflicts in different situations and occasions.

These includes scarce resources, jurisdictional ambiguities, personality clashes, power and status differences, communication breakdowns, role conflict and ambiguity, decision making process, leadership style of the managers, conflict management strategies and skills of principals, (Organ&Bateman, 1991, Ayalew, 2000) Therefore, based on this interesting nature of conflict the study will have to investigate or find out the practices that generate conflict between principals and teachers, the effects of conflict on performance; the school teachers and principals view on conflict, strategies will be used in conflict management and possible measures for the further problems with particular reference to some primary schools of Moyale district of Dawa zone, Somali regional state, Ethiopia.

## 1.2. Statement of the Problem

Education and Training Policy of Ethiopia (1994) has established the program of school management starting at school as a form of decentralization which have benefit for all teachers at different career level. According to it the quality and effectiveness in managing the school in the country aimed in distinguishing educational problems with particular attention on teachers and coming up with certain solution so as managing conflict in the correct manner. Conflict between school principal and teachers is one of the major causes for the lowering quality education in our country.

Therefore, due to this research gap I prefer to study the issue of conflict between the school principals and teachers with their root causes. In addition, it is common to hear the existence of conflict between teachers and educational leaders in the country (Oromia Educational Festival and training manual, 2002,). Based on the reports, the following causes of conflict were identified. These are: lack of professionally committed educational leaders in preparing participatory planning follow up and evaluations system for the package of quality education.

The perception of teachers regarding to adapt to the new technology. And unnecessary relationship between teachers and students that makes disciplinary problems with school leaders. Researchers such as Gonie (1998), Bekele (1985), Fikru (1993), and Gebretensay (2002) have indicated that conflicts are realities in Ethiopian schools because schools are organization where the leaders and people to be led are almost in equal qualification that the to be led resists what the school leaders want to be applied by the to be ruled.

In line with these findings Fikru (1993), identified the following major conflict generating factors such as dissatisfaction of some teachers and other workers, unnecessary dominating principals, dissatisfaction in performance appraisal (evaluation) system, inappropriate distribution of class load. The main purpose of this research was to study on factors that generate conflict between teachers and school principal and its management in some selected primary school of Moyale district of Dawa zone, Somali regional state, Ethiopia, Previous studies were not conducted in six selected primary schools of Moyale district of Dawa zone, Somali regional state, Ethiopia. The researcher was motivated to conduct on the factors that generate conflict between teachers and principal in some selected primary school of Moyale district of Dawa zone, to identify the factors and was cross-checked factors that identified through previous research with the current study as well as the find out the other factors.

## 2. RESEARCH DESIGN AND METHODOLOGY

### 2.1. Research Design

The main concern of the study was to assess factors that generate conflict between government primary school teachers and educational managers in Moyale district of Dawa zone, Southern Ethiopia. For this study; survey

research design particularly descriptive survey method was use as it enables the researcher to describe the current status of an area of study. The quantitative data collecting approach and qualitative data collecting approach was used. The researcher employed descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group. (Dornyei 2007): through detail descriptions to investigate the existing problems. Quantitative approach incorporated in the study with information which was gained from close ended questionnaire, while the qualitative approach was incorporate in the study with information FGD and hence, it helps to validate and substantiate the quantitative data. Questionnaires and focus group discussion was used to collect both types of data.

## **2.2. Sources of Data**

Data gathered from primary and primary sources was used for the completeness of the study. Primary sources was collected from *district* Education experts, school principals, unit leaders, department heads and primary school teachers from the study area. Secondary sources was collected from available documents, manuals and minutes of about conflict and source of conflict causing practices was analyzed and considered for further analysis.

## **2.3. Procedure of Data Collection**

For the collection of data in the study the following procedure was followed. First relevant questions was developed for the questionnaire and focus group discussion and submit for evaluation to the panel judge. Copies of questionnaires was administered to newly deployed teachers, experienced teachers, unit leaders and department heads with additional explanation regarding how to respond and all the questionnaires was return. Besides, the researcher was conduct focus group discussion with selected *district* education office experts and 6 purposive principals by assessing key informant having relevant data with regard to the problem under study was made.

