

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE ASSESSMENT OF CONFLICT MANAGEMENT MECHANISM IN OROMIA REGION, WEST GUJI ZONE AT BULE HORA SECONDAR AND PREPARATORY SCHOOL

BY: TURE SHIBIRU

ADVISOR: MISS. ELSABET.(MA)

DECEMBER, 2025

WOLKITE, ETHIOPIA

WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE ASSESSMENT OF CONFLICT MANAGEMENT MECHANISM IN OROMIA REGION, WEST GUJI ZONE AT BULE HORA SECONDAR AND PREPARATORY SCHOOL.

A SENIOR ESSAY SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE IN PARTIAL FULFILLMENT OF REQUIREMENT FOR BACHELOR OF ART IN EDUCATIONAL PLANNING AND MANAGEMENT.

PREPARED BY: TURE SHIBIRU

ADVISOR: MISS.ELSABET. G (MA)

DECEMBER . 2025

WOLKITE, ETHIOPIA.

Table of Contents

Acknowledgement v

Abstract vi

Abbreviation and Acronyms vii

CHAPTER ONE 1

1. INTRODUCTION 1

1.1 Background of the study 1

1.2. Statement of the problem 2

1.4. Objectives of the study 4

1.4.1. General objective 4

1.4.2. Specific objectives 4

1.5. Significance of the study 4

1.6. Delimitation of the study 5

1.7. Limitation of the study 5

1.8. Operational definition of terms 5

1.9. Organization of the study 6

CHAPTER TWO 7

2. REVIEW OF RELATED LITERATURE 7

2.1. Concept of challenges and opportunities of conflict management 7

2.2. Types of Conflict 7

2.2.1. Organizational Conflict 7

2.2.2. Personal Conflict 8
2.3. Sources of conflict 9
2.3.1. Economic Conflict 9
2.3.2. Value Conflict 9
2.3.3. Power Conflict 9
2.4. Effects of conflict 10
2.4.1. Positive effects of conflict 10
2.4.2. Negative effects of conflict 10
2.5. Conflict Management Methods 11
2.5.1. Inter personal conflict management 12
2.5.2. Structural conflict management 13
2.5.3. Third party conflict management 13
CHAPTER THREE 15
3. Research Design and Methodology 15
3.1 Description of Study Area 15
3.2. Research Method 15
3.2 The research Design 15
3.3 Source of data 16
3.4 The study population, sample size techniques 16
3.4.1 Sampling techniques 16
3.5 Sample size and sampling techniques 16
3.6 Data collection instruments 17
3.7 Method of data analysis 18
CHAPTER FOUR 19

4. Data Presentation, Analysis and Interpretation 19

4.1 Background of respondents 19

CHAPTER FIVE 28

5. Summary, Conclusion and Recommendation 28

5.1 Summary 28

5.2. Conclusions 30

5.3. Recommendation 31

References 31

List of table. **Page**

Table 1 :Population and sample descriptions of the study……..…..24

Table 2. Rating on backgrounds of respondents……..…….27

Table 3: Type of conflict appear in the school mostly ...…….....29

Table 4: The challenges of conflict management.....…….....30

Table 5: The assessing of managing conflict in the school....…….....32

Acknowledgement

First I would like to thanks the almighty God who looks after me and supports me throughout my life. Secondly I would like to express to my deepest gratitude and thanks to my advisor Ms.Elsabet. A(MA) for her guidance and encouragement. Then also I would like to express my heartfelt thanks to my family and I have special thanks to my brother Jossy Gobena

And also I would like to express my thanks to participants who gave me relevant information frankly. I also like to thank my friends who help me in advice and in their support computer using system. Finally I would like thanks to people who help me in printing and general paper work.

Abstract

The main purpose of the study was to assess conflict management mechanisms in B/H Secondary and Preparatory School in the West Guji zone. A descriptive research method was employed to meet the study's objectives. A simple random sampling technique was used to select 12 teachers and 30 students while one school leader was purposively sampled. Data were collected through questionnaires, semi-structured interviews, and analysis of school policy documents. Interview transcripts were analyzed using thematic analysis to identify recurring patterns (e.g., communication gaps, leadership challenges), while document analysis focused on evaluating institutional conflict resolution protocols.Quantitative data from questionnaires were analyzed using descriptive statistics (frequencies and percentages)

According to the data it was found out that poor communication were the most serious challenges of conflict management, and inadequate resources and lack of clarity in the schools. Even though promoting strategies to improve the assessment of conflict management that helps teachers and the school to their best practice, the school leaders were could not play the major role to use different approaches which is appropriate with the school. In the same way changes are impossible under ordinary situation unless school leaders, teachers and students build the right conditions to promote good relationship in the school to play a well role that best advancement of teacher moral in their respective primary schools. Moreover lack of initial commitment to conflict management poor working conditions created demoralizing state of affairs within school staff. Lacks of adequate chance to train the skill of conflict management were barriers that hinder the effective the practice and implementation of conflict management in their respective schools.

Abbreviation and Acronyms

MoE : ministry of education

CM= Conflict Management

SL= School Leaders

PTA= Parent Teachers Association

OC= Organizational Conflict.

B/H: bule hora

FSAO: Faculty of social Administration and organization.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Education is widely recognized as the process through which societies transfer their experience new invention knowledge, abilities, skills and values accumulated over the years resulting from interactions with the social and physical environment. One of the main aims of education is to strengthen the individuals and societal or public problem-management capacity, ability and culture starting from basic education and at all levels.

It enables man to identify harmful practices and replace them by useful ones. Education also helps man to improve, change as well as develop and conserve his environment for the purpose of an all rounded development by diffusing science and technology into society (MOE, 2005).

To affect this, the school and its teachers are primarily responsible for the production and provision of qualified human resource. They are in way of achieving educational objectives expected to shape people in accordance with the needs and interests of the beneficiaries. It is also expected that the society future depends on the success of schools in effectively implementing their objectives. In order to accomplish their objectives they strongly put responsibility for proper and adequate provision of the school curriculum and instruction rests on the school teachers.

Whenever work together the potential for conflict exists. During this there are a major practices for management of conflict exists between co-workers.

