



WOLLEGA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANGEMENT

CONFLICT MANAGEMENT PRACTICES AND LEADERSHIP FOR
ORGANIZATIONAL PERFORMANCE OF NEJO AGRICULTURAL
TECHNICAL VOCATIONAL AND EDUCATIONAL TRAINING COLLEGE

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
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BY: ABREHAM REGASSA DUGUMA

ADVISOR: DINKISA KENO (PhD)

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NEKEMTE, ETHIOPIA

STATEMENT OF THE AUTHOR

I declare that this thesis entitled to “Conflict Management Practices and leadership for Organizational performance of Nejo Agricultural Technical Vocational and Educational Training College” is my work and that all sources of materials used for this thesis has been appropriately acknowledged. This thesis is submitted in partial fulfillment of the requirements for Master of Business Administration (MBA) at Wollega University. I seriously declare that this thesis is not submitted to any other institution anywhere for the award of any degree or diploma. The thesis deposited at the University Library to make available to borrowers under rules of the Wollega University Library.

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Name: Abreham Regassa Duguma.

Signature: _____ Date of Submission June, 2012

Place: Wollega University, Nekemte.

DECLARATION

This is to certify that this thesis entitled to the “Conflict Management Practices and Leadership for Organizational performance of Nejo Agricultural Technical Vocational and Educational Training College” accepted in partial fulfillment of the requirements for the award of the Degree of Master of Business Administration by the school of Graduate Studies, Wollega University through the college of Business and Economics done by Abreham Regassa Duguma was a genuine work carried out by him under my guidance. The matter embodied in this thesis work has not been submitted earlier for the award of any degree or diploma.

The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend that it can be accepted as fulfilling the thesis requirements.

_____	_____	_____
Major Advisor	Signature	Date
_____	_____	_____
Co-advisor	Signature	Date
_____	_____	_____
Co-advisor	Signature	Date



WOLLEGAUNIVERSITY

SCHOOL OF GRADUATE STUDIES

P.O.BOX: 395, NEKEMTE, ETHIOPIA

APPROVAL SHEET FOR SUBMITTING FINAL THESIS

TITLE: CONFLICT MANAGEMENT PRACTICES AND LEADERSHIP FOR
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Submitted by: ABREHAM REGASSA DUGUMA

Name of Student	Signature	Date
_____	_____	_____
Chairperson	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Final Approval and Acceptance		
Research project Approved by		
_____	_____	_____
Department PGC	Signature	Date
_____	_____	_____
Dean of SGS	Signature	Date
_____	_____	_____

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ABSTRACT

Conflict has always been an inseparable part of all organizations due to the fact that there are differences in the behavior of the various workers within the organization. However, conflict in spite of its negative effects has its own positive outcomes. This has therefore given rise to the theory of conflict management which ensures that the positive aspect of conflict is maximized while the negative aspect is minimized as much as possible. This study therefore looked at the concept of conflict management in institutional growth. The main objective of the study was to explore conflict management practice in Nejo Agricultural Technical vocational and Educational Training College which is found in Oromia Region, West Wollega Nejo Town with sample size of 124 respondents. Out of 124 respondents 101 respondents were involved. The study reviewed literature on the concept of conflict management in organizations. Face-to-face Questionnaire and interviews were used to solicit responses from administrative staffs and academic teacher staffs. The sampling technique used by the researcher which aided in the collection of data was the purposive sampling technique (Total population). Content analysis was used in analyzing the data collected. The study discovered that the Avoiding style of managing conflict was the most widely used conflict management style in the college. This style placed more emphasis on low concern for self and others as well. It was also discovered that of all the challenges encountered in managing conflicts, lack of cooperation on the part of the two parties was considered the most striking challenge. Furthermore, it was also discovered that conflict management played a major role in strengthening the bond between management and workers, if it is managed well. The study concluded on the note that the most conflict management practice, conflict management strategies, influencing factor in managing conflict in organizations was organizational Leadership style and organizational structure. The study also recommended that organizations should organize training and educational programs for their members to enable them accommodate and deal effectively with the issue of individual differences in the workplace.

Keywords: *conflict, Causes of conflict, management practices, leadership styles and organizational performance.*

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ACRONYMS/ABBREVIATIONS

BPR—Business Process Re-engineering

DA—development Agent

SD___ standard deviation

MOE __ Ministry of education

NATVET _Nejo Agricultural Technical vocational and educational Training

TVET _ Technical vocational and educational Training

NGO__ Non-Governmental organization

LAMP_ Leadership and Management program

REO_ Regional educational office

SPSS__ Statistical package for social science

CHAPTER 1: OVERVIEW OF THE STUDY

1.0 Introduction

The purpose of this chapter is to discuss the components of scientific research which includes background of the study, Statement of the problem, research questions, objectives of the study, scope of the study, and significance of the study, Limitation of the study and Organization of the paper. In this section works of different authors that are directly or indirectly related with research issue would be identified.

1.1. Background of the Study

Conflict has gradually become an unavoidable situation in every institution in all nations. The same was true for educational institutions in Oromia. The dynamic nature of the society in which we reside may bring about incompatibilities which may eventually lead to conflicts.

According to Rahim, (2002) conflict generally refers to differences in opinions and perceptions concerning a particular issue at a particular period of time. It usually arises when issues and interests change over time due to social, political and economic dynamisms in the society in which we live in.

Almost, J. (2006) the incompatibilities which lead to conflict could bring about both negative and positive outcomes. However, the positive or negative impact of conflict on the individual and institution would basically depend on how it is managed. Managing conflict may require the adaptation of certain practices known as conflict management practices. Conflict management practices have become one of the major areas of concern to many human resource managers over time. They are simply the activities or remedies put in place to manage disagreements and incompatibilities in institutions in order to maintain peace, stability and also achieve greater output Kantek & Gezer, (2009). In spite of the fact that conflict management practices have been in use for many years, these practices and styles were continually modified as the nature of conflicts change.

According to Simmon& Peterson, (2000) conflict management does not necessarily mean the total elimination of conflict as it is in the case of conflict resolution, but rather, the effective management of conflicts to achieve a positive outcome out of the conflict situation while reducing the negative outcome of the conflict to the minimum.

In other words, it is the process of capitalizing on the positive outcomes of conflicts and minimizing the negative outcomes. According to Cox, (2003), conflict management minimizes the negative impact of conflict and promotes the positive outcome of conflicts.

The author further commented that conflict resolution amounts to” throwing out the baby together with the bath water.” In the attempt to manage conflict effectively, some approaches have been identified by some authors in this field. Earlier researchers such as Follett, (1940) found conflict managed by individuals as dominating, compromising or integrating. However, some institutions adapt methods such as coercion and negotiation in managing their conflicts. Coercion is where force is used in dealing with conflicts while negotiation takes the form of mutual agreement between the two parties in managing the conflict situations.

Most researchers in this field of study are of the notion that in order to gain the best from conflicts and reduce the negative outcome of conflicts, diagnosis and intervention of the problem would be necessary Gordon, (2003), Maccoby & Studder, (1998).

According to Gordon (2003) diagnosis is the stage where the actual cause of the conflict is detected while the intervention stage is when appropriate solutions are identified to manage the problem. The author further commented that, the dependency of intervention on proper diagnosis gives rise to an interrelationship between these two processes. The author again added that proper diagnosis of the nature and cause of conflicts could lead to the adaptation of appropriate interventions to facilitate effective management of conflict. This research therefore sought to deep into the concept of conflict management and its influence on the overall performance of the organizations.

1.2 Statement of the Problem

In organizations, conflict is regarded as the presence of discord that occurs when the goals, interests or values of different individuals or groups are incompatible and frustrate each other’s attempting to achieve objectives. Conflict is inevitable part of organizational life since the goals of different stakeholders such as managers and staff are often incompatible Rahim,(2001).

Today, colleges suffer from management problems that lead to conflicts among teachers, whether they are for a personal reason, academic, administrative or social. While conflicts are

not always condemnable, their existence within a certain confinement seems acceptable Bawab, (1986).

Principals have experienced with many problems of administration colleges such as financial problem, college climate and college facilities. Conflict management also is a part of college administration problem. Conflict happens whenever and wherever in school hence principal's decision making can influence everyone and control the situation to get better or worse Cetin & Hacifazlioglu,(2004). Teachers are responsible to help their principals to solve conflict in college. The resolved conflict cannot happen without teachers understanding and cooperation.

Therefore, teachers also should know the strategy for solving conflict and try to solve it before the expansion of conflict. The researcher believes that if the principal and teacher can control and solve the conflict management in the school, the effectiveness and efficiency task such as administration, teaching and learning will be improved Argon,(2014). For this reason, the researcher is interested to study conflict management among the principals at Nejo ATVET college .Farther more, from the researcher four months observation experience at Nejo ATVET College, the researcher observed poor implementation of conflict management and leadership program and also realized that there is no any scientific study which conducted in the study area. Thus, the purpose of this study is to analyze conflict management, and leadership for organizational performance in selected college.

1.3 Basic Research question

The following basic research questions would formulate to guide the study toward finding Solutions to the problem. More specifically, the study attempts to answer the following research questions:

- How is conflict management in the Nejo ATVET College?
- What is the leadership style followed in the Nejo ATVET College?
- How is organization performance in the Nejo ATVET College?
- What is the relationship between conflict management strategies with the leadership styles for organization performance in the Nejo ATVET College?

1.4. Objectives of the study

The objective of the study has been divided into general objective and specific objectives.

1.4.1 General objective

The general objective of the study is to describe conflict management practices and Leadership for organizational performance of Nejo Agricultural TVET College.

1.4.2 Specific objectives

The specific objectives of the study are:

- To analyze conflict management in the Nejo ATVET College
- To investigate the leadership style followed in the Nejo ATVET College
- To examine organization performance in the Nejo ATVET College
- To examine the relationship between conflict management with the leadership styles for Organization performance in the Nejo ATVET College

1.5. Scope of the Study

The study was to selected area of Nejo ATVET College which is situated in Oromia region, in West Wollega zone, Nejo Town and 498 KM far from Finfinne. The College was chosen because: it is young and one decay and eight years old college and it has been realised that it easily encounters conflicts and difficulties in managing conflicts. Also, this scope was used because: it enabled the researcher to have easy access to information needed and also easy access to the respondents who were mainly administrative staff and academic staff. This study was therefore intended to describe conflict management in Nejo ATVET College in the district and its role in institutional growth in the region. The study included the following concepts in an attempt to understand: conflict management practices, the various conflict management styles, challenges in managing conflicts, factors that influence conflict management and the roles of conflict management in institutions performance.

1.6 Significance of the Study

Significance refers to the relevance of the research to some aspect of a profession, its contribution towards improving the knowledge base on a profession, and its contribution towards evidence-based practice that stated by Kothari (2004). Thus, this study will be paramount importance for these different groups involve conflict management and leadership for organizational performance. College managements promote the emergence of organizational conflict in order to encourage principals to create an acceptable atmosphere to be able to deal

with conflicts successfully within educational institutions as means to increase efficiency, skill and innovation.

Thus the findings of this study will be useful to the stakeholders including:

The Woreda administration: Based on the recommendation of this study they will have new direction in formulation and implementation of policies, facilitating training that improves conflict management and leadership for organization change and they can also use the findings to deal with the problems and bring changes.

The organizations community: The findings of this study can help principals, teachers, and Students of the college with insight of conflict management and leadership for organization performance. It may raise awareness about the most determinant variables that can influence organization performance and enhance a sense of responsibility for reviewing the leadership styles and conflict management styles in their organization to obtain high organization performance.

College Leaders: The research findings will help College leaders to exercise good conflict management styles and leadership styles for organization performance and important to create awareness about the most determinant factors that build organizational commitment at Nejo ATVET college.

Future Researchers: The study also provides a base line data to those who may desire to conduct research to analysis conflict management and leadership for organization performance. Similarly, findings may hope fully assists in enriching the existing literature on the issue of conflict management practices and leadership for organization performance.

1.7 Limitations of the Study

The researcher was face some challenges like to cover all independent variable (conflict Management style, influencing factors: leadership and conflict management) and dependant variable (organization preformance).Leaders and employees were busy due to multiple leadership roles and other urgent activities. Moreover, the other challenges of this research were related to data gathering. The challenges were the non-availability of respondents due to various reasons including, most of the employees (Teachers, Principals and supportive staffs) were burdened by other urgent activities (covid-19) were not devote to fill the questionnaires and interviews on time. There was reluctance of some teachers to return the questionnaire by the time table set at the beginning. However, it takes more time than expected, the researcher tried to

minimize the above stated limitations through different mechanisms: showed the importance of the study for future, arranged the contact on their off times and waited to the respondents to finish their activities. Lastly the researcher was examined his study based on the respondents' interest and exposure to get real information in order to get precise information about the themes of the study.

1.8. Organization of the Study

As has been stated, the purpose of this study is to analysis conflict management practice, conflict management styles and leadership for organizational performance in selected college and presented in five chapters as described in the following paragraphs: The first chapter, which is the introductory part of the study, embraces introduction, background of the study, statement of the problem, the research questions, the objectives of the research, scope of the study, significance of the study, limitation of the study and organization of the study.

The second chapter presents an extensive review of related literature.

The third chapter discusses the methodology and the design to be used for conducting the study. It dealt with such issues as the research design, source of data, population and sampling design, research instruments, procedures of data collection, problems encountered during the data collection process and the ways of organizing, analyzing and interpreting data.

