

**CONFLICT MANAGEMENT STRATEGIES AND TEACHERS JOB
EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN UGANDA: A CASE
OF PAKWACH DISTRICT**

MOSES OCAMA

RJ22M06/003

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION PLANNING AND ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

May, 2026



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I Ocama Moses, herein declare to the best of my knowledge that this dissertation is my original work and has never been published and, or submitted for any award of a degree to any other university.

Signature:  Date: 2/10/2025

APPROVAL

I acknowledge that this research dissertation has been under my supervision and guidance, and it's now ready to be submitted to the Faculty of Education and Arts of Uganda Christian University with my approval.

Rev. Dr. Henry Majwala

A handwritten signature in dark ink, appearing to read 'H. Majwala', with a horizontal line extending from the end.

Signature.....

Date 6/10/2025

DEDICATION

I dedicate this research Dissertation to my Lord Jesus Christ on whose power and strength everything around me revolves; Jesus is the Alpha and Omega to me.

To my beloved Mother Lucy Wiajik and Mammy Mary Canvaa who relentlessly prayed for me, my beloved elder Sister Mariekmungu Specioza, Julyne Dwongnirwoth, my younger brother Mungujakisa Desmond for encouragement, prayers and all forms of support which gave me strong hope and inspiration to complete this research work.

ACKNOWLEDGEMENT

I would like to convey my most sincere immeasurable gratitude to my research Supervisor Dr. Rev Henry Majwala for the extraordinary patience, kindness, professionalism exhibited; unwavering guidance, invaluable insight, feedback and support throughout my research work. His vast wealth of knowledge and experience were crucial in the completion of this research dissertation.

In addition, I am also extremely thankful to Dean of Faculty of Education Dr. Mary Kagoire Ocheng for able leadership and being always available for consultations regarding administrative matters related to my Course of study, her prompt guidance and leadership is invaluable. To Dr. Faith for encouragement and leadership in the Department of Education that help me achieved this milestone. I would not forget Dr. Ssozi and all my lecturers who struggled hard to see me throughout the course of the studies. Their immense talents and knowledge were very critical in sharpening my thinking and widening my scope of learning.

Furthermore, my appreciation goes to Ms. Viola Lalam Okello, my fellow course mate for always being there in sharing of academic views. All the respondents that enriched my research work with new insights particularly Rev Fr Wadia Andrew Cadri, Rev Pius and many others not mentioned.

Finally, I am deeply grateful to Dwongnirwoth Julyne and late Husband Finn Knudsen who supported me financially. I thank my entire family member and not forgetting my Dear wife Akumu Juliet, our Son Mungudit Xavier Asher and my daughter Maria Alma for giving me the impetus to continue fighting to till the end.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	ix
LIST OF ABBREVIATIONS/ACRONYMS	x
ABSTRACT.....	xi
CHAPTER ONE	1
BACKGROUND	1
1.1 Introduction.....	1
1.2 Background	1
1.2.1 Historical background	1
1.2.2 Conceptual Background	3
1.2.3 Theoretical Background	5
1.2.4 Contextual Background.....	7
1.3 Statement of the Problem	9
1.4 Purpose of the Study.....	10
1.4.1 Specific Objectives	10
1.5 Research Questions	10
1.6 Hypotheses.....	10
1.7 Scope of the Study.....	11
1.7.1 Content Scope	11
1.7.2 Geographical Scope	11
1.7.3 Time Scope.....	11
1.8 Conceptual Framework	11
1.8.1 Conceptual Framework Explanation:	12
1.9 Significance of the Study	14
CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15
2.2 Theoretical Review.....	16

2.2.1 Thomas-Kilmann Conflict Mode Instrument (TKI) Model	16
2.2.2 Contingency Theory of Leadership	17
2.3 Conflict Management Strategies.....	18
2.3.1 Training & Development	18
2.3.2 Open Communication.....	20
2.3.3 Mediation	22
2.4 Employees Job Effectiveness.....	24
2.4.1 Teamwork.....	24
2.4.2 Innovation.....	25
2.4.3 Interpersonal Relationships.....	26
2.5 Teachers' Code of Conduct.....	28
2.6 Literature Summery	30
CHAPTER THREE.....	31
METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design	31
3.3 Study Population.....	32
3.4 Sample Size Determination and Selection	32
3.5 Sampling Techniques	33
3.5.1 Simple Random Sampling.....	33
3.5.2 Purposive Sampling.....	34
3.6 Sources of Data	35
3.6.1 Primary Data	35
3.7 Data Collection Methods.....	35
3.7.1 Questionnaires.....	35
3.7.2 Interview Method.....	35
3.7.3 Data Collection Procedures.....	35
3.8 Data Analysis	36
3.9 Validity and Reliability	36
3.9.1 Validity	36
3.9.2 Reliability	37
3.10 Ethical Consideration	38
3.10.1 Informed Consent	38

3.10.2 Confidentiality and Anonymity	38
3.10.3 Protection of Participants' Dignity	39
3.10.4 Adherence to Ethical Guidelines	39
3.10.5 Ethical Review	39
3.10.6 Impact and Benefits	40
3.12 Limitations and Delimitations	40
CHAPTER FOUR	41
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	41
4.1 Introduction	41
4.2 Bio Data.....	41
4.3 Conflict Management Strategies.....	43
4.3.1 Training and Development.....	43
4.3.2 Open Communication.....	45
4.3.3 Mediation	48
4.4 Teachers Job Effectiveness	50
4.4.1 Teamwork.....	51
4.4.2 Innovation.....	54
4.4.4 Interpersonal Relationship	56
4.5 Teachers' Code of Conduct	58
4.6 Relationship between conflict management strategies and teachers job effectiveness..	60
4.7 Regression Analysis	60
CHAPTER FIVE	66
DISCUSSION OF FINDINGS	66
5.1 Introduction.....	66
5.2 Discussion of the Finding.....	66
5.2.1 Level of Conflict Management	66
5.2.2 Teachers' Effectiveness.....	67
5.2.3 Teachers' Code of Conduct.....	67
5.2.3 Relationship Between Conflict Management Strategies and Teaching Effectiveness	68
CHAPTER SIX	69
CONCLUSIONS AND RECOMMENDATIONS	69
6.1 Introduction.....	69
6.2 Conclusions	69

6.3 Recommendations	70
6.4 Areas of Further Studies.....	71
REFERENCES.....	72
APPENDICES	79
Appendix 1: Questionnaire for employees, PTA members and students	79
Appendix 2: Interviews Guide for the Head teachers/Deputy Head teachers and Board of Governor.....	83
Appendix 3: Times Frame	85
Appendix 4: Actual Budget 2023/2024.....	86
Appendix 5: Krejcie and Morgan Table of Sample Size Determination Sample Size(s) required for the given Population Sizes (N).....	87
Appendix 6: Introductory Letter	88

LIST OF TABLES

Table 1: Content Validity Indices (CVI) for administered Instruments.....	36
Table 2: Reliability Statistics for each Variables.....	37
Table 3: Bio Data.....	41
Table 4: Training and Development.....	43
Table 5: Open Communication.....	45
Table 6: Mediation.....	48
Table 7: Teamwork.....	51
Table 8: Innovation.....	54
Table 9: Interpersonal Relationship.....	56
Table 10: Teachers' Code of Conduct.....	58
Table 11: Correlation.....	60
Table 12: Regression Model Summary.....	61
Table 13: ANOVA ^b	61
Table 14: Coefficients ^a	62

LIST OF ABBREVIATIONS/ACRONYMS

DEO:	District Education Officer
EI:	Emotional Intelligence
LC 1:	Local Councilor One
PTA:	Parents Teachers Association
SEL:	Social and Emotional Learning
TKI:	Thomas-Kilmann Conflict Mode Instrument
UPE:	Universal Primary Education
USE:	Universal Secondary Education

ABSTRACT

The study examined conflict management strategies and teachers' job effectiveness in public secondary schools in Pakwach District. The objectives were: (i) to assess the level of conflict management strategies (training, communication, and mediation), (ii) to examine their effects on teaching effectiveness, (iii) to explore the role of the teachers' code of conduct in shaping teacher morals, and (iv) to establish the relationship between conflict management strategies and teaching effectiveness. A cross-sectional research design integrating qualitative and quantitative methods was employed. Data were collected from 118 respondents using questionnaires and 15 through interviews. Quantitative results showed that 62% of respondents agreed that conflict management training reduced stress and improved discipline, while 58% reported that mediation enhanced job satisfaction. However, 35% felt communication strategies were inconsistently applied across schools. Teacher collaboration and teamwork were rated positively by 54%, though 30% remained neutral, citing barriers to effective cooperation. The findings revealed that conflict management training contributes to reducing stress and burnout, improving discipline, and strengthening teacher-student relationships. Mediation was moderately effective, with its success largely dependent on implementation. The teachers' code of conduct was widely perceived as vital for conflict prevention and morale building, though its application was not uniform across schools. The study concluded that conflict management strategies positively influence teachers' job effectiveness, particularly through open communication, teamwork, and adherence to the code of conduct. It recommended strengthening training programs, improving consistency in communication and mediation practices, increasing teacher engagement in collaborative efforts, and reinforcing awareness of the benefits of the code of conduct to maximize its impact.

CHAPTER ONE

BACKGROUND

1.1 Introduction

Conflict is an inevitable aspect of organizational dynamics, including within educational institutions such as public secondary schools. In the context of Uganda, public secondary schools face numerous challenges related to conflict management, which can significantly impact employee effectiveness and overall school performance. Pakwach District, located in northwestern Uganda, represents a unique setting characterized by diverse socio-economic backgrounds and cultural dynamics, presenting specific challenges and opportunities in managing conflicts within its public secondary schools.

1.2 Background

1.2.1 Historical background

Conflict is an inevitable feature of human interaction and organizational life, including schools. In educational settings, conflicts often emerge from divergent teaching philosophies, interpersonal disagreements among staff, competition over limited resources, and challenges arising from student behavior. While this is a universal phenomenon, the way conflicts are managed differs across global, continental, regional, and local contexts, influencing teacher job effectiveness and overall school performance.

Internationally, various conflict management strategies have been advanced to promote constructive resolution and maintain positive working environments. Prominent among these is the Thomas and Kilmann Conflict Mode Instrument (1974), which identifies five modes of handling conflict: competing, avoiding, accommodating, compromising, and collaborating. In many developed countries such as the United States and the United Kingdom, educational systems emphasize collaborative and problem-solving strategies as central to sustaining teacher motivation and enhancing job effectiveness (Rahim, 2002; Tschannen-Moran & Hoy, 2001). Effective conflict management in these settings has been linked to improved teacher performance, higher job satisfaction, and stronger school outcomes.

In Africa, conflict in educational institutions is often compounded by systemic challenges such as underfunding, socio-political instability, and rapid expansion of educational access without

corresponding investment in infrastructure (Omomia, 2016; Mngomezulu & Hlongwa, 2019). For example, many African schools contend with high student-teacher ratios, poor working conditions, and limited professional development opportunities, all of which generate and intensify conflict. Research shows that where conflict management strategies such as mediation, dialogue, and participatory decision-making are employed, teacher job effectiveness improves significantly. However, in many contexts, authoritarian and avoidance approaches still dominate, often undermining teacher morale and performance (Nguyen, 2017).

Within East Africa, education systems have undergone major reforms in the past three decades, including Free Primary Education in Kenya, Free Day Secondary Education in Tanzania, and Uganda's Universal Primary Education (UPE, 1997) and Universal Secondary Education (USE, 2007) programs. These policies significantly increased access but also created overcrowding, resource shortages, and administrative inefficiencies that have contributed to recurrent conflicts in schools (Oketch & Rolleston, 2007; Wanjohi, 2011). In this region, conflicts frequently manifest as strained teacher-administrator relations, disputes over workload, and frustrations caused by delayed salaries or inadequate teaching resources. Where school leaders apply collaborative strategies such as open communication, teacher participation in decision-making, and mediation, schools record higher teacher effectiveness. Conversely, the absence of effective conflict management has been linked to teacher burnout, absenteeism, and reduced commitment (Orodho, 2014).

In Uganda, conflict management in schools has been shaped by the rapid expansion of the education sector after independence, without matching investments in teacher welfare and infrastructure (Ssekamwa & Lugumba, 2008). Ugandan schools, especially public and rural ones, often face systemic challenges such as underfunding, political interference, overcrowding, and societal undervaluation of teachers (Adedeji, 2011; Kaggwa, 2017). In districts such as Pakwach, these problems are particularly acute. Teachers often report conflicts arising from lack of teaching materials, heavy workloads, administrative inefficiencies, and interpersonal tensions among staff (Nsamba et al., 2019).