At the same time there are a practices of conflict management people inevitably compare with each other (Placket, 1994) conflict by itself is a serious disagreement and argument about something not important , conflict defined as a fighting between countries or group of people, It is differences between two or more believes, ideas, interest and so on. There is either side conflict on the growth and performance of conflict on the growth and group are in school and workers respectively (Stoner, 1941).

As gad wall (1982) said three kinds of conflicts may exist in the school and other organization such as role, interpersonal and inter group conflicts. Inter personal conflict is a conflict occurred

between individual and groups. Sometimes such conflict a rises out of legitimate sources when real differences in goals or objectives exist between the parties involved. Role conflict is familiar with individuals.

It occurs when a person is faced with conflicting orders such that compliance with one would make it difficult. Inter group conflict is a conflict between line and staffs units or between production and sales department. For long time management/ directors and unit leader / and other teachers beloved that all conflict was in inherently bad.

Today that view has even changed. Because some individuals suggested conflict as a necessary condition to streets work. Most of the time the causes of conflict are many different, however the common causes of conflict include; scarcity of resources (finance, equipment, facilities, etc), different about needs , or perceptions, disagreements about needs, goals, priorities and interests, poor communication, poor or in adequate organizational structure, lack of team work and lack of effective management.

As Richard Mhodgeffs (1956) wrote in his book in ‘’ now a days the issue of conflict and conflict management has become a great concern in more school ‘’ conflict management as equal importance than topic like planning, communication, motivation and decision making. Directors will have spent about 20% of their time on conflicts.

1.2. Statement of the problem

The main objectives of any educational system are to cultivate the individuals capacity for problem managing and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude.

Today the government of Ethiopia recognizing the role of education in developing the country’s economy has placed great emphasis on professional development and career structure of teachers. For this reason the training and professional development competence of teachers shall be upgraded with the view of improving the quality and standard of conflict management. An acceptable attractive and realistic conflict management method will be instituted to improve the working condition of teachers of students more over there have been a number of studies conducted on the conflict management and particularly focusing on the cause of conflict (Tesfahun, 2010 and Alemayehu, 2011). These studies generally agree that in adequate school

structure, lack of team work, lack of resource, lack of clarity in role and responsibility were the major challenges of conflict management in the school the studies conducted so far tend to reveal the cause in general, failure in addressing what sort of conflict management method do they lack and how should they do fill gaps in order to maintain effective relationship among school community.

Hence in light of the indicated gaps the researcher conducts a study to investigating the role of conflict management method on the performance of teachers that enable concerned bodies to work seriously on existing gap.

The researchers are motivated on this study for the matter of reducing the conflict issues that arises by local young students for the need of their own interested by chewing chat, drinking alcohol and gambling. For this reason students are clashed with teachers, school principals and with each other. In case of this all staff of schools is affected psychological and physical. For this matter the researchers are highly motivating on this issue. Other researchers are done this researches by using different mechanism during the data collection for instance, the researcher's only were used questionnaire, and interview. However, the researchers done this research through with practical assumption and reliable data collection instruments especially collecting accurate data by observing school documents and observing the school community meeting. Through this instrument this research is different from previous researches.

The researchers are filling the gaps of school principal management skills through providing sufficient information and knowledge through conflict management research works and also feeling the deficiency of principal's skills. Improving school conflict management skills, approach and styles of handling the conflict.

1.4. Basic Research Question

Therefore this study aimed at to answer the following questions.

1. Which types of conflicts that occur in bule hora secondary and preparatory school?

2. What are the major challenges that affect the conflict management in bule hora secondary and preparatory School?

3. What options taken school to overcome the challenge of conflict management in the school.

1.4. Objectives of the study

1.4.1. General objective

To assess the conflict management mechanism in bule hora Secondary and preparatory school and identify areas for improvement

1.4.2. Specific objectives

✓ To investigate the types of conflict that occur in bule hora Secondary and preparatory school

✓ To identify the major challenges that affect conflict management mechanism in bule hora Secondary and preparatory school.

✓ To suggest possible option and the way to overcome major challenge of conflict management mechanism in bule hora Secondary and preparatory School.

1.5. Significance of the study

The results of study is very important to create awareness on b/h secondary and preparatory school instructional, leader, teachers and students by revealing type of conflict management method what they lack during leading and how should they do to fill these gaps in order to maintain effectiveness in their respective school:

- ✓ It serves as a lesson for other educational leaders who are practice.
- ✓ It provides valuable information to the school themselves about how they are assessing of conflict management method and enable them to take corrective action.
- ✓ It reduce the occurrence of conflict in the school and brings about dramatic improvement in teaches working condition and satisfaction.
- ✓ The school community is more beneficial from this study and also students, teachers are more beneficial from the study.
- ✓ The schools principals are more benefited from this study through by using different management skills for these matters the principals are boosting their self-confidence.
- ✓ This study provides sufficient information for other investigations works.

1.6. Delimitation of the study

This study was Focus on bule hora Secondary and preparatory school a public Educational institution located in Ethiopia, Oromia region, at west Guji Zone, Bule hora town.

This study's methodology centered on the use of descriptive survey, with limited data gathering and analysis techniques.

The conceptual delimitation of this research was investigate the types of conflict that occur in school, and the conflict management mechanisms used to address them and the effectiveness of these mechanisms

1.7. Limitation of the study

There are important considerations to be made with respect to the limitation on the design of the study. The major limitations are, first the method of filling out the questionnaires may not have been performed in a consistent manner where the subjects were able to respond without undue destruction and with and without concentration. Second, respondents did not provide responses to the opened questionnaires which forced the researcher to spend more time on data collecting; thirdly there was financial shortage which forced the researcher to find financial support. Finally, the above limitations might have influence in the generalization of the findings of this study.

1.8. Operational definition of terms

Challenges – something that need a lot of skill, energy and determination to deal with or achieve specially something you have never done before and will enjoy doing (Macmillan English dictionary, new education)

Conflict: a situation in which two or more parties have different opinions, values, or goals that lead to a clash or disagreement (Thomas, 1976).

Conflict Management: The process of managing or resolving conflicts in a way that minimizes the negative consequences and maximizes the positive outcomes (Fisher, 1998).

Conflict Management Mechanism : A strategy or technique used to manage or resolve conflicts, such as negotiation, mediation, arbitration, and conflict resolution teams (Mullin, 1985).