The fourth chapter dealt with presentation, analysis and interpretation of the data that collected from primary and secondary sources through various data gathering instruments.

The last chapter, which is chapter five, describes a summary of the findings of the study as well as the conclusions and recommendations made.

CHAPTER 2: RELATED LITERATURE REVIEW

2.0 Introduction

This second chapter does a critical review of literature done on conflict management. It begins with a discussion on conflict management as an important issue educational institutions have to deal with. This was then followed by discussion on various conflict management styles and the challenges encountered in managing conflicts. The chapter then further examined the factors which influence conflict management in Middle Level College and the role of conflict management in institutional growth. The chapter concludes with the development of a conceptual framework of the relationship between conflict management and institutional performance

2.1 Conflict and its Management as an Organizational Phenomenon

Conflict in organizations may occur among colleagues at the workplace, between superiors and subordinates among others. According to Rahim (2002) conflict to the ordinary person is differences in opinions and perceptions concerning a particular issue at a particular time. Conflict has been defined by various authors in diverse ways.

According to Rolf (1987 p. 496), “organizational conflict occurs when members engage in activities that are incompatible with those of their colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the organization”.

Mullins, (2005) perceived conflict as a behavior that obstructs the achievements of some other person’s goals. In his definition, more emphasis was laid on conflict as an obstruction or hindrance to goals achievement while the earlier definition emphasizes on incompatibilities among members. Wall & Callister, (1995, p.517) also viewed conflict as a process where one party perceives its interests are negatively influenced by another party. However, Mason & Mayer, (1990) viewed conflict as the use of coercive power to get things done. Moreover conflict always arises when there are certain conditions.

There should always be the existence of opposing forces as was suggested by Baron, (1990).

These opposing forces which lead to conflict may arise when issues and interest of parties change due to social, political and economic dynamisms in the environment Trundle & Rebio, (2011). Basically, there are some inconsistencies concerning the amount of conflict to be encouraged in institutions as suggested by various scholars in this field. Also among these researchers was Preffer, (1981) and Sportsman & Hamilton, (2007) who strongly supported this notion when they commented that some degree of intra conflict and inter group conflict is always necessary in maintaining and achieving a self-critical and a creative edge among employees in an organization.

Moreover, Jehn, (1995) also showed consistency with the comment of the two authors above. However, Wall & Callister, (1995) had a different opinion. They rather argued that conflict should not be encouraged at all in institutions as a means of achieving organizational goals. Past studies have shown that only few scholars have shown consistencies with the view of Wall & Callister, (1995).

According to Rahim, (2002), organizations should reward failures else employees would do what is safe and avoid taking risk.

2.1.1 Definitions of Conflict Management

Conflict management has been defined differently by different authors. However, there is a common idea that runs through all the definitions given by these authors. Some of the diverse definitions of conflict management given by different authors have been stated below.

Rahim, (2002) defined conflict management as “...the process of maximizing the positive aspect of conflict while minimizing the negative aspect of conflict in order to enhance learning and improve organizational effectiveness.” The author also considered good communication and problem solving as vital tools in managing conflicts. Conflict management was also defined by Burton, (1998) as “the process of identifying the main causes of tension in relationships being it interpersonal or intra-personal and dealing with them....” This definition implied that effective management of conflict required the identification of the main problem.

According to Swanston & Weismann (2005), "...Conflict management is seen as a requirement that is needed to initiate preventive measures to conflicts." The author further added that managing conflict required putting down appropriate measures to prevent the problem from reoccurring. Girard & Koch, (1996) viewed conflict management as "...the act of putting in place measures to prevent a person from becoming ineffective..." These authors further explained that anytime there is conflict, the person involved is considered ineffective. All the above definitions of conflict management helped the researcher to attain a deeper understanding into the concept of conflict management. The definitions emphasized how to attain the best out of conflict situations in order to make the individual more effective. Therefore, in order to achieve these targets, some practices or styles would have to be adapted. These practices are known as conflict management practices or styles.

2.2 Conflict Management Styles

A lot of studies have been conducted in this area of conflict management. However, scholars have not been able to identify the one best style for managing conflict. These scholars maintained that the appropriateness of any given style depends on factors such as the situation and the nature of the conflict. Also, they considered a conflict management style as appropriate for a particular situation if only it was able to provide effective solution to the problem. Rahim, (2002), who is a renowned scholar in the field of conflict management, further acknowledged that, there is no one best approaches to managing conflict.

However, Liker & Liker, (1976) suggested the problem solving style or the integrating style of managing conflict as the most appropriate in most situations. Many authors have come out with some diverse styles and mechanisms for managing conflicts. Among these authors was Follett, (1940) who came up with three distinct ways of handling interpersonal conflicts; domination, compromise and integration. She also identified avoidance and suppression as other ways of dealing with conflicts in organizations.

Blake & Mouton, (1964) also proposed a conflict management model consisting of five distinct conflict management styles. These included forcing, withdrawing, smoothing, compromising and problem solving. This conceptual scheme of conflict management by Blake & Mouton, (1964) was later remolded by Thomas, (1976) into five different styles based on "concern for others and concern for one's own self". Concern for one's own self placed more emphasis on satisfying the

interest of one's own self at the expense of others" interest. While concern for others placed more emphasis on satisfying the interest of other people at the expense of one's own self.

He called the concern for others, "cooperativeness" and the concern for one's own self, "assertiveness". Assertiveness is the strength with which one party would like to maximize their goals and interests in relation to the other party's goals. One party may maximize their total concerns (assertiveness) to the total disadvantage of the other party's needs and objectives (uncooperativeness) amounting to a "competitive" position. Also, neglecting personal needs (assertiveness) as contributing to the achievement of the other party's needs (cooperativeness) could result in an "accommodative" relationship. "Compromise" behavior is neither accommodating nor competitiveness because it satisfies only a portion of both parties' interests.

Moreover, fulfilling one's expectations (assertiveness) and that of another's (cooperativeness) simultaneously portrays a "collaborative" behavior. However, when individuals show no concern for their own goals, conflict situations could be avoided Rahim, 2002 & Euwemaet Al ,(2003).

Pruitt, (1983) also came up with a similar model of conflict management styles which was called "The Dual-Concern Model". It was also based on the degree of cooperativeness and assertiveness just like Thomas's, (1977) model. Pruitt called the style where there is low assertiveness and high cooperativeness as "the yielding style". The author called the style where there is both high assertiveness and cooperativeness, "the problem solving". Then the style where there is low assertiveness and low cooperativeness, he called, "the inaction style". And lastly, "the contending style", where there is high assertiveness and low cooperativeness. The author further suggested problem solving style as the most appropriate style where mutually beneficial options are required. He did not consider compromising as a distinct conflict management style like some other authors did but rather, yielding style which has a similar explanation like the compromising style. However, other models identified by scholars classified these styles into five and places more emphasis on compromise as a distinct style of managing conflict. Other authors in this field also classified the conflict management styles into two distinct styles one of such authors was KanteK&Gezer, (2009).

Deutsch & Coleman, (2000) are one of such authors who came up with "integrative" and "distributive" models of managing conflict. The distributive style of managing conflict focused

on the distribution of a fixed quantity of positive outcomes where one party ends up winning and the other party losing. The integrative style focused on integrating the concerns of both parties to obtain the best possible outcome. Recent authors such as Swanson & Weissmann, (2005) came up with a meta-taxonomy for managing conflict which they considered to be encompassing all other styles based on the amount of “activeness” and “agreeableness”. Agreeableness at the highest level was associated with the attempt to satisfy all parties involved while activeness was associated with open discussions of different opinions while still pursuing their own interest. In the authors’ studies, they also discovered that activeness doesn’t necessarily have any significant effect on the effectiveness of conflict resolution but agreeableness, on the other hand, had a positive effect on conflict resolution because it impacted positively on how groups felt about how conflict was managed irrespective of the outcome. The authors also discovered in their studies that the integrative model led to consistency in better task related outcomes than the distributive model.

In a research done by Rahim & Bonoma, (1979), the two authors came up with two dimensions of the styles of managing conflicts called the Dual Concern Model which was quite similar to that of Pruitt/s, (1983) Model. The first dimension dealt with the degree which a person would want to satisfy his/ her own concerns. While the other dimension dealt with the degree to which a person attempts to satisfy the concerns of others. Further studies conducted by other scholars such as Ruble & Thomas, (1976) and also Van de Vliert & Kabanoff, (1990) supported the two dimensions proposed by Rahim & Bonoma, (1979). These two dimensions were later combined into five distinct styles of handling interpersonal conflict. These five styles were integrating, obliging, dominating, avoiding and compromising.

A contingency theory of leadership propounded by Fiedlers, (1967) led to the development of a contingency approach to conflict management. Recent studies have shown that integrating and compromising styles are more ideal for dealing with issues that are strategic in nature while the other styles are more appropriate for managing day- to-day problems in the organization. The five distinct styles have been described in detail in the section below.

2.2.1 Integrating Style

The integrating style of managing conflict placed more emphasis on high concern for both self and others (high assertiveness and high cooperativeness). This style also used problem solving

through diagnosis of the problem and then finding of appropriate interventions for the right problems. Rahim, (2002) acknowledged that the use of this style involved important variables such as, openness and information exchange, obtaining alternatives and the examination of differences to reach an effective solution which was acceptable to both parties. Here, the parties were expected to open up and exchange ideas, because this style involved exchange of ideas between the parties. According to De Church & Marks, (2002), this style was commonly used when the problem in question was a complex one. A complex problem as explained by the above author was one that required synthesis of ideas in order to come out with an appropriate solution. Studies conducted by Lawrence & Lorsch, (1967), discovered integrating style as more appropriate if integration of activities in different subsystems within an institution was required. This style easily integrated groups within the institution to ensure effective coordination. Most researchers including Pruitt & Carnevale, (1993) were of the view that problem solving which were also known as integrating style by Rahim, (2002) was more appropriate when it came to dealing with social conflicts. Issues which were strategic in nature also yield positive results when integrating style was used.

2.2.2 Obliging Style

Almost, (2006), this style is where a person is more concerned about the interest of others rather than his/her own interest (high cooperativeness and low assertiveness). In this style, the party believes he/she may be wrong and thinks that the other party is rather right. This usually puts the party at the weaker position. This style is most applicable where one party gives something of value to the other party in exchange of something in future when he/she needs help. This style is usually used when the issue in question is of great importance to the other party and the party also wants to preserve the relationship. Here, because the party is interested in preserving the relationship and the issue is also of more importance to the other party, the party then offers something of value to the other party in hope of getting help in future (Brooks, 2009).

2.2.3 Dominating Style

This is where a party is more concerned about his/her own interest and neglects the interest of others (high assertiveness and low cooperativeness). This style is associated with being competitive. A dominating person according to Back and Back, (1994) has the objective of wanting to win so he/she would do anything possible to achieve his/her objectives by so doing,

neglecting the interest of others. Some scholars have argued that this style was selfish in nature. Unlike obliging where the issue is of much importance to the other party, here the issue is of importance to the party so he/she would do whatever it takes to win. In situations where quick decisions are to be made and the people involved are unskilled, the manager could adapt this style. However, subordinates who are skilled may see their superiors as being autocratic. This style was also considered appropriate where the issues involved are less complex. It is not appropriate to use this style in situations where both parties are powerful.

2.2.4 Avoiding Style

This is where the party has low concern for both self and others too (low assertiveness and low cooperativeness). A manager who uses this style always fails to meet his needs and that of others too. Here the party thinks it is not worth confronting the other party. In situations where the issue is important to one party and there is responsibility on the party to make decisions, this style may not be useful. This style requires patience on the part of the two parties. This style is non-confrontational in nature and it is used for minor issues. Avoiding is always associated with negative conflicts De Drew, (1997). This is true because the real cause of the problem may not be tackled and the issues may pile up.

2.2.5 Compromising Style

This is where there is an intermediate between concern for self and others (moderate assertiveness and moderate cooperativeness). This is a kind of “give and take” and here, both parties give something in order to get something in return. The goals of the two parties should be mutually exclusive for this style to be effective. Protracted conflicts could be handled effectively using this style. However, according to Rahim, (2002), this style is not suitable for handling complex problems that require problem solving. But some managers still use it and they end up getting the wrong results. This style also, may not be appropriate in situations where one party is more powerful than the other. This style is most appropriate where integrating or dominating style cannot be used. Managing conflicts in general come along with some challenges that institutions face and the institutions should learn to deal with these challenges effectively Brooks, (2009).

2.3 Factors that influence Conflict Management

Effective conflict management involves making vital changes at the macro-level within the organization so that affective conflict could greatly be minimized while increasing substantive conflict. Essential dynamisms in certain areas like leadership, culture and the organization's structural design influence conflict management in organizations.

2.3.1 Leadership and Management Style

The style of leadership could influence conflict management. Some institutions may have leaders with particular leadership styles that may motivate or demotivate conflict management in the institution. Basically, leaders may be either transformational or transitional. According to Bass, (1985) and Deutsch & Colema, (2000), transformational leaders tend to be more charismatic and they can use this quality to influence effective conflict management. In the same way, in organizations where leaders are transitional leaders, conflict management may also be influenced because of the lack of vital qualities on the part of the leaders in managing conflicts. Basically, no leadership style is considered good or bad. According to Vroom and Yetton's, (1973) decision theory and House's, (1971) path-goal theory of leadership, there is no one best style for dealing with different issues but it all depends on the situation.