The Ugandan government has introduced reforms such as UPE and USE, which, while commendable for increasing access, have also intensified conflict due to overcrowded classrooms and overstretched resources. Studies show that when conflict is poorly managed, teachers experience stress, low morale, and diminished effectiveness, which translates into poor instructional delivery and reduced student performance (Muwonge, 2020). On the other

hand, when conflict management strategies such as mediation, negotiation, and participatory decision-making are applied, teachers feel more supported, motivated, and effective in performing their duties.

The relationship between conflict management strategies (independent variables) and teacher job effectiveness (dependent variable) is well established. Constructive strategies such as collaboration, communication, and mediation enhance teachers' morale, reduce stress, and improve classroom delivery. Conversely, destructive strategies such as avoidance, authoritarian decision-making, or neglect erode teacher motivation, foster resentment, and compromise job effectiveness. In Pakwach District, understanding this interaction is particularly critical, as the success of secondary education depends heavily on how well administrators and teachers handle conflict within a resource-constrained and often politically influenced environment.

1.2.2 Conceptual Background

Rahim (2002) defines conflict management as the "process of limiting the negative aspects of conflict while increasing the positive aspects of conflict." Effective conflict management strategies include various approaches such as negotiation, mediation, collaboration, and problem-solving. One of the widely recognized frameworks for conflict management is the Thomas-Kilmann Conflict Mode Instrument, which identifies five conflict management styles: competing, avoiding, accommodating, compromising, and collaborating (Thomas & Kilmann, 1974). These styles range from highly assertive and competitive to cooperative and collaborative, and their application depends on the nature and context of the conflict.

Teachers' job effectiveness refers to the extent to which teachers fulfill their roles in the educational environment, with a focus on their ability to provide quality education, manage classrooms effectively, and create an environment conducive to student learning (Hattie, 2009). A variety of factors contribute to teachers' effectiveness, including their teaching practices, professional development, emotional intelligence, and interpersonal skills. Effective teachers are those who can foster positive relationships with students, manage classroom dynamics effectively, and adapt their teaching strategies to meet diverse learner needs.

In schools, teachers' effectiveness is often measured by student academic performance, their ability to manage classrooms, and the quality of the learning environment they create. Research has shown that effective teachers not only impart knowledge but also engage with students in

ways that foster critical thinking, creativity, and a positive attitude toward learning (Darling-Hammond, 2000). Furthermore, teachers' job satisfaction plays a critical role in their overall effectiveness. Teachers who are satisfied with their work are more likely to remain in the profession, contribute positively to the school culture, and achieve better student outcomes.

In the context of Uganda, particularly in rural areas like Pakwach District, the challenges of managing conflict and their impact on teachers' job effectiveness are crucial. Ugandan public secondary schools often face numerous challenges, including underfunding, overcrowded classrooms, and low salaries for teachers (Kaggwa, 2017). These factors create an environment ripe for conflict, both among teachers and between teachers and school administrators. In these settings, effective conflict management strategies become even more critical in improving teacher morale and performance.

Studies conducted in Uganda suggest that conflict management strategies directly affect teachers' effectiveness. For instance, teachers who feel that their concerns are addressed through collaborative decision-making or mediation tend to report higher levels of job satisfaction and effectiveness (Muwonge, 2020). Additionally, school leaders who employ participatory leadership styles where teachers are actively involved in decision-making and conflict resolution often see better outcomes in terms of teacher performance, engagement, and retention (Nsamba et al., 2019).

However, despite the growing recognition of the importance of conflict management, many schools in Uganda still face challenges in implementing effective strategies. In rural districts like Pakwach, where resources and training opportunities for teachers and school leaders are often limited, conflict resolution practices tend to be reactive rather than proactive. Traditional approaches, such as top-down decision-making or avoidance, are common, but these strategies often lead to unresolved tensions and increased stress among teachers, ultimately affecting their effectiveness (Ssekamwa & Lugumba, 2008).

Furthermore, Uganda's broader socio-economic challenges, such as poverty and limited access to professional development for educators, exacerbate these conflicts. Teachers in rural areas are often burdened with large class sizes, inadequate teaching materials, and insufficient support from school leadership. When these issues are not adequately addressed, teachers may experience burnout and disengagement, which negatively impacts their job effectiveness (Mugimu, 2018).

The conceptual background on conflict management strategies and teachers' job effectiveness underscores the critical role that effective conflict resolution plays in fostering a positive and productive work environment in schools. In Uganda, particularly in districts like Pakwach, the challenges faced by teachers require careful attention to conflict management to enhance their job satisfaction and effectiveness. By adopting collaborative conflict management strategies and providing the necessary resources and training for conflict resolution, schools can improve teachers' morale, reduce stress, and enhance overall performance, leading to better educational outcomes for students.

1.2.3 Theoretical Background

The relationship between conflict management strategies and teachers' job effectiveness in public secondary schools in Uganda can be understood through a variety of theoretical frameworks that explore conflict, workplace dynamics, and the factors influencing job performance. Theories related to conflict management, organizational behavior, and job satisfaction provide a foundation for understanding how conflict resolution approaches influence teachers' effectiveness. Below are key theoretical perspectives that help contextualize the issue of conflict management and teachers' job effectiveness in Uganda's educational environment.

Thomas-Kilmann Conflict Mode Instrument (TKI) Model: The Thomas-Kilmann Conflict Mode Instrument (TKI) developed by Thomas and Kilmann (1974) is one of the most widely recognized models for understanding conflict management. The TKI model identifies five primary conflict management styles: competing, collaborating, compromising, avoiding, and accommodating. These styles differ based on the levels of assertiveness and cooperativeness involved in each approach:

Competing is characterized by high assertiveness and low cooperativeness. This approach is often seen as a win-lose strategy, where one party aims to meet their needs at the expense of others. Collaborating is marked by both high assertiveness and high cooperativeness. This win-win strategy focuses on working together to find mutually beneficial solutions. Compromising involves moderate levels of both assertiveness and cooperativeness, where both parties make concessions to reach a middle ground. Avoiding involves low levels of both assertiveness and cooperativeness, where parties either ignore the issue or delay addressing it. Accommodating

is characterized by low assertiveness and high cooperativeness, where one party prioritizes the needs of others over their own.

In the context of Uganda's public secondary schools, the TKI model helps identify how teachers and school administrators approach conflicts, whether related to resources, workloads, or interpersonal issues. The use of collaborative strategies is particularly relevant, as it fosters a more supportive and communicative school culture, which can enhance teachers' job effectiveness (Rahim, 2002).

Contingency Theory of Leadership: The Contingency Theory of Leadership, proposed by Fiedler (1964), suggests that the effectiveness of a leader's approach to conflict management is contingent upon the specific situation or context. In the case of Ugandan schools, where there are significant variations in resources, teacher qualifications, and administrative support across different regions, the success of conflict management strategies depends largely on the specific circumstances faced by teachers and school leaders. This theory posits that there is no one-size-fits-all approach to leadership; rather, the most effective conflict resolution strategy is contingent on the situation at hand.

For example, in rural districts like Pakwach, where resources are limited, school leaders may need to adopt a more participatory and collaborative approach to conflict management to address the concerns of teachers who may feel undervalued or overburdened. In contrast, in more resource-rich environments, a more authoritative or competitive approach might be more appropriate. Therefore, the theory emphasizes that teachers' job effectiveness is tied not just to the conflict management strategies employed but to the context in which these strategies are applied (Fiedler, 1964).

Social Exchange Theory: Social Exchange Theory (Blau, 1964) focuses on the idea that human relationships are built on exchanges where individuals weigh the costs and benefits of their interactions. In the workplace, this theory suggests that when teachers feel supported by school leadership, including through fair conflict resolution practices, they are more likely to reciprocate with higher levels of commitment and job effectiveness. In contrast, when teachers perceive unfair treatment or poor conflict management practices, they may feel undervalued and disengaged, leading to reduced job satisfaction and effectiveness (Eisenberger et al., 2005).

In Uganda, where teachers often face challenges related to underfunding and low morale, the application of Social Exchange Theory can help explain how conflict management strategies

that emphasize fairness, open communication, and respect can lead to improved teacher performance and retention. Teachers who perceive that their concerns are heard and addressed are more likely to feel motivated and engaged, which directly contributes to their job effectiveness (Blau, 1964).

1.2.4 Contextual Background

Pakwach District, located in the northern region of Uganda, faces distinct and persistent challenges in its education sector that significantly impact the effectiveness of teachers in public secondary schools. The district is predominantly rural, with fishing and subsistent agriculture-based economy, and struggles with high poverty levels and limited access to essential public services. According to the Uganda Bureau of Statistics (2020), Pakwach has one of the lower literacy rates in the country, a reflection of the limited access to quality education in the region.

Public secondary schools in Pakwach are characterized by chronic underfunding, insufficient infrastructure, overcrowded classrooms, and a shortage of teaching and learning materials. Teachers often work in challenging conditions with low salaries, inadequate housing, and limited opportunities for professional development. These systemic issues contribute to a high-stress work environment and are a frequent source of conflict between teachers, school administrators, and even students.

Conflict in Pakwach schools typically arises from administrative inefficiencies, interpersonal disputes among staff, and the pressure of working with scarce resources. If not managed effectively, such conflicts lead to reduced job satisfaction, poor teacher morale, and lower overall performance in the classroom. In a region already grappling with teacher shortages and high turnover, these conflicts further destabilize the education system.

Despite these difficulties, there are emerging efforts within the district to adopt more structured and collaborative conflict management strategies. In some schools, head teachers have begun to involve teachers in decision-making processes and resolve disputes through dialogue and consensus-building rather than top-down directives. This participatory leadership approach fosters mutual respect and helps create a more supportive work environment (Nsamba et al., 2019).

However, the implementation of formal conflict resolution frameworks remains limited. Many school leaders and teachers lack training in conflict management techniques. While a few schools have initiated small-scale professional development sessions, these efforts are sporadic and have not been uniformly adopted across the district (Ssekamwa & Lugumba, 2008). This gap in capacity continues to hinder the ability of schools to manage conflicts effectively and sustainably.

The impact of ineffective conflict management in Pakwach is evident in several ways:

- **Decreased Job Satisfaction:** Persistent conflicts and poor working conditions diminish teacher motivation and commitment (Eisenberger et al., 2005).
- **High Teacher Turnover:** Teachers facing unresolved disputes and burnout are more likely to leave the profession, further straining already resource-limited schools (Mugimu, 2018).
- **Decline in Student Outcomes:** Ineffective teachers, overwhelmed by workplace challenges, are less likely to deliver quality instruction, ultimately affecting learners' academic performance.

Conversely, schools that invest in building collaborative conflict management capacities tend to report better outcomes. When teachers feel heard, supported, and engaged in decision-making processes, their morale and job effectiveness improve, contributing positively to both staff retention and student achievement.

The unique educational challenges in Pakwach District ranging from poor infrastructure to a lack of professional support underscore the critical need for effective conflict management strategies. Addressing these issues is essential for creating a conducive teaching and learning environment in this underserved region.

1.3 Statement of the Problem

Globally, the effectiveness of teachers is recognized as a cornerstone of quality education and student achievement. International frameworks such as the UNESCO Sustainable Development Goal 4 (SDG4) emphasize the need for inclusive and equitable quality education, underscoring teacher effectiveness as critical for attaining this goal (UNESCO, 2015). Similarly, Uganda's Education Sector Strategic Plan (ESSP 2021–2025) highlights teacher competence, professional motivation, and effective school management as key drivers of improved learning outcomes (MoES, 2021). Ideally, therefore, teachers in public secondary schools are expected to operate in environments where conflicts are managed constructively, allowing them to remain motivated, productive, and effective in fulfilling their professional roles.

However, the actual situation in Uganda and more specifically in rural districts such as Pakwach deviates significantly from this ideal. Teachers in many public secondary schools continue to face systemic challenges such as underfunding, overcrowding, limited teaching resources, and poor infrastructure (Kaggwa, 2017; Adedeji, 2011). These pressures often fuel conflicts within schools, whether between teachers and administrators, among colleagues, or between teachers and students. Instead of being addressed constructively, such conflicts are frequently ignored, mismanaged, or handled through authoritarian approaches. As a result, teachers experience low morale, frustration, and stress, which directly undermines their job effectiveness.

