

ST.MARY'S UNIVERSITY
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT

**AN ASSESSMENT OF EMPLOYEE MANAGEMENT RELATIONSHIP IN THE
CASE OF MEKDELA PRIMARY SCHOOL**

BY
DEREJE ABATE

JUNE, 2014
SMU
ADDISABABA

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**A SENIOR ESSAY SUBMITTED
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APPROVED BY THE COMMITTEE OF EXAMINERS

Department

Advisor

Internal Examiner

External Examiner

Signature

Signature

Signature

Signature

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CHAPTER ONE

INTRODUCTION

1.1 .Background of the study

Employee management relationship is basic for one organization .The goal and objectives of the organization will be achieved when there is fair employee management relationship. To develop such relationship employers and employees should work in close contact. Therefore this leads to employee satisfaction which directs to increase productivity. The leader is responsible for satisfying the needs of the organization .But can also hold the leader responsible for the needs of the individual in the organization (Robert, j, 2003:177)

Although the work environment varies generally it is expected that relationship is mutually . Respectful and this develop free from hostility.

Leaders of a community create a climate of synergy and mutual support and a culture in which team work and individual excellence are assigned equal importance (Robert, j, 2003:109)

Interpersonal effectiveness achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

A leader is one who influences others to attain goals. Leaders set direction, motivate people to overcome obstacles and move the organization towards his/her ideas further (snell, 2003:376-380)

The work environment has important bearing on the efficiency & satisfaction of the employees. A dimly lighted, poorly ventiled and crowded place of the work hampers efficiency. The workers are forced to spend more energy to accomplish tasks which they can do with much lesser efforts in otherwise condition. Poor working conditions have been found to cause greater fatigue, negligence, absenteeism, indiscipline and insubordination among leaders and employees (Mirzas.Sauyadain2004:397)

Government policy promotes employees participation as a means of improving company performance, particularly by changing employees attitudes and improving the work environment.

1.2. Statement of the problem

The function of the leader in the work place is to get jobs done through employee. To do this the manager should be able to create conducive environment for both parties. The function of the basic teacher union also has the responsibility of keeping the interest of the teachers and creating conducive environment to be the educational policy practiced properly as well

Path goal theory states that effective leaders influence employee satisfaction and performance by making their need satisfaction contingent on effective job performance. Thus, leaders strengthen the performance –to–outcome expectancy and the value of those outcomes by ensuring that employees who perform their jobs well have a higher degree of need fulfillment than employees who perform poorly (Steven, 1, 2000:442)

Conducive environment includes good employee management relationship which is a relationship where there is a mutual exchange of value between these two parties. It is possible to say there is a good employee management relationship when the two parties feel close to each other, interact well, communicate freely and responsive.

In mekdela primary school since I am a member of the school and as I have seen the employees most of the time shows negligence, absenteeism, carelessness, indiscipline and they are not interested to give information asked by the principal timely. Generally the employee murmur and exchange backbite to each other. This leads to their own group which is challenging and disturbing the safety working environment.

1.3 Basic research Questions

Based on the above problems, the student researcher raised the following questions to be addressed

1. What did employees' management relationship of mekdela primary school look like?
2. What efforts were made by the management to enhance employees' management relationship?
3. What were the factors that affect employee management relationship in mekdela primary school?

1.4 Objectives of the study

1.4.1 General objective

The general objective of this study was to assess employee management relationship in the case of mekdela primary school.

1.4.2 Specific objectives

1. To explain the kind of employee management relationship practiced in mekdela primary school.
2. To identify the efforts made by the management to enhance employee management relationship.
3. To investigate the factors that affect employee management relationship in mekdela primary school

1.5 Significance of the study

This research paper will serve to Mekdella primary school as a mirror to see the implementation of employee management relationship activities so as to design appropriate strategies. In addition, this study will have significance for the student researcher to relate theoretical lesson with practical management practices and to get in touch with problem

solving skill. Moreover, the study may serve as source of information for other researchers who want to conduct similar study at a wider scale.

1.6 Scope of the study

The study focused on assessment of employee management relationship particularly by taking the case of Mekdela primary school. Due to shortage of money and unavailability of information the study considers only in studying the mekdela primary school which is located in Addis Ababa Nefas silk lafto subcity. And also this study focused on data of February 2011 up to February 2013 because the data are available. Furthermore the student used tabulation and percentage to make easy comparison and to make easier interpretation.

1.7 Research design and methodology

1.7.1 Research design

Research design refers to a set of methods and procedures that describe research variable. The research conducted under descriptive research methods in order to describe information at hands. Descriptive research helps to use both quantitative and qualitative measurement methods.

1.7.2 Population and Sampling techniques

The number of population that was participated in this study was all 106 employees. Out of 106, 78 were teachers and principal who lead the school and 28 were administrative workers. Since it was manageable the student researcher used census method.

1.7.3 Types of data collected

The student researcher used both primary and secondary data. The primary data so as to get first hand information from the respondents and secondary data so as to save time and reducing data gathering costs.

1.7.4 Methods of data collection

There were two basic methods by which the student researcher used to collect data that was questionnaire and interview. The questionnaire was distributed to the employees and was returned to the student researcher. The primary data was obtained through distributing questionnaire and interviewing the principal. The secondary data was gathered from different text books written related with the subject matters and from the school publications.

1.7.5 Data analysis methods

In order to analyzed and interpreted the raw facts that was obtained from respondents through questionnaire and interview the student researcher used quantitative and qualitative method of data analysis. Qualitative used to describe qualitative data that was interview in logical manner, where as quantitative method used to interpret the facts by supporting percentage and tabulation.

1.8 Limitation of the study

As it was stated, the general objective of the study was to assess employee management relationship. For doing the research the following limitation were encountered. Such as: Unwillingness to give information due to fear, due to personal problem unwillingness to return back the questionnaire timely, limited financial resources. But being patience the student researcher overcome the problem.

1.9 Organization of the study

The research paper was organized in to four chapters. Chapter one contained the background of the study, statement of the problem, objectives of the study, methodology of the study, significance of the study, scope of the study, limitation of the study and organization of the study.

Chapter two showed about review of related literatures regarding employee management relations ships.

Chapter three deals with data presentation, analysis and interpretations. Finally, summary, conclusions and recommendations was presented under the fourth chapter.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Employee Management Relationship

In today's competitive environment success depends on employee using their full talent. Whether the organization is large or small it is through these employees that its goals and objectives are achieved. Employees at all level can make or break the organization, so that they must be made to work at their full effort and talent. Employees need something to keep them to work even if each person's reason to work is different. This something impacts the moral, productivity and /or the quality of life of the employee. Most organization strives for high employee morale and productivity and low turnover via creating conducive environment for them to work. Conducive environment can be effected by good employee management relationship (www.accel-teem.com accessed on Dec, 15, 2013)

Employee management relationship is a process that companies use to effectively manage all interactions with employees in order to achieve organizational goal and objectives. This is the role of the human resource department to manage this activity by training and coaching manager's executives to effectively establish and look after the relationship their employees and to measure and monitor that relationship to determine whether objectives and goals are being achieved or no. It requires ongoing attention that is managers and their human resource departments should be alert all the time for sign of discontent as well as carefully monitoring the results of more formal assessment even if it can be subjective ([http://small business.chron.com](http://smallbusiness.chron.com) accessed on Dec ,12,2013).

According to cole (2002:382) "employee management relationship is a contractual relation that exists between an employee and employer even where aspects of the relationship are subject to collective agreement."The contract is not only a written document it also encompasses unwritten or implied terms and can include custom and practice as well as formal matters. When an employer hires a new employee she/he is not bringing only a new member of work force but also is starting a new relationship.

Since this relationship is in close area or contact they necessary develop a relationship, which requires greater attention. Managing this relationship is vital to business success as strong relationships can lead to greater employee happiness and even increased productivity.

The relationship between employer and employee should be mutually respectful considering the degree of closeness which depends on both the employer and the employee-some want this relationship to be at distant and in doing so, ensure that there is no confusion as to the hierarchy that exists between them. Others prefer to become friendly with their employees, seeing this as a way to rise up employee happiness. While neither option is entirely right or wrong, it is wise to avoid getting too close, as doing so can cause the line between employer and employee to become blurred Cole (2009:50). The relationship should also be one of mutual reliance. The employer is relying up on the employee to perform his /her job and in doing so, keep the business running smoothly. Conversely, the employee is relying on the employer to pay him /her and enable him/her to support him/ her and potentially his/her family (<http://smallbusiness.chron.com> accessed on Dec 12, 2013).