## **2.4. Validity of the instrument**

To ensure the validity of the questionnaire instruments was reviewed by a panel of experts, the panel consisted teachers and principal designed to measure. For example, if a test is designed to assess factors that generate conflict between teachers and principal; teachers and principal view of nature of conflict; impact of conflict on school performance; major causes of conflict and its management one must be confident was so. It is important to remember that validity is specific to conflict management on assess, it experts' comments was used to modify and to adjust items in terms of deleting some items, adding some items in order to enhance the validity of the instrument. So, the reliability of the instruments was established.

## **2.5. Methods of Data Analysis**

The data was collected through questionnaire carefully encoded and interpreted and the result generated was tabulated. In case of measurement of data was categorical, descriptive statistics such as frequencies and percentages of the counted responses of the variables were used for mixed method data analysis of the data. Focus group discussion responses were also described and combine with the questionnaire response descriptions. Hence, quantitative and qualitative analysis as a result, interpretation of data through percentages and frequencies was described. Based on analysis and interpretation, conclusions and recommendation was drawn.

## **3. RESULTS AND DISCUSSION**

### **3.1. Data Analysis and Interpretation**

As it was indicated in the first part of this paper, the main aim of the study was to investigate the factors that generate conflict between Primary school teachers and principals. The study was also aimed at identifying the strategies employed to manage conflict, potential impacts of conflict and views of the respondents on conflict in the study area. So that this part of the study was mainly concerned with the presentation, analysis and interpretation of the data gathered through questionnaires and focus group discussion. The information was obtained from teachers', principals and educational officers with the aim of obtaining a clear picture of the situation. Based on the information obtained from the respondents, the analysis and interpretation of the data were presented in the following way. For this purpose, frequencies and percentages were employed to get appropriate answers to the basic questions.

Attempts were made to gather information on how teachers and principals view conflict in the Primary schools. Based on this, respondents were asked to give their views concerning the nature of conflict. As indicated teachers and principals have different views on conflict. Some respondents have constructionist view and some have destructive view.

As respondents of FGD1 were discussed some were agreed on destructive view and some agreed on

constructionist view. Some were said conflict is a problem so, it should be avoided. And some were said conflict create innovation when it manages properly. When they conclude their discussion conflict is both constructive and destructive. General, the above mentioned traditional views on conflict were supported by many scholars in the fields of education and in other fields. The following are some of the lists of scholars with their ideas that were used to support the above findings on the traditional views of conflict.

Szilagyi and Wallace (1983, p.246) state that conflict as something to be avoided, caused by failure of leadership and resolved only by the physical separation of the conflicting parties. Swart (1998, p.347) states that conflict as a problem to be avoided, whereas Storer and Freman (1989 P .392) argue that conflict was unnecessary and harmful and developed only due to the failure of the principal to apply conflict management principles.

In addition, Plankett and Attner (1989) have stated that conflict as harmful and unnecessary to the organization and the reaction (task) of the managers would be to fear its occurrence and they attempt to eliminate all evidence of conflict Ayalew (2000) views conflict as avoidable and caused by agitators and trouble makers. In support to the above idea, Luthan's (1981) places the following traditional views for conflicts. These are conflict is by definition avoidable, caused by trouble makers. Merphet, Johns and Reller (1982) have stated that conflict in schools are destructive and should be avoided and makes administrators and board members feel uncomfortable and may cause breakdown.

Form this result one can deduce that teacher were more traditional in their view of conflict as compared to principals. This means that teacher and principal have different view on the concept of conflict. Respondents were asked to give their response on the constructionist view of conflict. Information was gathered on whether or not respondents have positive view on conflict.

The result implied that both group of respondents believed that the existence of conflict in the schools were inevitable. This indicated that there was a common agreement between teachers and principal's opinion on the issue. Both groups of respondents believed that conflict has both constructive and destructive result depending on the condition under which it occurs.

From the above findings with regard to the constructionist views of conflict one can deduce that conflict in organization like school is inevitable. In addition, conflict can be constructive and destructive depending on how it is handled. If it is properly managed it can even create new ideas and bring about change in the organizations. Even optimal organizational performance requires a moderate level of conflict. Authors such as Stoner and Freeman (1989, p.392); Murphy (1994, p.367); Morphet, Johns and Reller (1982,p.156) and Everard and other (1990, p46) also supported the above idea.