During the 2018 Parents Teachers Association (PTA) Annual General Meeting, stakeholders expressed concern over teachers' poor attitudes and declining performance. Reported issues included irregular marking of attendance registers, inadequate lesson preparation, minimal student engagement, and absenteeism. These observable inefficiencies point to deeper underlying conflicts that remain unaddressed, thereby eroding both teacher professionalism and student learning outcomes. Despite the growing recognition of the link between conflict management and teacher performance, there remains a knowledge gap in the Ugandan context. Most existing studies on conflict management in education focus on urban settings or broader national perspectives, leaving rural contexts like Pakwach under-researched. Yet, the realities of rural schools including limited administrative capacity, inadequate professional development opportunities, and socio-economic constraints demand context-specific insights.

1.4 Purpose of the Study

The study examined conflict management strategies and teachers' job effectiveness in Public Secondary Schools; case of Pakwach District.

1.4.1 Specific Objectives

- i. To assess the level of conflict management (training, communication & mediation) strategies in public secondary schools in Pakwach district
- ii. To examine the effects of conflict management strategies on teaching effectiveness in public secondary schools in Pakwach district
- iii. To explore the roles of teacher's code of conduct in shaping teacher's morals in public secondary schools in Pakwach district.
- iv. To find out the relationship between conflict management strategies and teaching effectiveness in public secondary schools in Pakwach district

1.5 Research Questions

- i. What is the level of conflict management (training, communication & mediation) in public secondary schools in Pakwach district?
- ii. What are the effects of conflict management on teaching effectiveness in public secondary schools in Pakwach district?
- iii. What are the roles of teacher's code of conduct in shaping teacher's morals in public secondary schools in Pakwach district?
- iv. What is the relationship between conflict management strategies and teaching effectiveness in public secondary schools in Pakwach district?

1.6 Hypotheses

The following hypotheses shall guide the study:

- i. There are no significant effects of conflict management strategies on teaching effectiveness in Pakwach public secondary schools.
- ii. There is no significant relationship between communication strategies and teaching effectiveness in public secondary school.

1.7 Scope of the Study

1.7.1 Content Scope

The study examined conflict management strategies and teachers job effectiveness in public secondary school's case of Pakwach district.

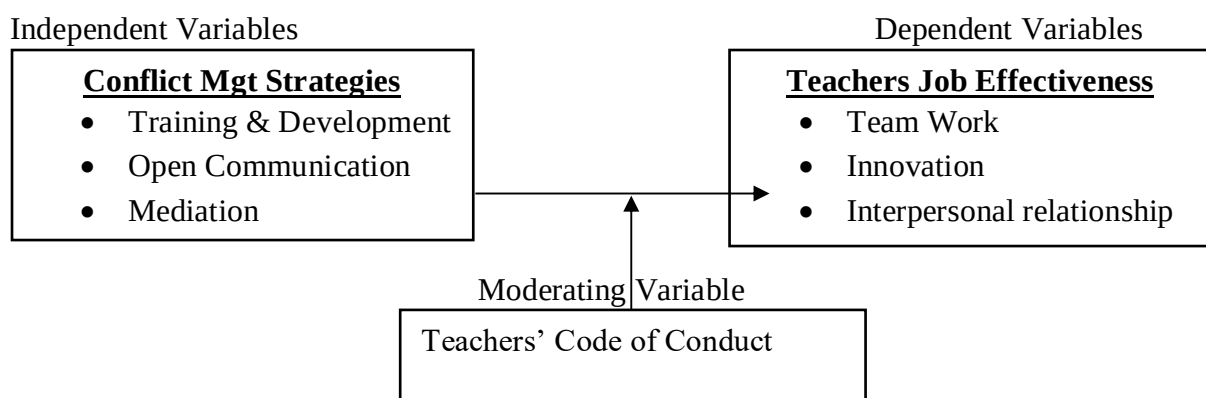
1.7.2 Geographical Scope

The study was done in Pakwach district, it is located in the West-Nile sub-region of Northern Uganda specifically along the Western bank of Albert Nile and bordered by Nebbi, Nwoya, Amuru, Arua and Bulisa districts as well as Democratic Republic of Congo (DRC). The coordinates 2027'43.0N, 31029'54.0E (Latitude: 2.461944; Longitude: 31.498333). This area is chosen because there is limited implementation of conflict management strategies in most public secondary schools in Pakwach district.

1.7.3 Time Scope

The study was focus on literature from the period 2014 to 2022 with the exceptions of theories. This reference period helped in establishing the effect of conflict management on teacher's job effectiveness and the study took a period of eight months i.e. from January 2024 to August 2024.

1.8 Conceptual Framework



Source: Adopted and modified by researcher from Thomas-Kilmann Conflict Mode Instrument (TKI) Model (1974)

1.8.1 Conceptual Framework Explanation:

The conceptual framework for the study on Conflict Management Strategies and Teachers' Job Effectiveness in Public Secondary Schools in Uganda likely involves the following key components:

Independent Variables

Independent variables are factors or elements that you hypothesize will influence or affect the dependent variable. In the study, these independent variables would likely include various Conflict Management Strategies employed by teachers and school administrators. These strategies can affect teachers' job effectiveness in the following ways:

Conflict Management Styles: These might include different approaches like competing, collaborating, compromising, avoiding, and accommodating, as outlined in the Thomas-Kilmann Conflict Mode Instrument (TKI) model.

Conflict Resolution Training: The degree to which teachers and administrators are trained in conflict resolution strategies could also be an independent variable.

Support Systems: The availability and quality of institutional support for conflict resolution such as clear policies, mediation, and administrative intervention can be an independent variable affecting teacher effectiveness.

These strategies are crucial because effective conflict management can lead to better communication, reduced stress, improved collaboration, and enhanced teacher satisfaction, all of which are likely to positively affect their job performance (Rahim, 2002).

Dependent Variables

The dependent variable represents the outcome or effect that is influenced by the independent variables. In this case, the dependent variable is teachers' job effectiveness in public secondary schools in Pakwach District.

Teachers' job effectiveness can be measured using several indicators, such as:

Teacher Attendance: Consistent attendance and punctuality at school and classes.

Classroom Management: Teachers' ability to manage classrooms effectively and maintain discipline.

Teaching Quality: The effectiveness of teachers in lesson delivery, lesson preparation, and student engagement.

Professional Behavior: This could include professional ethics, adherence to the curriculum, and commitment to student success.

Student Performance: A long-term indicator of teacher effectiveness might include student achievement and progress, although this can be influenced by several other factors beyond teachers' direct behavior.

The hypothesis is that conflict management strategies will directly influence teachers' job effectiveness. Effective conflict resolution techniques could lead to greater job satisfaction, reduced teacher burnout, and improved performance in the classroom.

Moderating Variable

The Teachers' Code of Conduct in Uganda, as outlined by the Ministry of Education and Sports (MoES) and Teachers' Professional Code of Conduct under the Education Service Commission, serves as a regulatory framework that governs the professional behavior, ethics, and responsibilities of teachers in public institutions. It includes guidelines on:

- Professional discipline and punctuality
- Respectful communication and conflict resolution
- Ethical interaction with students, colleagues, and school leadership
- Commitment to teaching duties and continuous professional development

As a moderating variable, the Teachers' Code of Conduct influences the strength and direction of the relationship between conflict management strategies (independent variables) and teachers' job effectiveness (dependent variable). In practice, even when effective conflict management strategies are in place, their impact on teacher performance may be limited or amplified depending on the degree to which teachers adhere to the professional code.

Therefore, the Code acts as a regulatory lens through which the effectiveness of conflict management strategies is either facilitated or constrained.

1.9 Significance of the Study

This study is expected to make significant contributions at both practical and academic levels.

For practitioners such as teachers, head teachers, and school administrators, the findings will provide insights into effective conflict management strategies that can enhance collegiality, improve teacher morale, and strengthen overall job effectiveness. By adopting the recommended approaches, schools in Pakwach District and beyond may reduce workplace tensions and create a more conducive environment for teaching and learning.

For policymakers and education authorities, including the Ministry of Education and Sports (MoES), the District Education Office, and Boards of Governors, the study will generate evidence to inform policy formulation and decision-making. The results will highlight areas where conflict resolution frameworks need to be institutionalized and supported, particularly in rural public secondary schools that often lack structured mechanisms for addressing conflict.

For researchers and scholars, this study will enrich the existing body of literature on conflict management in educational settings, particularly in rural Ugandan contexts where limited empirical research currently exists. It will also serve as a reference point for future studies exploring the link between conflict management and teacher effectiveness both within Uganda and in similar settings across sub-Saharan Africa.

For students and parents, the study has indirect significance. Effective conflict management leads to more motivated and effective teachers, which ultimately improves student learning outcomes and strengthens parental trust in public secondary schools.

Finally, at the institutional level, the research will add to the academic resources available in the Uganda Christian University (UCU) library, providing future students and researchers with a valuable reference on conflict management and teacher job effectiveness in Ugandan schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Section deals with a detail review of several views, methodologies, findings and opinions of earlier studies and of other experts that are related to the various variables of the study.

The concept of teacher effectiveness involves two important categories of actors (teachers and students) at three different levels (individual, group, and school). Teachers' job effectiveness has been variously defined by scholars. Prasad and Prasad (2015), sees teachers' effectiveness as the impact that class-room factors, such as teaching methods, teacher expectations, class-room organizations and use of class-room resources, have on Student's performance. It is the power to realize socially valued objectives agreed for teachers, especially, but not exclusively, the work concerned with enabling students to learn. It is also the attribute of a teacher who has the capability or potential of having a positive impact on students learning, behavior and attitudes (Prasad & Prasad, 2015).

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (Ministries of Education, Legislators and School administrators) as cited by (Altaf, 2017). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves (Altaf, 2017).

According to Kane (2016), a teacher is "effective" if and only if, based on the available evidence (such as from classroom observations, students' surveys, and student achievement gains), their predicted impact on students exceeds that of the average novice teacher. In other words, if, after a few years in the classroom, a teacher's predicted effectiveness is below that of the average novice teacher in their grade level and subject, then he or she would fail to meet the minimum standard of effectiveness required for tenure. The characteristics of effective teachers according to Altaf (2017), include professionalism, commitment, confidence, trustworthiness, respect, thinking or reasoning, analytical thinking, conceptual thinking, expectation, drive for improvement, information seeking, initiative, leadership, flexibility, accountability, and passion for learning.

2.2 Theoretical Review

The relationship between conflict management strategies and teachers' job effectiveness in public secondary schools in Uganda can be understood through a variety of theoretical frameworks that explore conflict, workplace dynamics, and the factors influencing job performance. Theories related to conflict management, organizational behavior, and job satisfaction provide a foundation for understanding how conflict resolution approaches influence teachers' effectiveness. Below are key theoretical perspectives that help contextualize the issue of conflict management and teachers' job effectiveness in Uganda's educational environment.

2.2.1 Thomas-Kilmann Conflict Mode Instrument (TKI) Model

The Thomas-Kilmann Conflict Mode Instrument (TKI), developed by Thomas and Kilmann (1974), classifies conflict management behavior into five distinct styles: competing, collaborating, compromising, avoiding, and accommodating. Each style is a combination of varying degrees of assertiveness (the extent to which one tries to satisfy their own concerns) and cooperativeness (the extent to which one tries to satisfy others' concerns).

In the Ugandan educational context, particularly in public secondary schools such as those in Pakwach District, the application of these styles varies widely based on school leadership practices, teacher experience, and institutional culture. For instance:

Competing approaches are sometimes observed in top-down administrative decisions where school leaders impose resolutions without input from teachers often leading to resentment and resistance, especially when related to workload distribution or disciplinary actions.

Avoiding is common in rural schools where both teachers and administrators may be reluctant to address interpersonal disputes directly due to fear of confrontation or lack of proper training in conflict resolution. This avoidance often allows small issues to escalate, leading to poor teamwork and low morale.

Collaborating has shown promise in Ugandan schools where participatory leadership has been embraced. For example, in some secondary schools in the West Nile sub-region, including Pakwach, head teachers who facilitate staff meetings to openly discuss grievances have reported improved staff relations and increased teacher commitment (Nsamba et al., 2019).

Therefore, the TKI model not only categorizes how conflict is handled but also provides a lens through which Ugandan educators can evaluate the appropriateness and effectiveness of conflict responses. When properly understood and applied particularly the collaborating and compromising styles the TKI model has the potential to significantly enhance teachers' job effectiveness by promoting communication, mutual respect, and joint problem-solving.

2.2.2 Contingency Theory of Leadership

The Contingency Theory of Leadership, introduced by Fiedler (1964), argues that the effectiveness of leadership and by extension, conflict management is dependent on the context in which it is applied. Leaders must assess situational variables such as group dynamics, task structure, and authority levels to determine the most suitable conflict resolution approach.