Employee management relationship can be defined as a technique used by small companies and major Corporation to preserve a pleasant work environment, prevent conflict and increase company morale, productivity and employee retention that keep the companies profit margin from dropping and keep staff members happy. Properly handled relationship between employee and employer increases employee productivity. Employee management relationship can improve the overall business culture and such thing include communication, conflict management, and quality of work life, work system (<http://smallbussiness.chron.com> accessed on Dec 12, 2013)

2.2 Definition of communication

In one organization there should be communication between the management and the employee .Since if there is communication idea will be shared from one side to the other .As a result solution will be found easily without disturbing the organization.

According to (Arun K.R, 2002:452).Communication defined as

1. Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves a systematic and continuous process of telling, listening and understanding.
2. Communication is the intercourse by words, letters or messages, intercourse of thoughts or opinions known to other.
3. Communication is the process of passing information and understanding from one person to another.
4. Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings.”
5. Communication is a way in which one organization member shares meaning and understanding with another.

2.3 characteristics of communication

For the occurrence of communication there should be source, material media and receiver. That is to mean a person that produce a message and a person that listen the message .In addition to this the message is a must to occur, because without message no communication. Generally according to (Arun K.R, 2002:452) the characteristics of communication is determined by the following

- 1. It involves at least two persons.** Communication involves at least two persons, a sender and a receiver. The sender is called communicator and the receiver of the message is known as communicate. A person who speaks, writes or issues some instructions is the sender and the persons for whom the communication is meant or who receives the message is the receiver or communicates.

2. In it message is a must. A message is the subject matter of communication, example the contents of the letter or speech, order, instructions or the suggestions. A communication must convey some message.

3. It is written, oral or gestural. Communication is generally understood as spoken or written words .But in reality, it is more than that. It includes everything that may be used to convey meanings from one person to another.

4. It is a two way process. It involves both information and understanding. Communication is not complete unless the receiver has understood the message properly and his/her reaction or response is known to the sender. Understanding is the end result of communication but it does not imply agreement.

5. Its primary purpose is to motivate a response. The primary purpose of communication is to motivate a response or influence human behavior.

6. It is formal or informal. Formal communication follows the formal channels provided in the organization structure. In formal communication, there is no direct communication between the managing director and the accounts clerks. Informal communication flows from informal channels of communication which are not provided in the organization structure. These channels develop among members because of personal contacts through working with each other.

7. It flows up and down and also from side to side. Communication flows downward from a superior to subordinates and upward from subordinate to a superior .It also flows between two or more persons operating at the same level of authority.

8. It is an integral part of the process of exchange .It refers to the change of ideas, feelings, emotions and knowledge and information's between two or more persons.

2.4 Types of effective communication

Effective communication in management manifest in different way (Graham and Bennet, 1995:121)

1. Formal or Informal Communication

Formal Communication: type of communication arranged or approved by the management.

Informal Communication: type of communication which is unofficial and unplanned.

2. One way or two way Communication

One way communication: Communication in which the sender makes no provision for reaction from the receiver

Two ways Communication: This is formed in such a way that a response from the receiver is provided for and encouraged.

3. Upward, Downward, or Lateral Communication

Upward communication: Type of communication in which information flows from a lower level to a higher level.

Downward Communication: Type of communication in which information flows from a higher level in the organization to a lower.

Lateral Communication: Information flows from one level to another having the same communication.

4. Organizational Communication: Information exchange between a person and a group.

2.5. Objectives of communication

1. To convey the right message .Communication is meant for conveying the right message to the right person. The message conveyed should be well understood and accepted .It is not only meant for simple understanding or acceptance, it should be translated in to practice as well .The receiver should understand it correctly so that he may be able to carry out the message effectively.

2. To serve co-ordination. Communication serves as a tool to co-ordinate the efforts of all who are involved in running a business .Without communication co-ordination is a remote possibility.

3. To create industrial relations. Communication aims at good industrial relations.

4. To develop managerial skill. Communication is a learning process. Facts, information's, ideas, need etc., enrich the knowledge of the executives who tries to make use of the acquired knowledge which results in to an increase in his wisdom and skill.

5. To create effectiveness of policies. Policies and programmers of the enterprise need communication to those who are the executive them .Effective communication translates the policies in to effective instrument of putting the organization on the rail of its progress. Effectiveness of the policies can be judged on the rail of its progress .Effectiveness of the policies can be judged from its success which depends on effective communication system.

6. To boost morale. All these help in boosting the morale of the employees who are responsible to accomplish the given task and thereby assure the success of the enterprise. The efficiency of employees improves with effective system of communication .Productivity goes up and cost of production show a declining trend if the communication is effective and workers have understood its letter and spirit (Arun K.R, 2000:452).

2.6. Importance of effective communication

When there is effective communication, the organization will continue in existence and can accomplish the organization goal. Furthermore it will be easy to co-ordinate the workers. This may be justified by the following importance of effective communication written by the author (Arun K.R, 2000:521)

1. Basic to existence of organization. Communication is basic to an organization's existence - from birth of the organization through its continuing life .When communication stops, organized activity ceases to exist.

2. Helps in smooth working of an enterprise. Effective communication helps in the successful, smooth and unrestricted working of the enterprise. All organizational interaction depends on the communication. The manager coordinates human and physical elements of the organization in to

an efficient and working unit that achieves common objectives .It is the process of communication that makes cooperative action possible.

3. Basis of managerial functions .No function of management is possible without the communication process. This is clear from the following:

(i) **Planning.** Planning is the most important among the functions of management. It requires extensive communication among the executives the other personnel, who translate the plan into action.

(ii) **Organization.** Organization decides the various activities of the concern, divides them in to workable units and delegates authority to perform them.

(iii) **Leadership** .Effective leadership requires an efficient system of communication in the organization. A good leader may direct or lead his subordinate only when an efficient system of communication is present .It brings both the leader and the subordinate in close contact to each other.

(iv) **Motivation** .An efficient system of communication enables management to change the attitude , to motivate influence and satisfy the subordinates .Most of the conflicts in business are not basic but are caused by misunderstanding motives and ignorance of facts .

(v) **co -ordination** .According to William Hanuman, "Good communication aids in coordinating activities."

(vi) **Control.** Communication aids in controlling the activities of individuals, departments and groups. The facts and, standards and information are communicated to the concerned parties.

(vii) **Evaluation** .The management evaluates the performance in the light of fixed standards bringing out the deviation and tries to locate them .It tries to remove such deviations in the next plan. This requires proper communication.

4. Maximum production at minimum cost .Every organization aims at getting maximum output at minimum cost. For this purpose it requires an effective internal and external communication system.

(i) in internal field effective communication system co-ordinates the physical and mental powers and makes the maximum output at minimum cost possible by removing misunderstandings among people , establishing good human relations and operating production activities efficiently and economically .

(ii) in external field .An efficient communication system helps in improving public opinion , having contacts with government departments and getting market information in order to achieve the primary goals.

5. Prompt decision. Information must be received before any meaningful decision is taken. In order to make prompt decision fact collecting process is necessary. Communication is a primary requirement for this purpose.

6. Prompt implementation. Communication to subordinates concerned is essential to implement the decision effectively. Thus implementation requires an effective system of communication.

7. Building human relations. Man is the most active and effective factor of production. Good human relations are the basis of co-operation.

8. Good morale. Morale is that element of human aspect which motivates the man to work in a right spirit. Good communication removes the possibility of misunderstanding among the parties concerned. Workers know what they have to do and how. It creates a sense of co-operation among them. It increases the morale of the workers and each worker is satisfied from his/her work .

9. Avoid illusion. Illusion is the great enemy communication .While passing through various stages information may be distorted by interested parties and create illusion and misunderstanding among persons. An efficient system of communication removes illusions and misunderstanding by communicating facts and figures.

10. Contact with external parties. Communication helps contacts with the outside world and with outside agencies such as customers ,associations ,other manufacturers , advertisers , suppliers ,trade unions ,research councils and institutions , etc .It increases the goodwill of the firm .It helps in creating favorable attitude of the public towards organization .