Another interesting phenomenon observed under this heading is that teachers and principals differed on the causes and necessity of conflict. Principals believed that conflict is a necessary evil for the organization while teachers were reluctant to accept this idea. It seems that teachers are afraid of being victim out of conflicting situation. A rational process for dealing with conflict should be programmed and include a planned action response on the part of the manager or organization, rather than relying on a simple reaction or a change that occurs without specific action by the management (Lilaroja, 2010).

Cooperative procedures involving group operation will very frequently result in conflict both within a group and among different groups. This is especially true if the membership of a group was deliberately selected to represent different points of view. However, conflict itself if properly understood and handled, may present an opportunity for growth. Therefore, conflict can either be constructive or destructive (Follet in Morphet, Johns &Rellar, 1982).

Hellriegal& Slocum (1982) view conflict in a balanced manner. That is, conflict has both constructive and destructive aspects and hence it has to be managed effectively. Because proper management will minimize the destructive effects and maximize the productive effect of conflict. From the above findings it is possible to conclude that teacher's view of conflict was found to be traditional while that of the principals were more towards the balanced (modern) view. This difference of views may be due their position in their organization, experiences, and exposures to various situations.

The information obtained from FGD1 confirmed that conflict has influence on primary school teachers and principals positively or negatively depending on the way it's managed. Based on this, the following negative effect (influence) was identified. These are: conflict de motivates, demoralizes and retards progress in the school. That means it leads to low morale and poor performance. In addition, it leads into lack of teamwork, increase absenteeism, employ turnover, and develop resistance between workers and managers. Various researchers and authorities support this ideas, Ivanceich and Matteson (1990, p,303) describe that too much conflict are have negative consequences because it requires time, resource & energy to deal with it. William (1978, p,139) support this idea. It is also clear from the finding that both groups of respondents (teachers and principals) seem to agree with the idea that conflict can result into the disintegration of the entire groups that are in conflict and can have devastating impact on the behavior of the people involved. Another interesting phenomenon observed under this heading is that teachers and principals differenced on the extent to which conflict develops mistrust among the

members in the organization. Although the two groups of respondents perceive the idea differently. Various scholars such as (Owens, 1998; Ayalew, 2000; Szilagyi and Wallace, 1983 and Hunt, 1992), support the idea that conflict develops mistrust among the member of organization and disintegration of the entire groups.

In addition, Lilaroja (2010), identified the following negative effects of conflict: divert time and energy from the main issues, delay decisions, create deadlock, drive un-aggressive committee members to the sideline, interfere with listening obstruct exploration of more alternatives, decrease or destroy sensitivity, cause members to drop out or resign from committees, arouse anger that disrupts a meeting, interfere with empathy, leave losers resentful, incline underdogs to sabotages, provoke personal abuse and cause defensiveness. Generally, the school like any other organizational institution is a system of social interaction. Conflict is inevitable in any work environment. So, the negative outcomes of conflicts mentioned above in the literature findings can occurs in schools like any other organizations.

However, conflict is not merely destructive but can also a useful tool in stimulating creative solutions to problems. What makes conflict productive or destructive is the way it is handled. The school principals in order to minimize the negative outcomes and maximize the positive outcomes should be competent and skillful in accepting the unavailability of conflict and its proper management. From the above finding with regard to the positive outcomes of conflict, it is possible to conclude that for the optimal performance of the organization, moderate level of conflict is important. It also causes members too interactively and improves the quality of decision made. In addition, if conflict is treated properly and collaboratively it increases communication between groups and also increases productively. This is supported by various scholars like Ayalew (2000); Williams (1978); Rue and Byars (1989) and Hunt (1992). Generally based on the above finding, it is possible to assume that conflict has both positive and negative outcomes. It is possible to increase the positive outcomes if it is well understood and treated in an organized, collaborative way. This assumption is supported by various researchers like Hunt (1992); Ayalew (2000); Szilgyi and Wallace (1983); Ghaffar (2005) and so on.