In Uganda's public secondary schools, where contextual factors vary widely between urban and rural areas, this theory is highly relevant. For example:

In resource-poor environments like Pakwach, school leaders often operate with minimal government support, limited teaching materials, and overburdened staff. In such contexts, a collaborative or participatory leadership style where teachers are involved in decision-making has been more effective in managing conflicts. Muwonge (2020) notes that teachers who feel consulted and respected are more motivated and committed, even in under-resourced settings.

Conversely, in urban or better-funded schools, where infrastructure and administrative systems are more developed, school heads might rely on more structured or even authoritative approaches to resolve conflicts, especially when quick decision-making is needed.

Furthermore, the Contingency Theory underscores that leadership effectiveness in conflict management is not based on rigid adherence to a single style, but rather on the flexibility and sensitivity of leaders to the circumstances of their environment. In Uganda, where teacher motivation is often affected by external pressures such as low salaries, political interference, or cultural expectations, school leaders must continuously adapt their conflict management approaches to maintain harmony and productivity.

Together, the Thomas-Kilmann Conflict Mode Instrument and the Contingency Theory of Leadership provide a solid theoretical foundation for understanding how conflict is managed in Ugandan public secondary schools. These frameworks highlight the need for context-

sensitive, adaptive, and inclusive approaches to conflict resolution that can foster a supportive school environment and enhance teachers' job effectiveness especially in districts like Pakwach, where the educational challenges are both structural and interpersonal.

2.3 Conflict Management Strategies

2.3.1 Training & Development

Training and development are widely recognized as crucial for equipping teachers and administrators with the competencies needed to manage conflict effectively. Globally, studies emphasize that well-structured training programs enhance communication, interpersonal relationships, and overall teacher performance. For example, Rahim (2017) stresses that conflict management training equips individuals with strategies such as avoidance, accommodation, collaboration, and compromise. Similarly, Schmidt and DeShon (2015) found that such training improves communication and reduces workplace stress, while Foley and Sweeney (2016) highlight its role in building emotional intelligence and resilience. These findings suggest that, in developed contexts, training is not merely remedial but proactive aimed at cultivating a sustainable culture of collaboration in schools.

However, a closer look reveals that most of these global studies assume the existence of supportive infrastructures and well-resourced school systems. This raises the question of whether their conclusions are fully transferable to under-resourced contexts such as Uganda, where schools often lack the basic conditions necessary for implementing systematic training. Thus, while the literature from developed countries is instructive, it may overlook the structural realities of low-income education systems.

Across Africa, the discourse on teacher training and development emphasizes both the promise and the limitations of conflict management programs. On the one hand, studies suggest that training improves teacher-student relationships and reduces attrition (Nguyen, 2017; Doleck & Walshe, 2019). On the other hand, Mngomezulu and Hlongwa (2019) argue that in many African countries, conflict management training is sporadic, donor-driven, or poorly institutionalized, which limits its long-term impact. This indicates a tension: while training is theoretically beneficial, its effectiveness depends on institutionalization and consistent follow-up, areas where African education systems often fall short.

In the Ugandan context, these challenges are magnified. Nsamba, Okot, and Otim (2019) report that most public secondary school teachers lack formal conflict management training, leaving them ill-prepared to handle disputes among colleagues, administrators, or students. This is particularly concerning in rural districts such as Pakwach, where high student-teacher ratios, resource shortages, and administrative inefficiencies already strain school operations. Without adequate training, teachers are more likely to resort to authoritarian or avoidance approaches, which may temporarily suppress conflict but fail to address its root causes. This stands in contrast to findings by Zhang and Zhang (2021), who stress that training focused on root causes fosters trust and collaboration qualities currently lacking in many Ugandan schools.

Critically, while several scholars (Bakker & Demerouti, 2020; Bordia, Restubog & Tang, 2021) link training to lower burnout, absenteeism, and improved classroom discipline, these studies often focus on contexts where teacher pay and working conditions are relatively stable. In Uganda, systemic issues such as low pay, delayed salaries, and overcrowded classrooms complicate the equation. Training alone may not be sufficient unless complemented by broader systemic reforms. This highlights a key gap in the literature: the interaction between conflict management training and structural factors that shape teacher effectiveness in resource-constrained settings.

Moreover, literature suggests that training has implications beyond individual teachers. Choi and Lee (2022) argue that effective training contributes to a positive school climate, while Santos and Carneiro (2021) link it to improved student engagement and reduced dropout rates. These findings are especially relevant to Uganda, where dropout rates remain a persistent concern. Yet, few empirical studies explicitly test whether conflict management training in Ugandan schools directly contributes to improved retention or learning outcomes, leaving a significant gap in evidence-based policy.

While global and African studies strongly affirm the benefits of conflict management training, their applicability to rural Ugandan contexts remains underexplored. Much of the literature assumes conditions such as adequate funding, strong leadership, and supportive infrastructures that are absent in places like Pakwach. This study therefore responds to this gap by critically examining how training and development in conflict management can be tailored to the Ugandan public secondary school context, where systemic challenges and resource constraints shape both the nature of conflict and the potential

2.3.2 Open Communication

Open communication is widely regarded as a cornerstone of conflict management in organizational and educational settings. In developed contexts, research emphasizes that open, transparent, and inclusive dialogue builds trust, reduces misunderstandings, and enhances workplace collaboration. For example, Kramer (2020) highlights that honest communication fosters mutual respect and a sense of belonging, while Jones and George (2020) argue that it reduces suspicion in decision-making processes. Similarly, Bordia, Restubog, and Tang (2021) report that schools encouraging open communication experience higher teacher morale and lower incidences of destructive conflict. These studies suggest that communication is not simply a mechanism for transmitting information but a cultural foundation that shapes collegiality and professional effectiveness.

However, such findings often assume supportive institutional structures that enable genuine dialogue such as regular staff meetings, strong leadership, and manageable class sizes. This raises the question of applicability in under-resourced contexts, where communication channels are weak or hierarchical. In other words, while global literature shows the benefits of open communication, it rarely addresses how systemic barriers like overcrowding or weak leadership might prevent schools from achieving those outcomes.

Within Africa, the evidence is mixed. Oostrom et al. (2019) found that unclear expectations and poor communication are major precursors to conflict in schools, echoing global findings. Yet, scholars such as Mngomezulu and Hlongwa (2019) argue that African schools often lack the institutionalized structures to promote open dialogue, leaving communication largely top-down. As a result, teachers frequently feel unheard, which fuels frustration and disengagement. At the same time, there are success stories: studies in South Africa and Kenya show that when school leaders deliberately create platforms for teacher participation, trust and collaboration improve, with positive effects on both teacher retention and student outcomes (Orodho, 2014; Mngomezulu & Hlongwa, 2019). This indicates that while open communication is effective, its success in Africa depends heavily on leadership commitment and institutional capacity.

In Uganda, challenges are even more pronounced. Nsamba et al. (2019) found that many public secondary schools teachers report being excluded from decision-making processes, which diminishes their sense of ownership and weakens their professional commitment. Kaggwa (2017) further notes that in districts such as Pakwach, staff meetings are irregular and highly

hierarchical, limiting the potential for genuine dialogue. While Liu and Li (2020) stress that platforms for teacher voice foster respect and motivation, Ugandan schools often lack such structures. The reality is that open communication is more aspirational than practical in many rural schools, where administrators are overwhelmed by resource constraints and systemic pressures.

Nevertheless, there is evidence that communication when facilitated effectively can be transformative in Uganda. Muwonge (2020) observed that teacher-student communication improves classroom discipline and trust, particularly in overcrowded settings. Similarly, Zhao and Zhang (2020) note that schools with an open communication culture develop collaborative environments that reduce conflict and improve retention, outcomes that are urgently needed in rural Ugandan schools where turnover is high. However, it is worth asking whether these benefits can be realized without addressing broader structural challenges such as underfunding and administrative inefficiency. Training school leaders in participatory communication, for example, may be necessary but insufficient if systemic issues remain unaddressed.

Critically, while existing literature largely agrees on the value of open communication, there are gaps that this study aims to address. First, much of the research originates from developed or relatively well-resourced African schools, leaving rural Ugandan contexts underexplored. Second, the literature tends to treat communication as a self-contained strategy, yet in practice, it interacts with other conflict management mechanisms (such as training and mediation). Finally, few studies explicitly examine the direct relationship between open communication and teacher job effectiveness in Uganda's public secondary schools.

In light of these gaps, this study contributes by situating open communication within the realities of Pakwach District, where structural constraints and cultural hierarchies shape how communication is practiced. By exploring both its potential and its limitations, the study provides a nuanced understanding of how open communication can enhance teacher effectiveness in rural Ugandan schools.

2.3.3 Mediation

Mediation is widely acknowledged as an important conflict management strategy in organizational and educational contexts. According to Pruitt and Kim (2017), the primary objective of mediation is to facilitate resolutions acceptable to all parties involved. In schools, mediation enables teachers to address interpersonal conflicts that arise from differences in teaching styles, workload distribution, or communication challenges. By relying on a neutral third party, the process allows teachers to explore root causes of conflicts and generate mutually beneficial solutions (Mayer, 2020).

In developed countries, evidence strongly supports mediation as a tool for improving teacher job effectiveness. For instance, Hodges and McDonald (2019) found that teachers who participated in mediation programs reported higher job satisfaction, lower workplace stress, and greater confidence in managing future conflicts independently. Similarly, Björkqvist et al. (2020) demonstrated that mediation services reduce emotional exhaustion and burnout, suggesting that mediation acts as a preventive mechanism against teacher disengagement. While these studies highlight significant benefits, they often assume the availability of structured mediation frameworks, which may not be feasible in resource-constrained contexts such as rural African schools.

From an African perspective, research increasingly underscores the potential of mediation but also points to structural barriers. Tjosvold (2018) observed that teachers trained in mediation techniques were more effective in managing classroom disputes, thereby promoting positive student behavior and discipline. McCarthy and Galante (2018) similarly emphasized that mediation fosters teacher collaboration by promoting empathy and mutual understanding. However, these findings often stem from pilot programs or donor-funded projects that may not be sustainable in the long run, raising concerns about scalability and institutional ownership across African education systems.

In Uganda, the application of mediation in public secondary schools remains underexplored. Johnson and Johnson (2020) noted that mediation enhances student-teacher relationships, fostering classroom environments based on trust and respect. Yet, evidence from Ugandan contexts suggests that teachers rarely receive formal training in mediation, relying instead on ad hoc disciplinary measures (Nsamba et al., 2019). This gap indicates that while mediation has the potential to improve classroom management and teacher effectiveness, its practical

adoption is limited by inadequate training opportunities and insufficient institutional support. Moreover, O'Neill and McNamara (2021) found that schools implementing structured mediation programs reported higher teacher retention, but such initiatives are often absent in rural districts like Pakwach, where resource constraints dominate.

Taken together, the literature demonstrates consensus on the benefits of mediation—improved job satisfaction, reduced burnout, stronger teacher-student relations, and lower turnover (Kaufman et al., 2022). However, much of the evidence is grounded in developed or relatively better-resourced systems, leaving a knowledge gap about how mediation can be institutionalized in rural Ugandan schools. This study, therefore, contributes to the literature by examining mediation within the specific socio-economic and cultural realities of public secondary schools in Pakwach District. It questions whether the successes observed elsewhere can be replicated in contexts characterized by high student-teacher ratios, limited training opportunities, and weak administrative frameworks.

2.4 Employees Job Effectiveness

2.4.1 Teamwork

Teamwork is widely acknowledged as a cornerstone of conflict management in schools, fostering collaboration, shared responsibility, and mutual support key ingredients for preventing and resolving workplace disputes. Barton et al. (2021) emphasizes that when educators work collaboratively, they handle conflicts more constructively, thereby avoiding escalation and sustaining a positive working environment. In developed contexts, team-based approaches are often embedded within professional learning communities and departmental structures. DeChurch and Marks (2019), for example, argue that schools with strong team cultures benefit from enhanced communication and a higher capacity for effective problem-solving. However, such models typically rely on institutionalized support systems and resources that are often lacking in resource-constrained environments.

From a broader African perspective, teamwork has also been recognized as critical to school performance and conflict resolution. Tjosvold (2019) found that team-based dialogue in African schools provided an inclusive space for addressing conflicts related to workload, teaching approaches, and interpersonal relationships. Hargreaves and Fullan (2019) further highlight that team collaboration promotes professional development by enabling peer mentoring and collective lesson planning. Yet, despite these benefits, studies in Africa frequently note challenges such as hierarchical leadership cultures and weak institutional frameworks that undermine genuine collaboration (Day & Gu, 2017). This suggests that while teamwork can be transformative, its effectiveness may be constrained by broader organizational and cultural contexts.