Personal conflict: is a conflict between two people most often from a mutual dislike or personality clash (Fisher 1998)

Sources of conflict: A real seeming in compatibility between ones public interests or private fidugary duties, blacks law dictionary (8th Education 534)

1.9. Organization of the study

This study consists of five chapters , the first chapter deals with the introductory part that include background of the study and statement of the problem, objectives, significance of the study, limitations of the study and definition of key terms. Chapter two is committed to the review of related literature to lay down the theoretical foundation of the study. The research design and methodology under which the method data analysis techniques, the types of instrument and data analysis technique used were discussed in chapter three. Chapter four treats the analysis and interpretations of the gathered data. The summary of major findings, conclusion drawn up on the findings and possible recommendation was presented in chapter five. Finally lists of reference materials used in the study and questionnaires are attached to prepare.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concept of challenges and opportunities of conflict management

Challenges are obstacles that resist something not be undertaken properly in a needed time, Circumstance and place, Black well dictionary of sociology (2000: 36). On the other hand the same dictionary defined opportunities as suitable condition or Situation to do some activities within proper time and particular place or the opportunity structure in a society is the distribution of peoples access to occupations and other was for supporting their lives and achieving goals. Depending on this concept of challenges and opportunities we can easily understand that challenges and opportunities of conflict management deal with different obstacles or hindrance in management of conflict and possible options to overcome those theory obstacles.

In theory teachers have the power to control the behavior of children in their charge. Since society has given them the "duty of care: as it is known in legal parlance, because they are acting as a parent substitute. Conflict may arise regarding when to whom and what sort of questions to ask and what explanation to give; whether peoples shall work in groups, as individuals, as a whole class or in some other combination, how time and pace should be deployed, Where, for example, to place tables and chairs and where to stand when addressing individuals or groups and etc. Within schools teachers are in the better position to manage conflict because they are members of social and management structure. The study on inner London schools, Rutter etal, (1979) Concluded that, in those schools judged to be better on various criteria such as test scores and attendance rates, teachers felt more involved in decision making and conflict management teachers training and education (2005: 680)

2.2. Types of Conflict

2.2.1. Organizational Conflict

Organizational conflict (OC) is a state of discord caused by the actual or perceived opposition of needs, values, and interest between people working together (Meshane and Von, 2000:345). They added conflict takes many forms in the organizations. There is the in inevitable clash between formal authority and power and those individuals and groups affected. There are

disputes over how revenues should be divided, how the work should be done and how long and hard people should work there are jurisdictional disagreements between individuals, departments and among unions and managements.

2.2.2. Personal Conflict

It is a conflict between two people, most often from a mutual dislike or personality clash (Fisher, It 1998).

According to Boston University FSAO, "Causes for work place conflict can be personality or style differences and personal problem such as substance abuse, child care issues, and family problems. Hence there are three personal conflicts which are listed as follows (JR. Schermerhorn; 1996).

2.2.2.1. Intra personal Conflict

It occurs in relation to temptation to stop dining well as in major decision of getting into better physical shape to get it good education report. Individual experiencing guilt as a result of inner conflicts often becomes depressed irritable and restless. However the actual source of the conflict and distinguishing between what one wishes to do add what should be done are two steps in managing inner conflict successfully.

Thus whom there is a follower through behaviors an individual's feel stronger and more confident she/he arisen to a personal challenge and brought about personal change.

2.2.2.2. Interpersonal Conflict

Conflict between individuals in the same organization:

It exists whenever people interact in some way to produce results or to achieve goals. Because they differ however, in many ways attitude, personality value, goals background, Experience etc. The resultant conflict makes the proper adjustments in an important factor in managing inter personal conflict.

2.2.2.3. Intergroup Conflict

Conflict between groups in the same organization it occurs whenever there is a contact or interaction between groups. The sources of inter group conflicts are cohesion. "Sticking

together" within a group often causes out group hostility. Structure type of leadership and status of individuals within groups are factors that increase conflict power taking actions with affect others and purposely influencing the well for others produce conflict with less powerful groups' parties involved in conflict by trying to find solutions acceptable to all can reduced functional aspects of conflict.

2.3. Sources of conflict

When people interact with one another they often run into conflict situation. From the two individuals one of the causes of conflict is one of the two people.

An international relationship feels treatment in some way. They may dell exposed to the other to sweep of his feet by aggressiveness, viciousness of the other Arrayal. 1982).

A real or seeming incompatibility between one's public interests or private or fiduciary duties Black slaw Dictionary (8^{th} Edition: 534).

In the organizational conflict has different source in the one of the proponents of conflict Katt (1965:180) points out typology of conflict.

2.3.1. Economic Conflict

It involves in competing motives to attain scarce resource. Each party wants to maximize its gain.

2.3.2. Value Conflict

Value conflict involves incompatibility in a way of life ideologies the preferences, principals and practices that people believe in, for example, international conflict (cold war) this conflict has often strong, value component where each side assert the rightness and superiority of its way of life.

2.3.3. Power Conflict

Power conflict occurs when each party wisher to maintain or maximize the amount of influence that it exert in the relationship and social setting, power construct can occur between individuals, group or between nations whenever one or both of parties choose to take power approach to the relationship power controls each other.

2.4. Effects of conflict

2.4.1. Positive effects of conflict

If organizational conflict can be handled properly it have the following positive effects for organization.

- ✓ Stimulated creative thinking
- ✓ In spared people to try new
- ✓ Allow people to clarity their view points
- ✓ Tested people to clarity their view points
- ✓ Tested people abilities etc

2.4.2. Negative effects of conflict

In opposite of positive of conflict have the following negative effects.

- ✓ A certain people felt defeated and embarrassed contact between people where reduced
- ✓ Contract between people were reduced
- ✓ Divert time and energy from the main issues
- ✓ Delay Decision
- ✓ Create dead locks
- ✓ Drive null aggressive committee members to the side lines
- ✓ Interface with listening
- ✓ Obstruct Exploration of more alternatives
- ✓ Decrease or destroy sensitivity
- ✓ Cause members to dropout or resign from committees.
- ✓ Arouse anger that disrupts a meeting
- ✓ Interfere with empathy
- ✓ Provoke personal abuse
- ✓ Cause defensiveness

Negative effects of Organizational Conflict

- ✓ It can break a person physical and mental system
- ✓ Productivity can suffer as people react to very intense conflict through turn over.