According to the decision theory by Vroom, all the styles of leadership could be appropriate at any point in time depending on the nature of the problem and the situation. Therefore, the appropriateness of any leadership style would depend on the situation. Whenever there is a mismatch between the five leadership style and the conflict situation, effective conflict management may not be achieved. Choosing a leadership style that does not suit a particular conflict situation may be compared to putting a square peg in a round hole. The most suitable style of leadership or management to be used could be determined after proper diagnosis has been effectively done Cronin & Weingart, (2007). There could be some form of conflicts that could best be handled by adopting a more autocratic style of leadership. In the same way, there could be other situations where a democratic style may be more appropriate. This confirms the findings of the earlier scholars who suggested that there is no one best style of leadership but it all depends on the situation.

Leadership style plays an important role in shaping the behavior and attitudes of employees in organization. Leadership style is the behavior exhibited by a leader during supervision and

working with subordinates. A manager's personal leadership style-that is, the specific ways in which a manager chooses to influence other people- shapes the way that manager approaches planning, organizing, and controlling. Evidences suggest that leadership styles vary not only among individuals but also among countries or cultures. There are different leadership styles.

We can classify leadership style as negative and positive. Positive leadership styles give emphasis to praise and recognition, monetary rewards, increase in security, and addition of responsibility to make the work done by other people. Negative leadership style on the other hand emphasizes penalties, loss of job, suspension, and public reprimands/critics. Reinke (2009) identifies four leadership styles and stresses that each style has a fundamental foundation and that most leaders practice some form of leadership or a combination of styles during their normal work routine.

2.3.1.1 Autocratic leadership style

Autocratic leaders limit self-determination and autonomy and push followers to accept their ideas. Such leadership decrease subordinates sense of control and goal striving and increase powerlessness. Autocratic leaders are in complete control as they push their followers to conform to their image. They leave little room for free thought. Although not a popular approach to leadership there are situations when it is most suitable, for when an organization is in a crisis and followers require clear and concise direction. An autocratic leader centralizes power and decision making authority in himself and exercise complete control over subordinates. Such leader usually shows high concern for the task and low concern for the people /human aspect Reinke, (2009).The following are the common characteristics of autocratic leaders:

The leader makes the decisions and closely supervises employees, highly conscious of his /her position, they are sensitive about their authority; One-way communication, they are willing to delegate a very little decision making authority, the leader believes that pay is just a reward for working and the only reward that will motivate employees. Orders are issued to be carried out with no questions allowed and no explanations.

Problems of autocratic style: force breeds counter-force: restriction of output, antagonism, unionism. It impairs group moral and initiative, brings high rate of grievance, absenteeism, turnover and dissatisfaction Reinke, (2009).

Strength of autocratic style: it is useful in certain situations. Some situation may call urgent action in such situation autocratic leadership may be appropriate. In emergency situations autocratic leadership style may be effective if the leader is wise (Reinke, 2009).

2.3.1.2 Bureaucratic Leadership Style

Bureaucratic Leadership style is commonly defined as one that emphasizes procedures. It is the use of rules, policies, hierarchy of authority, written documentation, standardization, and other bureaucratic mechanisms to standardize behavior and assess performance Brian, (2006).

Bureaucratic leaders are motivated by the need to control through documentation. Followers are merely instruments used to create bureaucracy within the organization as well as understand the procedures they write. Bureaucratic leaders produce followers that do only what is expected and nothing more Reinke, (2009).

2.3.1.3 Democratic or participative leadership style

Democratic leadership style has been called a participative style because it suggests that leaders allow followers to participate in the management process. There are times when allowing followers to participate in management decisions can cause some democratic leaders to fear losing control. Richard, (2001) suggests in democratic leadership, the role of the leader is not just solving problems but more importantly is to identify the conditions for effective solutions.

Democratic leaders are motivated by highly skilled and experienced employees who are not afraid to express their opinions. A leader with this style usually shares decision making authority with the group and encourages participation and supports the task efforts of subordinates.

Democratic leadership style has the following characteristics: Share decision making authority with subordinates, a leader appreciate suggestions from subordinates, the leader shows high concern for both task and people, leaders are not sensitive about their authority, new ideas/change proposed by a group is respected, develops a feeling of responsibility within the group, motivates subordinates, generally increases the quality of work and productivity;

If forced to make a decision alone the leader explains his/her reason to the group/subordinates.

2.3.1.4 Laissez faire leadership style

Laissez-faire leaders are those who avoid their assigned managerial duties. This includes behavior such as failing to initiate any structure for their employees, making no effort to show any consideration for their workers well being, failing to communicate performance expectations

to employees, failing to hold employees accountable, and making no effort to maintain motivation and morale (Reinke, 2009). Many leaders who practice this style of leadership are inclined to allow their followers freedom to solve important issues on their own. Laissez- faire leaders surround themselves with highly skilled, experienced, and educated followers that are capable of working un-supervised.

Laissez-fair leaders are satisfied with their position and need only perform well enough to keep their status in the organizations. A laissez faire leader develops a frame work for subordinates in which they can act and leave decision making authority to the subordinates and remain for consultation. Free-rein leadership style has the following features:

The leader gives full decision making authority to the group and shows little interest in the work process or its results, leader exercise little control over the group/ subordinates, Individuals may have little interest in their work, morale and team work are generally low.

2.3.2 Organizational Culture

Effective conflict management is largely influenced positively by an organizational culture that encourages openness and risk taking and also sharing of useful information; a kind of learning where carrot is given instead of a stick to enhance voluntary learning through positive reinforcement Schein, (1993). On the other hand, in situations where the kind of culture discourages employees from challenging the status quo, employees may not fully cooperate in the conflict management process and they would keep their opinions to themselves. In such cultures, employees are not able to bring on board their opinions and suggestions during decision making in the organization leading to a large pool of untapped ideas. The culture of reinforcement could also be used effectively by managers to motivate conflict management behaviors in their respective organizations. This form of reinforcement could be used to achieve effective performance and creativity as well as improving long-term performance through rewards. Abrams, (2009) affirmed the above statement when he commented that, in organizations where desired behaviors were encouraged through rewards, expected outcomes were easily achieved. Managers are therefore encouraged to acknowledge these reinforcement mechanisms and their influence on conflict management in their organizations.

2.3.3 Organizational Structure

Organizations may have structures which may be hierarchical or flat in nature. No one structure could be said to be good or bad but its appropriateness would depend on the situation. According to Rahim,(2002), the structure of an organization includes the hierarchy, procedures, reward systems and many others. In certain situations, alteration of the structure of the organization may positively or negatively influence the conflict management practices in the organization. The author also suggested that the appropriateness of any structure would depend on the organizational environment. According to him, the structure could either be mechanistic which is also called bureaucratic or organic which is also called organismic. Researchers like Lawrence & Lorsch, (1967) came up with the findings that, mechanistic structures were more convenient for departments which responded to stable environments. On the other hand, organic structures were more suitable for departments which were responsible for unstable environments. It could be deduced that the more the congruence between the structure and environment, the more effective the management of conflict would be. Organizations may alter their structures based on certain factors.

According to Duncan & Weiss, (1979), most organizations responded to conflict and pressure by changing their organizational structures into more flat, decentralized forms. In recent studies, Stone & Patton, (1999) commented that, the changes in organizational structures to influence conflict management within the organization was reflected in new organizational forms like the modular organization, virtual corporation and horizontal organizations. According to Duncan & Weiss, (1979), most organizations responded to conflict and pressure by changing their organizational structures into more flat, decentralized forms. In recent studies, Stone & Patton, (1999) commented that, the changes in organizational structures to influence conflict management within the organization was reflected in new organizational forms like the modular organization, virtual corporation and horizontal organizations.

2.3.4 Organizational Policies and Procedures

The organizational policies have a great influence on the conflict management practices of the organizations. Some policies in the organization may influence the practices positively or negatively. Some of the policies that positively influence conflict management include policies that are flexible enough and allow employees to participate effectively in the conflict

management process. Organizational policies that may influence conflict management negatively include strict rules that do not allow employees to express themselves and actively participate in the conflict management process Euwema et al. (2007).

2.4 Challenges in Managing Conflicts

Conflict management in spite of its importance, still has some challenges. These challenges cut across from the individual level to the organizational level. One of the major challenges of conflict management is that, some of the conflict management styles usually turn out to be time consuming and this may cost the institution so much. In choosing the appropriate style for a particular conflict situation, a time consuming approach may be required and much of productive time would have to be forfeited in order to effectively employ a particular conflict management style.

De Dreu & Weingart, (2003) also showed consistency with this argument on conflict management style. Also, managers may get carried away by the conflict management process such that, they may not realize it is eating into normal working hours.

According to Mitroff & Featheringham, (1974), one of the challenges that could be encountered in managing conflict is the occurrence of some form of errors. One of such errors is the probability of solving a wrong problem. The authors further commented that, this error usually occurred when there is lack of proper diagnosis of the problem and where there is inadequate understanding of the nature and cause of the conflict leading to the application of the wrong intervention to the problem. Another challenge that could be encountered is lack of cooperation on the part of the two parties involved in the conflict. When either of the parties or both parties are reluctant to take active part in the conflict management process, the success of the entire style may not be achieved. One of the parties or both parties may refuse to take part in the conflict management process when they probably feel so hurt about the problem.

According to French & Bell, (1999), for a conflict management practice to succeed, the parties involved should be willing to take active part in the entire conflict management process. Back & Back, (1994) were also consistent with the statement made by French & Bell, (1999).

According to Cronin & Weingart, (2007), conflict between or among people is associated with emotions. When the person handling the conflict does not have the professional skills needed to

deal with the problem, he/she may end up worsening the situation. Conflict cannot just be managed by anybody. There are some technicalities required in managing conflicts. Choosing the appropriate conflict management style could be very challenging as suggested by Euwemaet, al., (2007). But managers still need to jump this hurdle and manage the problem.

When a wrong approach to handling a particular problem is adopted, the end results could be disastrous Brooks, (2009). It takes a professional to identify and choose the appropriate conflict management style to solve the right problem. Another challenge in handling conflict has to do with the two dimensions of conflicts, namely; affective and substantive conflict.

According to De Drue, (1997), affective conflict which is also known as relationship conflict deals with incompatibilities relating to interpersonal relationships while substantive conflict also known as task conflict deals with incompatibilities associated with group members. Substantive conflict was considered as good conflict while affective conflict was considered as bad conflict.

De Church and Marks,(2002). Rahim (2002) in his studies drew a conclusion that, there was a positive correlation between the two dimensions of conflict and this is considered as a challenge.

Simmons & Petersons, (2000) in their studies also drew a conclusion similar to Rohm's conclusion when they reported a positive correlation between the two dimensions of conflict which were around 0.34 and 0.88. However, some few researchers concluded in their studies that there was rather a negative correlation between affective and substantive conflict. In managing conflicts, there are some factors that influence conflict management in most institutions in the country.

2.5 Roles of Conflict Management in Institutional Growth

Every institution in the nation needs to grow so that the entire nation could benefit from it. Conflict management plays an important role in enhancing institutional growth.

Conflict management enhances organizational effectiveness Rahim, (2002). When conflicts occur in organizations, they slow down the activities of the organization and could lead to unproductivity if not properly managed. When the needed attention is given to every conflict in the institution, no matter how unimportant they may be, proper diagnosis could be made and appropriate interventions could be employed so that higher performance could be achieved.

According to Maccoby & Studder, (1998), in situations where the conflict type was destructive rather than constructive, the appropriate conflict management strategy should be employed if not, organizational effectiveness may not be achieved. In the same way, if the conflict is constructive and the appropriate conflict management mechanism is not employed, organizational effectiveness may lack. Conflict management also plays the role of enhancing organizational learning.

According to Rahim, (2002) it helps employees and managers to obtain deeper understanding of problems and apportion the appropriate measures to deal with them effectively. For example, the conflict management process gives managers the opportunity to learn new things such as the new causes of conflicts, the nature of conflicts and the appropriate remedies to deal with them. Organizational learning comprises of acquisition and distribution as well as preservation of information for future use.

Argyris & Schon, (1996) defined learning as detection and correction of errors. They also identified single-loop and double-loop learning as two main types of learning. Single-loop learning was the type that brought about cognitive and behavioral changes within the existing paradigm through the diagnosis and intervention of the problem without changing the underlying policies. On the other hand, double-loop learning leads to cognitive and behavioral changes outside the existing paradigm through the diagnosis and intervention of the problem by changing the underlying policies.

According to Bateson, (1972), double-loop learning was also known as deutero-learning. The author also maintained that every effective conflict management practice promoted double-loop learning rather, than single-loop learning. Managers learn a lot of new things as they manage conflicts in their institutions. Through experience, they could acquire new ideas about the nature of the problem, the type of conflict it may lead to (substantive and affective) and the appropriate measures to be taken to manage the conflict effectively.

Conflict management also ensures that the constructive aspect of conflict is maximized while the destructive aspect is minimized as much as possible Peters, (1988).

The constructive aspect of conflict is very essential in achieving higher productivity thereby leading to institutional growth. This affirms the comments made by Pruitt & Carnevale, (1993)

when they stated that substantive conflict should be maximized as much as possible while minimizing affective conflict.