In Uganda, teamwork is increasingly viewed as an essential strategy for both teacher effectiveness and conflict resolution. Nsamba et al. (2019) found that Ugandan secondary schools that emphasized teamwork reported improvements in morale, collaborative problem-solving, and reduced staff turnover. Similarly, Muwonge (2020) observed that teamwork provides a low-cost alternative to formal professional development, which is often underfunded. However, the literature also underscores persistent barriers: teacher collaboration in Uganda is frequently limited to administrative meetings rather than genuine pedagogical teamwork (Kaggwa, 2017). This raises questions about whether teamwork is institutionalized as a conflict management strategy or merely practiced informally under pressure.

Critically, while international studies (e.g., Vaughan et al., 2020; Bakker & Demerouti, 2017) demonstrate that teamwork enhances teacher well-being, buffers against burnout, and improves commitment to school goals, Ugandan studies tend to focus on immediate problem-solving and morale rather than long-term institutional impact. The contrast highlights a research gap: there is little evidence on whether teamwork in Ugandan public schools produces the same sustained benefits documented in developed countries. Moreover, while teamwork has been linked to better classroom discipline (Johnson & Johnson, 2019) and collaborative approaches to student management (Ssekamwa & Lugumba, 2008), the evidence is largely anecdotal, with limited empirical investigation into its effectiveness under conditions of overcrowded classrooms and resource scarcity common in rural districts like Pakwach.

Overall, the reviewed literature suggests that teamwork has universal benefits for conflict management and teacher effectiveness, but the degree of institutional support and contextual realities significantly shape outcomes. In developed countries, teamwork thrives on structured systems and adequate resources, while in Africa, and Uganda specifically, its potential is often constrained by resource limitations, weak leadership practices, and cultural hierarchies. This study, therefore, builds on existing work by examining how teamwork functions as a conflict management strategy within the unique challenges of public secondary schools in Pakwach District. It asks whether teamwork can serve not only as an informal coping mechanism but also as a sustainable approach to enhancing teacher job effectiveness in under-resourced Ugandan contexts.

2.4.2 Innovation

Innovation in conflict management is increasingly promoted as a way to boost teacher job effectiveness by moving beyond punitive or ad-hoc responses toward adaptive, relationship-focused solutions (Ford, 2019). Examples include restorative practices, low-cost simulation training, digital reporting/communication platforms, peer-mediated programmes, and flexible leadership arrangements. The promise is that these approaches can reduce recurring disputes, strengthen trust, and free teachers to focus on instruction. However, a critical reading of the literature shows important caveats and gaps that must be acknowledged before assuming straightforward transferability to contexts like Pakwach District.

Restorative approaches (Karp & Sacks, 2018) and pedagogy-linked conflict training (Hargreaves, 2018; Barrett, 2019) have documented benefits in many developed settings:

reduced punitive discipline, improved relationships, and higher teacher satisfaction. Digital platforms and teacher forums (Guskey, 2021; Robinson et al., 2020) are shown to increase peer support and information-sharing, and scenario-based training improves readiness for real conflicts. Yet most of these studies come from well-resourced systems and rely heavily on self-reported outcomes (job satisfaction, perceived competence) rather than objective measures (classroom observation, retention rates). Two recurring limitations are (a) an assumption of adequate infrastructure and facilitative leadership, and (b) short follow-up periods so sustainability and long-term impact are seldom demonstrated.

Across Africa, pilots of innovative practices often show promising short-term results (peer mediation clubs, student councils), but scholars caution that many initiatives are donor-driven or projectized and fail to institutionalize (Moolenaar et al., 2020; Mugimu, 2018). The digital innovations that work in urban schools face the “digital divide” in rural settings: unreliable electricity, weak connectivity, and varying digital literacy among teachers (Namukwaya & Kasirye, 2020). Cultural fit is another concern restorative practices require norms of open dialogue and impartial facilitation that may clash with hierarchical school cultures or community expectations.

In Uganda, and especially in rural districts like Pakwach, the enabling conditions for innovation are often limited: high pupil–teacher ratios, low pay, weak administrative capacity, and irregular in-service training (Nsamba et al., 2019; Kaggwa, 2017). Nevertheless, there are context-appropriate innovations already emerging: WhatsApp teacher groups and shared lesson repositories in some schools (Guskey; Nsamba et al.), and small-scale restorative practices used informally. These show potential but raise practical issues professional boundary management on social media, data/privacy risks, and uneven access.

2.4.3 Interpersonal Relationships

Interpersonal relationships are widely recognized as a central factor in effective conflict management, particularly in educational settings. In developed contexts, Mayer (2020) argues that trust, communication, and mutual respect among staff significantly influence how conflicts are perceived and addressed. Strong interpersonal relationships encourage collaborative approaches such as problem-solving and compromise, whereas poor relationships can lead to avoidance, confrontation, or escalation of disputes (De Dreu & Gelfand, 2018). Schools that cultivate supportive relationships among staff report higher job satisfaction, improved teacher

performance, and enhanced collaboration on instructional strategies (Kreitner & Kinicki, 2021; Day & Gu, 2017).

Evidence from Africa emphasizes similar dynamics but highlights contextual constraints. Tjosvold (2019) notes that in African schools, interpersonal relationships are shaped not only by individual dispositions but also by organizational and cultural hierarchies. Lack of professional support, unclear role definitions, and limited resources can strain teacher-administrator and teacher-teacher interactions, making conflict more likely and more difficult to resolve. Research by Mutabaazi (2019) shows that when teachers experience strong peer support and collegiality, they engage more constructively with conflicts, whereas weak relationships exacerbate workplace stress, burnout, and disengagement. Yet, few studies systematically quantify these effects across African schools, leaving a gap in understanding how interpersonal relationships translate into measurable job effectiveness.

In the Ugandan context, particularly in rural districts like Pakwach, the quality of interpersonal relationships is both critical and vulnerable. High student-to-teacher ratios, limited teaching resources, and hierarchical administrative structures frequently strain teacher interactions (Kaggwa, 2017; Nsamba et al., 2019). Positive relationships among colleagues have been shown to buffer these stressors, improving emotional well-being, motivation, and engagement (Vaughan et al., 2020; Bakker & Demerouti, 2017). Conversely, strained relationships often result in avoidance behaviors, reduced cooperation, and diminished classroom performance (Mutabaazi, 2019). This demonstrates that interpersonal relationships are not merely social niceties but integral to teacher job effectiveness in challenging contexts.

The literature also identifies emotional intelligence (EI) as a key determinant of relationship quality and conflict management. Goleman (2019) emphasizes that teachers with high EI can manage their own emotions, understand others' emotions, and navigate conflicts constructively. In Uganda, where teachers face diverse student populations, culturally sensitive interpersonal interactions, and peer-administrative challenges, EI strengthens both teacher-student and teacher-teacher relationships, thereby supporting effective conflict resolution (Mutabaazi, 2019).

Moreover, teamwork and collaborative cultures amplify the benefits of strong interpersonal relationships. Moolenaar et al. (2017) and Van Dick et al. (2020) demonstrate that teachers engaged in well-functioning teams are more likely to share resources, provide peer support,

and resolve conflicts proactively. In Uganda, studies suggest that schools emphasizing teamwork, mentorship, and joint problem-solving report improved teacher performance and conflict management outcomes (Ssekamwa & Lugumba, 2008; Muwonge, 2020). However, these studies also indicate that teamwork is often informal and dependent on individual initiative rather than being systematically integrated into school policy, limiting its potential impact.

This study situates interpersonal relationships within the practical realities of Pakwach's public secondary schools, examining how these relationships interact with other conflict management strategies to influence teacher effectiveness. By assessing the role of interpersonal dynamics alongside teamwork, training, mediation, and innovation, the research aims to provide evidence on both the mechanisms and practical pathways through which relationships improve teacher performance in resource-constrained and hierarchical school settings.

2.5 Teachers' Code of Conduct

Teachers' codes of conduct are formalized frameworks that define professional behavior, ethical standards, and expectations for handling conflicts. Globally, such codes are recognized as critical tools for conflict prevention and management in schools (Tschannen-Moran & Hoy, 2017). In developed countries, adherence to a code of conduct provides teachers with clear guidance on professional interactions, classroom management, and dispute resolution, resulting in higher job satisfaction, lower workplace stress, and improved instructional effectiveness (Jackson et al., 2020; Woolfson & Whelan, 2021). Codes of conduct serve both preventive and corrective purposes, setting boundaries that reduce the frequency and severity of conflicts while encouraging collaborative and fair resolutions.

In the African context, codes of conduct are particularly important due to hierarchical school structures, limited resources, and diverse cultural expectations (Mutabaazi, 2019). Studies across the continent demonstrate that clear professional guidelines help teachers navigate conflicts with colleagues and administrators, fostering mutual respect and enhancing collaborative problem-solving (Tjosvold, 2019). However, the effectiveness of codes often depends on institutional enforcement and cultural acceptability. In some African schools, inconsistencies in implementation or lack of awareness among staff reduce their practical impact (Muwonge, 2020).

In Uganda, codes of conduct are mandated by the Ministry of Education and Sports to guide professional behavior, conflict management, and teacher-student interactions (Kaggwa, 2020; Ssekamwa & Lugumba, 2008). In public secondary schools, especially in rural districts like Pakwach, teachers face challenges such as large class sizes, limited teaching resources, and complex social dynamics. Codes of conduct help standardize expectations, providing teachers with clarity on classroom management, lesson preparation, student engagement, and interpersonal interactions (Mutabaazi, 2019; Muwonge, 2020). Adherence to these guidelines has been linked to improved teacher effectiveness by fostering professional accountability, reducing workplace stress, and promoting consistency in instructional delivery (O'Neill & McMahon, 2019; Bakker & Demerouti, 2017).

While existing literature establishes a positive relationship between codes of conduct and teacher effectiveness, several gaps remain. First, much of the evidence is descriptive or based on self-reported outcomes, with limited empirical studies quantifying the effect of code adherence on measurable indicators such as classroom performance, absenteeism, or student outcomes. Second, implementation challenges in resource-constrained or hierarchical environments are underexplored. For example, in rural Ugandan schools, adherence may be influenced by leadership capacity, cultural norms, or peer behavior, potentially limiting effectiveness. Third, codes are often treated as static rules rather than dynamic tools that interact with other conflict management strategies such as training, mediation, teamwork, or innovation. A more nuanced analysis is needed to understand how codes of conduct operate in conjunction with these strategies to enhance teacher performance.

Teachers' codes of conduct are more than formal documents; they provide a structured approach to managing interpersonal and professional conflicts. When effectively implemented, they foster ethical behavior, reduce conflict frequency, and improve teacher effectiveness. In Uganda, particularly in districts like Pakwach, the code's impact is mediated by contextual factors such as leadership, resources, and school culture. Understanding these interactions is essential for designing interventions that strengthen teacher performance and overall school effectiveness.

2.6 Literature Summery

Training and development in conflict management is a critical strategy for improving teachers' job effectiveness in public secondary schools. By providing teachers with the skills to manage conflicts, these programs help to foster a positive school environment, reduce stress, and improve job satisfaction. This, in turn, enhances teachers' performance and contributes to better student outcomes. Schools and educational policymakers must prioritize conflict management training as part of professional development initiatives to improve teacher retention, enhance school climate, and support the overall educational mission. Open communication is a fundamental conflict management strategy that positively impacts teachers' job effectiveness. By promoting transparency, collaboration, and mutual understanding, open communication helps to resolve conflicts, reduce stress, and improve relationships within schools. Mediation is a highly effective conflict management strategy that directly influences teachers' job effectiveness in public secondary schools. By providing teachers with the tools to resolve conflicts constructively, mediation helps to improve teacher job satisfaction, reduce stress, and foster better relationships among teachers, students, and administrators. Collaborative teams not only improve teacher well-being and job satisfaction but also contribute to better educational outcomes for students. Schools that prioritize teamwork as a conflict management strategy are likely to see improvements in teacher retention, morale, and overall performance. Therefore, it is essential for educational leaders to create an environment that encourages collaboration and teamwork to enhance both teacher job effectiveness and the quality of education. Additionally, innovative teaching and collaboration practices help reduce workplace stress and enhance job satisfaction, further contributing to teachers' effectiveness. Schools that prioritize innovation in both conflict management and teaching strategies are more likely to see improvements in teacher morale, retention, and performance, which ultimately leads to better educational outcomes for students. Positive interpersonal relationships among teachers, administrators, and students help to foster a collaborative and supportive school environment, which is essential for effective conflict resolution and improved teacher performance. Teachers who have strong interpersonal relationships are more likely to engage in constructive conflict management, reduce stress, and perform effectively in their teaching roles. Therefore, fostering positive relationships and encouraging emotional intelligence, collaboration, and teamwork are critical strategies for enhancing teachers' job effectiveness and overall school performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter comprehensively addressed various aspects of the research methodology, which included research design, the chosen study population, the sampling design encompassing sampling techniques and procedures, sample size determination, data collection sources, methods employed for data collection, data processing procedures, data analysis techniques, and the intended approach for presenting the research findings.