In general, as it can be seen from the above findings, if properly managed and treated collaboratively at the right time and with the right person (concerned body) conflict can stimulate creativity, the search for improved approach, brings about desirable changes and so on. These findings are supported by many researcher and scholars.

The information's obtained from focus group discussion also confirming that the above listed factors, identified the following as major causes of conflicts. These are: misunderstanding, not taking instructions, status differences, lack of awareness about the rule and regulations of the schools, fault finding and so on are among the major causes of conflict between teachers and principals in the primary schools. An informant from focus group discussion FGD2 indicates that the majority of problems such as bad working conditions work overload biased reward system, unclear policies and guidelines were some major causes of conflict between teachers and principals. The rest of the Informants replied that even if they are causes of conflict they are not the major ones. The responses of the respondents were similar in that there were factors that generate conflict between teachers and principals. The factors that generate conflict between teachers and principal were personal difference, lack of managerial skill, lack of adequate teaching material, difference in values, beliefs and attitudes, structural design of school, lack of solving problems through table discussions. Unfair distribution of task has an impact on teachers moral both principal and teachers were believed as it has major cause's conflict short term. From these it can be concluded that both groups were highly believed that unfair distribution of task has an impact on teachers' moral as the major cause of conflict. As the table 5 indicates both teachers and principals have nearer opinion on the different role expectation, lack of professional commitment from all group and lack of clearly stated tasks also major causes conflict. And also lack of adequate teaching material is the major causes of conflict in primary school. As the table shows the respondents believed that lack of teaching material is causes of conflict. Here, respondents were subjected to give their opinion with regard to lack of agreement in direction is potential causes of conflict. An informant from FGD2 also indicates that the majority of problems such as bad working conditions work overload biased reward system, unclear policies and guidelines were some major causes of conflict between teachers and principals. The rest of the informants replied that even if they are causes of conflict they are not the major ones. The responses of the respondents were similar in that there were factors that generate conflict between teachers and principals.

The factors that generate conflict between teachers and principal were personal difference, lack of managerial skill, lack of adequate teaching material, difference in values, beliefs and attitudes, structural design of school, lack of solving problems through table discussions. And others were described conflict between teachers and principals occurs in case of above problems. These shows there were similarity between respondents' idea and conflict occurrence on factors that generate conflict between teachers and school principals. Primary school shows communication breakdown, lack of solving problems through table discussions, personal difference, unclear policies and guidelines, difference in values and beliefs were factors that generate conflict between teachers and principals in primary school. Focus group discussion also confirming that the above listed factors, identified the following as major causes of conflicts. These are: misunderstanding, not

taking instructions, status differences, lack of awareness about the rule and regulations of the schools, fault finding and so on are among the major causes of conflict in primary school teachers and principals.

In the same way another questions were designed to collect the qualitative data focusing on getting information on the experiences of principals, and district education experts the presence best way of dealing with conflict. The responses of the principals had indicated that the experiences two principals had ranged 1-5 years and the experiences of other ten principals were ranged 6-10 years. The responses of the principals and experts had effective management of conflict can lead to outcomes that are productive and enhances healthy organizational performance. So, as they were

discussed on these, principals should have used different techniques to solve problems; such as looking for fair solution, compromise with their teachers, listen carefully to what is said by the other party and etc. are the best way of dealing conflict and managing conflict. And also the information obtained from focus group discussion revealed that, preventing, negotiation, face-to-face discussion and problems solving are the most frequently used method of conflict resolution. In addition, they suggested that depending on the situation and seriousness of the problem the other methods may be employed e.g. forcing, ignoring etc. Furthermore, they suggested that although, there is no one best method that fit to all situation, preventing and problem solving method were considered to be the best method of resolving conflict in primary schools. Information obtained from focus group discussion also revealed that, conflict management training is very important for both teachers and other educational leaders, in order to make them aware of the problem a head and equip them with conflict management skills. As a result, they become competent and knowledgeable and handle conflict effectively and make use of the maximum benefit out of it. As group FGD1 were discussed: School principals should use different methods strategies to handle and resolve conflict depending on the issues involved and situations. And also they need to use conflict management methods to yield effective and creative solutions.