1 1 . Vital for existence. Thus communication is vital for the very existence of an organization .George R.Terry remarked, "communication serves as a lubricant fostering for the smooth operation of the management process."(Ibid)

2.7. Developing good management employee relations

In order to develop good management relations make the following consequences positive. These are:

- *Ask, rather than tell, others to do things.*
- *Be clear.*
- *Be polite.*
- *Know people's names, and use them.*
- *Recognize that everyone has a life outside work.*
- *Show sensitivity, be accommodating, and don't pry.*

For harmonious working relations the staff will have the following guidelines:

- ✓ *Keeping an even tone in your voice help everybody work efficiently .Correcting errors are best accomplished privately, politely, and precisely.*
- ✓ *Try to give precise and clear instructions .Vague and ambiguous instructions are stressful for anyone who is trying to fulfill them.*

No one is perfect, of course .If you make a mistake, admit it. If someone else makes a mistake, remember that your irritation is rarely another person.

2.8. Building successful employee management relationships

According to (Sue Fox) there are different leadership practices essential for high performing teams. Since high performing teams are compromised of high performing individuals, this model works equally well to show managers how to strengthen the employee management relationship and keep employee satisfaction high.

2.8.1. Promote understanding of shared goals and task relevance.

For employees to work together effectively, they must understand group and individual goals .When this understanding is poor, work inefficiencies, lower work quality and low employee morale often are the result.

Lack of goal clarity often is misidentified as an individual performance issue .This leads to blame , conflict and increased turnover by frustrated employees who are working hard but not getting the results the organization expects .Often ,organizations will address this through personnel changes , but because they are addressing a symptom and not the cause , the problems will inevitably resurface.

When employees understand shared goals, talent managers can cultivate an atmosphere focused on problem solving, removing performance barriers and delivering outcomes. This eliminates finger-pointing because when everyone understands the relevance of everyone else's contributions, employees have increased awareness of their interdependencies and thus have more respect for one another.

As a result, employees feel more valued and find their work more motivating, which leads to a greater commitment to the company, better individual contributions and higher employee satisfaction. This creates opportunities for increased collaboration and greater efficiencies, leading to improved team and organizational performance.

Effective managers promote better understanding of purpose by communicating the organization's mission, values and strategic objectives. To carry this good communication full circle, the effective manager also provides opportunities for employees to give feedback on this information and then takes it back to top management.

The organization benefits from the perspectives of employees in the trenches who often are closest to the customer and closing the feedback loop can enhance the manager-employee relationship by showing employees their opinions and input have value and can make a difference

2.8.2. Ensure Adequate Knowledge and Resources

Talent managers can't have a high-performing organization without competent and knowledgeable employees who have the resources and tools they need to do their jobs. People enjoy doing work they can do well. If they are forced to do work they aren't qualified for, they will not be happy and work performance and quality will suffer.

When employees lack knowledge, they also will use resources inefficiently. Mistakes will be common, and quality issues will be prevalent. When necessary resources are unavailable, knowledgeable employees will become discouraged, which can lead to frustration and, subsequently, high turnover.

Like a lack of understanding, a lack of knowledge can reveal itself in the guise of poor individual performance. The organization is likely to respond with personnel changes instead of better training, increasing the chance the organization will experience the same problem at some point in the future.

When employees are knowledgeable and have good resources, they are better-informed, solve problems more quickly and make more data-driven decisions. In addition to knowing what they need to know, knowledgeable employees have a better understanding of what they don't know, which also can contribute to better decision making across the organization.

Employees who make good decisions experience success on a regular basis. This contributes to job satisfaction and empowers employees to solve problems and make more decisions, which in turn

, will make them feel more valued, more loyal, more likely to stay with the organization and more likely to produce higher-quality work.

To produce these results, the effective manager ensures employees are in jobs that make the most of their skill sets, and provides ongoing development as job responsibilities and qualifications change. To do these two things effectively, managers must take the time to get to know their people by listening carefully for potential performance issues and providing timely feedback.

As members of the most-distracted, information-packed and fast-moving workforce in history, good listening skills have never been more important. Talent managers cannot assume they know what employees want. Effective listening can help everyone slow down and fully consider a situation before reacting.

When managers model good listening skills, employees will learn to seek them out when they have a problem. Thus, managers will hear more, good and bad, in time to give feedback that can make a difference.

Timing can differentiate feedback from criticism. Early feedback allows employees to make changes and can impact a situation. Untimely feedback, no matter how well-intended, isn't useful and often is perceived as an assignment of blame or criticism.

Managers that provide ongoing development can help build strong employee relationships. Development includes providing time and opportunities for cross training and personal development and takes into consideration individual job competencies and organizational needs. Again, this investment in individuals makes them feel valued, can increase loyalty to the company and will pay off in higher organizational performance.(Arun K.R,2000:457)

2.8.3. Facilitate Effective Interaction

Even if talent managers promote a shared purpose among well-trained, knowledgeable employees who have unlimited resources, it is virtually impossible for individuals to achieve anything as a group without effective interaction. Ineffective employee interactions lead to inefficient coordination efforts, and in today's workplace, nearly every significant project requires cross-functional and cross-disciplinary interaction and cooperation.

Miscommunication causes poor information sharing and makes it difficult to get the right people involved at the right time to make the best decisions. Consequently, people attempt problem solving and decision making in isolation or with the wrong people. This can result in poor decision making, prolonged decision making or, even worse, no decision making at all.

On the other hand, effective interaction can stimulate opportunities for collective learning for both manager and employee and greatly enhance employee job satisfaction. On an enterprise level, effective interaction creates a culture of collaboration and encourages sharing of ideas and information that is critical for innovation.

Managers can facilitate healthy employee interactions in many ways. One, they can create environments in which people are comfortable asking challenging questions. When managers respond without defensiveness, they model a key behavior necessary for productive interaction. The best managers model effective interpersonal behavior, which starts by asking questions and listening. This is easy to say, but often difficult to do.

Building strong, valuable manager-employee relationships starts with the basics: effective problem-solving and decision-making processes. For example, in meetings, do talent managers have an agenda and stick to it? Do they make sure everyone is heard and that certain individuals are not allowed to dominate the discussion?

Do they make sure someone without a personal agenda facilitates the meeting? Considering these questions can encourage productivity and free up time for more personal engagement between manager and employee.

An organizational climate that promotes individual learning also can facilitate effective manager-employee relationship building. Research shows some 67 percent of employees say they learn the most when working with a colleague, which emphasizes the need for effective interaction between employees, and particularly between managers and employees.

Interactive problem solving through listening and asking questions models positive interaction between managers and employees. When employees see that managers don't make decisions or work in isolation, it gives them permission to do the same.

When the three leadership/performance management strategies — to promote understanding, ensure knowledge and facilitate interaction — are in place, everyone thrives: the individual, teams and the organization. But unless all three are implemented effectively at the critical manager-employee level, the other two are rendered virtually ineffective.

For example, a group's goal clarity and knowledge are sub optimized without effective interaction among its members. Employees and managers must have good understanding in order to have effective interaction, but having understanding doesn't always ensure effective interaction will take place. An organization could have the most knowledgeable and talented people in place, but without clear understanding of purpose and effective interaction, employees will become frustrated. Further, the most knowledgeable employees are in high demand in the market, and they often are the first to seek opportunities elsewhere.

The lynchpin to the effectiveness of all these strategies lies in the manager-employee relationship. When this relationship isn't successful, individual, team and organization performance all will eventually suffer.

When companies refocus on this critical relationship through a renewed emphasis on basic, effective management practices, they can improve individual, team and organizational performance, increase employee satisfaction and strengthen talent management and retention efforts. Hence it comes to performance management, it's an often told but wise lesson: If talent managers want their organizations to thrive, they must continually cultivate the people and the relationships responsible for making them.(Sue fox)

2.8. 4.Motivation

Motivation is derived from motive which means an idea, need emotion or organic state which prompts a man to an action. Motive is an internal factor that integrates a man's behavior. As the motive is within the individual, it is necessary to study needs, emotions etc. In order to motivate him/her to work (Arun k .Rachana,2000:480).

➤ Nature of motivation

An ending process. Man is social animal. He has innumerable wants to satisfy. This induces him/her to work. Satisfaction of wants is unending process.

A psychological concept. It arises from inside the individual. It cannot be forced upon from outside.

Concerned with individual .Each individual is an integrated organized whole .A part of him/her alone cannot be motivated because motivation is a psychological fact concerned with the whole individual.