- ✓ Lost productivity and lower job satisfaction.
- ✓ Decreased concern for a common goal.

In general school organization conflict can produce very positive consequence as well as negative effects the low or moderate levels of conflict can improve individual and group as well as organizational performance, Organizational settings provide ample evidence that conflict can improve decision quality by causing ideas particularity ones that are unusual or held by minority to be given weight in important decision. In other hands the negative effects of conflict it can demanding relationship and channeling energy way from goal attainment and if tend to decrease their level of worker interaction and to Communicable less with one another and their reduced interactions works to maintain any distorted perceptions that those in each group may hold.

2.5. Conflict Management Methods

Although organizational conflict may be seen as an in inevitable there are number of ways which managers can attempt to avoid the harmful. Effects of conflict Organizational managers could use different methods to resolve conflict based on the situation.

Among those methods Mullin (1985: 489) identified the following:

The clarification and continual refinement of goals and Objectives role definition and performance standards will help to avoid misunderstanding and performance standard and Conflict focusing attention on super ordinate goals that are shared by the parties in conflict may help to reduce hostility and lead to move cooperative behaviors.

Resources distribution: - although it may not away be possible for managers to increase the allocated resources they May be able to use imagination and initiative to help overcome conflict Situation.

Non-monetary reward when financial resources are limited to, it may be possible to pay greater attention to non-monetary rewards.

Development of inter personal group process skill this may help to encourage a better understanding of one own behavior. The other persons point of view communication process and problem solving.

Group activities attention group to factors which affecting group cohesiveness may reduce dysfunction conflict over lopping group membership with thinking pin in process and the careful selection of team or task for problems project team.

2.5.1. Inter personal conflict management

Regardless of the level of conflict there are different approaches to deal with the incompatibility that exist conflict can result in destructive outcomes or constructive out comes depending upon the approach that is taken. It can manage conflict properly you can often new solution that are mutually satisfactory to both parties dependence means each parties having some degree of inter dependence and autonomy from which to influence that other, rather than the party being primarily dependent on the other by considering this the pard and Mounton (1978: 64) identifies three approaches to manage inter personal conflict in organization.

2.5.1.1. Win lose approach

This approach common to all people learn the behavior of destructive conflict nearly life. Competition dominance digression and defense permeate many offer social relationship from the family to the school party gains. The assumption is made, often in correctly, that what one party gains the other loses. The methods is thus to force the other side to capitulate mechanism sometimes this is done through socially acceptable mechanism such as majority vote the authority of the aide.

2.5.1.2. The lose-loses approach

This approach is exemplified by smoothing over conflict or by reaching the simplest of compromises in neither case is the creative potential of productive conflict management realize or explored each party gets some of what is wants and resigns its self to partial satisfaction. Neither side is aware that by confronting the conflict fully and cooperatively they might have created a more satisfying solution or the parties may realistically with this approach to divide limited resources or the fore stall a win lose escalation and outcomes.

2.5.1.3. The win-win approach

This approach is the conscious and systematic attempt to minimize the goals of both parties through collaborative problems solving. This method focus on the needs and constraints of both

parties rather than emphasizing strategies designed to conjure. The parties work toward common and super or donate goals that are ones that can only be attained by both parties pulling together.

The assumption is made that integrative agreement are possible given the full range of resources existing in the relationship.

2.5.2. Structural conflict management

Accordingly to Meshane and Von (2009:214) the main purpose of structural mechanism influences organizational conflict those are: -

Emphasizing:- subordinate goal one way to minimize conflict is by focusing Every One on Subordinate goals those are common objectives conflicting parties that are more important that the developmental or individual goals on which the conflict is based in other ways attention on super ordinate goal is particularly useful where conflict is caused by goal in compatibility and differentiation.

Reducing differentiation's super ordinate goal of set differentiation by establishing a common frame of preference. But they do not actually remove any of the underlying diversity that people bring to the relationship to reduce differentiation and must alter or remove the condition that creates these differences in the first place. Fundamentally reduce differentiation some firm encourage and reinforce generalist rather than specialist career orientation.

Improving Communication and understanding communication is critical to effective conflict management by improving the opportunity, ability and motivation to share information the parties develop less extreme perceptions of each other than if they rely on stereo types and emotion. Direct communication provides better understanding of the other parties work environment and resource limitations.

Reducing task inter dependence if cost effective it might occurs by dividing the shared resources so that each party has exclusive use of part of it sequentially or reciprocally inter dependent job might be combined that they form a pooled inter dependence

2.5.3. Third party conflict management

According to Meshane and Von (2001: 454) third party conflict management methods divide as the following.

2.5.3.1. Mediation

When negotiation fail or get stuck, Parties often call in and independent mediator. This person or group will try to facilities of settlement of conflict the mediator plays an active part in the process both and all and all groups, acts inter mediators and suggests possible solution to manage the conflict. In contrast, arbitration mediator act only in an advisors act only in advisory capacity. They have no decision making Power and cannot impose a settlement on the conflict parties skilled mediator is able to gain trust and conflict from the conflicting groups on individuals.

2.5.3.2. Arbitration

Mean the appointment of an independent person to act as an adjudicator (Judge) in a dispute, to decide on the terms of settlement. Both Parties in conflict have to agree about who the arbitrator should be and that the decision of the arbitrator will be binding them. Arbitrator differs from negotiation and mediation in that it does not promote the continuation of collective bargaining arbitrator listen to and investigates the demand and takes over role of decision maker.

2.5.3.3. Inquisition

Control all discussion about the conflict like arbitrators they have high decision control because they choose which information to examine how the conflict management process shall be handle

CHAPTER THREE

3. Research Design and Methodology

This section was focus on the methodology of the research. It includes description of the study area, research design, sources of data collection, population, sample size, and sampling techniques. In addition to this, the instrument of data collection, data collection procedure, method of data analysis be included.

3.1 Description of Study Area

Bule Hora secondary and preparatory school which located in Oromia region, West guji zone particularly found in bule Hora Sub city. The study was conducted in bule Hora Sub City. The total straight-line distance between Wolkite University to Bule Hora is 454km. It has average annual temperature of 20.6°C and the average annual rainfall of 1330mm. The town has an elevation between 1900 and 1915 meters above sea level. The major activity of the town and the major investment opportunity in the town are agricultural, pastoralists and vendors the main activities of the study area. Concerning education most of people are illiterate

3.2. Research Method

This study utilizes a descriptive survey methodology to investigate the conflict management mechanisms in B/H Secondary and Preparatory School. By combining both questionnaires and interviews, this approach aims to provide a comprehensive overview of the participants' perceptions, experiences, and insights related to conflict management.