As they said conflict management training is very important for school principals and teachers. For this reason, conflict management training is very important for principals, vice principals, district education experts and all primary school teachers. This show to become successful teaching learning training in conflict management is very important. Information from focus group discussion also revealed that respondent's recommendation of stakeholders in handling conflict. AS FGD2 were discussed: There are different stakeholders in handling school conflict. Those are principals, vice principals, unit leaders, department heads (school management) and teachers. We recommend the following ideas for those stakeholders. Principals should have to delegate authority responsibility, principal and teachers should reduce unhealthy conflict created between them, teachers and principals should understand others idea, they should respect others beliefs, values and attitudes and they should solve problems through table discussions. In the same way questions were designed to collect the qualitative data focusing on getting information on the experiences of principals, major causes of conflict.

As respondents generalize major causes of the conflict were the following. Depending on this, inappropriate and biased reward system, poor performance evaluation system, communication problem, bad working conditions, lack of participative decision making, unfair distribution of tasks, unclear polices and guidelines, lack of professional commitment and lack of solving problems through the practice of table discussion were the major ones which took the highest share, for the development of conflict between teachers and principals in the primary school now. Plankett & Attner (1989), identified that the sources of conflict include: Shared resources, differences in goals, difference in perceptions and values, disagreement in the role requirements, nature of work activities, individual approaches, and the stages of organizational development. Gray and Stark (1984), suggested that there are six sources of conflict. These are: (1) limited resources; (2) inter-dependent work activities; (3) difference in perceptions; (4) Communication problems; (5) differentiation of activities; and (6) the environment of the organization. According to these writers, conflict can also arise from a number of other sources such as: (1) individual differences (some people enjoy conflict while others don't; (2) unclear authority structures (people don't know how far their authority extends); (3) Differences in attitudes; (4) task symmetries (one group is more powerful than another and the weaker group tries to change the situations; and (5) difference in time horizons (some department have a long run view and others shave a short-run view). Another author Deutch in Campbell & other (1983) identified a list of sources of conflict. These are: control over resources, preferences and nuisances, values, beliefs and the nature of relationship between the parties. Furthermore, Szilagyi and Wallace (1983), identified three prevalent sources of conflict: (1) Goal incompatibility, (2) Decision making requirements and (3) performance expectations.

Ayalew (2000, p.79) identified five general categories of causes of conflict. These are: (1) Goal incompatibility, (2) structural design (3) role expectation, (4) degenerative climate and (5) personal difference. In addition, Kreitner and Kinick (1992) identified about twelve categories of causes of conflict. These are: (1) Incompatible personalities or value system; (2) Overlapping or unclear job boundaries, (3) Competition for limited resources; (4) Inadequate communications; (5) Interdependent tasks; (6) Organizational complexity (conflicts tends to increase as the number of hierarchical layers and specialized tasks increase); (7) unreasonable or unclear polices, standards or rules; (8) unreasonable deadlines or extreme time pressure; (9) collective

decision making (the greater the number of people participating in decision the greater the potential for conflict; (10) Decision making by consensus (100% agreement often is impossible to achieve with-out much arguing); (11) unmet expectation (employees who have unrealistic expectation about job assignment, pay or promotion are more prone to conflict, and (12) unresolved or suppressed conflicts.

Generally, the major causes of principal teacher conflicts in primary schools may be categorized in to three aspects. These are individual characteristics, situational factors and the structural factors. Accordingly, some of the important factors that because conflict will be explained below in details.

Effective management of conflict can lead to outcomes that are productive and enhances healthy organizational performance. On the other hand, ineffective management can cause frustrations, hostility, and anxiety and finally leads to destruction of the organization. This section of the study determines how a principal utilizes conflict management strategies in managing conflicts. Here, respondents were subjected to give their opinion with regard to the ways of handling conflicts by their principals in their primary school.

In addition, with regard to conflict management mechanisms, an open-ended questionnaire was prepared to gather information from school principals. The conflict management techniques listed in the literature were given as an examples, out of which they can easily choose one which they consider mostly practiced in their school and they were free to list other methods they know (they were free to forward their suggestion). The method they suggested was almost similar with the strategies listed under the teachers' part. However, the frequency of application was changed. According to the principals the degrees of occurrence (application) was in the following order. 1) Compromising, 2) Problems-solving, 3) Accommodation, 4) Ignoring, and 5) Forcing are the best way of dealing conflict and managing conflict.