Hampered by frustration. A man becomes frustrated if he fails in satisfying any of his basic needs in spite of his/her best efforts.

Goals and motivation. Goals and motives are inseparable. A man works to achieve some individual goals. After the goal is achieved he/she is no longer interested in work .Goal means satisfaction of needs.

Therefore, It is very essential for the management to know the goals or motives or needs of each individual, so that they may be pushed to work by directing them towards achievement of their goals.

The self concept as a unifying force. Unifying forces run through each individual's history .Unifying force means drive to actualize his/her own image.

Interplay of factors .Motivation is due to interplay among three groups of factors:

- (i) Influences operating within an individual that is, his/her goals, needs and values.
- (ii) Influences operating within the organization that is, organization structure, technology, physical facilities, nature of jobs.
- (iii) Forces operating in the external environment that is ,culture , customs ,norms of the society

Positive and negative motivation. Positive motivation implies use of incentives such as increase in pay, reward, promotion etc. for better work .Negative motivation means to emphasize penalties such as threat of demotion, fear of loss of job etc.

Different from job satisfaction. Motivation and job satisfaction are related though not synonymous. Motivation is a drive to satisfy a want .It is goal oriented behavior. On the other hand, satisfaction refers to contentment experienced after the satisfaction of want. Motivation is a process whereas job satisfaction is the outcome or consequence.

➤ **Importance of motivation**

1. Utilization of human resource. According to E.F.L Breech the problem of motivation is the key to management actions and in its execution for it is eager motivation induces people work.

2. Utilization of other resources. All resources except human resource can produce no results, unless men try to put them in action.

3. Willingness to work. Motivation influences the willingness of people to work and willingness comes from within.

4. Good labor relations. In an organization all the members of the staff make their efforts to achieve the objectives of the organization and carry out the plans in accordance with the policies and programmes laid down by the organization if the management introduces motivational plan.

5. Basis of co-operation. To show their loyalty to the group and to the organization, to carry out properly the activities allocated and generally to play an efficient part in achieving the goals which the organization has undertaken.

6. Improvement of skill and knowledge. All the members of an organization try to be as efficient as possible and to improve up on their skill and knowledge so that they may be able to contribute to the progress of the organization as much as possible because they know that they will get what has been promised and mutually they will be able to satisfy their personal as well as social needs.

7. Building human relations. As the human concept of labor has changed and now laborer is treated as human being, motivation builds human relations.

8. Tool of management. Motivation is an important tool in the hands of management to direct the behavior of subordinates in the desired and appropriate direction(Arun K.Rachana,2000:480-483).

2.8.5. Morale

Morale is often defined as being equivalent to job satisfaction. Thus, Guion, (1958:99) defines morale as the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total work situation.

Other definition stresses the group aspects of morale .Glimmer, (1961:311) suggests that morale is feeling of being accepted by and belonging to a group of employees through adherence to common goals.

✓ **characteristics of morale**

1. **State of mental health.** *Morale is related to the state of mental health which is closely associated with loyalty, egoism, enthusiasm etc.*
2. **Identification of group interest** *.Morale is an identification of group interest of the enterprise, fellow workers and requirements of the job.*
3. **Subjective feeling.** *Morale is the subjective feeling of the employees .The morale of a group is said to be high when the group shows an attitude of satisfaction.*
4. **Affects behavior, performance and discipline.** *Morale affects human behavior, performance and discipline. It cannot be measured directly but is reflected in productivity, employee discipline ,absenteeism, turnover etc*

✓ **Importance of morale**

1. **Higher production.** *Higher production and productivity of workers are the direct result of high morale. Higher productivity is the direct result of the positive attitude of the workers about work that is high morale will yield more production and better quality.*
- 2 **Harmonious relationships.** *Morale is an index of good feelings about the fellow workers and the organization*
3. **Success.** *High morale leads to success and low morale brings defeat in its wake.*
4. **Solution of labor problems.** *High morale assists the management to solve several labor problems such as labor turnover, absenteeism, indiscipline, etc.*

5. Utilization of psychological factors. The management has recognized the importance of high morale. It has realized that low morale has long range effects damaging to the organization. (Arun k.Rachana,504-505).

✓ *Suggestions to promote morale*

1. Sound wage structure. Workers accept a just and fair wage corresponding to their qualification and efficiency.

2. Security of job. The management should consistently follow a personnel policy ensuring the security of job to the competent employees so that they may devote their time fully with their heart and soul.

3. Delegation of authority. Delegation of authority to subordinates at different levels is desirable in order to boost the morale of the employees.

4. Grievance procedure. The management must establish a sound grievance procedure to ensure the employees of the impartiality fairness of the various decisions taken by it about them.

5. Suggestion Scheme. The management should invite suggestions from the workers for the improvement in the job contents, leadership behavior and the general environment of the organization. If any suggestion is considered advantageous to the organization, it should be properly rewarded and organized. This will improve the morale of the employees.

6. Joint consultation. To improve organizational relations and reduce the labor unrest, the management should establish joint consultation committees in the organization consisting of the representative of workers and the management in an agreed number to consider the matters.

7. Employees counseling. The executives in the organization should sit together with the workers discuss and exchange views on the burning problems of the organization and the industry. They should listen the grievances and complaints of the workers. Regular meetings may be arranged with the workers to invite or give suggestions on the required. This will develop a sense of togetherness and increase morale.

8. Recognition. Every worker desires that his achievements in the organization should be recognized by the superiors and he/she expects credit for his/her works

9. Sound communication. The management should maintain a sound communication system with the employees so that any information concerning them may be passed on to them. Some progressive management publish regular bulletins containing the latest news , views and developments about the working and the workers of the organization and circulate them among the employee .It satisfies their ego and helps maintaining high morale. (Ibid)

2.9. Meaning of conflict

Conflict is a disagreement between two or more people or it can be between groups, departments, organization and countries etc. who perceives that they have incompatible concern. Conflict exists whenever an action of one party is perceived by another party as preventing or interfering with their goal or action. (Cook and Phillip, 2001:384)

Conflict has also been defined as a process in which an individual purposefully makes an effort to offset the effort of another individual by blocking and this causes frustration in accomplishment of his or her goals or further more of interest in the future (Dwivedi, 2001:519)

Poor communication may create conflict between an employer and an employee in the work place. Conflict is an endemic problem any social situation an inevitable part of life, that is, whenever people who have different goals and different outlooks on life come together conflicts is inevitable. It occurs in work place when two or more people are unable to reconcile constructive views, ideas or opinions. (<http://www.ehow.com> accessed on Jan,1,2012)

Conflict when properly managed leads to positive sources of competitiveness and collaboration in a work place. On the other hand when conflicts are un managed can create division, low morale and chaos in the same environment (Mc Dowell et.al, 2007:2)

Organizational conflict that is not being handled appropriately can be identified by a number of signs including loss of productivity, disagreement, strikes, destruction, obstruction and break down.

Conflict was considered as counterproductive to organizational goals but experts believe that conflict free cooperative organizations tend to become stagnant unresponsive to market change. Moreover it is impossible to wipe off conflict completely and conflicts are not altogether bad

they have creative element as well. Therefore the effort should be on harnessing conflict for improvement rather than fighting considering it harmful (Ahuja &shkla 2002:290)

2.10. Types of conflict

Conflict classified in to two different forms.

(I) Intra personal conflict

Intra personal conflict occurs within individual influencing his physical and psychological health and adjustment with the environment and further classified as frustration, role and goal conflict. (Dwivedi, 2001:522)

Frustration occurs when an individual is blocked by certain barriers from the conflicting and ambiguous role demands on the individual and causes utmost stress, perceptual bias and divergent role expectation and goal conflict arises where attainment of one precludes accomplishing another. (Ibid)

(II) Organizational conflict

According to (Dwivedi, 2001:527) organizational conflict classified as institutionalized conflict and emergent conflict. Institutionalized conflict arises from formal organization and technological process and emergent conflict arises from personal and social reasons.

Institutionalized conflict: this kind of conflict originates from division of work .It involves oppositions and clashes between and within departments .This type of conflicts has briefly considered as

- ❖ Individual Vs Individual conflict: is common at work occurs when each department and team strives only for its own goal such as status prestige, power, money etc. by disregarding the goals of other department or team.
- ❖ Individual Vs organization conflict: it exists when there is a difference between the need of psychologically mature individual and a formal organization.
- ❖ Hierarchical conflict: the most typical hierarchical conflict occurs between the labor and management group, when the manager attempts to control subordinate too tightly and subordinates resists.