Conflict management as suggested by most scholars ensures a competitive working environment which motivates employees to put in their best. Also, tension among employees is reduced to a lower level to ensure employees have sound minds to work Cox, (2003).

According to Runoff, (1987), conflict management helps to improve and strengthen the bond between employees and management. He was of the view that, when conflicts are properly managed, employees could learn to appreciate their individual differences and work cordially for the betterment of the organization. Through conflict management, peace and stability could also be achieved. Conflict management also plays an ethic advocator role. This could be seen when subordinates and stakeholders are encouraged to speak against the decisions of their superiors when those decisions may lead to unpleasant outcomes.

Mitroff, (1998) who is a very strong ethics management advocator commented that, problems should always be defined to benefit humans.

Furthermore, Rahim, (2002) also suggested that, for organizations to manage conflicts ethically, organizations should institutionalize some key positions. These positions are the customer advocate, employee advocate, supplier advocate, environmental and stockholders advocates.

According to Rahim et, al. (1992), proper attention should be given to these advocates in order to achieve an ethically managed institution. This at the long-run would help in the growth of the institution.

2.6. Review of empirical findings

Blake and Mouton accept that the most important aspect of a successful conflict management strategy is the attempt to shift the behavioral and attitudinal components of a relationship from a competitive to a cooperative orientation. Blake & Mouton, (1964).

Wall & Callister, (1995, p.517) also viewed conflict as a process where one party perceives its interests are negatively influenced by another party. However, Mason & Mayer, (1990) viewed conflict as the use of coercive power to get things done.

Several researchers who include Assael, (1969) and Evans,(1965) have suggested that some amount of conflict is always necessary for the success and the effectiveness of organizations. Also among these researchers was Pfeffer, (1981) and Sportsman & Hamilton,(2007) who strongly supported this notion when they commented that some degree of intra conflict and inter group conflict is always necessary in maintaining and achieving a self-critical and a creative edge among employees in an organization.

According to Rahim, (2002), organizations should reward failures else employees would do what is safe and avoid taking risk.

Schein, (1993) acknowledged this when he emphasized the use of carrot instead of stick; rewarding failures instead of discouraging them to encourage risk taking. Conflicts are unavoidable and since they are very difficult to eliminate, institutions have to adapt appropriate ways of managing them in order to minimize their devastating effects on the institution.

Cole, (1998) was consistent with the view of Morgan, (1986) when he suggested the use of power to resolve conflicts. He further explained that pluralist managers tend to be proactive and defensive and political too. Such managers always ensure they win in competitions and always prefer to compromise and accommodate when dealing with conflicts. Most common reasons for conflict in organization are the following: disparate personalities, disparate value systems, unclear working duties, restricted resources, improper communication, interdependent working duties (person A cannot do its part of work until person B does its), complexity in organization (more complex organizations are subject to conflict), unrealistic/unclear rules and standards, unrealistic deadlines, collective decision making (the chance for conflict commensurate with the number of people who participate in decision-making), consensus decision-making (there is no consensus or agreement without conflict), unrealistic expectations (employees who have unrealistic expectations related to content of work, income and possibilities for promotion are more exposed to conflict), unsettled/suppressed former conflict , (Robbins &P. S.,1992)

2.7. Conceptual Framework of the Study

Based on the literature review, a conceptual framework which explained the influence of conflict management on organizational performance was developed. Conflict management styles and other factors such as leadership style, institutional culture and institutional structure all influence the general performance of organizations. When managing conflict, conflict management styles

are used. In choosing a particular style of managing conflict, there are some factors that need to be considered. Some of these factors include the organizational structure and policies among others. The conflict management style adapted and the influencing factors go a long way to affect the general performance of the organization. When the appropriate conflict management style is adapted putting into consideration the influencing factors, a positive outcome could be achieved leading to organizational growth. On the other hand, when a particular style of managing conflict is adapted without considering the influencing factors, the positive results expected could not be achieved leading to poor organizational performance.

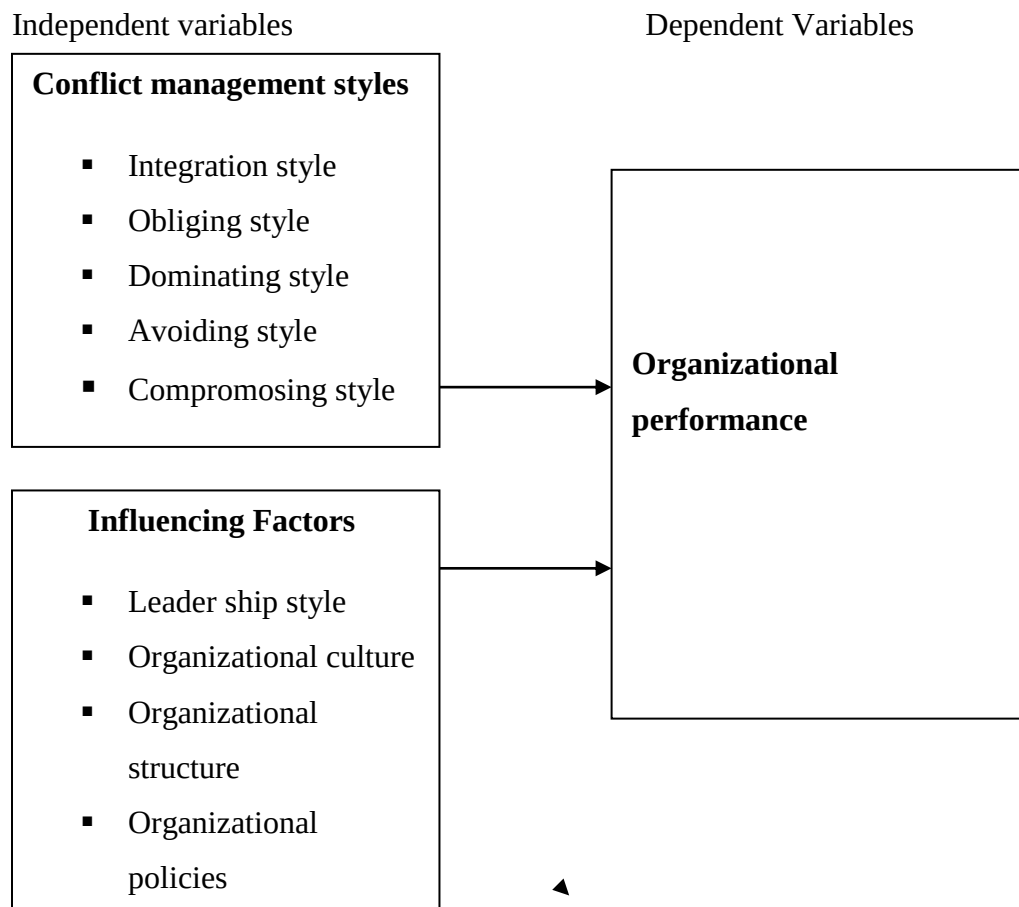


Figure 2.1 .conceptual frame work of conflict management and its influence on organizational performance.

2.8 Conclusion

Conflict is an inevitable phenomenon that confronts all organizations and organizations should therefore learn to deal with them using the appropriate measures. Conflicts in organizations have both positive and negative impact on the individual and organization as a whole. The positive aspect could greatly be achieved when conflicts are properly managed using the appropriate conflict management styles. However, in adapting any style of managing conflict, some important factors such as the culture of the organization are to be considered. This goes a long way to affect the overall performance of the organization at any particular point in time.

CHAPTER 3: METHODOLOGY OF THE STUDY

3.0. Introduction

In this chapter, the researcher presents in details the adopted methodology, the study design, source of data, population and sampling designing, data collection, data analysis, strategies for validating findings and ethical consideration

3.1 Description of the Study Area

3.1.1 Background of Nedjo Agricultural TVET College

The college was established in 1982 G.C in Nejo Town, West Wollega Zone-Oromia Region, under Western Region Agricultural office as center to deliver short term training for farmers.

Form 3-6 months and assistant development agent (DA) for 9 months up to 2002 G.C. At that time the training was given for model farmers and regular students in fields like home agent, Book keeping, Natural Resource management, crop protection and animal health technician. Because of political instability and Government transition in 1990 G.C and budget allocation, training was not given in the center up to 1995 G.C. Between the years 1995-2002 G.C the College was re-structured and the training was given to students in different fields mainly in Animal Husbandry, Crop production, home agents and Animal health technicians for 9 months. The institution attained its present structure and name “Nedjo Agricultural Technical Vocational Education and Training College” (NATVETC) in 2002G.C when the government took the initiative to promote the “National Technical Vocational Training” program. It was expected that the knowledge and skill attained by the trainees in agricultural discipline would fit in to the countries rural transformation strategy. Thus it has been graduated 8323 agricultural expertise in diploma level and level based curriculums. Nedjo ATVETC is established on 49.56 hector which is today expanded to 99.125 hector of land and it possesses different facilities most required for practical focused Agricultural Training to produce skilled and motivated Agricultural practitioners that will make Agricultural transformation in the country. The college has 5 departments namely: Natural Resource, Plant Science, Animal Science, Animal Health and Information Communication Technology (ICT) departments.

The number of Graduate students from 2002 - 2019 were Male 5218 Female 3105 Total 8323.

According to Business Process Re-engineering (BPR) study and the approved organization structure of the college, currently there are 81 Administrative staffs and 43 Teaching staffs in the college.

3.1.2 Vision, Mission and Goal of the College

Vision

The vision of Nedjo ATVET College is to become center of excellence for technology transfer so as to facilitate the industrial development by producing technological and technical skilled workforce for the industry by the year 2020.

Mission

Based on outcome based TVET training, providing quality training make the Micro and Small Enterprises for center for industrial transformation by delivering them industrial extension services, and transferring appropriate technologies to satisfy the development needs of the society.

Goal

To produce competent and creative individuals who are competent in the world of market and strive for poverty alleviation, unemployment, radical change and sustainable development.

3.2. Research Methodology

For the purpose of this study, the researcher used both quantitative and qualitative approach because the researcher wanted to gain a deeper understanding of what the targeted population thinks about the topic. Furthermore, in adopting the qualitative approach, the study proposed that organizations exist as social entities and so the overall dynamics that influence individual and organizational conflict management needed to be explored. Also, quantitative research presents a wide range of different techniques for data collection to produce insight into the sensitive nature of conflict management. Qualitative data is often derived from field notes, interviews and organizational records and therefore in the case of this study, the qualitative data was from interviews and some observed activities

3.3 Research Design

This study used the descriptive research design because; descriptive design helps the researcher to obtain current information concerning the role of college principals in implementing conflict management and leadership for organization change in NATVET College.

The research were employed both quantitative and qualitative data (mixed approach) with more focus on qualitative one. The reason for focusing on qualitative approach was that analysis of conflict management and leadership for organization change demands the collection of qualitative data. Reason for used quantitative was for the sake of understanding and describing the conflict management and leadership for organization change in depth.

In view of the above, the combined use of qualitative and quantitative methods enables more comprehensive understanding of the phenomenon to be studied. By and large, the integration of the two methods leads to maximizing the strengths of the quantitative and qualitative data and minimizing their weaknesses.

3.4 Source of Data

The researcher collected data from both primary and secondary sources in order to analyze conflict management practice, strategies and leadership for organization change at selected college. Both primary and secondary sources of data are used in this study.

3.4.1 Primary sources of data

Primary data involves getting views of the study respondents who are the key informants to the study. In view of this, the primary data for this study were gathered from participants consisting of employees who have direct with the issue, college communities.

3.4.2 Secondary sources of data

Secondary source of data were collected from different available written documents; such as, published and unpublished documents about conflict management practices and leadership or materials, staff meeting, and report review on college education office.

3.5. Population and Sampling Design

3.5.1 Population

Cooper & Schindler, (2001), define population as the total collection of elements from which individuals wish to draw a conclusion. The study population would be taken all employees in

Nejo ATVETcollege, which has a total population of 124 employees. Those are 81employees of administrative staff and 43 employees of academic staff. Source: NATVETC, (2019).

The researcher was interested to describe conflict management practices and organization performance.

3.5.2 Sampling size and Design

According to Nesbary, (2007) a sample is a subset of a population that has been selected and contains the characteristics of a population. According to this study, the sample size was proportional to the population size in the College or in each department at Nejo Agricultural ATVETcollege.

3.5.3 Sampling Frame

Sampling frame is the set of all the available sample units from which a researcher can choose from at a given stage in the sampling process or the working population in which all the population members are represented and there is no duplication of members Cook &Reichardt, (1979).The study's sample frame was the staff register that is managed at the Human Resource department. This formed the sampling frame for the study and was retrieved from the Human Resource Office of NATVET College, (2019)

3.5.4. Sampling Techniques

According to Cooper and Schindler, (2001) sampling lowers cost, gives more accurate results, and ensures greater speed of data collection and availability of population elements. For this study, the census method was adopted therefore all the college employees each departments formed the strata. These include 81employees of administrative staff and 43 employees of academic staff.

3.5.5 Sample Size determination

Sample size is the finite part of a statistical population whose characteristics are researched in order to gain information about the organization, Naoum, (2009). The criteria used when deciding the sample size is the extent to which the sample is representative of the population. The sample size for this study was 124 employees working at Nejo Agricultural TVET College. Since it is a current census, all the employees were involved in the research.