And also the information obtained from focus group discussion revealed that, preventing, negotiation, face-to-face discussion and problems solving are the most frequently used method of conflict resolution. In addition, they suggested that depending on the situation and seriousness of the problem the other methods may be employed e.g. forcing, ignoring etc. Furthermore, they suggested that although, there is no one best method that fit to all situation, preventing and problem solving method were considered to be the best method of resolving conflict in primary schools. Information obtained from focus group discussion also revealed that, conflict management training is very important for both teachers and other educational leaders, in order to make them aware of the problem a head and equip them with conflict management skills. As a result, they become competent and knowledgeable and handle conflict effectively and make use of the maximum benefit out of it, For this reason, conflict management training is very important for principals, vice principals, district education experts and all primary school teachers. This show to become successful teaching learning training in conflict management is very important. Information from focus group discussion also revealed that respondent's recommendation of stakeholders in handling conflict.

As FGD1 were discussed: There are different stakeholders in handling school conflict. Those are principals, vice principals, unit leaders, department heads (school management) and teachers. We recommend the following ideas for those stakeholders. Principals should have to delegate authority responsibility, principal and teachers should reduce unhealthy conflict created between them, teachers and principals should understand others idea, they should respect others beliefs, values and attitudes and they should solve problems through table discussions. When they discussed on their best practice they used to manage conflict: For example, principal of Moyale primary school said, it is difficult to avoid conflict from school. When conflict occurs in the school I will manage it systematically. Sometimes conflict is created when teachers don't respect rules and regulation of the school, when they don't give good value for teachers' responsibility and etc. Though I treat them and give my understanding about the problem. Before anyone hears about the problem we solve it by discussion. In the same way questions were designed to collect the qualitative data focusing on getting information on the experiences of principals, major causes of conflict.

When they have discussed about conflict management strategies, the best mechanism used to manage conflict are Compromising, Problems solving, Accommodating, Ignoring and Forcing. So, there were a similarity between participants' discussion when they were discussed on causes of conflict and conflict management strategies. For principals to be effective in a school situation he/she needs to learn how to create positive conflict and how to manage negative conflict is very important. Furthermore, other authors argue that in conflict management the following strategies can be used: Ignoring the conflict and tolerance the conflict (Talmaciu & Maracine, 2010, p130). These writers also suggested that, in the specialized literature one can find the following approaches to solve conflict in terms of the manager's action: withdrawal, reconciliation Forcing, compromise and confrontation. Robbins, (1974, in Ghaffar, 2005) concentrates on strategies, specifically labeled as resolution techniques and identified eight techniques as follows: (1) problem solving (2) super ordinate goal, (3) avoidance, (4) smoothing, (5) compromise, (6) authoritative command, (7) altering the human variable and (8) altering structural variables. From the above finding, it is possible to indicate that how often these methods of resolving conflicts appeared in primary schools in accordance with their degrees of magnitude in the following ways. These are: 1) avoiding 2) competing 3) comparison 4) accommodating and 5) collaborating. Various

researchers supported these strategies of conflict management such as (Thomas in Hoy and Miskel, 1991; Robbins in Gahffar, 2005; Thomas in Owens, 1998 and Ayalew, 2000). The effectiveness or appropriateness of conflict management approaches or styles are affected by so many factors inherent in the situations, such as the importance of decision at hand, the relative power of the interacting parties, the position in the organization and etc. Thomas in (Hoy & Miskel, 1991 Sizilagyi & Wallace, 1983 & Talmaciu and Maracine, 2010) identified the situation appropriate when to use the different styles or approaches/methods of conflict management. From this finding, it is possible to assume that, school principals by virtue of their position seem to pretend that they practice better ways of resolving conflicts, while teachers bearing witness that the employed avoidance and competing methods rather than collaboration methods. The school principals seem to defend themselves as if they do not practice domination method. They suggest that compromising was the most frequently used way of resolving conflict. For them the best practiced method was compromise. However, this was not suggested by teachers' respondents i.e. with regard to this teachers and principal have different perceptions of opinions.