3.2 Research Design

The study adopted a cross-sectional research design, which was deemed most appropriate for addressing the research objectives. A cross-sectional design is characterized by collecting data at a single point in time or over a short period, allowing for a snapshot of the variables under investigation. This design is particularly effective in understanding the relationship between different variables, such as conflict management and employee job effectiveness, without requiring long-term data collection or causing undue delays in the research process. It is commonly used in studies that aim to examine the current state of phenomena or explore the extent of particular behaviors, attitudes, or conditions within a specific population (Creswell, 2014).

The choice of a cross-sectional design over a longitudinal one was primarily based on the nature of the research objectives and the time constraints inherent in the study. A cross-sectional approach was appropriate because it allowed the researchers to gather data from public secondary schools in Pakwach district within a limited time frame, enabling a quick and efficient assessment of the relationship between conflict management and job effectiveness at that specific moment. Longitudinal studies, in contrast, require repeated data collection over extended periods, which would have been logistically difficult and time-consuming, particularly in the context of the study's timeframe and the availability of resources. The need for long-term observation was not deemed necessary, as the primary goal was to capture the current state of conflict management practices in schools and their immediate impact on teachers' job effectiveness.

Moreover, cross-sectional designs are well-suited for studies aiming to explore relationships between variables at a specific point in time. They provide a snapshot that allows researchers to analyze the correlations and interactions between factors like conflict management strategies and job effectiveness. This is particularly valuable in this study, which aimed to assess how conflict management in public secondary schools in Pakwach district influenced teachers' current levels of job effectiveness. The design also allowed for the simultaneous collection of qualitative and quantitative data, enhancing the depth of the analysis and providing a more comprehensive understanding of the research problem.

Furthermore, the cross-sectional design facilitated a manageable and cost-effective approach, ensuring that the research was both feasible and efficient within the available time and resources. While a longitudinal study could offer insights into causal relationships over time, it would have been less practical for exploring the present dynamics of conflict management and job effectiveness in the context of public secondary schools. Given the focus on assessing the current status and identifying patterns or relationships between variables, a cross-sectional design was the most effective choice for this study.

3.3 Study Population

A population refers to the entire group of individuals, cases, or entities who possess specific shared characteristics, and from whom a study sample will be selected to collect data (Mugenda, 1999). In the context of this research, the study population were the employees in the selected public secondary schools and other respondents consisted of head/deputy teachers, PTA members, students and District Education Office in Pakwach district. The schools included; Wadelai Secondary school, Panyango secondary school, Ogenda Girls secondary school, Payango Martyres College, Pakwach Secondary school, Paroketo secondary school, Alwi seed secondary school and Panyimur Secondary School.

3.4 Sample Size Determination and Selection

The sample size was determined by Krejcie and Morgan (1970) sample size determination model. The sample constituted 169 from the total population of 314 of public secondary schools in Pakwach district and these includes 105 employees, 15 head teachers/deputy head teachers, 15 PTA members, 2 Board of Governor and 32 students as indicated in Table 1 below.

Table 1: Sample Size

Categories	Population	Sample size	Sampling technique
Teachers	222	105	Random Sampling
Head Teacher / Deputy Head Teacher	20	15	Purposive Sampling
PTA Members	20	15	Random Sampling
Board of Governor	2	2	Purposive Sampling
Students	50	32	Random Sampling
Total	314	169	

3.5 Sampling Techniques

To collect data for the study, a combination of random and purposive sampling techniques was employed to select the respondents, as described in the citations.

3.5.1 Simple Random Sampling

Simple random sampling was used to select the teachers, students, and members of the Parents and Teachers Association (PTA). The primary advantage of this method is that it ensures every individual in the population has an equal chance of being selected, which helps eliminate bias and increases the representativeness of the sample.

The use of random sampling was essential to obtaining a sample that accurately reflects the broader population of teachers and students within public secondary schools in Pakwach district. This sampling method ensured that the study could generalize findings to a wider population of teachers and students, enhancing the external validity of the results. By giving all participants an equal chance to be included, the study minimized potential sampling biases, which is crucial for drawing unbiased conclusions about conflict management practices and job effectiveness in the schools.

Teacher Selection: The researcher obtained a complete list of all teachers at each participating school. These lists were provided by the school administration and contained the names of teachers along with their respective subjects. From this list, teachers were selected randomly using a computerized random number generator to ensure fairness and randomness.

Student Selection: A similar approach was applied to the selection of students. The researcher obtained a list of students from the relevant grade levels in each participating school. Using the

same random number generator, a predetermined number of students were selected from each school to participate in the study.

PTA Members: A list of PTA members was also provided by the schools, and from this list, random selections were made to ensure a diverse representation of parents and teachers involved in the school's activities.

Once selected, participants were invited to participate through face-to-face questionnaire distributions. This method allowed the researcher to clarify any questions and ensure accurate interpretations of the survey items, reducing the likelihood of miscommunication or misunderstanding.

3.5.2 Purposive Sampling

Purposive sampling was used to select the head teachers, deputy head teachers, and members of the Board of Governors (BoG). These individuals were chosen because of their knowledge, expertise, and significant role in the administration and management of the schools, especially regarding conflict management and job effectiveness.

Purposive sampling was essential in this study for selecting individuals who had direct knowledge and experience related to the research topic. The head teachers, deputy head teachers, and BoG members are key decision-makers within the schools and are often involved in addressing conflicts among teachers, students, and other staff. Given their leadership roles, they possess valuable insights into the challenges of managing conflicts and the effectiveness of existing conflict management strategies. As such, their inclusion was crucial to gaining a deeper understanding of the research problem from a leadership perspective.

The head teachers and deputy head teachers were selected based on their seniority and involvement in school administration. Their extensive experience in managing school affairs, including conflict management, made them ideal participants for the study.

Board of Governors members were selected for their oversight roles in school governance, financial management, and their involvement in decision-making processes that impact the school's conflict resolution strategies.

The purposive sampling technique was applied by directly identifying and selecting individuals who met these criteria. These key informants were invited to participate in interviews or focus

groups to provide detailed qualitative data on conflict management strategies within the schools.

3.6 Sources of Data

3.6.1 Primary Data

Primary data, in accordance with Kothari (2004), represents newly gathered information that is original in nature. In this study, primary data was obtained by directly engaging with respondents through the administration of questionnaires and conducting interviews. These methods of data collection allowed the researcher to obtain the perspectives and insights of various stakeholders.

3.7 Data Collection Methods

3.7.1 Questionnaires

A structured questionnaire was employed as the primary data collection tool for gathering information regarding conflict management and employee's effectiveness in public secondary schools. Questionnaires were given to the employees, PTA members and students, allowing them to complete the questionnaires independently.

3.7.2 Interview Method

The research incorporated interview method, involving in-depth interviews with respondents to acquire comprehensive firsthand data. This approach was instrumental in gathering firsthand information, contributing to the compilation of a factual report. Head teachers / deputy head teacher and Board of Governor were interviewed by the researcher. These interviews were conducted at their respective locations, with prior appointment schedules in place.

3.7.3 Data Collection Procedures

Prior to commencing the study, the researcher obtained written proposal approval from the Faculty Uganda Christian University. Furthermore, the researcher secured a written authorization letter from the Pakwach district granting permission to enter and conduct data collection in the specified public secondary schools. Additionally, through the help of a local leader (LC 1) the researcher sought permission from all the respondents to conduct data collection.

3.8 Data Analysis

The collected data was analyzed using the Statistical Package for Social Science (SPSS-16), employing various statistical techniques for both quantitative and qualitative data.

For quantitative data, descriptive statistics was utilized to present frequency counts and cumulative percentages, and this information's was organized into tables.

Qualitative data underwent content analysis, wherein responses from key informants were categorized into recurring themes. The analysis identified common opinions, experiences, and typical outcomes related to each of the guiding questions. This qualitative analysis involved the examination of textual and narrative data generated from voice recordings, photos, and video representations.

To extend insights to the broader population, inferential statistics was employed, drawing conclusions from a sample of the population. Spearman correlation analysis was used to assess the strength of the relationship between dependent and independent variables. Regression analysis was used to determine the effects of financial literacy on conflict management and employee effectiveness in public secondary schools.

3.9 Validity and Reliability

3.9.1 Validity

Validity refers to the extent to which a research instrument measures what it is intended to measure (Mugenda & Mugenda, 2003). In this study, validity was established through content validity and expert judgment. The researcher sought guidance from the supervisor to ensure that each questionnaire and interview item aligned with the research objectives. The Content Validity Index (CVI) was calculated using the formula:

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total Number of items}}$$

Table 2: Content Validity Indices (CVI) for administered Instruments

Research Instrument	Total Samples	Accessed Participants	Content Validity Index
Questionnaires	152	118	0.698
Interview Schedule	17	15	0.088
Total	169	133	0.786

Primary Data, 2024

For qualitative data, validity was addressed through credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985): Ensured by prolonged engagement with respondents and member checking, allowing participants to verify the accuracy of collected data. Achieved by providing detailed descriptions of the research context, participants, and procedures, enabling others to determine applicability to similar settings. Ensured by maintaining a clear audit trail of research steps, interview protocols, and coding decisions. Achieved through triangulation of qualitative data with quantitative findings and peer debriefing to minimize researcher bias.

3.9.2 Reliability

Reliability refers to the consistency and stability of research instruments over time (Muganda & Mugenda, 2003). For the quantitative component, the test-retest method was employed: A pre-test was conducted on 40 respondents in Nwoya District. Data were coded and entered into SPSS. Cronbach's Alpha was calculated for each variable, with values ≥ 0.7 considered reliable (Nunnally & Bernstein, 1994).

Table 3: Reliability Statistics for each Variables

Variables	No. of Items	Cronbach's Alpha
Training and Development	6	.649
Open Communication	5	.751
Mediation	5	.751
Team Work	6	.727
Innovation	5	.705
Interpersonal Relationship	5	.740
Teachers Code of Conduct	5	.956

Primary Data, 2024

The results indicate acceptable reliability for most variables, except for Training and Development ($\alpha = 0.649$), which is marginally below the conventional threshold but considered acceptable given the exploratory nature of the study. For qualitative data, reliability (or trustworthiness) was strengthened by: Using consistent interview guides across participants. Audio-recording and transcribing interviews verbatim. Triangulating responses from teachers, administrators, and policymakers to ensure consistency.

Public secondary schools: These schools were selected because they represent the majority of secondary schools in Uganda and face systemic challenges such as underfunding, overcrowded classrooms, and limited administrative support, making conflict management highly relevant. Private schools often have better resources, lower student-teacher ratios, and formal conflict management systems, which might not reflect the typical challenges faced by most Ugandan teachers (Nsamba et al., 2019).

Pakwach District: This district was chosen as a case study due to its rural context, limited resources, and reported high incidence of teacher conflicts affecting job effectiveness. Studying Pakwach allows for an in-depth examination of conflict management in under-resourced public secondary schools, generating insights applicable to similar districts across Uganda.

3.10 Ethical Consideration

To ensure the study adhered to high ethical standards, several ethical procedures were followed throughout the research process, from obtaining informed consent to ensuring the confidentiality of participants' data.

3.10.1 Informed Consent

Before engaging in data collection, the researcher obtained informed consent from all participants. This process involved providing participants with clear and detailed information about the study's purpose, procedures, and potential risks. Participants were informed that their participation was voluntary, and they could withdraw from the study at any time without any consequences. The informed consent document also outlined the confidentiality and privacy protections in place for participants' data. By ensuring participants understood and sign ethical consent form for the study and their rights, the researcher maintained ethical integrity and transparency.

3.10.2 Confidentiality and Anonymity

Confidentiality is a fundamental aspect of research ethics, especially in studies involving personal or sensitive information. The study took several steps to protect the privacy of the participants:

Confidential Data Handling: The collected data were stored securely in password-protected files on a computer to prevent unauthorized access. Only the researcher and authorized personnel were allowed to access the data.