Table 3.2.Population Distribution

Ro.No	Stratum	Number of employees	Percentage
1	Administrative staff	81	$81/124*100=65\%$
2	Accademic staff department :	43	$43/124*100=35\%$
2.1	Natural Resource	12	$12/124*100=10\%$
2.2	Plant science	13	$13/124*100=11\%$
2.3	Animal science	9	$9/124*100=7\%$
2.4	Animal Health	4	$4/124*100=3\%$
2.5	ICT	5	$5/124*100=4\%$
	Total	124	$124/124*100=100\%$

Source :(NATVETcollege, 2019)

3.6 Data Collection

The data collection tools used for the study were Questionnaire and interview.

According to Patton, (1990), the choice of data collection instrument would depend on an overall judgment on which type of data is needed for a particular problem. But for the purpose of this study: Questionnaire and semi structured interviews were used.

3.6.1 Questionnaires

According to Kothari (2004), a questionnaire is the most frequently used data collection instrument in educational research. It is a list of carefully designed questions or a set of questions usually in a highly structured written form to be answered by selected group of research respondents. It helps to gather information on knowledge, attitudes, opinions, behaviors', facts and other information. Kothari (2004), explains that the existence of visual presentation, the possibility of judging quality of response, its low cost and the presence of personal contact as the advantages of questionnaire. Researcher intended to use questionnaire as the research instrument to gather baseline information of the employees' overall conflict management practice, cause of conflict, and Management strategies and factors influence conflict management for organization performance. For the purpose of this research, the researcher chooses to use combination of close and open-ended questionnaires to collect quantitative and qualitative data from sample area of

NATVETcollege employees. This is because questionnaire is convenient to collect information from large number of respondents with in short period of time and in a cost effective way.

The closed ended type of questionnaires were mainly of rating scale type or Likert scale, like items based on scale from “strongly agree to strongly disagree and from very high to very low.”

That was enabling the researcher to get relevant and consistent information about the current practice of conflict management and leadership for organization performance, and challenges of conflict management and leadership for organization performance.

3.6.2 Interview

Semi structure and open- ended interview question were conducted to college principal. It was carried out by the researcher himself face to face with interviewee. The researcher interviewed with the targeted college arranged the interview program.

Semi-structured interview was preferred because it has the advantages of flexibility in which new questions can be forwards during the interview based on the response of the interviewee.

Open-ended interview was preferred to other forms of interviews in this study because they offer a plat form for conversation. The researcher’s intention was to explore with the respondent his or her views, ideas, beliefs and attitudes concerning the implementation of conflict management practice, conflict management strategies and factors influencing conflict management and leadership style for organization performance.

3.7 Data Analysis Techniques

Analysis of the data is crucial part of the research study. The data collect through the above were analyzed using quantitative and qualitative analysis each item were organized, statistically compiled and enters into SPSS version 20 to obtain the frequency, percentage mean value and standard deviation and qualitatively of each item in order to make it easy for interpretation.

3.7.1 Quantitative Data

Quantitative data were analyzed using frequency, percentage, mean and standard deviation.

The quantitative data: responses were categorized and frequencies were tallied.

Percentage and frequency tally were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their idea coherence.

The scores of each item were organized, statistically compiled and entered into SPSS version 20 to obtain the frequency, percentage mean value and standard deviation of each item.

Percentage and mean score were used to determine the current Management practices and challenges of conflict management and leadership styles in NATVET College.

The response on the extent of conflict management strategies and leadership for organization change were collected using a Likert type of scale of (very low=1, low=2, medium=3, high=4, very high=5). Similarly, for showing different level of agreement strongly disagrees, disagree, neutral, agree and strongly agree value were also given (1-5).

3.7.2 Qualitative Data

The data collected from the documents, Semi-structured interview, and open ended question items were analyzed qualitatively.

The written notes of interview were transcribed, categorized and compiled together into theme. The result of open-ended questions and document analysis were summarized and organized with relate category. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

3.8. Strategies for validating findings

For validity aspect the researcher would use experts' opinion and invite them to give ideas on the data collection tools. The researcher would triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. In the same way the researcher would used member-checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants were confirmed the accuracy of data collection instruments. Using rich, thick description to convey the findings is also another system for validation. This may transport readers to the setting and give the discussion an element of shared experiences.

The researcher would spend prolonged time in the field. In this way, the researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. The researcher would use peer debriefing to enhance the accuracy of the account. This process involves locating a person who reviews and asks questions about the qualitative study so that the accounted would resonate

with people other than the researcher. Use an external auditor to review the entire project. As distinct from a peer debriefed, this auditor is new to the researcher and the project and can provide an assessment of the project throughout the Process of research or at the conclusion of the study.

3.9 Ethical considerations

Ethical considerations of confidentiality and privacy would be addressed. A concerted and conscious effort would be made at all times to uphold the promise. A guarantee would be given to the college respondents' that their names would not be revealed in the research report. In order to ensure the success of the research, department heads would be linked to subordinates in such manner that each subordinate's response remained anonymous apart from being linked to a particular manager.

CHAPTER 4: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

Chapter four dealt with data presentation, Analysis, interpretation and discussion. This chapter focuses on the results obtained after analyzing the data collected and also discussion of the results, indicating whether the objectives for the study were met or not. The objectives for the study were, to identify conflict management practices adapted by college, determine the challenges in managing conflict and determine the factors that influence conflict management and finally identify the roles of conflict management in achieving institutional performance in the college. The data were collected from Nedjo ATVET College using face-to-face questionnaires and interviews with a sample size of one hundred twenty four (124) employees. A total of 124 copies of the questionnaires for administrative and academic staffs were distributed to NATVET College in Nejo Tawon. Out of these 101(81.5%) of the distributed questionnaires from administrative and academic staffs were appropriately filled and returned. In addition to this, semi structure interviews were held with from three principals of college office were involved in the interviewed.

4.1 Demographic Characteristics of Respondents

The demographic data were gathered to facilitate description of the sample and to allow for determination of its representativeness of the total population. The demographic questions were designed to elicit/draw out information about participants' sex, age, highest educational qualification attained, and teaching experience. The results in the table 1Item 1 to 2 below highlight the demographic characteristics of the respondents who participated in the study.

Table4.1 Characteristics of respondents by sex and age

No	Item			Respondents				Total population
				Administrative staff		Academic staff		
				N	%	N	%	
1	Sex		M	52	51.5%	34	33.7%	
			F	8	7.9%	7	6.9%	
2	Age	19-25	M	22	21.8%	23	22.8%	
			F	2	3.5%	1	2.9%	
		26-30	M	24	42.1%	11	31.4%	
			F	2	3.5%	2	5.7%	
		Above 40	M	9	15.8%	3	8.6%	
			F	1	1.8%	1	2.9%	
Total population			M	52	51.5%	34	33.7%	86
			F	8	7.9%	7	6.9%	15
						101		

Source: survey data, 2020

Characteristics of the respondents by sex and age as presented in table4. 1 item one, 86(85.1%) of the administrative and academic staff of the college education office of the study area are male and the number of female academic and administrative staffs are 15(14.9%). This shows that female participation in the college as administrative and academic staff is quite low as compared to that of males.

In addition to this the College had been highly dominated by males, which show that very low participation of females in the area of principals and educational officials at college level. This shows that there is gender imbalance in the TVET College and the need to attract more female employee to join the teaching profession. Attracting female teachers and principals is essential for improvement of college. Female teachers and principals are critical to the expansion and improvement of college Performance systems.

The age distribution of the respondents is presented in item 2 of the same table4. 1. As can be seen from the table, majority 24 (58.5 %) of the academic staff were between 19 and 25 years, followed by 13(31.7%), and 4(9.8%) of academic teachers were between 26, 30, 40 and above 40

years of respectively. In the same item 24(36.7%) were between 19-25 of administrative followed by 26(43.0%), 10 (16.7%), 19-25, 30-40 and above 40 years respectively.

Table 4.2. Characteristics of the respondents by educational qualification and years of service

No	Item		Respondents			
			Administrative staff		Academic staff	
			N	%	N	%
1	Educational qualification	MA/MSC	3	5.0%	5	12.2%
		BA/BSC	33	55%	27	65.9%
		Diploma	10	16.7%	9	22.0%
		Certificate	14	23.3%	0	0.0%
		Total	60	100%	41	100%
2	Service year	3-4	10	16.7%	9	22.0%
		5-6	15	25.0%	16	39.0%
		7-8	22	36.7%	7	17.1%
		9-10	6	10.0%	4	9.8%
		Above 10	7	11.7%	5	12.2%
	Total		60	100%	41	100%

Source: survey data, 2020

As observed from table 4. 2 above the educational qualification, majority of employees 60 (59.4%) of the college staff have first degree and 19(18.8%) had diploma. Regarding college, principals all of them 8(7.9%) have second degree holders. And the rest 14 (13.9%) were certificate holders.

The above analysis shows that the majority of the employee forces in the Nedjo ATVET College were first degree holders. In fact, the small number masters' degree holders show that there is an effort to transform College employees into masters' degree which is a recent initiative of the Ministry of Education.

According to Ministry of education /MOE (2019) the appropriate educational level of standard for teachers in College is holding MA/MSC degree from University. Similarly as discussion and interview reveal that teachers academically qualified but they become reluctant professionally.

In the second item above the table, Concerning work experience of the respondents, 0(0%), 19(18.8%), 31(30.7%), 29(28.7%) , 10(9.9%) of administrative and academic staff were within interval of 1-2, 3-4, 5- 6, 7-8,9-10 and above 10 years of experience respectively. In the same item 12(11.9%) of the college employees had work experience of above 10years to provide relevant information regarding conflict management practice and leadership. Moreover, majority of all the college employees in all sample have served for less than ten years. From this we can assume that since there were low experienced and low experienced respondents which create good spirit of exchange of ideas on conflict management and leadership related activities in the college in terms of experience sharing. This in turn expected to create effective teaching.

Therefore, one can recognized that the majority of the employee and responsible conflict management and leadership stake holders had relatively better work experience. Additionally as discussion and interview supported even though employees were highly experienced they don't want to share experience, made peer review and participate in annual appraisal. This implies the carelessness of concerned body become hindrance for conflict management practice and leadership for organization change at college. In sense employees are not encouraged to implement conflict management practice and leadership for organization change.

4.2 Causes of conflict in Nedjo ATVET College

The causes of conflict in college: As administrative and academic staff Views.

A summary of the employees' perception concerning the causes of conflict for 101 respondents in Nejo ATVET College can be observed in the following table4.2. 3.

Table4 .3.Perception of Respondent towards the Causes of Conflict

It	Statement	A		SA		D		SD		CN		M	S	R	Total Popul ation
		N	%	N	%	N	%	N	%	N	%				
1	Different perception rarely is a cause of conflict in College	54	53.5	0	0.0	32	31.7	8	7.9	7	6.9	2.16	1.32	1	101
2	Different working styles are a cause of conflict in College.	53	52.5	8	7.9	24	23.8	6	5.9	10	9.9	2.12	1.37	2	101
3	Communication obstructions has never been a cause of conflict in College.	48	47.5	10	9.9	31	30.7	0	0.0	12	11.9	2.18	1.35	3	101
4	Ambiguously defined responsibilities always happen in College.	51	50.5	6	5.9	30	29.7	0	0	14	13.9	2.15	1.38	4	101

Source: survey data, 2020

NB: D = Disagree; SD = Strongly Disagree; NC= No Comment; A= Agree; SA= Strongly Agree;

N = 101 for values mean 0 to 1.49 as very low, 1.5 to 2.49 as low, 2.5 to 3.49 as moderate, 3.5 to 4.49 as high and 4.5 to 5.0 as very high.

The above table 3 presents the distribution of Administrative and academic staffs' perception in Nejo ATVET College towards the causes of conflict.

The highest response was item 1 with 54 (53.5%) of the respondents agreed that the different perception is a cause of conflict in college, while 32 (31.7%) of them disagreed and only 8 (7.9%) responded with “no comment”.

Regarding item 2 of table 3 with 53(52.5%) of the respondents agreed that different working styles rarely is a cause of conflict in college while 24 (23.8%) of the respondents disagreed.

The lowest response was item 3, 48 (47.5%) of the respondents agreed that communication obstruction has never been a cause of conflict in college, meanwhile 31 (30.7%) of them disagreed and 12 (11.9%) of them responded with “no comment”.

Regarding item 4 of table 3 with 51(50.5 %) of the respondents agreed that ambiguously defined responsibilities always happen in college and 30 (29.7%) disagreed.

From qualitative data analysis that college employees and college principals stated “--- lack communication followed by personnel, political/ideological and organizational factors as the reason of conflicts.

Indifference, disrespect, personal judgments, persistency and misunderstandings generate conflicts that are based on communication. Personal reasons that create conflicts are unnecessary complaints, high expectations, dissatisfaction about meeting their expectations/desires, personal ambitions and weaknesses and economic differences, ignorance, lack of tolerance and misunderstandings.

Political and ideological conflict reasons are lack of respect towards different opinions, lack of tolerance and insistence on personal judgments while organizational reasons include inability to follow rules, neglect of duty, negative impact of the social environment, student absences, failure in education and training and unjust practices in task distribution.

The findings indicate that, college conflicts are caused by lack of communication (indifference, disrespect, personal judgments, persistency, and misunderstandings) and personal (unnecessary complaint, high expectations, personal ambitions, prejudices, cultural-economic differences etc.), political/ideological (disrespect for different ideas, intolerance, insistence on personal judgments) and organizational factors (not following the rules, neglect of duty, negative impact of the social environment, curriculum, failure in education, unjust practices at task distribution).