- ❖ Functional conflict : arises from the organizational frame work ,this kind of conflict occurs between departments and has a built in potential when they try to meet and resolve problems or conduct yearly planning .
- ❖ Line staff conflict: arises from or within the organizational structure .Both staff and line persons have different responsibility and each group is group is equipped with divergent stereotypes towards each other. This personality is aggravated due to divergent criteria for attainment of goal in the organization.

Emergent conflict: occurs from social and personal reasons in an organization and it has been classified as individual Vs informal, Formal - informal, status and political conflict.

- ❖ Individual Vs informal group conflict: arises when individual seeks to accomplish his goals through his informal group which demands utmost amount of conformity or understanding behavioral pattern.
- ❖ Formal -informal conflict: is common at work informal expectation may contradict formal expectation because informal organization have their own specific goals ,norms and values which may totally opposed to those of formal organization.
- ❖ Status conflict: occur largely by technological changes and initiation of actions. Seniority and age is no more criteria for accomplishing higher status in this era of technological growth but also young specialist may supersede senior persons in enterprise because of their expertise.
- ❖ Political conflict: arises when an individual or group attempt to get a head, regardless of the means of adopted to do so. An individual may earn promotion by undermining seniority or performance of another individual in an informal way in contradiction to the prescribed system of merits of seniority .Therefore this causes a political conflict in the organization.

2.11. Managing conflict

According to Louren Nelson (ehow contributors) a number of conflict management strategies are available. Some of them are

- Avoidance: instead of facing the problem and dealing with the conflict you avoid the issue together. It may provide temporary agreement but will solve the problem causing the conflict to happen again usually as lose-lose approach.
- Accommodation: involves one side making concession side. Typically classified as lose-win approach as the person making concession does not receive anything for their efforts, but the recipient of the concession wins.
- Competition: occurs when at least two mutually exclusive solutions are presented for a problem and one must be selected. It is classified as win-lose approach as only one solution can be selected.
- Compromise: is a conflict management strategy where all parties involved make a sacrifice to achieve a common goal. It usually classified as lose-lose approach as each side must give up something important. This approach can be a successful one in long term relationship but may breed frustration in short term engagement, leading to dissatisfaction with the final product of interaction.
- Collaboration: occurs when parties involved in a conflict work together to develop a solution that meets everyone's needs(<http://www.ehow.com>)

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study is about the presentation, analysis, and interpretation of the data gathered from the respondents.

Mekdela primary school has 106 employees. As the number of employees is manageable, all the employees have been included in the study (census was used). Interview and questionnaires were used as data gathering tools. Interview was conducted with school principal, and questionnaires were prepared and distributed to employees'. Out of 106 questionnaires distributed to employees, 98 questionnaires were completely filled and returned back to the student researcher.

3.1. General characteristics of respondents

Table 1, shows the general characteristics of respondents which includes their gender distribution, age distribution, educational level and service year.

Table 1: General characteristics of respondents

No	Item	Respondents	
		Number	Percentage (%)
1	Gender		
	Male	38	38.8
	Female	60	61.2
	Total	98	100
2	Age		
	Below 18 year	-	-
	18-35 year	62	63.3
	36-55 year	25	25.5
	Above 55 year	11	11.2
	Total	98	100
3	Educational level		
	Below 12 grade	5	5.1
	12 complete	7	7.1
	Certificate	6	6.1
	Diploma	59	60.2
	Degree	21	21.5
	Above degree	-	-
	Total	98	100
4	Service year		
	Below 6 month	-	-
	6 month to 5 year	25	25.5
	6 year-10 year	43	43.9
	11 year-15 year	9	9.2
	Above 15 year	21	21.4
	Total	98	100

According to item 1 of table 1, with respect to sex distribution, out of 98 employees 38 (38.8%) were males. And 60(61.2%) of the respondents were females. So this shows the majority of respondents were Females. Regarding age distribution of respondents 62(63.3%) were within the age range of from 18-35years, 25(25.5%) fall within the age range of 36-55years. The rest 11(11.2%) of the employees were categorized above 55 years. This shows the majority of the respondents were young. This implies they may not be interested to stay for a long time in school for the future.

Concerning educational level of respondents, 5(5.1%) were below 12, 7(7.1%) were 12 complete, 6 (6.1%) were certificate, 59 (60.2%) were diploma holder and 21(21.5%) were degree holder. This shows the majority employee were diploma holder. This implies now a day the policy put that every elementary school should have at least diploma holder employee. As a result the school almost fulfilled it.

Regarding service year 25 (25.5%) were 6 months to 5 year, 43(43.9%) were 6-10 year, 9(9.2%) were 11-15 year and 21(21.4%) were above 15 year. So this shows the majority of the respondents were experienced.

3.2 Analysis of findings of the study

To investigate the employee management relation done by mekdela primary school, some general and specific questions were raised to the school and specifically issues related to employee management communication, employee participation and way of conflict management. Thus in this part of study responses from employees were summarized in the form of percentage and responses from school principal were also presented.

Table 2: Respondents Answer related to working condition of the school

No	Item	Respondents	
		Number	Percentage (%)
1	To what extent are you comfortable with the working condition of your school?		
	Very comfortable	-	-
	Comfortable	30	30.6
	Indifferent	5	5.1
	Uncomfortable	63	64.3
	Very uncomfortable	-	-
	Total	98	100

As indicated in item 1 of table 2, 30 (30.6%) of respondents replied as comfortable, 5(5.1%) replied indifferent and 63(64.3%) employee replied uncomfortable. This indicates that the majority replied uncomfortable. This shows that the employee were not interested to stay for a long time in the school.

Table 3: Respondents response about maintaining management relationship

No	Item	Respondents	
		Number	Percentage (%)
1	How do you rate the effort made by school principal in maintaining smooth employee management relationship?		
	Very high	6	6.1
	High	6	6.1
	Medium	21	21.4
	Low	49	50.0
	Very low	16	16.4
	Total	98	100

Concerning the effort made by the school principal to maintaining smooth management relationship ,6(6.1%) replied very high ,6(6.1%) replied high ,21(21.4%) replied medium ,49(50%) replied low and 16(16.4%) replied very low. This shows the majority were not satisfied by the effort made by the principal that is why the majority reply low and very low. This implies the employees may leave the school in the future.

Table 4: Respondents response related to communication

No	Item	Respondents	
		Number	Percentage (%)
1	How do you evaluate the application of good communication in your school?		
	Very adequate	-	-
	Adequate	32	32.7
	Neutral	8	8.1
	Inadequate	58	59.2
	Very inadequate	-	-
	Total	98	100
2	Is there any formally arranged communication flow within the school?		
	Yes	28	28.6
	No	59	60.2
	I do not know	11	11.2
	Total	98	100
3	If your answer for question number 2 is Yes ,what kind of communication		
	Upward	10	35.7
	Downward	15	53.6
	Lateral	3	10.7
	Diagonal	-	-
	Total	28	100
4	There is open communication between you and your principal		
	Strongly agree	-	-
	Agree	29	29.6
	Neutral	8	8.2
	Disagree	61	62.2
	Strongly disagree	-	-
	Total	98	100
5	How do you rate the efforts of the principal in communicating the values, mission ,visions and objectives of the school?		
	Very high	10	10.2
	High	40	40.8
	Medium	36	36.7
	Low	12	12.3
	Very low	-	-
	Total	98	100

Item 1 of table 4 describes that the extent to which good communication is applied in the school. As the table indicates 32(32.7%)replied adequate,8(8.1%)replied neutral,58(59.2%)replied inadequate .This shows the majority replied degree of communication is not enough. This implies the school principal was in problem to coordinate the workers.

Again in item 2 of table 4, respondents were asked about availability of formal communication flow. Accordingly ,28(28.6%)replied yes , 59(60.2%)replied no and the remaining 11(11.2%)replied I do not know. This shows that the school performs its activities randomly as the interest of the management.