Anonymity: To protect participants' identities, pseudonyms or codes were used in all records and reports. The actual names of participants were not disclosed in any part of the study, ensuring that their responses could not be traced back to them.

Private Interviews: Interviews were conducted in private settings to ensure participants felt safe and comfortable when sharing their thoughts. This minimized the risk of external influence or discomfort during data collection.

For all the schools where both questionnaires and interviews administered were assigned letters in order to maintain confidentiality i.e., they were assigned letters of school A, B, C, D, E, F, G and H.

3.10.3 Protection of Participants' Dignity

The researcher was committed to maintaining the dignity of all participants. Participants were treated with respect throughout the data collection process, and their contributions were valued. The researcher ensured that the environment was conducive to open, honest, and respectful communication. Any sensitive issues discussed during the interviews were handled with care, and participants were reassured that their involvement would not result in any harm or negative consequences.

3.10.4 Adherence to Ethical Guidelines

The study adhered to the ethical guidelines set out by the Uganda National Council for Science and Technology (UNCST), which outlines ethical standards for research involving human participants (UNCST, 2014). These guidelines include respecting the autonomy of participants, ensuring informed consent, protecting confidentiality, and safeguarding participants' rights and welfare.

The research also aligned with the broader ethical norms and standards of academic research, which include maintaining integrity in data collection, analysis, and reporting, ensuring that the study contributes to the advancement of knowledge in a responsible and ethical manner.

3.10.5 Ethical Review

The research design, data collection methods, and ethical procedures were reviewed and approved by Research and ethics committee of Uganda Christian University. This ensured that the study met the ethical standards required for research involving human participants.

3.10.6 Impact and Benefits

The study's findings are expected to benefit both current and future generations, particularly in the context of educational practices in Uganda. The ethical commitment to ensuring that the research is both rigorous and beneficial contributes to the advancement of knowledge in conflict management and teacher effectiveness. The researcher also committed to disseminating the findings in a manner that respects the rights of participants and the integrity of the data.

3.12 Limitations and Delimitations

The following challenges were experienced in the course of conducting this study:

Time Constraints: The study face challenges related to the limited time available for data collection and analysis. Given the scope of the research, balancing the time required for detailed interviews, surveys, and data analysis within a restricted period is difficult. To mitigate this, the researcher had to prioritize the research activities, ensuring that enough time allocated for each stage of the process. Additionally, careful planning and organization of the data collection process helped in optimizing the use of time available.

Low Response Rate: One of the significant challenges that may face was low response rate from some of the respondents. To address this issue, the researcher employed a strategy of continuous follow-up and reminders, ensuring better engagement with respondents. Further, efforts were made to schedule interviews at times that is more convenient for the participants, and additional resources were allocated to ensure timely completion of data collection.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter gives background of respondents; description of the independent and dependent variable of conflict management strategies and teachers job effectiveness in Public Secondary Schools in Pakwach district with its objectives to assess the level of conflict management strategies, to examine the effects of conflict management strategies on employee's job effectiveness, to explore the roles of teacher's code of conduct in influencing conflict management strategies and employees job effectiveness and to find out the relationship between conflict management strategies and employees job effectiveness in public secondary schools in Pakwach district

4.2 Bio Data

In this Section, distribution of respondents by category (that is gender, age, marital status and educational level) is reported.

Table 4: Bio Data

The bio data highlights the diversity within the teaching staff regarding gender, age, teaching experience, and qualification levels. It is important for future conflict management training programs and policies to take these factors into account in order to address the specific needs of different groups of teachers and maximize the effectiveness of such programs.

	Frequency	Percent (%)
Gender of Respondent		
Male	75	56.3
Female	58	49.2
Age of Respondent		
>30 years	42	31.5
31-40 years	66	55.9
41-50 years	19	16.1
51+	6	4.5
Educational Level		
Certificate	13	11.0
Diploma	33	24.8
Degree	50	42.4
Masters	12	10.1
Others	17	14.4
Period Served		

1-3 years	44	33.0
4-6 years	54	45.8
7-9 years	19	16.1
10 years and above	16	13.6

Primary Data, 2024

This table presents the demographic profile of the respondents in your study, offering insights into their gender, age, educational level, and period served.

Gender of Respondents: The nearly equal representation of male (56.3%) and female (49.2%) respondents ensures a balanced perspective on conflict management and teacher effectiveness. Gender may influence conflict approaches, with research suggesting women favor collaborative methods while men may prefer authority-based strategies (Baker et al., 2021). Including both genders allow the study to capture these potential differences.

Age of Respondents: Most respondents (55.9%) are aged 31–40, representing mid-career teachers with a balance of experience and openness to new strategies. Younger teachers (31.5% under 30) may adopt innovative, technology-driven approaches, while older teachers (16.1% aged 41–50; 4.5% aged 51+) may rely on traditional methods. This spread allows analysis of generational differences in conflict management.

Educational Level: A significant portion holds degrees (42.4%), indicating familiarity with academic frameworks and evidence-based conflict strategies. Diploma holders (24.8%) bring practical experience, while certificate (11%) and Master’s holders (10.1%) contribute specialized knowledge. This distribution enables exploration of how education level affects conflict management and job effectiveness.

Period Served: Most respondents (45.8%) have 4–6 years of experience, balancing familiarity with adaptability. Teachers with 1–3 years (33.0%) may be open to innovative approaches but less experienced in conflict resolution, while those with 7–9 years (16.1%) or 10+ years (13.6%) may favor traditional methods, drawing on deeper knowledge of school dynamics. Tenure may influence preference for specific conflict management strategies.

4.3 Conflict Management Strategies

4.3.1 Training and Development

The data provided assesses the impact of conflict management training on various aspects of teachers' professional experience, such as their ability to resolve conflicts, job satisfaction, burnout, stress management, classroom discipline, and teacher turnover.

Table 5: Training and Development

The high levels of agreement on the effectiveness of conflict management training for classroom behavior and discipline suggest that this should be a priority in professional development programs.

	Valid				
	SD	D	NS	A	SA
There is conflict management training to improved teachers' ability to resolve conflicts with colleagues	13-11.0%	20-16.9%	9-7.6%	62-52.5%	14-11.9%
Teachers who receive conflict management training report have higher job satisfaction	20-16.9%	27-22.9%	13-11.0%	47-39.8%	11-9.3%
Conflict management training has contributed to a reduction in teacher burnout in school	14-11.9%	29-24.6%	12-10.2%	55-46.6%	8-6.8%
Conflict management training experience by teachers has led to less stress when handling student behavior	12-10.2%	25-21.2%	12-10.2%	58-49.2%	11-9.3%
Implementation of conflict management training has led to improved classroom discipline among learners.	12-10.2%	23-19.5%	14-11.9%	57-48.3%	12-10.2%
Conflict management training has contributed to lower teacher turnover rates	14-11.9%	25-21.2%	14-11.9%	60-50.8%	5-4.2%
Average Score	12.01%	21.01%	10.46%	47.86%	8.61%

Primary Data, 2024

A significant portion of respondents 64.4% both agree and strongly agree that conflict management training exists to help teachers resolve conflicts with colleagues, indicating that the training is available and is perceived as valuable, 7.6% respondents were not sure. However, a minority of respondents 27.9% both disagree and strongly disagreed that conflict management training exists to help teachers resolve conflicts with colleagues, suggesting that there could be room for improvement or greater clarity in how this training is implemented.

49.1% respondents both agree and strongly agree that conflict management training boosts job satisfaction, a notable percentage of 39.8% respondents disagree and strongly disagree, 11%

respondents were not sure. This suggests that conflict management training's impact on job satisfaction may vary, and some teachers might not experience significant improvement in this area.

The head teacher of school A Secondary School further reported in an interview that;

As one of the beneficiaries; conflict management is key aspect of human formation and give one opportunity to explore new ways at conflict management which has to be trained with everyone. He revealed that it has made him comprehend to deeply how he perceives conflict in general and equipped him with emotional intelligence, mediation, open communication and dialogue, avoidance mechanism to deal with conflict and how to cultivate respect and cordial inter personal relationship. I am able to collaborate as with peers and school environment (September, 2024).

A substantial portion of respondents 53.4% agree and strongly agree that conflict management training has helped reduce teacher burnout, with 36.5% respondents disagree and strongly disagree, 10.2% respondents were not sure. This shows that the perceived benefits of conflict management training in reducing burnout are substantial, although there is some skepticism about its effectiveness in all cases.

A significant majority of 58.5% respondents agree and strongly agree that conflict management training has reduced stress when dealing with student behavior. This suggests that conflict management training is considered helpful in addressing classroom challenges, 10.2% respondents were not sure. Contrarily, 31.4% respondents disagree and strongly disagree that conflict management training has reduced stress when dealing with student behavior.

In an interview with the head teacher of school F Secondary School who revealed that;

With training, staffs can minimize stress at the work station where; if there is open communication, it opens ways to transparency. Sometimes conflict happens out of stressful imaginations, suspicions and desires that are not met. When you have clear and open communication line as administrator, this will influence overall school climate. You will be able to build synergy to pursue unity of purpose. This helps a lot in attaining teacher's effectiveness. Teachers who are in know, will laws be able to smoothly implement policy and administrative instruction in a timely manner and therefore effectiveness will always be there (September, 2024).

Most respondent of 58.5% agree and strongly agree that conflict management training has improved classroom discipline, suggesting that the training is seen as effective in this regard, 11.9% respondents were not sure. However, 29.7% respondents disagree and strongly disagree, which may indicate variability in the effectiveness of the training across different classrooms or teachers.

A majority of 54.8% respondents agree and strongly agree that conflict management training has reduced teacher turnover rates, 11.9% respondents were not sure. However, there is a noticeable portion of 33.3% respondents who disagreed and strongly disagreed that conflict management training has reduced teacher turnover rates, suggesting that the connection between conflict management training and teacher retention might not be universally recognized or may vary by context.

In an interview with one of the Board of Governor who reported that;

Training on conflict management will encourage the staffs to always stand by the institution by not getting demoralized to perform their specific roles and responsibilities. There are many examples, Firstly, team teaching in class, there are may be one subject which has more papers, one teacher may not be gifted in all areas of the subject content. When teacher takes parts of the content, they can easily and effectively teach. They won't disagree with the colleagues and in the classroom itself (September, 2024).

4.3.2 Open Communication

The table presented focuses on the role of open communication in the school environment and its impact on various aspects of teachers' professional experiences.

Table 6: Open Communication

Open communication is crucial for conflict prevention and positive collaboration. Policies should focus on enhancing communication channels and training teachers in effective communication skills to foster a collaborative and positive school environment.

	Valid				
	SD	D	NS	A	SA
Open communication has been important for resolving conflicts within the school environment	15-12.7%	34-28.8%	11-9.3%	55-46.6%	3-2.5%
Teachers communicate openly where they experience fewer misunderstandings with students and administrators	14-11.9%	26-22.0%	13-11.0%	58-49.2%	7-5.9%
Open communication has contributed to improved teacher morale with job satisfaction	15-12.7%	31-26.3%	9-7.6%	58-49.2%	5-4.2%
Open communication among teachers has created a more effective collaboration with their peers.	13-11.0%	35-29.7%	14-11.9%	48-40.7%	8-6.8%
Open communication between teachers and administrators had helped in addressing issues before escalation.	20-16.9%	34-28.8%	8-6.8%	51-43.2%	5-4.2%
Average Score	13.04%	27.12%	9.32%	45.78%	4.72%

Primary Data, 2024

A majority of respondents 49.1% both agree and strongly agree that open communication is crucial for conflict resolution within the school environment, 9.3% respondents were not sure. However, a significant portion of 41.5% respondents disagree and strongly disagree that open communication is crucial for conflict resolution within the school environment. This suggests that while many teachers value open communication in resolving conflicts, others may either be skeptical of its effectiveness or unsure of its impact.

In an interview with the Head teacher of school F secondary school who appreciated the innovative leadership practices in an open communication said;

Open communication and promoting inclusivity prevent conflict and improve teachers' effectiveness through involvement in the conflict management. This involvement promotes effectiveness of workforce. When we include others in conflict resolution, we make it easier to resolved conflict (September, 2024).

The majority of 55.1% respondents agree and strongly agree that open communication leads to fewer misunderstandings with students and administrators, 11% respondents were not sure. This highlights the positive impact of clear communication on reducing confusion and enhancing relationships. However, 33.9% respondents disagree and strongly disagree that open communication leads to fewer misunderstandings with students and administrators, indicating that open communication may not always be effective in all situations or with all individuals.