4.3 .Type of conflict more occur in Nedjo Agricultural TVET College.

The type of conflict more occur in Nejo Agricultural TVET:As employees Views:

Four items were employed to determine level of conflict more occur in TVET College. A summary of the employee’s perception concerning the level of conflict more occur at college can be observed in Table 4.

Table 4.4.Responses of employees towards the Level of conflict

I	Types of conflict	Ver. High		High		Medium		Low		Very Low		Me	To. Populati on
			%	N	%	N	%	N	%	N	%		
1	Intrapersonal Conflict	17	16.8	20	19.8	15	14.9	28	27.7	21	20.8	3.19	101
2	Interpersonal Conflict	28	27.	35	34.	20	19.	10	9.9	8	7.9	2.1	101
3	Inter Group Conflicts	25	24.8	20	19.8	18	17.8	24	23.8	14	13.9	2.80	101
4	Inter Organizational	8	7.9	13	12.9	16	15.8	54	53.5	19	18.8	3.66	101

Source: survey data, 2020

NB: For values mean 0 to1.49 as very low, 1.5to 2.49 as low, 2.5 to 3.49 as moderate, 3.5to 4.49 as high and 4.5 to 5.00 as very high

According to the above table 4 the mean value of item 2 and 3 were 2.15 and 2.80 respectively. This mean value indicates the Level of Conflict that found at high level.

In the same table the mean value of item 1 and 4were 3.19 and3.66, which is as moderate respectively. Thus, there is a high trend of Conflict in College. In item 1 of table 4:- 17 (16.8%), 20(19.8%), 15(14.9%), 28(27.7%), 21(20.8%) of the respondents replied that Intrapersonal conflict occurs in college is very high, high, medium, low and very low respectively.

The highest response was item 2 with 28(27.7%), 35(35.0%) of the respondents agreed that Interpersonal Conflict is occurs in college, while 8(7.9%) of them low and only 2 (2.0%) responded with very low. The lowest response was item 4, 8 (7.9%) of the respondents very high that Inter-Organizational Conflicts exist in College, meanwhile 54 (53.5%) of them low and 19(18.8%) of them responded with very low.

From the qualitative data analysis, there were four types of conflict which were found in the college namely intrapersonal conflict, Interpersonal Conflict, Inter Group Conflicts and Inter-Organizational Conflicts. There were four types of interpersonal conflict which were found in the

college namely principal and teacher, teacher and teacher, teacher and student, student and student.

4. 4 Effect of conflict on the organization change

Administrative and academic staffs' perception concerning the effect of conflict that occurs in College

Table 4. 5. Responses of administrative and academic staffs' towards Negative effect of conflict:

No	Negative effect of conflict	Administrative and academic staffs' response										Total population
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
1	Communication break down	35	34.	55	54.	8	7.9	3	3.0	1	1.0	101
2	Low morale and job dissatisfaction	29	28.7	40	39.6	21	20.8	3	3.0	8	7.9	101
3	Wastes resources	29	28.	37	36.	20	19.	9	8.9	6	5.9	101
4	Competitive among conflicting parties	19	18.8	47	46.5	15	14.9	12	11.9	8	7.9	101
5	High absenteeism and turn over	15	14.9	20	19.8	35	34.7	19	18.9	11	10.9	101
6	Breaks down group cohesion	20	19.8	39	38.6	28	27.7	9	8.9	5	5.0	101
7	Increase distance between employees	34	33.7	26	25.7	23	22.8	12	11.9	6	5.9	101

Source: survey data, 2020

NB: (Use 5 to very high, 4 to high, 3 to medium, 2 to low 1 to very low)

According to Respondents views presented in table 4. 5: communication break down 35 (34.7%), Increase distance between employees 34 (33.7%), Low morale and dissatisfaction 29 (28.7%) are the main negative effect of conflict on organization change. The impact of college conflicts manifests themselves psychologically, socially and organizationally.

According to employees views"... conflicts create anger, lack of communication, harming the self and others, lack of trust, feelings of insignificance, unhappiness, disappointment, frustration, stress and indifference psychologically.

Conflicts which increase negative thoughts and emotions in the personnel are also reflected on the work and decrease motivation. Personnel who cannot control the conflicts do not only reflect these negative results on themselves but also on their colleagues and thereby experiencing breakdowns in their relationships with their colleagues. Socially, conflicts increase animosity and hostility among the personnel and result in lack of tolerance, violence, formation of groups with likeminded people, polarization, enmity and prejudices. Break down in relationships among the colleagues bring negative emotions such as lack of trust and suspicions. Organizational results of conflicts are tense and unsettled environments, weakened cooperation, damaged team spirit and communication, forming groups with ideologically likeminded people, decreased productivity and performance, decreased motivation and achievement, lack of discipline, increases in drop outs and decreased College quality. Therefore, when conflicts are not effectively managed, the college environment is also negatively affected. In addition to creating waste in terms of effort, time and financial resources, conflicts also result in deviation from the aims and can even end up in leaving the organization Dinçer & Fidan, (1996).

College conflicts have both positive and negative outcomes in terms of psychological, social and organizational aspects. Psychological negative outcomes include: anger, lack of communication, harming the self and others, uneasiness, unwillingness, insecurity, feelings of insignificance, sadness, resentment, frustration and stress.

Social negative outcomes include: animosity and hostility, intolerance, violence, forming groups with likeminded people, enmity.

Popularization and organizational negative outcomes include : a tense environment, weakened cooperation, breakdowns in communication, ideologically formed groups with likeminded people, decreases in productivity, performance, motivation and achievement, an undisciplined environment, quitting the profession and decreased quality of education.

College conflicts generate negative emotions in employees and decrease performance.

Negative emotions experienced by employees are disappointment, flatness, unwillingness, insensitivity, stress, sorrow, uneasiness and tension.

Table4. 6. Responses of administrative and academic staffs' towards Positive effect of conflict:

N	Positive Effect of conflict	A		SA		D		SD		NC		M	S	Total population
		N	%	N	%	N	%	N	%	N	%			
1	Leads to new idea	48	47.	32	31.	3	3.0	9	8.9	9	8.9	1.6	1.7	101
2	Stimulates creativity	40	39.6	35	34.7	5	5.0	9	8.9	12	11.9	1.77	1.29	101
3	Motivates change	45	44.6	38	37.6	7	6.9	2	2.0	9	8.9	2.01	1.13	101
4	Promotes college vitality	38	37.6	30	29.7	10	9.9	14	13.9	9	8.9	1.41	0.49	101
5	Helps individual & groups established identities	59	58.4	42	41.6	0	0.0	0	0	0	0.0	1.63	0.56	101

Source: survey data, 2020

(Key SD: standard division)

NB: For values mean 0 to 1.49 as very low, 1.5 to 2.49 as low, 2.5 to 3.49 as moderate, 3.5 to 4.49 as high and 4.5 to 5.00 as very high.

As stated in the above Table 6, the response mean value of item 4 is 1.41. This mean value indicates that the range of very low positive effect of conflict. In the same table above in item 1, 2, 3 and 5 the mean value were 1.63, 1.77, 2.01 and 1.63 which are the range of low means that conflicts have some positive value for organization change.

According to Table 6, positive outcomes of conflicts are observed in personal, social and organizational aspects.

In terms of personal aspects: college conflicts result in learning correct behaviors, realizing mistakes, distinguishing different ideas, regarding events from multiple perspectives, developing new ideas and methods, finding the truth and relaxation. In terms of social aspects: college conflicts result in communication among the staff, better understanding of one another, respecting others' opinions, reaching a consensus and being persuaded.

Positive organizational outcomes include: realizing the problems, overcoming/resolving existing problems, increasing competitive performance related to development of different and new

solutions, creating a democratic environment and enriched views, establish the environment and reaching a common solution. Although conflicts are negative situations, they can also be beneficial for both the personnel and the organization.

As a matter of fact, conflicts are constructive situations that increase the quality of decisions made by the personnel, motivate them for creativity and innovation, encourage interest and curiosity among the staff, reveal problems and generate self-criticism and options for change when anger and tension are allowed to be expressed comfortably and this increases the performance of both the individuals and the group.

From the qualitative data analysis: The findings indicate that, positive outcomes of conflicts are observed in personal, social and organizational aspects.

In terms of personal aspects: College conflicts result in learning correct behaviors, realizing mistakes, distinguishing different ideas, regarding events from multiple perspectives, developing new ideas and methods, finding the truth and relaxation.

In terms of social aspects: college conflicts result in communication among the staff, better understanding of one another, respecting others' opinions, reaching a consensus and being persuaded.

Positive organizational outcomes include realizing the problems, overcoming/resolving existing problems, increasing competitive performance related to development of different and new solutions, creating a democratic environment and enriched views, embellishing the environment and reaching a common solution. Although conflicts are negative situations, they can also be beneficial for both the personnel and the organization.

As a matter of fact, conflicts are constructive situations that increase the quality of decisions made by the personnel, motivate them for creativity and innovation, encourage interest and curiosity among the staff, reveal problems and generate self-criticism and options for change when anger and tension are allowed to be expressed comfortably and this increases the performance of both the individuals and the group. While conflict can be perceived as a normal consequence of daily interactions at work, there are seminal events in the life of organizations on which conflict can be anticipated and must be especially well managed. One such area is conflict that is associated with organizational development and change. Although change comes to organizations in many ways, an area of particular interest to this discussion is conflict associated

with mergers and acquisitions, the integration of two distinct and separate organizations. The ability to manage this conflict effectively is crucial to the success of the merger or acquisition. Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity among group members, provides the medium through which problems can be aired and tensions released, and fosters an environment of Self-evaluation and change Rahim, (2002).

4.6 Conflict management strategies/style

Five items were employed to state Conflict management strategies on the organization change in Nedjo ATVET College. Those are Integrating, Obliging, Dominating, avoiding and compromising. A summary of the employees' perception concerning conflict management strategies that applied in College can be observed in Table 4. 7

Table4. 7. Perception of employees towards Conflict management strategies//style:

N o	Conflict Mgt style		Very high		High		Medium		Low		Very low		M ea n	S D	To.
			N	%	N	%	N	%	N	%	N	%			
1	Integrat ing g	M	36	35.6	27	26.7	14	13.9	8	7.9	2	2.0	1.79	0.93	101
		F	9	8.9	3	3.0	0	0.0	1	1.0	2	2.0			
2	Oblig ing	M	33	23.7	31	30.7	10	9.9	9	8.9	2	3.0	1.92	0.98	101
		F	5	5.0	3	3.0	1	1.0	4	3.9	2	2.0			
3	Domina ting	M	38	37.6	20	19.8	12	11.9	7	6.9	0	0.0	1.97	1.24	101
		F	8	7.9	1	1.0	3	3.0	0	0.0	2	3.0			
4	Avoidi ng	M	54	53.5	22	21.8	8	7.9	2	2.0	0	0.0	1.80	0.81	101
		F	7	6.9	2	2.0	3	3.0	3	3.0	0	0.0			
5	Compr omising	M	35	34.7	30	29.7	10	9.9	11	10.9	0	0.0	1.79	0.93	101
		F	7	6.9	3	3.0	4	4.0	2	2.0	0	0.0			

Source: survey data, 2020

(Key: M=mean, SD= standard division, R= Rank)

NB: For values mean 0 to 1.49 as very low, 1.5 to 2.49 as low, 2.5 to 3.49 as moderate, 3.5 to 4.49 as high and 4.5 to 5.00 as very high.

According to the above table 7 the mean value of item 1, 2, 3, 4 and 5 were 1.79, 1.92, 1.97, 1.80 and 1.82 respectively. This mean value indicates the Conflict management strategies that used by employees (administrative and academic staff) at low level used respectively. Thus, there is a low trend of Conflict management strategies that used by employees. However, as it can be seen in the above table all which indicates low Conflict management strategies/style. In response to this question, there are many effective methods for solving conflict in the College which were used by the respondents.

Majority of the male respondents, 54(53.5%) used avoidance style of conflict management compared to 7(6.9%) of their women counterparts, 38(37.6%) of the male respondents used Dominating style, 36 (35.6%) used Integrating, 35(34.7 %) of the respondents used accommodating and 33(32.7%) used obliging style. Although at a far much middle rating, Integrating style emerged the most used by female respondents 9(8.9%), Dominating was rated at 8(7.9%), avoidance style at 7(6.9%), avoidance compromising at 7(6.9%) and Obliging at 5(5.0%).

According to qualitative data analysis that indicates,” there are many effective methods for solving conflict in college which were used by the three principals. Most of them noticed that they used each method depending on the situation or case or if they know the source of conflict.” If they know where a conflict started, they can solve it directly. The examples of effective methods were classified into six groups: (1) having face-to-face discussion; it helps everyone to understand in the same way and be clear on every issue,

(2) Being sincere to solve the problem; it means that the principal should be patient, be fair (no bias) and be conscious of every case,

(3) Compromising; everyone should listen to and share each other’s needs; try to put yourself in the opponent’s shoes,

(4) Negotiating; sometimes they used collaborative means and subordinate people depending on the situation and the goals of the people involved in the decision,

(5) Voting; this is often used in meetings, and (6) Applying Alternative conflict resolution mechanism /ACRM / such as mediation, negotiation and arbitration to guide them out of conflicts. Conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict such as through enhanced team learning and group outcomes. Conflict can significantly affect: employee job description focus, turnover, and even the risk of litigation. All of these factors in turn impact the prosperity of an organization, either constructively or destructively. Management can help resolve conflict by encouraging active listening skills, focusing on group benefits over individual recognition, and working to create compromise. While the manager can make suggestion team members need to resolve their own conflicts to strengthen their relationships within the group Ongori, (2009).