In item 3 of table 4 , employees were requested to indicate the type of communication in the school. Hence 10(35.7%) replied upward , 15(53.6%) replied downward and 3(10%) said lateral. This shows out of 28 respondents the more than half said communication was from principals to subordinates. In case of open communication takes place between employee and principal ,29(29.6%)responded agree,8(8%)responded neutral and 61(62.2%)responded disagree. The majority replied disagree. This implies there were communication barrier. And in item 5 of table 4,which is regarding efforts made by the principal in communicating the values, mission, objectives , 10(10.2%)replied very high ,40(40.8%)said high ,36(36.7%)said medium and 12(12.3%)replied low. This shows the majority knew the mission ,vision and objectives of the school. Or this shows the majority had an information about values ,mission ,vision and objectives of the school. This implies the employees know the school values, mission, and visionand objectives of the school.

Table 5: Employee participation rating by employee

No	Item	Respondents	
		Number	Percentage (%)
1	How do you rate principals in giving attention to employees view and narrow the gap with them?		
	Very high	2	2.0
	High	27	27.6
	Medium	11	11.2
	Low	54	55.1
	Very low	4	4.1
	Total	98	100
2	How do you rate the commitment of the principals to motivate the employees?		
	Very high	1	1.0
	High	19	19.4
	Medium	16	16.3
	Low	59	60.2
	Very low	3	3.1
	Total	98	100
3	How do you rate principals in keeping morale of employee?		
	Very high	-	-
	High	29	29.6
	Medium	15	15.3
	Low	49	50.0
	Very low	5	5.1
	Total	98	100
4	The school facilitate or prepare effective interaction between you and your principal		
	Strongly agree	3	3.1
	Agree	23	23.4
	Medium	11	11.2
	Disagree	57	58.2
	Strongly disagree	4	4.1
	Total	98	100

In item 1 of table 5 shows that 2(2%) of the respondents said the principals giving attention to employees view to be very high, while 27(27.6%) responded high ,11(11.2%) were medium , 54(55.1%) replied low and 4(4.1%) of the respondents felt giving attention to be very low. This shows the majority said low .This implies the school principals ignores the employees ,it results in problem of creating effectiveness of the progress.

In case of commitment of the principals item 2 of table 5 shows 1(1%) of the respondents said the motivation was very high where as 19(19.4%) put high , 16(16.3%) medium .But for 59(60.2%) was low and 3(3.1%) very low. This shows the majority felt sad about the commitment of the principals in motivating the employees. This implies that the employees may become less productive in their work.

According to item 3 of table 5 ,29(29.6%) replied high that principals kept the morale of employee ,15(15.3%) replied that medium ,49(50%) replied low and 5(5.1%)replied very low. This implies the majority is not satisfied by the principals action of keeping morale of employees. Item 4 of table 5 concerning the interaction between the employee and principal 3(3.1%) indicated strongly agree,23(23.4%) agree ,11(11.2%) medium ,57(58.2%) disagree and 4(4.1) strongly disagree. This implies the majority put that there were small attention was given concerning preparation of making enough and suitable interaction program.This implies that the employees may not have positive attitude to the principals.

Table 6: Employee treatment rating by employee

No	Item	Respondents	
		Number	Percentage (%)
1	To what extent principals are competent in giving clear instruction to employees?		
	Very competent	3	3.1
	Competent	26	26.5
	Indifferent	7	7.1
	Incompetent	58	59.2
	Very incompetent	4	4.1
	Total	98	100
2	To what extent principals are polite?		
	Very high	5	5.1
	High	46	46.9
	Medium	20	20.4
	Low	23	23.5
	Very low	4	4.1
	Total	98	100
3	To what extent principals respect employees?		
	Very adequate	5	5.1
	Adequate	44	44.9
	Neutral	21	21.4
	Inadequate	22	22.4
	Very inadequate	6	6.2
	Total	98	100
4	How do you put fairness in distributing work load		
	Very adequate	1	1.0
	Adequate	24	24.5
	Neutral	12	12.3
	Inadequate	50	51.0
	Very inadequate	11	11.2
	Total	98	100
5	The school principals call their employees by names		
	Strongly agree	30	30.6
	Agree	35	35.7
	Neutral	22	22.5
	Disagree	11	11.2
	Strongly disagree	-	-
	Total	98	100

When considering employee treatment item 1 of table 6 ,3 (3.1%) replied very competent in giving clear instruction , 26 (26.5%)said competent ,7 (7.1%) replied indifferent , 58 (59.2%) replied incompetent ,and 4 (4.1%)replied very incompetent. This shows the majority was not satisfied by the school principal knowledge in delivering clear instruction.

From the total size of respondents in case of showing politeness of the principals, 5 (5.1%) said very high , 46 (46.9%)high , 20 (20.4%) medium,23 (23.5%)low and 4 (4.1%)very low. This shows that the majority of the respondents were satisfied by the principal's politeness. Moreover , 1 (1.0%)delivered very adequate , 24 (24.5%)adequate , 12(12.3%)neutral , 50(51.0%) inadequate and 11 (11.2%)very inadequate for fairness in distributing work load. This shows there was individual difference in distributing work load.

In item 5 of table 6 ,respondents were asked to reflect on the statement which reads as principals call employees by name 30 (30.6%)replied strongly agree,35 (35.7%)agree ,22 (22.5%)neutral and 11 (11.2%)disagree . This shows the school principals knew their employees very well.

Table 7: Performance appraisal and feedback

No	Item	Response	
		Number	Percent (%)
1	The principal execute fair performance appraisal and give timely feedback		
	Strongly agree	2	2.1
	Agree	11	11.2
	Neutral	11	11.2
	Disagree	63	64.3
	Strongly disagree	11	11.2
	Total	98	100

According to table 7,2 (2.1%) felt strongly agree ,11 (11.2%) felt agree ,11 (11.2%) felt neutral ,while 63 (64.3%) responded as disagree and 11(11.2%) informed strongly disagree. This shows that there was a problem of giving timely feedback.This implies the employee did not learn from their problem.

Table 8: Employee management relationship

No	Item	Response	
		Number	Percentage (%)
1	How do you rate the effort of the principals in arranging get together ,lunch program ,or any socialization event?		
	Very high	-	-
	High	17	17.3
	Medium	15	15.3
	Low	51	52.0
	Very low	15	15.4
	Total	98	100
2	How do you evaluate the employee management relationship which is practiced in your school?		
	Very poor	6	6.1
	Poor	52	53.1
	Medium	15	15.3
	Good	23	23.5
	Very good	2	2.0
	Total	98	100

In regarding table 8 of item 1, 17 (17.3%) replied high , 15 (15.3%) replied medium , 51(52%) replied low and 15 (15.4%) replied very low. This shows more than half of the respondents said low. This implies principals made small effort to made interactions between principal and employees.

Regarding the open ended question raised, whom do you think is responsible to manage employee management relationship; the majority said it was the responsibility of the principal specially by searching employee's interest with the school objective. Furthermore, under the open ended question called, what do you think the result of poor management employee management relationship, the majority proposed this leads to less productivity, disagreement, misunderstanding and leaving the school.

Moreover ,concerning evaluating employee management relationship ,table 8 of item 2,6(6%)replied very poor,52(53.1%)replied poor,15(15.3%)replied medium,23(23.5%) replied good and 2(2%)replied very good. This shows the majority replied poor. This implies in the school there was a problem of employee management relationship.

Again for the question raised in the other open ended, if your answer was poor or very poor; what was your reason, according to the majority of the respondents: since there was not formally arranged communication , the principals are not professionals, just sides for their relatives ,did not have clear conflict resolution method and did not have counseling method. In addition it was

asked ,what needs to be done to improve employees management relationship .Therefore the majority provided that the school principals should be open for every employee ,they should give true answer instead of giving pretext ,they should arrange regular meeting time , they should treat the employees equally ,they should evaluate the employee performance ,they should peacefully solving problem ,they should give feedback timely , they should give the incentive to the employee, they should prepare counseling program ,they should identify needs and problems of the employees.