The descriptive survey aims to achieve Assess the Nature and Frequency of Conflicts,Identify Challenges,Evaluate Effectiveness of Current Practices.

3.2 The research Design

The research design refers to the choice and use of particular strategies and tools for data gathering and analysis. The discussion below outlines the research design and methodology, how the research was be conducted and analysis be made. To attain this purpose the proposed study was employee descriptive survey research design. Because descriptive survey design is suitable

for describing the participants opinion, attitudes and feeling towards the variables of the Assessment of conflict management mechanisms in bule hora Secondary and preparatory school.

3.3 Source of data

Primary data was used for the study primary data obtained from principals, teachers, students.

The school level principals were contacted for their direct involvement of conflict management, teacher were also taken as sources of information for their direct beneficiaries of the service delivered and students by questionnaires, interviews are also included as primary sources because they were the main role occupant of the study. And her there was included in the sample to assess their perceptions toward school on the conflicts management and its implementations.

3.4 The study population, sample size techniques

3.4.1 Sampling techniques

The study population was drowned from Bule Hora secondary and preparatory school. They are principal, teachers, and students. These are directly related to the problems.

This school has a total of 88 teachers (56 male and 32 female), 1 school principal and are considered as the population of the study

3.5 Sample size and sampling techniques

According to the B/H secondary and preparatory school education office quarter educational statistics 2017 E.C. The study population was drowned from Bule Hora secondary and preparatory school. They are principal, teachers, and students. These are directly related to the problems.

This school has a total of 88 teachers (56male and 32 female), 2369 students, 1 school principal and are considered as the population of the study, since all of them are professional and member of the school who are directly involves in their conflict management in their respective school.

Table 1: Population sample description of the study

Respondents	B/H secondary and preparatory School		Types of Sample
	Population	Sample	
Principal	1	1	Purposive sampling
Teachers	88	12	Simple random sampling
Students	2369	30	Simple.random sampling

3.6 Data collection instruments

Namely two data collecting instruments questionnaire and interview was employed to extract the required quantitative and qualitative data that lead to assess conflict management.

A questionnaire is a data collection tool, which enables the researcher to get wider information from sample population and make possible an economy of time and expense and provides a high proportion of usable response. It also helps to obtain unbiased factual data opinion and attitudes in structural framework from respondents, and it is used for appropriateness to its natural characteristics that allow informants express their ideas and opinions freely similarly questionnaire were used because it is preferable data collecting tool, which enables to effectively collect in a planned and manageable tool, ways from large population, participants can respond to questions with assurance that their response will be anonymous, and so they may be more truthful than they would be in a personal interview particularly when they are talking about sensitive or controversial. The questionnaires were designed in order to be answered by the teachers and students, and it contains mainly closed ended and Fallopian ended items. Depending the type of questions items choice and rating scale were used in the questionnaires.

An interview, an interchange of view between two or more people on a topic of mutual interest sees the centrality of human interaction for knowledge production and emphasizes the social

situations of research data the interview was also a tool for data collection enabling to be use verbal and spoken in order to support an cross- check the finding was obtained from respondents by using questionnaires.

3.7 Method of data analysis

Basically different statistical techniques were employed on the basis of basic questions and the nature of the data collected. Consequently, qualitative data that was collected from the group of teaches and schools leaders through interview, questionnaires was analyzed by using frequently and percentage.

The interviews was analysis qualitatively and report through narrative description to complement the quantitative data

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

This part of the study deals with presentation, analysis and interpretations of data obtained from respondents through questionnaires, interviews and analysis of documents on the assessment of conflict management mechanism in B/H secondary and preparatory schools. A total of 40 questions were prepared and distributed to the respondents 90(100%) were filled and returned appropriately.

Based on the data obtained from respondents the analysis and interpretations of data were presented, items involved in the questionnaires were presented.

Items involved in the questionnaires were classified into two major categories. The first category deals with general background information gathered from respondents and the second deals with specific items of the study. Hence the approach used in treating the data gathered from the two categories would not vary in analysis method.

Therefore frequency and percentage were used for the analysis of respondents characteristic and specific items. The interview questions were analyzed narrative.and also An interview wasl be defined as the verbal questions asked by the interviewer and verbal responses

provided by the interviewee (Gall, 2007). For this study, both unstructured and structured type of interview was prepared to collect additional information from the school principal, teachers and students.

4.1 Background of respondents

This part displays the personal background of sample respondents that include sex, age, educational qualification and work experience or service year, so as to make it as a spring board for the analysis and interpretation of the study.

Table 2. Rating on backgrounds of respondents

4 No	Item	Category of item	Principa		Teachers		Students		Total	
			No	%	No	%	No	%	No	%
	Sex	F	_	_	4	33%	10	33%	18	37%
		M	1	100 %	8	66%	20	66%	31	63%
2.	Age	Below 20 years	-	-	-	-	18	60%	18	37%
		21-30 years	-	-	7	58%	12	40%	19	39%
		31-40 years	1	100 %	5	41%	-	-	9	18%
		41-50 years		_	_		-	-	2	4%
		51-60 years			_		-	-	1	2%
		Above 61 years	-	-	-	-	-	-	-	-_
3.	Educational qualification	Certificate	-	-	_	_	-	-	2	4%
		Degree	-	-	12	100%	-	-	16	33%
		MA	1	100 %	_	_	-	-	1	2%
		Grade 9-12	-	-	-	-	30	100	30	61%

								%		
4.	Service in years	1-5 years	-	-	-	-	-	-	-	-
		6-10 years	-	-	_		-	-		_
		11-15 years	-	-	2	16%	-	-	2	4%
		16-20 years	_	25%	5	41%	-	-	5	10%
		21-25 years	_	50%	5	41%	-	-	5	10%
		26-30 years	1	100 %	_	_	-	-	1	2%
		Above 31 years	-	-	_	_	-	-	_	_

Basically the participants of the study were comprised of school principal, teachers, and students with diversified demographic background and area of responsibility in their schools. The intent was for reflecting all the concerned bodies view in the research.