4.7Factors Influencing Conflict Management

4.7.1. Leadership styles on Conflict management and Organization Change

Four items were employed to state leadership styles on conflict management and organization change in Nedjo TVET College. Those are Autocratic leadership style, Bureaucratic leadership style, Democratic leadership style and Laissez-faire leadership style. A summary of the employees' perception concerning Leadership styles for conflict management can be observed in Table 8.

Table 4.8 Perception of respondents towards Leadership styles for conflict management.

No	Leadership styles		Very high		High		Medium		Low		Very low		Mean	SD	T.op
			N	%	N	%	N	%	N	%	N	%			
1	Autocratic Leadership style	M	27	26.	21	20.	20	19.8	15	14.	3	3.0	2.38	1.15	101
		F	6	5.	3	3.	2	2.0	2	2.	2	2.			
2	Bureaucratic Leadership style	M	30	29.	23	22.	21	20.8	7	6.9	5	5.0	2.09	1.07	101
		F	5	5	3	3	1	1	3	3	3	3			
3	Democratic Leadership style	M	25	24.	15	14.	22	21.8	16	15.	8	7.9	2.45	1.28	101
		F	6	5.	2	2.	4	4.0	2	2.	1	1.			
4	Laissez-faire Leadership style	M	39	38.6	21	20.8	15	14.9	9	8.9	2	2.0	1.96	1.08	101
		F	9	8.9	1	1.0	3	3.0	2	2.0	0	0.0			

Source: survey data, 2020

NB: For values mean 0.5 to 1.49 as very low, 1.5 to 2.49 as low, 2.5 to 3.49 as moderate, 3.5 to 4.49 as high and 4.5 to 5.00 as very high.

According to the above table 4. 8 the mean value of item 1, 2, 3 and 4 were 2.38, 2.09, 2.45 and 1.96 respectively. This mean value indicates Leadership styles for conflict management that used by respondent at Low level respectively. In relation to leadership style, majority of the male respondents 21 (20.8%), 20 (19.8%), 15 (14.9%) were inclined to autocratic leadership against 3(3.0%), 2(2.0%), 2 (2.0%) and 2(2.0%) of the female respondents who used autocratic leadership high, medium, low and very low respectively.

The most preferred style utilized by female respondents was Laissez-faire Leadership style 9(8.9%). In relation to preferred leadership style, the highest utilized style by male respondents was 39(38.6%) Laissez-faire Leadership style and Bureaucratic leadership style 30(29.7%) while for women it was Bureaucratic leadership with 5(5.0%) rating.

Conflict management plays a very important role at workplaces to prevent conflicts and for the employees to concentrate on their work. The leaders must ensure that the roles and responsibilities of each and every employee are clearly passed on to them. Employees should be de-motivated to interfere in each other's work. Employees waste half of their time and energy in fighting with others and find it very difficult to work, which they are actually supposed to do. An individual must enjoy his work; otherwise he would never be able to give his best.

According to Lowder, (2009) Leadership and Organizational change are the key basic points for conflict management. Good leadership in organizations lead to: reduction in number of disciplinary and grievance cases, improvement of employee's morale, team performance and productivity. The conflict management is easy with committed leadership to avail changes accordingly for employees by introducing teamwork and employees' engagement that will lead to productivity improvement and greater internal efficiency.

4.8 Challenges of Conflict Management and Leadership for organization performance.

The principals indicated that,".... outlook and attitude was the number one barrier to conflict management and leadership participation, whereas employees rated job constraints as the number one barrier top anticipation in conflict management and leadership programs. Both groups of participants rated "Low morale in the workplace" as the second barriers for employee's participation in conflict management and leadership activities.

The qualitative data analysis also showed that, there were a number of factors that affect employee's participation in conflict management and leadership activities. The data obtain from the interviewer related that work load was one of the major challenges of employees in the college which hindered them to give more attention to the implementation of conflict management and leadership practices. The principal underlined that," majority of their time and effort went to the routine administrative tasks such as leading meetings, managing office workers and writing reports." As a result of this they could not provide professional support for conflict management and leadership. Thus, they give little attention to the actual practice of conflict management and leadership. With regard to open ended questions: respondents suggested that," principals and department heads were not taking full responsibility of having common sense of ownership to boldly implement the planned activities of conflict management and leadership."

Moreover, respondents suggested that,” some principals were not willing to support the staff during the actual practices of conflict management and leadership.”

The challenges that become obstacle teachers from active involvement in the process of conflict Management practice and leadership are lack of skill, less commitment and employees’ resistance, low level of understanding about the significance of conflict management and leadership, scarcity of need based trainings, lack uniformity on how to manage conflict, and absence of consolidated collaborative college system.

Therefore, it is possible to conclude that college Training office is not carry out their responsibility. That is why the researcher articulates conflict management practices, Management strategies/styles and leadership program in college hasn’t owner. It lost real consideration from college principal to NATVET College.

4.8 Organizational Performance

Nine items were employed to state organizational performance on conflict management in NATVET College

Those are:-Frustration, Efficiency, Technology, and Innovation, Taskconflict and performance quality.

Asummary of employee’s perceptions concerning the organizational performance can be observed in table 4.9.

Table 4.8.9 Perception of respondents towards the organizational performance

N o	Statement	SD		D		N		A		SA		M	T
		N	%	N	%	N	%	N	%	N	%		
1	Frustration in Nedjo TVET College	9	8.9	22	21.8	28	27.7	31	30.7	11	10.9	3.12	100
2	Efficiency	9	8.9	8	7.9	24	23.	44	43.	16	15.	3.4	100
3	Use of technology	3	3.0	3	3.0	20	19.	45	44.	26	25.	3.9	100
4	Innovation act	2	2.0	3	3.0	24	23.	53	52.	19	18.	3.8	
5	Innovation role	3	3.0	10	9.9	19	18.	42	41.	27	26.	3.7	
6	Innovation	2	2.0	6	5.9	26	25.7	44	43.6	23	22.8	3.69	100
7	Task conflicts	4	4.0	6	5.9	24	23.8	43	42.6	24	23.8		100
8	Innovation impact	2	2.0	8	7.9	17	16.8	49	48.5	25	24.8	3.15	100
9	Performance quantified	2	2.	3	3.	26	25	45	44	25	24	3.	10

Frustration occurs when a certain obstacle stands in the way of an employee achieving his or her goal in Nedjo TVET College. This study sought to assess the impact of frustration on goal achievement. It was found that 31 (30.7%) of the respondents disagreed and strongly disagreed with the statement, 42(41.6%) of the respondents agreed and strongly agreed with the statement while 28 (27.7%) of the respondents were neutral about the statement. The majority 42(41.6%) of the respondents agreed and strongly agreed with the statement that an individual in the group may encounter frustration when a certain obstacle stands in the way of him or her achieving his goal in Nejo TVET College.

Efficiency is process characteristics including the degree to which the process produces the required output at minimum resource cost. This study sought to ascertain the impact of efficiency on resource cost. It was found that 17(16.8%) of the respondents disagreed and strongly disagreed with the statements, 60(59.4%) of the respondents agreed and strongly agreed with the statement meanwhile 24(23.8%) of the respondents were neutral about the statement. The majority 60(59.4%) of the respondents agreed and strongly agreed with the statement that efficiency is a process characteristic indicating the degree to which the process produces the required output at minimum resource cost.

Technology:-Staff could intentionally defraud the college by the use of technology. This study sought to assess the impact of technology in lowering performance through fraud. It was found that 6(5.9%) of the respondents disagreed and strongly disagreed with the statement, 71(70.3%) of the respondents agreed and strongly agreed with the statement meanwhile 20 (19.8%) of the respondents were neutral about the statement. The majority 71 (70.3%) of the respondents agreed and strongly agreed with the statement that innovation consists of college developing new production processes to better perform their operations. Innovation is the act of creating and popularizing new technologies, institutions and markets. This study sought to ascertain the impact of innovation on driving performance. It was found that 5(5.0%) of the respondents disagreed and strongly disagreed with the statement, 72(71.3%) of the respondents agreed and strongly agreed with the statement while 24(23.8%) of the respondents were neutral about the statement. The majority 72 (71.3%) of the respondents agreed and strongly agreed with the statement that innovation consists of college developing new production processes to better perform their operations.

Innovation is a firm's ability to come up with new technology, products and services that meet the customers demand. The respondents were asked to indicate whether innovation plays a key role in conflict management performance at Nedjo TVET College. This was to ascertain the impact of innovation on performance. It was found that 13(12.9%) of the respondents disagreed and strongly disagreed with the statement, 69(68.3%) of the respondents agreed and strongly agreed with the statement while 19(18.8%) of the respondents were neutral about the statement. The majority 69 (68.3%) of the respondents agreed and strongly agreed with the statement that innovation plays a key role in conflict management performance at NejoTVETcollege. Innovation has an impact on a firm's performance at Nejo TVET College. This study sought to investigate the impact of innovation on better performance in Nedjo TVET College. Innovation has an impact on a firm's performance at Nedjo TVET College. This study sought to investigate the impact of innovation on better performance in Nedjo TVET College. It was found that 10(9.9%) of the respondents disagreed and strongly disagreed with the statement, 74(73.2%) of the respondents agreed and strongly agreed with the statement mean while 17 (16.8%0) of the respondents were neutral about the statement. The majority 74 (73.2%) of the respondents agreed and strongly agreed with the statement that innovation consists of college developing new production processes to better perform their operations. Task conflicts are those conflicts that result from perceived differences among group members. The study sought to investigate the impact of task conflicts on Organizational Performance. It was found that 10(9.9%) of the respondents disagreed and strongly disagreed with the statement, 67(66.3%) of the respondents agreed and strongly agreed with the statement while 24(23.8%) of the respondents were neutral about the statement. The majority 67 (66.3%) of the respondents agreed and strongly agreed with the statement that task conflicts have an effect on organizational performance at Nedjo TVET College

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains three sub sections: summary, conclusion and recommendation. The first sub section deals with summary and the major findings of the study and the next part presented conclusion drawn from the findings. The last part presents alternative solutions implicated so as to alleviate the problems encountered in the course of implementing conflict management and leadership program by academic and administrative.

5.1 Summary

The term, conflict refers primarily to instances in which units or individuals within an organization work against rather than with one another. More formally, according to one widely accepted definition, conflict is a process in which one party perceives that another party has taken some action which will exert negative effects on its major interests, or is about to take such action. In other words, the key elements in conflict seem to include: opposing interests between individuals or groups, recognition of such opposition, the belief by each side that the other will thwart (or has already thwarted) these interests, actions that actually produce such thwarting.

It is entirely appropriate to say there has been “Conflict” over the role of conflict in groups and organizations. One school of thought has argued that conflict must be avoided, that it indicates a malfunctioning within the group. We call this the traditional view. Another school of thought, the human relations view, argues that conflict is natural and inevitable outcome in any group and that it need not be evil, but rather has the potential to be a positive force in determining group performance. The third, and most recent, perspective proposes that conflict can be a positive force in a group but explicitly argues that some conflict is absolutely necessary for a group to perform effectively. We label this third school the interactions approach. Let’s take a closer look at each of these views.

The conflict process begins with the sources of conflict (which are broadly classified in to personal factors, communication factors and structural factors). The second step is manifest conflict. The next step is conflict escalation cycle and the last and the fourth one is conflict outcomes (which can be functional or dysfunctional)

Based on the parties involved in it, conflict can be classified in to: intrapersonal conflict and interpersonal conflicts (which inturn classified in to intergroup, intragroup, interorganizational, intraorganizational and cross cultural conflicts)

The conflict management styles used in avoiding dysfunctional conflicts is: - integrating, obliging (smoothing), dominating (forcing), avoiding and compromising but, the effectiveness of these styles can be determined by situations. Negotiation and third party intervention are also used as alternative methods of conflict management.

Recent literatures on conflict management state that functional conflicts should have to be induced in organizations for better attainment of their objectives. Two programmed conflict inducing techniques with proven track records are devil's advocacy and the dialectic method.

This paper is conducted under a title of "Conflict Management Practices "in Nejo ATVETcollege.

The information required for the study is collected by applying both primary and secondary data sources. 124 questionnaires are prepared and distributed to academic and administrative staff of the college. Out of these 101 (81.5%) of the distributed questionnaires were appropriately filled and retuned. The data gathered from these sources is analyzed and presented accordingly. Conclusions are drawn and recommendations are also forwarded based on what is concluded.

5.2 Conclusion

From the findings of the study, the researcher arrived at the following conclusion.

The study has shown that, the concept of "conflict management practices" refers to an act and also a process of resolving disputes between two or more parties with the view of coming to a resolution. At college level, it emerged that perceived conflict occurs because of ignorance, poor communication, and lack of proper employee management.

Effective communication is therefore, essential in analysis of conflicts in college as well as in identifying their root causes. The findings showed that, the causes of conflicts in colleges are varied. Resolution of various forms of conflicts would therefore, require specific strategies since the root causes may be unique.