Table 9: Availability of conflict in the school, reasons, and resolution mechanism

No	Item	Respondents	
		Number	Percentage (%)
1	Do you know about conflict?		
	Yes	93	94.9
	No	5	5.1
	Total	98	100
2	Is there any conflict in your school?		
	Yes	58	59.2
	No	24	24.5
	I do not know	16	16.3
	Total	98	100
3	What do you think the consequences of conflict in your school?		
	Disagreement	55	56.1
	Loss of good result	36	36.7
	Abstraction and breakdown	-	-
	Strike	7	7.2
	Others	-	-
	Total	98	100
4	Is there any conflict resolution mechanism in your school?		
	Yes	15	15.3
	No	51	52.0
	I do not know	32	32.7
	Total	98	100
5	If your answer for the above question is yes ,what kind of conflict resolution is used ?		
	Avoidance	11	73.3
	Accommodation	-	-
	Competition	-	-
	Compromise	4	26.7
	Others	-	-
	Total	15	100

Regarding table 9 of item 1 , 93(94.9%) had a knowledge about conflict but the remaining 5 (5.1%) did not know about conflict. Furthermore 58 (59.2%) informed that there was conflict

,24(24.5%)informed no conflict at all but 16 (16.3%) said that I do not know. Therefore the majority replied conflict was occurred in the school. This shows that there was institutionalized conflict in the school. Regarding consequence of conflict in item 3 of table 9, 55(56.1) replied disagreement, 36(36.7) replied loss of result whereas the remaining 7(7.2%) said strike. This implies that there was conflict and it results in more of disagreement. This resulted in problem of effective job performance.

Concerning for the open ended question ,what kind of conflict ,what was the reason and how the management should trying to solve, the respondents replied: the type of conflict occurred was institutional and it was between employee and management due to conflict of interest, loss of benefit ,load distribution ,negligence , social and economical right ,absentee ,improper use of time ,buying lower quality of goods and it could be solved through communication .

In case of item 4 of table 9 ,15(15.3%) said that there was conflict resolution ,51(52.0%) replied that there was no conflict resolution method and 32(32.7%)replied I do not know. This shows that the majority responded there was no conflict resolution method. This indicates that it create low morale, loss of productivity, disagreement. At the end concerning item 5 of table 9, out of 15 respondents 11(73.3%) said avoidance and 4 (26.7%) compromise. This shows the majority said avoidance .This indicates this may provide temporary agreement. As a result the problem arise within a recent time.

Table 10 About counseling

No	Item	Response	
		Number	Percentage (%)
1	Is there any counseling program in your school		
	Yes	-	-
	No	82	83.7
	I do not know	16	16.3
	Total	98	100

From the total size of the respondents in case of counseling 82(83.7%) said yes, concerning whether there was counseling program or not , 16 (16.3%) said I do not know. This shows that the majority said there was no counseling program. This implies it loss developing a sense of togetherness and decrease morale. This implies the employee did not devote.

3.3 Analysis of Interview with School principal

This section briefly describes the interview conducted with the school principal.

Q.1. What do you think the relationship between principal and employee should be?

Ans. I think in order the teaching learning process to be good ,the principal and the employee should do their work together effectively and whatever any problem appears they should communicate clearly and freely in a democratic way ,mutually respectful ,the principal become friendly with their employees.

On the other hand the majority of the employee said that there was no clear communication in the school. But the majority of the employee said the principal was polite and respect the employee .This shows that the principal became polite and gave respecting but in difficulty concerning communication.

Q.2.What do you think the importance of good employee management relationship?

Ans. It was known that without good communication no work done properly that means the organization goal and objectives will not be achieved .Because of this the following are the importance of good employee management relationship , the teaching learning process becomes smooth this leads to the students result might be good ,the employee may take responsibility given by the principal interestingly, working environment becomes safe and so forth.

On the contrary the majority of the employee said that the effort made by the school principal was low and there was no good communication ,and also the majority of employee replied working condition or working environment was uncomfortable. This shows there was a difference between employee and principals.

Q.3.Which type of flow of communication you used to communicate with your employees ?

Ans. The type of flow of communication we used is down ward communication but the school used this type of communication flow simply unknowingly which means no formally arranged or designed organizational structured.

Similar to the majority of the employee the principal also replied there was no formally arranged communication in addition to this out of 28 employee 15(53.6%) replied there was downward communication like that of the principal . These shows there were communication barriers.

Q.4.Did forms of communication practices in your school?

Ans. No

The majority of the employee like that of principal said that forms of communication was not practiced in the school. This shows that the right message might not be addressed to the concerned person or party ,might be coordination problem existed, might be the effective of

communication like completeness ,conciseness ,concreteness ,clarity , courtesy ,correctness ,consideration might not be addressed properly.

Q.5.What kind of employee management relationship is practiced in your school?

Ans. The employee management relationship practiced in our school so far was to some extent it was good but I could not say hundred percent it was ok since it was not possible to fulfill the interest of all employees.

On the other hand the majority of the employee said that the employee management relationship practiced in the school was poor. This implies there was difference between employee and the principal.

Q.6.What do you think the result of poor employee management relationship?

Ans. It is well known that poor management results in, the school does not accomplish the goal and objectives according to the plan, the interest and performance of the employee becomes very low ,the confidence of the employee in their work will decrease from time to time ,work inefficiency ,low work quality exists

Path goal theory states that effective leaders influence employee satisfaction performance by making their needs satisfaction contingent on effective job performance(Steven,1,2000:442) and the school principal idea was related to the path goal theory. This shows that without satisfying employee no job performance.

Q.7. What do you think factors that affect smooth employee management relationship?

The first and the most important factor that affect employee management relationship is transparency ,the others are making the work environment safe ,preparing formal discussion time ,dividing the work fairly ,giving feedback to the workers timely, looking every employee equally.

If this was so ,on the contrary the majority of the employee informed that there was no timely feedback forwarded , there was no fair division of work furthermore there was no formally arranged discussion time. This shows there was difference between employee and the principal.

Q.8.Is there any problem associated with employee management relationship in your school?

Ans. No problem existed.

Although the principal said no problem so far existed ,the majority of the employee said there was problem. This shows there was difference between the employee and the principal.

Q.9. How would you manage conflict in your school?

Ans . When conflict may happen first and for most we searching for the causes of the problem next communicate with the employee concerning the problem that happened at the end as much as possible tried to come the solution just using different techniques(that using procedures ,policies etc)

On the contrary the majority of the employee said the school had no conflict management or conflict resolution method. This implies there was difference between the employee and the principal.

Q.10. Is there any counseling program in your school?

Ans . No counseling program. But if something happen related to counseling the school directed to employees who have large services to made solutions for the problem occurred and also before taking decision they tried to give advice.

Similar to the majority of the employee the principal also said no counseling program in the school. This implies there was no time to exchange and views on the burning issue of the school.

CHAPTER FOUR

SUMMARY, CONCLUSION, AND RECOMMENDATION

4.1 Summary

When the student researcher did this study used descriptive research and in terms of data type and it focused both qualitative and quantitative. Furthermore the population participated were 106 using census since it was manageable. Out of 106 participants, 98 participants returned the questionnaire. The study also used both primary and secondary data .The data was collected by using questionnaire and interview. On the contrary, on the way of collecting the data the student researcher was exposed with problem that was all the participants were not returned the questionnaire and some others were not returned it timely.

Generally the study attempted to address the three basic questions in the first chapter of the paper .The major finding of the study are summarized as follows.

- Among the respondents (61.2%) of them were female while the rest (38.8%) were male.
- Age wise most of the respondents were between age ranges of 18-35.
- Regarding educational background of the respondents ,the majority of respondents (60.2%) were diploma.
- Regarding service year, (43.9%) of the respondents were from 6-10 years.
- With regard to working condition of the school ,the majority of the respondents (64.3%) said uncomfortable.
- (50%)of the respondents said ,the effort made by the school principal to maintain smooth management was low.
- (59.2%) of the respondents put inadequate concerning the extent to which good communication applied in the school.
- (60.2%) of the respondents said there was no formally arranged communication in the school.
- Concerning whether there was open communication or not between the principal and the employee ,the majority of the respondents (62.2%) disagree.
- Regarding the efforts of the principal in communicating the values ,mission ,vision and objectives , (40.8%) of the respondents said high.
- In case of the principal giving attention to employees view and narrow the gap with them ,(55.1%)of the respondents said low.
- The majority of the respondents (60.2%), the commitment of the principals to motivate the employees was low.
- (50%) of the respondents said that the principal in keeping morale of employee was low.