Accordingly as it can be seen from above table2. 8(66%) of school teachers 1(100%) of principals 20(66%) of students and totally 33(67%) were male and the rest respondents were females with a total share of 4(33%), 2(34%), 10(33%) totally 16(33%), the groups of respondents respectively.

This shows that the participation of females was less than male even in the Secondary schools. This low participation in the positions may be due to lack of empowering female's economic deprivation and unreasonable house hold especially in developing countries like Ethiopia.

Regarding the age background of respondents 7(58%) of school teachers were in the age range of 21 to 30 years, principal 1(100%) teachers 5(41%) were in the age range of 31 to 40years.

Whereas 30(100%) of school students were in the age range of below 20 years and also 21-30 years. This may show that majority of the respondents were youngster and adult who are strong enough and productive age that can stay stronger on their duty since working in student personnel service requires physical and mental strengthen persons.

Concerning to the respondents educational level 12(100%) of schools teachers whereas 1(100%) principal MA holders. While 30(100%) of schools students or respondents were grade 9-12 educational background. From this analysis can easily understand that most of the respondents of the questionnaires were subject area graduate and students. With respect to the experience of the respondents 2(6%) of school teachers were in the range of 6 to 10 years' service. 2(16%) of school teachers were in the range of 11 to 15 years' service, 1(100%) principal and 5(44%) of school teachers were in the range of 16 to 20 years' service, and 5(44%) of school teachers were in the range of 21 to 25 years' service. This analysis show that principals and about 5(44%) of school teachers were in the range of 16 to 30 and above 31 years' service in their teaching profession. This shows that again most of the teachers were well experienced and can make greater contribution for the conflict management practice in the schools.

Table 3 : Type of conflict appear in the school mostly

No	Items	Variable	Principal	
			No	%
1.	Intra-personal conflict	5	-	-
		4	1	100%

		3	-	-
		2	_	_
		1	_	
2.	Inter personal conflict	5	-	-
		4	1	100%
		3		
		2	-	-
		1	-	-
3.	Intergroup conflict	5	-	-
		4	_	_
		3	1	100%
		2	_	_
		1	-	-

As the table 6 indicate the agreement about the type of conflict appears in the school mostly inter-personal conflict, interpersonal conflict and inter-group conflict. The group of respondents of principal agreed with 1(100%) respectively. This shows that interpersonal conflict type were the core in the school with the result of ‘ agree’’ by respondents. While intra-personal conflicts were the other types of conflict appear in the schools. And inter-group conflict does not practice in the school.

Table 4: The challenges of conflict management

No	Items	Variable	Principal 1		Teachers 12		Student 30	
			No	%	No	%	No	%
1.	Poor communication	5	-	-	-	-	_	_
		4	1	100%	6	50%	20	67%
		3	-	-	4	33%	3	10%
		2			2	17%	7	23%
		1	-	-	-	-	-	-
2.	Inadequate school structure	5	-	-	3	10%	12	40%
		4	1	100%	1	8%	12	40%
		3		_	4	33%	6	17%
		2	_	_	6	50%	-	-
		1	_	_	1	8%	-	-
3.	In adequate resources	5	-	-	9	30%	5	10%

As it can be seen from the above table 5. poor communications were the most serious challenges of conflict with 1(100%) 6(50%) 12(40%) principals, teachers and students respectively. In adequate school structure with groups of respondents principals teachers and students 1(100%) , 4(33%) 12((40%) were high result respectively.

In adequate resources within principal 1(100%), teachers 6(17%) ,students 2(16%) , lack of clarity in the role and responsibilities

Finally the items concerning inadequate school structure, inadequate resources and lack of clarity in the role and responsibilities were taken as the other serious challenge of conflict management.

This shows that there is an agreement among the respondents of groups by principal, teachers and school student's poor communication were the most challenges of conflict in the school. And also inadequate resources, and lack of clarity in the role and responsibilities as the other challenges of conflict management in their respective schools.

The interview conducted with parent revealed that poor communication, inadequate resources and lack of clarity in the role and responsibilities are the main challenges of conflict management in the school.

Table 5: The Assess of managing conflict in the school

No	Items	Variable	Principal 1		Teachers 12	
			No	%	No	%
1.	Win-lose approach	5	-	-	-	-
		4	-	-	3	25%
		3	1	100%	6	50%
		2	_	_	3	25%
		1	-	-	-	-
2.	The_lose-lose approach	5	-	-	1	8%
		4	1	100%	6	50%
		3			3	25%
		2		_	2	17%
		1	-	-	-	-

3.	The win-win approach	5	-	-	1	8%
		4	_	_	3	25%
		3	_	_	2	17%
		2	1	100%	6	50%
		1	-	-	-	-
4.	Mediation	5	-	-	-	-
		4	_	_	2	17%
		3	1	100%	7	58%
		2			3	25%
		1	-	-	-	-
5.	Arbitration	5	-	-	1	8%
		4	1	100%	2	17%
		3	_	_	3	25%
		2	_	_	6	50%
		1	_	_	-	-

As can be seen from the above table7. the agreement about the managing conflict in the school were win lose approach, the lose-lose approach, and the win-win approach, the gropes of respondents principal and teaches were agreed 1(100%) and 6(20%) and 15(50%) respectively. The win-lose approach, the win-win approach and the Los-Los approach were the assessing of managing conflict in the school. Finally the items concerning mediation and arbitration were taken as the other practice of managing conflict in the school with 1(100%) 6(20%) and 15(50%) by group of principals and school teachers respectively.

The above analysis shows that there is agreement among the responses of groups win-lose approach and the win-win approach were resulted undecided and disagree respectively. While the lose-lose approach were agree resulted. And also mediation and arbitration were ‘’ undecided and disagree resulted respectively in the assessment of managing conflict in the schools.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter is deals with the summary of major findings, conclusions drawn from the finding and recommendations that are researcher offers on the major challenged and the assessment of conflict management mechanism in B/H secondary and preparatory school

5.1 Summary

The purpose of this study was to assess the major challenges and the assessment of conflict management mechanism in B/H secondary and preparatory school , and to suggest alternative option to manage conflict by determining the major challenges and the assessment of conflict management mechanism. In order to attain the fundamental objectives the procedural steps such as gathering background information from pertinent sources, choosing method of identification of respondents and carrying out of data analysis were employed. To this effect cross-section survey method was employed with the assumption that it was help together a large variety of data related to the problem understudy.