#### 4. CONCLUSION AND RECOMMENDATIONS

This aims to summarize the major findings of the study, draw conclusion arising from findings, in order to indicate whether or not the research problem has been solved and present alternative recommendations informed by the research findings and literature review contained in this resource paper.

##### 4.1 Conclusion

The main purpose of the study was to investigate the factors that generate conflict between primary school teachers and principals in Moyale district of Dawa zone. In additions, the study was aimed at devising the proper ways for effective management of conflict in the primary school of the zone. The study also aimed at assessing the general views on the concept of conflict. To this end basic questions were raised which addressed the areas such as the nature, views, major causes and management of conflict. The descriptive survey design was carried out for detailed analysis of the data and the finding for the basic questions. The study was conducted in six primary schools selected on the bases of random sampling techniques to provide a fair representativeness and make generalization. The subjects of the study were 22 School Leading Staff (principals, vice, DH, UL), 18 teachers and 4 education officers form the sample areas by stratified and purposive sampling technique. Information was thus obtained from respondents through questionnaires and focus group discussion, and from document analysis, regarding the analysis of the data, various statistical tools such as percentage and frequency.

According to the result of the data analysis, the major findings of the study are the following:

1. The study indicated that school principals were assigned to the position without having management qualification and /or the necessary training that enables them to properly handle conflict and to deal with other managerial activities effectively.
2. The study has also showed few of the teachers have traditional views on conflict as compared constructivist (modern) view while the majority of principal's views on conflict were tilted towards modern view.
3. In the study majority of the teachers indicated that conflict has negative impact on the health performance of the school while principals indicated that conflict has positive results (impact) in primary schools. The principals finding support the balanced views on the outcomes of conflict in any organization but that of teachers support the traditional one.
4. Major causes of the conflict were the main concern of the study. The findings of the study revealed that inappropriate and biased reward system, poor performance evaluation system, communication problem, bad working conditions, lack of participative decision making, unfair distribution of tasks, unclear policies and guidelines, lack of professional commitment and lack of solving problems through the practice of table discussion were the major ones which took the highest share, for the development of conflict between teachers and principals in the primary school now.
5. The study result indicates that the strategies used to handle conflict in primary school were: avoiding, competing compromising, accommodating and collaborating. However, differences between teachers and principals were observed, as the degrees of application the listed mechanism. Teachers list them in the following order based on their magnitude 1) Avoiding 2) forcing 3) compromising 4) accommodating and 5) problems solving while principals list them as: 1) Compromising, 2) Problems solving, 3) Accommodating, 4) Ignoring and 5) Forcing.

One of the most important issues regarding conflict is that it is inevitable in everyday life. Conflict cannot be regarded as a sign of incompetence; it is a legitimate aspect of human behavior. It is not only avoidable but also serves a useful function for stimulating creative solution to problems. Conflict can have a positive or negative outcome, depending on how it is managed. For principals to be effective in a school situation he/she needs to learn how to create positive conflict and how to manage negative conflict. The finding in this investigation revealed that performance evaluation system and the reward attached to it was found to the top



major causes of conflict between teachers and principals. In addition, communication problems, bad working conditions, lack of participative decision making, lack of commitment and lack of collaborative problem solving were among the major causes of conflict.

#### 4.2. Recommendations

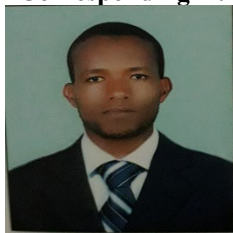
On the basis of the findings and conclusions drawn, the following recommendations are offered.

- District Education Bureau allocate financial resource and should give more teaching learning material to primary schools to minimize conflict.
- Principals should design proper plans and follow correct procedures in managing conflict in the school effectively.
- School principals should allow and encourage teachers to participate in decision making process to decide on matters that concern them.
- school principal should use better mechanisms for the exchange to information concerning the general situation of the school and particular conditioned should be devised in the schools.
- Higher educational officials should have to make policies, guidelines, rules and directives clear and workable in order to avoid barriers of for effective implementation of educational programs.

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