- More than half of the respondents (58.2%) disagree about the school facilitating or preparing interaction between the principal and the employee.
- More than half of the respondents (59.2%) said incompetent concerning the extent in which principals giving clear instruction to employees.
- Regarding politeness of the principal , (46.9%) of the respondents said high.
- (51%) of the respondents ,said that the fairness in distributing work load by principal was inadequate.
- (45.9%) of the respondents said agree that the school principal call their employee by names.
- Regarding executing fair performance appraisal and giving timely feedback, the majority (64.3%) said disagree.
- (52%) of the respondents said that the effort of the principal in arranging get together ,lunch program ,or any socialization event were low.
- Concerning the employee management relationship practiced in the school , (53.1%) of the respondents said poor.
- (94.9%) of the respondents knew about conflict.
- (59.2%) of the respondents said yes concerning whether there was conflict or not.
- Regarding the consequence of conflict , (56.1%) of the respondents said the consequence took place resulted in disagreement.
- More than half of the respondents (52%) said there was no conflict resolution mechanism in the school.
- The majority of the respondents (83.7%) said that there was no counseling program in the school.
- As to interview response ,according to the principal of the school the view summarized as ,the principal and the employee should do their work effectively and should communicate freely. In addition to this the principal said no formally arranged communication but unknowingly the school put in to practice downward communication. Furthermore the principal in one hand said no problem existed on the other hand there was no clear and known counseling program.

4.2. Conclusions

On the basis of the finding stated above , the following conclusion can be drawn

- The employee management relationship practiced in the school lacks effective interactions between them lacks transparency, lacks formal communication and did not have clearly known counseling department which is very important. As a result these may retard the performance of the workers and the productivity or the service given by the organization this result in difficulty to accomplish the goal and the objective of the organization as well.

- Under this study one may understood that the employee were not treated well by the principal, this is to mean there was unfair treatment, and attention given to employees view was insufficient. As a result the employees might not fully devoted to their work and employee did not show his or her self initiation further more they became less interested towards their job.

- The findings shows that effective communication, facilitating effective interaction, motivating employees, keeping morale of employees, way in the school of managing conflict were basic factors but in the school there was high communication gap ,minimum employee participation ,unsatisfactory conflict resolution method and no counseling program between principals and employees .Thus, this may result in information misunderstanding and delay of decision of the organization.

4.3. Recommendations

Based on the findings of the study and conclusion drawn the student researcher forwards the following recommendation hoping that they may contribute to a better and improved leadership practice of mekdella primary school.

- It is strongly recommended that the principal of the school should improve the relation they have with their employees through free discussion ,creating opportunities for increased collaboration ,providing opportunities for employees to give feedback , generally facilitate effective interaction.
- The principals should understand the interest of the employee, should equal attention and treatment for their employee through promoting, giving equal benefit based on efficiency of the worker and giving a chance for the employee to forward their view and accepting it according to the importance.
- Without effective communication, out of involvement of employee and absence of conflict resolution method the employee could not carry out their role properly because they are related to each other. Therefore the principal should improve their communication with employees effectively through formal and informal communication ,and also should prepare or design conflict resolution method and counseling program like that of different committees found the school.

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Appendices

Appendix-A

St. Mary University

Business faculty

Department of management

Questionnaire to be filled by employee of mekdela primary school

Purpose

This questionnaire is designed by under graduate class student of St. Mary University. This questionnaire is designed to assess employee management relationship in the case of mekdela primary school. The data which will be gathered is only for education purpose. Your true response to the options is very important for the successful completion of the study.

Instruction:

- You are not required to write your name.
- Give your response by putting a \surd mark on the space provide

I. General characteristics of the employee

1. Gender

A. MALE

B. FEMALE

2. AGE

A. below 18 year

B 18-35 year

C 36-55 year

D.above55year

3. EDUCATIONAL LEVEL

A. below 12

B. 12 complete

C. Certificate

D. Diploma

E. Degree

F. Above degree

4. SERVICE YEAR IN THE SCHOOL

A. Below 6 month

B. 6month to 5year

C. 6-10year

D.11- 15 year

E Above 15 year

II. Employee management relation

1. To what extent are you comfortable with the working condition of your school?

- A. Very comfortable B. comfortable C. Indifferent D. Uncomfortable
E. Very uncomfortable

2. How do you rate the effort made by school principal of mekdella primary school to

Maintain the smooth management employee relationship ship

- A. Very high B. High C. Medium
D. Low E. Very low

3. How do you put the extent to which good communication applied in your school?

- A. Very adequate B. Adequate C. Neutral D. Inadequate
E. Very inadequate

4. Is there any formally arranged communication flow within school?

- A. Yes B. No C. I do not know

5. If your answer for the question number four is yes, what kind of communication is it?

(You can select more than one answer)

- A. Upward B. Downward C. lateral D. Diagonal

6. There is open communication between you and your principal?

- A. Strongly agree B. Agree C. Neutral D. Disagree
E. Strongly Disagree

7. How do you rate the efforts of the principal in communicating the values, mission,

Vision and objectives of the school?

- A. Very high B. High C. Medium D. low E. Very low

8. How do you rate principals in giving attention to employees view and narrow the gap with them?

- A. Very high B. high C. medium D. low E. Very low

9. How do you rate the commitment of the principals to motivate the employees?

A. Very high B. High C. Medium D. Low E. Very low

10. How do you rate principals in keeping morale of employees?

A. Very high B. High C. medium D. Low E. Very low

11. The school facilitates or prepares effective interaction between you and your principal?

A. Strongly agrees B. Agree C. Medium D. Disagree
E. Strongly disagree

12. To what extent principals are competent in giving clear instruction to employees?

A. Very competent B. Competent C. Indifferent
D. Incompetent E. Very incompetent

13. To what extent principals are polite?

A. Very high B. High C. Medium D. Low E. Very low

14. To what extent principals respect employees?

A. Very adequate B. Adequate C. Neutral D. Inadequate
E. Very inadequate

15. How do you put fairness in distributing work load?

A. Very adequate B. Adequate C. Neutral D. Inadequate
E. Very inadequate

16. The school principals call their employees by names?

A. Strongly agree B. Agree C. Neutral D. Disagree
E. Strongly disagree

17. The principal execute fair performance appraisal and give timely feedback?

A. Strongly agree B. Agree C. Neutral D. Disagree
E. Strongly disagree

18. How do you rate the effort of the principals in arranging get together ,lunch program ,or any socialization event?

- A. Very high B. High C. Medium D. Low
- E. Very low

19. Whom do you think is responsible to manage employee management relationship? _____ How? _____

20. What do you think the result of poor management employee relationship? _____

21 How do you evaluate the employee management relationship which is practiced in your school?

- A. .Very poor B. Poor C. Medium D. Good
- E .Very good

22.If your answer for question No. 21 is very poor ,or poor , what would be the reasons?-----

23.In your opinion , what needs to be done to improve employees management relationship in the school ?-----

24. Do you know about conflict?

- A. Yes B. No

25. Is there any conflict in your school?

- A. yes B .No C. I do not know

26. If your answer for the above question is yes,

- A. What kind of conflict is it? -----
- B .Between whom does it occurs? -----
- C. What was the reason? -----
- D How the management trying to solve it? -----

27. What do you think the consequences of conflict in your school?(You can select more than one answer & put in ranking order)

- A. Disagreement B. Loss of good result C. Abstraction & break down
D. Strike E. Others (specify) -----

28. Is there any conflict resolution mechanism in your school?

- A. Yes B. No C. I do not know

29. If your answer for the above question is yes, what kind of conflict resolution is used?

- A. Avoidance
B. Accommodation
C. Competition
D. compromise
E. Others (specify) -----

30. Is there any counseling program in your school?

- A. Yes B. No C. I do not know

31. If your answer for the above question is yes, what do you think its importance?

- A. Developing positive change in the employee's performance
B. Finding a solution about problem
C. Handling disputes
D. Others (specify)

Appendix-B

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Appendix-C
St. Mary's University
Business faculty
Department of management
Interview Guides

- 1 .What do you think the relationship between principal and employee should be?
2. What do you think the importance of good employee management relationship?
3. Which type of flow of communication is you used to communicate with your employees?
4. Did forms of communication practiced in your school?
5. What kind of employee management relationship is practiced in your school?
6. What do you think the result of poor employee management relationship?
7. What do you think factors that affect smooth employee management relationship?
8. Is there any problem associated with employee management relationship in your school?
9. How would you manage conflict in your school ?
10. Is there any counseling program in your school ?

DECLARATION

The Candidate's Declaration

I, the undersigned, declare that this senior essay is my original work, prepared under the guidance of Ato Abate Lakew. All sources of materials used for the manuscript have been duly acknowledged.

Name:.....

Signature:.....

Place of Submission.....

Date of Submission:.....

The Advisor's Declaration

The paper has been submitted for examination with My approvals as the university advisor

Name:-----

Signature:-----

Date:-----