Simple sampling techniques were used to select 1 principals, whereas 12 teachers and 30 students were selected for the questionnaire by using simple random sampling techniques. The following questions are the back bone posed to facilitate this study.

1. What is the assessment of conflict management mechanism in B/H secondary and preparatory school?

2. What the action that school takes to overcome the conflict?

3. What are the major challenges that affect the conflict management in B/H secondary and preparatory school?

The relevant data gathered through questionnaires, interviews and document analysis were analyzed and interpreted by using frequency and percentage.

Based on the result of data presentation and analysis the following major findings were obtained the major findings of the study are summarized as follows.

With regard to sex characteristics of respondents it has been found that there was minimal female participation in instructional leadership at school level. With this 18(60%) of teachers, 1(100%) of principals, 33(66^) of students and 4(66%) parents or 58(64%) from total respondents were make and the rest or 32(36%) from all respondents were females with a total share of 12(40%) , 1(25%) and 17(34%) from the groups of respondents respectively.

Regarding the age background of respondents 4(13%) of teachers or 4(4%) from all respondents were in the age range of 21 to 30 years, principal 1(25%) teachers 7(23%) and 3(50%) parents or 11(12%) from all respondents were in the age range of 31 to 40 years. And 1(100%) principals, 8(27%) teachers, 2(33%) of parents or 12(13%) from all respondents were in the age range of 41 to 50 years. Again 1(100%) of principal, 11(37%) of teachers, 1(17%) of parents or 13(14%) from all respondents were in the age range of 51 to 60 years. Whereas 50 (100%) of students were below 20 years.

Concerning to the respondents educational level 2(7%) of schools teachers and 2(33%) of parents or 4(4%) from all respondents were certificate, 16(53%) of teachers and 4(67%) parents or 20(22%) from all respondents were diploma holder, whereas 1(100%) of principal and 12(40%) of schools teachers or 16(18%) from all respondents were BA holders.

While 30(100%) of school students were grade 9-12 educational background. From this analysis can easily understand that most of the respondents of the questionnaires were subject area graduate and students.

Regarding to the experience and service years of the respondents 2(6%) of school teachers (2%) from all respondents were in the range of 6 to 10 years' service, 8(27%) of teachers or 8%) from all respondents were in the range of 11 to 15 years' service 1(25%) principal and 5(17%) of teachers were or 6(6%) from all respondents in the range of 16 to 20 service, 2(50%) of principal and 4(13%) of teachers 6(6%) from all respondents were in the range of 21 to 25 year service and 1(25%) of principal and 5(17%) of teachers or 6(6%) from all respondents were in the range of 26 to 30 year service. While 6(20%) of teachers or 6(6%) from all respondents were above 31 year service. With concerning the practice of managing conflict in the school. The lose-lose

approach with the agreement of respondents 2(50%) of principal and 12(40%) of teachers were resulted ‘’ agree’, it shows lose-lose approach was the appropriate practice of managing conflict . whereas 2(50%) of principal and 15(%) of teacher that win-lose approach is the other practice of conflict managing in the schools.

The challenges of conflict management in terms of item poor communication, respondent were answered with 2(50%) of teachers and 32(64%) of students by agreed on ‘’ agree’’. This shows that there is a poor communication in the school which causes for conflicts. Type of conflict appear in the school mostly interpersonal conflict, its rated by principal 3(75%) with agreed on ‘’ agree’’. This indicates that the type of interpersonal conflict was which may occur in the school.

To sum up, according to the responses of the respondents the practice of conflict management of the schools should be implement as recommendation of the findings.

5.2. Conclusions

Based on the above findings of the study the following conclusions were drawn.

✓ Types of Conflicts: Conflicts within the school primarily manifest as intrapersonal, interpersonal, and intergroup disputes. These conflicts often arise from individual stress, misunderstandings between peers, and tensions among different student groups.

✓ Major Challenges: The effectiveness of conflict management is significantly hampered by poor communication, inadequate school structure, and insufficient resources. These challenges create barriers to effective resolution and prevent the establishment of a cohesive conflict management framework.

✓ Conflict Management Approaches: The school utilizes various approaches to manage conflicts, including win-lose, lose-lose, and win-win strategies, along with mediation and arbitration. The emphasis on win-win approaches and mediation reflects an intention to foster positive relationships and collaborative solutions.

while Bule Hora Secondary and Preparatory School faces notable challenges in conflict management, the adoption of diverse conflict resolution strategies and a focus on improving communication and resource allocation can enhance the school’s ability to manage conflicts

effectively. Continued efforts in these areas will contribute to a more supportive and harmonious educational environment.

5.3. Recommendation

Based on the above conclusions of the study the following recommendations were made to promote the assessment of conflict management mechanism in the B/H secondary and preparatory school.

1.Training programs for staff on conflict resolution strategies.Implement regular training sessions for teachers and staff on conflict resolution strategies, communication skills, and emotional intelligence.

2. mplementation of peer mediation programs for students:, Create a team of trained student mediators who can help resolve conflicts among their peers, promoting a culture of collaboration and understanding.

3.Clear Conflict Resolution Policies:,Create clear, accessible policies outlining the steps for conflict resolution, including the roles of students, teachers, and administration.

4.Parental Involvement:, Involve parents in conflict resolution discussions and training sessions to ensure a consistent approach to conflict management at home and school.

References

> MOE, 2005. That's the Ministry of Education in Ethiopia. The citation is (MOE, 2005), so the reference should list the ministry as the author, year, title of the document, and any publication details if available. Since the document title isn't provided, I'll have to make a general entry.

> Next, Placket, 1994. The name might be misspelled; perhaps it's "Pluckett" or another variation. But assuming Placket is correct, the reference needs the author's full name, publication year, title of the work, and publisher. The text mentions a book, so it's likely a book source.

> Stoner, 1941. That's an old source. I need to check if there's an author named Stoner with a work from 1941. The citation seems to refer to a definition of conflict. Since it's a book, the reference should include the title and publisher.