For an organization to grow effectively and efficiently it depends on the way it manages the conflict within its organization.

Conflict management strategies are crucial /important for the attainment and achievement of organizational goals and objectives. In other words, if the management is not knowledgeable in

conflict resolution strategies, it will affect the performance of organizations negatively but if conflict is constructively managed, it will enhance organizational performance.

Conflict management practices, management strategies and leadership benefits both individual employee and organization.

However, for the benefits to be realized, the organizational environment must be supportive of the conflict management and leadership efforts. Regarding the college support to conflict management and leadership, almost half of the respondents felt that the institute colleagues and leader were supportive to the teachers who were or wanted to participate in conflict management and leadership activities.

In order to meet the objective of conflict management and leadership, the program needs professional support, guidance and follow up by all stakeholders, the roles played by stakeholders such as Woreda education office, Zone Education Department, Regional Education Bureau and Ministry of Education were very limited in the implementation of conflict management and leadership program.

In trying to detect the major problems in sampled college conflict management and leadership activities, the study has been found that curriculum meeting, action research and maintaining peace were carried out below expected.

The document analysis indicates that there was no clarity concerning conflict management and leadership activities for organization performance.

The results of this study clearly indicate that there are many factors which hinder the implementation of conflict management practices, conflict management strategies and leadership program. Based on the study and review of literature the determinant factors that affect conflict management and leadership are shortage of training materials, time for implementation of conflict management and leadership, lack of interest, motivation and incentives, lack of awareness in the stakeholders, lack of training, absence of skilled experts to train employees, lack of communication among themselves, lack of commitment both in principals and employees. It is possible to conclude that there is no fertile ground for conflict management and leadership training in the sampled college and which contributed to failures of the training.

The Ministry of Education in Ethiopia planned different strategies and activities to implement the conflict management and leadership program effectively. However, the findings of the study showed that there was no effectiveness of the implementation of conflict management and

leadership program in the sampled college. In interviews session the participants also said that, there were no conflict management and leadership activities in the sampled college and almost all concerned bodies ignored conflict management and leadership issues.”

Handled properly through an appropriate conflict management style, conflict can enhance administrator’s efforts in reaching college goals. For administrators who realistically confront it, conflict can represent a dynamic force, which facilitates organizational performance, change, adaptation and survival.

As it was indicated in the findings of the study, there were different hindering factors of conflict management practice, conflict management strategies and leadership program. Both groups of the respondents replied that,” the hindering factors as more serious factors.” From this, it is possible to conclude that the hindering factors made difficulty to implement the conflict management and leadership program successfully. From the finding some respondents perceived conflict management practices and leadership positively as a means to improve their organization performance, the majority of the respondents (employees) believed conflict management practice and leadership negatively as it is not used to organization performance. From this data, we can understand that the two groups of respondents have different perceptions on the organization performance. However, the average mean value of the respondents is 1.7 which is the range of low. Therefore academic staffs have negative perception on accomplishing on conflict management practices and leadership activities.

In general, conflict management and leadership program was not successfully implemented in the sampled college due to negative perceptions of employees and absence of college leaders’ support and follow up activities and many more discouraging factors. It is possible to conclude that the colleges employees are not carry out their responsibility. That is why the researcher articulates conflict management and leadership in NATVET College hasn’t owner. It lost real consideration from college principal to MOE.

5.3 Recommendation

Based on major findings and conclusion drawn with respect to analysis of conflict management practices and leadership for organization performance in college the following recommendations are suggested to conflict management and leadership programme organizers, policy makers and stakeholders in the college.

In the findings of the study negative perceptions/attitudes of employees towards conflict management and leadership was indicated as one of the factors for failure of successful implementation of conflict management and leadership program at sampled college.

Reducing employees' negative perceptions/attitudes towards conflict management and leadership requires integrated efforts of stakeholders.

Therefore, the following strategies were recommended to reduce employees' negative perceptions/attitudes:

Zone and Woreda/Town Education Office should reduce the work load of employees by recruiting sufficient number of employees.

The College should prepare interesting/conducive environment for conflict management and leadership program.

The findings of the study revealed that there were no college leaders support and follow up activities on conflict management and leadership program in the sampled college and these resulted in ineffective implementation of conflict management and leadership program.

Therefore, to run conflict management and leadership effectively the concerned bodies ought to perform the following things: Preparing awareness creation training in the preparation of modules and portfolios for college academic staff. Designing systematic support, follow up and evaluation strategies continuously. Organizing the training materials, allocating the necessary budget.

The findings of the study indicated that the conflict management and leadership program was less effective in the sampled college. Hence, the following measures should be taken to implement conflict management practices and leadership program effectively.

The college should allot sufficient training time and check whether or not the employees use it effectively.

The college ought to prepare the report on conflict management and leadership issues that are its progress and challenges to the regional education bureau offices ought to ask the report and give feed backs by cross checking what has been done in the college and what has been written in the report.

Employees ought to conduct action research and the college leaders should encourage employees to conduct it and allocate the necessary budget for the research.

The findings of the study pointed that conflict management and leadership program was delayed by many discouraging factors in the sampled college.

As a result, to solve these problems it was recommended that all the concerned bodies should take the following actions:

The College ought to give support to improve employees' ability or skill in the implementation of conflict management practices and leadership program and the college should create coordination between administrative and academic staff of the college.

As it was clearly shown in the findings of the study, conflict management and leadership training is an ignored issue in the sampled college. Thus, the concerned bodies (college Principals and concerning employees) should take immediate measures; otherwise it has negative impact in the teaching and learning process and organizational activities in general.

Conflict can be healthy if it is managed effectively, and conflict management requires a combination of analytical and human skills.

The key to resolving conflict with a positive outcome includes formulating proactive conflict management strategies, using effective negotiation and communication, and appreciating cultural differences among people or workers.

College administrators and teachers should seek to embrace open systems where everyone is set to air their views and the areas of conflict discussed openly. In addition, they should encourage democratic representation in the choice of leaders.

The college should also seek to educate all the stakeholders on the best way of solving conflicts. The college should also embrace guidance and counseling programmed since its one of the best way to deter destructive mechanisms of resolving both personal and group conflicts especially amongst employees. Guidance and counseling is the most appropriate to control spread of bad inner feelings.

To enhance conflict management and leadership practices, it is essential to develop on incentive mechanism for principals, teachers, and supportive staffs.

The contributions of college principals to conflict management and leadership program implementation were not sufficient. One of the major factors, as indicated above, has been lack of commitment from college principals to implement conflict management and leadership activities. Hence, for the conflict management and leadership program not to be successful, Regional educational bureau in collaboration with other stakeholders has to organize the

necessary training on conflict management and leadership as well as Nedjo district police and courts to college principals and should organize motivation program.

It is recommended that the regional and Zonal education officers, principals should practically assist employees by creating conducive environment for conflict management and leadership through both short and long term training programs, allocating sufficient budget.

Although conflicts have both negative and positive effects, the management and the employees should work towards achieving the positive effects rather than the negative.

According to Adomi & Anie, (2005), managers should develop appropriate strategies to resolve conflicts as they arise in their organizations.

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WOLLEGA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANGEMENT

CONFLICT MANAGEMENT PRACTICES AND LEADERSHIP STYELES FOR
ORGANIZATION PERFORMANCE OF NEDJO AGRICALTURAL TECHNICAL
VOCATIONAL AND EDUCATIONAL TRAININGCOLLEGE

A QUESTIONNAIRE SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
WOLLEGA UNIVERSITY, COLLEGE OF BUSINESS AND ECONOMICS, DEPARTMENT
OF MANAGEMENT FOR PARTIAL FULFILIMENT OF THE REQUIREMENTS FOR THE
MASTER OF BUSINESS ADMNSTRATION

BY: ABRAHAM REGASA DUGUMA

I.D.NO.WU.1105027

ADVISOR DINKISA KENO (PhD)

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NEKEMTE, OROMIA-- ETHIOPIA

7. APPENDIXES

Questionnaire (to be filled by Academic and Administrative (non Academic staff)

The purpose of this study is” conflict management practices and Leadership for organization performance” of Nedjo ATVET college. This questionnaire is meant to secure relevant data to the study which is believed to come up with valuable recommendations for problems observed (if any).

Therefore, your genuine support in responding to the raised questions has paramount Importance for the attainment of the study’s objectives. Furthermore, the secrecy of all the information that you will provide is confidential. Hence, I earnestly request you to fill the questionnaire carefully. Thank you in advance for your cooperation.

QUESTIONNAIRES

7.1 APENDIX ONE

GENERAL INSTRUCTION

Close- ended questions are answered by placing a tick ()mark with in the box.

Open- ended questions are answered by writing on the space provided.

If the space is not sufficient, please use the back page of the paper or separate paper.

Questionnaire for academic and administrative staff

1. Respondent’s profile

1.1. Sex : Male ☐ Female ☐

1.2. Age : 19-25 ☐ 26-30 ☐ Above40 ☐

1.3. Educational level: Below Grade 12 ☐ 12th Grade complete Certificate from technical and vocational institution Diploma ☐ BA/ BSC ☐ MA/MSc ☐ PhD

1.4. Occupation : Academic staff ☐ Administrative staff ☐ any other ☐

1.5. What is your experience in your current occupation in the organization (please specify in terms of years): 1-2 ☐ 3 -4 ☐ 5-6 ☐ 7-8 ☐ 9- 10 ☐ above 10 ☐

Table2. What are the causes of conflict in your college?

Item	Statement	A	SA	D	SD	CN(No comment)
1	Different perception is a cause of conflict in college					
2	Different working styles rarely are cause of conflict in college					
3	Communication abstractions has never been a cause of conflict in college					
4	Ambiguously defined responsibilities always happen in college					

Table3.What types of conflicts occurred in your College?

Item	Types of conflict	Very high	High	Medium	Low	Very low
1	Intrapersonal conflict					
2	Interpersonal conflict					
3	Inter-group conflicts					
4	Inter organizational conflicts					

Table 4. The negative effects of conflict on the organization change in college:

No	Negative effect of conflict	Very high	High	medium	Low	very low
4.1	Communication breakdown					
4.2	Low morale & job dissatisfaction					
4.3	Wastes resources					
4.4	Competitive among conflicting parties					
4.5	High absenteeism & turnover					
4.6	Breaks down group cohesion					
4.7	Increase distance b/n teachers					

Table 5. The positive effects of conflict on the organization change in college:

No	Positive effect of conflict	Very high	High	Medium	low	very low
5.1	Leads to new idea					
5.2	Stimulates creativity					
5.3	Motivates change					
5.4	Promotes school vitality					
5.5	Helps individual & groups established identities					

Table 6 Conflict management style that used by college administrative for conflict management at college.

No	Statement	Very high	High	medium	Low	Very low
3.1	Avoiding					
3.2	Accommodating					
3.3	competing:					
3.4	compromising:					
3.5	Collaborating					

Table7. Leadership styles that used by college applied for conflict management.

No	Statement	Very high	High	Medium	Law	Very law
2.1	Autocratic leadership style:					
2.2	Bureaucratic leadership styles					
2.3	Democratic leadership styles:					
2.4	Laissez-faire leadership styles:					

Table 8 Organizational Performance in the College.

This section contains statements assessing organizational performance at NATVETcollege. please tick as appropriate in the boxes using cross mark (X) the statement describes your agreement with each of statements.

No	Statement	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
7.1	Performance is the achievement of quantified objectives in NATVET					
7.2	Nedjo Agricultural TVET college continually enhances staff skills through continuous performance monitoring					
7.3	Continuous performance is an important objective at NATVET					
7.4	Innovation plays a key role in conflict management performance at NATVET					
7.5	Task conflicts have an effect on organizational performance at NATVET					
7.6	Efficiency is a process characteristic indicating the degree to which the process produces the required output at minimum resource cost.					
7.7	Conflict management may prevent wasted time and help an organization achieve its goals					
7.8	Innovation consists of firms developing new production processes to better perform their operations.					
7.9	Innovation has an impact on college performance at NATVET					
7.10	Staff could intentionally defraud the college by use of technology					

7.2Appendix-2

THIS INTERVIEW PRESENTED FOR PRINCIPALS.

General Direction

Open- ended questions are answered by writing on the space provided.

If the space is not sufficient, please use the back page of the paper or separate paper. please tick as appropriate in the boxes using cross mark(X)

The Purpose of this Interview is to collect data on conflict management practices, Leadership styles and organization performance.

Thank you in advance for your cooperation.

Part I. Respondent's profile (principal's profile)

1. Sex Male ☐ Female
2. Age 19-25 ☐ 26-30 ☐ Above40 ☐
3. Educational level Below Grade 12 ☐ 12th Grade complete ☐ Certificate from technical and vocational institution ☐ Diploma ☐ BA/ BSC ☐ MA/MSc ☐ PhD ☐
4. Occupation
Academic staff ☐ Administrative staff ☐ principals☐
5. What is your experience in your current occupation in the organization (please specify in terms of years) 1-2 ☐ 3 -4☐ 5-6 ☐ 7-8 ☐9- 10 above 10 ☐

Part II Interview question

1. What does mean conflict management practice?
2. How is conflict management in your college?
3. What conflict management styles and leadership styles are used by principals?
4. Do you think teachers or academic staff implements conflict management effectively?
If not, what are the problems and challenges that affect its effective implementation?
5. What are the importance' of effective leader at college for conflict management?

THANK YOU!