> Gad wall, 1982. Again, possible misspelling. Maybe "Gadwall" or another spelling. Assuming Gad wall is correct, the reference should follow the same structure as others.

> Richard Mhodgeffs, 1956. The name seems misspelled. Perhaps it's "Hodgetts" or another variation. If I can't find the correct spelling, I might need to note that. The work mentioned is a book, so title and publisher details are needed.

> Tesfahun, 2010 and Alemayehu, 2011. These are Ethiopian authors, likely from journal articles or theses. Need to format them with the authors' names, years, titles, and publication details.

> Fisher, 1998. This is likely the book by Roger Fisher on conflict management. Need to confirm the exact title and publisher.

> Mullin, 1985. Another book or article on conflict management mechanisms. Need full details.

> Rutter et al., 1979. A study on London schools; this is a book or journal article. The et al. indicates multiple authors, so the reference should list all authors if there are up to 20, otherwise the first 19 and et al.

> Meshane and Von, 2000. Probably a misspelling of "McShane" and Von Glinow. Their work on organizational behavior. The correct title would be "Organizational Behavior" by McShane and Von Glinow.

> Boston University FSAO. This seems to be an organizational author, perhaps a report or guide from the university's department.

> JR. Schermerhorn; 1996. The correct name is John R. Schermerhorn, likely a book on management or organizational behavior.

> Katt, 1965. The name might be Katz or another variation. The source discusses types of conflict, so the reference needs the work's title and publisher.

> Black slaw Dictionary (8th Edition: 534). This is a typo; it should be "Black's Law Dictionary." The 8th edition was edited by Garner, 2004. So the reference should reflect that.

APPENDIX-1

WOLKITE UNIVERSITY

College of Education

Department of Educational Planning and Management

Questionnaires to be filled by principals

It is prepared aiming to collect primary data for the purpose of conducting a research on ‘’The Assessment of conflict management mechanism in B/H secondary and preparatory school.

Your adequate and genuine response will have high value on the validity of the research findings

Hence please cooperate the questionnaire.

_____

_____

No need to write your name

Following specific instruction when filling out questionnaire

General information mark by ☐ on space provided.

Name of the school _____

Sex: Female ☐ Male ☐

Level of education

Certificate ☐ Diploma ☐ Degree Service year teaching 1-5 ☐ 6-10 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ above 31 ☐

Questionnaires to be filled by principals

The following issue is related to the assessment of conflict management mechanism. place ☐ indicate your answer by making on the space provided.

No		**0= I don’t know**	**1= strongly is agree**	**2= disagree**	**3= undecided**	**4= agree**	**5= strongly**
3	The type of conflict appear in the school mostly.						

3.1.	Inter-personal conflict.						
3.2	Inter-persona conflict.						
3.3	Inter personal conflict						
3.4	Inter group conflict.						
4	The practice of managing conflict in the schools:-						
4.1	Win lose approach.						
4.2	The lose-approach.						
4.3	Arbitration.						
4.4	Mediation.						
4.5	The win-win approach.						
5.	The conflict perceives.						
5.1	As unnecessary in the school.						
5.2	As unnecessary in the school.						
5.3	Sometimes necessary.						
6.	There as on for the challenge of conflict.						
6.1	Poor communication.						
6.2	Inadequate school structure.						
6.3	Inadequate resource.						
6.4	Lack of clarity in role and responsibilities.						

APPENDIX -2

WOLKITE UNIVERSITY

College of Education

Department of Educational Planning & Management

Questionnaires to be filled by Teachers

It is prepared aiming to collect primary data for the purpose of conducting a research on **' The assessment of conflict management mechanism in B/H secondary and preparatory school '** your adequate and genuine response will have high volume on the validity of the research

General Direction

Dear respondent, do not write your name

Put (x) mark in the box to indicate your response Write additional opinion, if any, on the space provided Please follow instructions provided for each part.

1. Demographic Information

1. School Name:———————————

2. Sex: Male ------- , Female -------

3. Age: Below 25 -------, 26-35 --------, 36-50, 51 & above ------

4. Educational Level: Elementary----, Secondary ---, Diploma--- BA/BSC/BED ----, MA/MSC --

-- Others --------

5. Work Experience: 1-5 ---, 6-10---, 11-15---, 16 & above----

Questionnaires to be filled by Teachers

The following are related to the assessment conflict management. Please indicate your Answered by making on the space provided.

No		0= I do not know	1= strongly is agree	2= disagree	3= undecided	4= agree	5= strongly
1	There is a situation invite you for conflict						
1.1.	Poor communication						
1.2	Inadequate school structure						
1.3	Because of inadequate resource						
1.4	Lack of clarity in the role and responsibilities						
2	The conflict occur the school mostly involves						
2.1	Between teachers.						
2.2	Between teachers and Students						
2.3	Between students						
2.4	Between teachers and principals						
3.	The conflict occur in the school ca interrupt teaching and learning process.						
4.	The assessing of managing confl						
4.1	Win lose approach.						
4.2	The lose – lose approach.						
4.3	The win – win approach.						
4.4	Mediation						
4.5	Arbitration						

APPENDIX –3

WOLKITE UNIVERSITY

College of Education

Department of Educational Planning & Management

Questionnaires to be filled by <u>Students</u>

It is prepared aiming to collect primary data for the purpose of conducting research on "The assessment of conflict management mechanism in B/H secondary and preparatory school.''

Your adequate and genuine response will have value on the validity of the research findings.

Hence please cooperate in filling the questionnaire

_____

_____

No need to write your name

Follow specific instruction when filling out questionnaire

General information mark ☐ on space provided ☐

Name of the school _____

Sex: Female ☐ Male ☐

Questionnaires to be filled by students

The following are associated with assessment of management the challenge of conflict in the school. Please indicate your opinion by mal ; on the space provided

No		**0= I do not know**	**1= strongly is agree**	**2= disagree**	**3= undecided**	**4= agree**	**5= strongly**
1	There is a situation invite for conflict.						
2	There is challenge of conflic can occur between students						
3	The appropriate measures are taken when conflict will occur between students.						
4	There is spending learning time because of challenge of conflict						
5.	The reason for the challenge of conflict in the school						
5.1	Poor communication						
5.2	Inadequate school structure						
5.3	Inadequate resource						
5.4	Lack of clarity in the role and responsibilities						