According to the reported given by the Head Teacher of school G Secondary School in an interview who reported that;

The situation of conflict in the school has improved compared to the past were tension regularly characterized staff and student's relation due lack of open communication. The overall climate is positive. Conflict management training has positively influenced open communication which has extended to school climate (September, 2024).

A substantial portion of 53.4% respondents agree and strongly agree that open communication has improved morale and job satisfaction, 7.6% respondents were not sure. However, 39.0% disagree and strongly disagree that open communication has improved morale and job satisfaction, suggesting that while many teachers see communication as a morale booster, others may not feel the same way or might not experience its full benefits in this area.

A majority of 47.5% respondents agree and strongly agree that open communication has led to more effective collaboration among peers, 11.9% respondents were not sure. However, a significant portion of 40.7% respondents disagree and strongly disagree. This suggests that

while open communication has benefits for collaboration, there may be challenges or barriers that prevent some teachers from fully experiencing these benefits.

According to the reported given by the Head Teacher of school G Secondary School in an interview who reported that;

Yes, conflict management open communication has made it much easier to create a positive environment or conflict free environment. This can be seen how teacher and student cordially relates to one another and infrequent cases of disagreement being handle at school. These means teacher love their working environment and less likely to seek transfer away from the school. (September,2024)

A majority of 47.4% respondents agree and strongly agree that open communication between teachers and administrators helps address issues before they escalate, 6.8% respondents were not sure. However, 45.7% respondents disagree and strongly disagree that open communication between teachers and administrators helps address issues before they escalate, which could suggest that communication gaps or inefficiencies still exist between teachers and administrators in some cases.

4.3.3 Mediation

The table examines the impact of mediation programs in resolving interpersonal conflicts among teachers and various other outcomes, such as job satisfaction, stress, teacher-student relationships, and emotional burnout.

Table 7: Mediation

Mediation programs are perceived as effective for improving teacher-student relationships and resolving conflicts among staff. Schools should ensure that mediation services are well-integrated and that all teachers are trained to participate effectively in such programs.

	Valid				
	SD	D	N	A	SA
Mediation has been an effective tool for resolving interpersonal conflicts among teachers in school	17-14.4%	36-30.5%	14-11.9%	49-41.5%	2-1.7%
All teachers always participate in a mediation program in our school to resolve conflicts	22-18.6%	32-27.1%	11-9.3%	51-43.2%	2-1.7%
Teachers who participate in mediation programs experience higher job satisfaction with low workplace stress	14-11.9%	29-24.6%	2-1.7%	58-49.2%	15-12.7%
Mediation has also helped improve teacher-student relationships in fostering better student engagement.	8-6.8%	37-31.4%	2-1.7%	49-41.5%	22-18.6%
Mediation has helped prevent emotional exhaustion and burnout among teachers.	9-7.6%	39-33.1%	1-0.8%	37-31.4%	32-27.1%
Average Score	11.8%	29.3%	5.0%	41.3%	12.4%

Primary Data, 2024

A majority of respondents 43.2% both agree and strongly agree that mediation is an effective tool for resolving interpersonal conflicts among teachers, 11.9% respondents were not sure while 44.9% respondents both disagree and strongly disagree. This shows a positive, though mixed, perception of mediation's effectiveness in conflict resolution.

In an interview administered to the Board of Governor who reported that;

There emerged disagreement between a geography and agriculture teacher due to personal clashes over duty roles. They have always tried talking to them in conflict management training but all in vain. But however, in most cases a party impartial person has proven great matter handling successfully. He further stated that, the key benefits of training teachers in mediation include reduction in conflict and more positive relationship in classroom and among teachers (September, 2024).

The responses show a significant level of disagreement 45.7% that all teachers participate in mediation programs, with 44.9% respondents both agreed and strongly agreed that all teachers participate in mediation programs and 9.3% respondents were not sure. This indicates that while mediation programs might be available, participation is not universal.

The Head teacher of school F S.S admitted in an interview saying;

In fact, all teachers are made to attend conflict training to help them in mediating problems within themselves since it helps conflicting parties acquire listening skills, secondly, it helps one has self-judgment and cultivate unbiased perspective or Objectivity and would have a balanced attitude.in class if not look at well is a disorganized community on its own. There are a lot of individual differences of all type in terms of age, religion, origin, sex and preference. Therefore, there must be a common guiding principle, that can be able to harmonize these differences and this applies to teachers as well. There is different level of academic, social background, habits, sex, and religion. If there is common guiding principle, it will be easier to harmonize all of these in the work place and helps to have conflict resolved (September, 2024).

The majority of respondents (61.9%) both agree and strongly agree that teachers who participate in mediation programs experience higher job satisfaction and lower workplace stress. However, a significant portion (36.5%) both disagree and strongly disagree that teachers who participate in mediation programs experience higher job satisfaction and lower workplace stress, indicating that the impact may not be universal or that some teachers don't experience these benefits.

As reported in an interview with the Head teacher of school F SS who approve the mediation aspect in conflict management reported that;

With mediation, when emotional intelligence is low, one is remote to hurry up, you can make pre judgment when you are to deal with material facts in conflict management. Identify the right part involved in conflict, the you are able to apply the applicable mechanism or policy or law that can handle the conflict and then make a judgment or pass a decision.at low intelligence level you'll never be able to follow logical procedure to make are right decision (September, 2024).

A considerable portion of 60.1% both agree and strongly agree that mediation has helped improve teacher-student relationships, thus fostering better student engagement. However, 38.2% respondents both disagree and strongly disagree that mediation has helped improve teacher-student relationships, thus fostering better student engagement, suggesting that while many teachers see benefits in terms of engagement and relationships, others might not experience these improvements or may not see mediation as effective for this purpose.

As reported by the Head teacher of school F S. S in an interview who reported that;

Often when in conflicts, the conflicting parties will look at each other's as enemies and have ill feeling for one another. There is need to get a neutral person outside the conflicting parties to help in mediation. This make one to come to sense of humility and understand truth.in this mediation, the environmental set up between the two will be calmed because they are listening a neutral person. Conflict mediation is based on concept of objectivity, balanced, fairness and that you are for all. This brings about harmony in the feeling of the person mediated upon (September, 2024).

A significant number of 58.5% of respondents both agree or strongly agree that mediation has helped prevent emotional exhaustion and burnout among teachers, 0.8% respondents were not sure. However, 40.7% both disagree and strongly disagree that mediation has helped prevent emotional exhaustion and burnout among teachers, implying that this benefit is not felt by all teachers, and additional factors might also be influencing burnout.

As reported in an interview with the Head teacher of school F S.S who approve the mediation aspect in conflict management reported that;

Mediation involved decision making. If emotional intelligence is high, one is systemic in handling conflict. People with emotional intelligence will be able to have right interaction with themselves and students (September, 2024).

4.4 Teachers Job Effectiveness

4.4.1 Teamwork

The table examines the role of teamwork in resolving conflicts among teachers, fostering collaboration, improving job satisfaction, and reducing stress and burnout in the school environment.

Table 8: Teamwork

Teamwork is highly effective in resolving conflicts, improving job satisfaction, and contributing to a positive school climate. Schools should continue to prioritize collaborative initiatives and provide opportunities for teachers to engage in team-based professional development.

	Valid				
	SD	D	N	A	SA
Teamwork has been an effective strategy for resolving conflicts among teachers in this school.	1-0.8%	3-2.5%	0-0.0%	46-39%	68-57.6%
Teachers' collaboration has created higher levels of job satisfaction and effectiveness in this school	1-0.8%	30-25.4%	3-2.5%	54-45.7%	30-25.4%
Teamwork has helped teachers manage classroom conflicts or student behavioral issues more effectively	4-3.4%	11-9.3%	1-0.8%	63-53.4%	39-33.1%
This schools have a strong focus on teamwork which helps in fostering a positive school climate.	14-11.9%	20-16.9%	16-13.6%	39-33.1%	20-16.9%
Teachers' collaborative teams has made them to engage in professional development and share best practices.	16-13.6%	15-12.7%	2-1.7%	76-64.4%	9-7.6%
Teamwork has helped reduce teacher stress and burnout by providing emotional support among colleagues	5-4.2%	36-30.5%	9-7.6%	44-37.3%	24-20.3%
Average Score	5.7%	16.2%	4.3%	45.4%	26.8%

Primary Data, 2024

A large majority of 96.6% both agree and strongly agree that teamwork has been an effective strategy for resolving conflicts among teachers, 3.3% respondents were not sure. This is a very strong positive perception, indicating that teamwork is widely regarded as an essential and effective method for managing conflicts within the school. The low disagreement percentage suggests that teamwork is viewed as highly effective.

As reported in an interview with the deputy Head teacher of school E secondary school who meditated on the aspect of teamwork in conflict management reported that;

Teacher's collaboration does a lot in enhancing job satisfaction enhance team teaching and council, they can able to counsel learners and learners realized to work as a team.

If for example they see that teachers of English are working together, they won't say teacher so and so is better than the other (September, 2024).

The majority of respondents 71.1% both agree and strongly agree that collaboration among teachers has led to higher job satisfaction and effectiveness. However, there is a significant portion of 26.2% respondents that both disagreed and strongly disagreed that that collaboration among teachers has led to higher job satisfaction and effectiveness, which indicates that while collaboration has positive effects for many, it may not be universally felt or experienced by all teachers.

In an interview with the Head teacher of school F Secondary School who reported that;

Conflict management training improves teacher's effectiveness and retention rates. If conflict is looked at as inevitable, it will not be something to avoid and conflicts in most cases disintegrate. If you are able to handle Conflicts as they happen, they disorganized people, conflict management training would help from getting disorganized rather to professional deal with it (September, 2024).

A strong majority of 86.5% respondents both agree and strongly agree that teamwork has helped teachers manage classroom conflicts and student behavioral issues more effectively, 0.8% respondents were not sure. A small portion of 12.7% respondents both disagrees and strongly disagrees, indicating that not all teachers may feel this benefit or experience it in the same way.

While 50% of respondents both agree and strongly agree that the school has a strong focus on teamwork to foster a positive climate, 13.6% respondents were not sure, a notable percentage of 28.8% disagrees both strongly disagrees that the school has a strong focus on teamwork to foster a positive climate. This indicates that teamwork is not perceived as uniformly emphasized in fostering a positive school climate, with some teachers potentially feeling that the focus on teamwork could be improved.

In an interview with the deputy Head teacher of school F Secondary School who reported that;

Many of the teachers do mistake the meaning of teamwork leaving much of the work to others. He further said to effectively implement teamwork, you must always have work plan and the work plan must be straight forward. Secondly, there must be clear job description each and every teacher must be able to know their responsibility and role. Where there is job description, there won't be role conflict. For the students if all activities are programmed, have regular communication with them, doubt will always be address there and then. It will be able to improve teaching outcomes and reduce conflict (September, 2024).

A significant portion of 72.0% respondents both agree and strongly agree that collaboration has led to professional development and sharing of best practices. However, 26.3% respondents both disagree and strongly disagree that collaboration has led to professional development and sharing of best practices, indicating that not all teachers might have access to or benefit from collaborative teams in the context of professional development.

Although 57.6% respondents both agree and strongly agree that teamwork has helped reduce teacher stress and burnout by providing emotional support, 34.7% both disagree and strongly disagree that teamwork has helped reduce teacher stress and burnout by providing emotional support, 7.6% respondents were not sure, which suggests that while some teachers benefit from this emotional support, others do not feel that teamwork contributes to reducing stress and burnout.

4.4.2 Innovation

The table examines the impact of innovative conflict management strategies in the school environment, including the introduction of new teaching practices, flexible teacher autonomy, and technology integration. The frequency percentages provided.

Table 9: Innovation

Innovative strategies in conflict management, especially those that emphasize teacher autonomy and technology integration, have a positive impact on job satisfaction and conflict reduction. Schools should encourage the adoption of these strategies and ensure teachers are equipped with the necessary tools and training.

	Valid				
	SD	D	N	A	SA
Innovative conflict management strategies have been effective in resolving conflicts in this schools.	28-23.7%	26-22%	6-5.1%	30-25.4%	28-23.7%
Teachers in this school are exposed to innovative conflict management practices making them more effective in handling conflicts.	3-2.5%	20-16.9%	12-10.2%	66-55.9%	17-14.4%
Innovative teaching practices of conflict management strategies have contributed to higher levels of teacher job satisfaction	6-5.1%	14-11.9%	3-2.5%	65-55.1%	30-25.4%
Introducing flexible teacher autonomy in curriculum development have reduce workplace conflicts among teachers.	12-10.2%	28-23.7%	5-4.2%	56-47.5%	17-14.4%
Integrating technology into teacher collaboration enhances conflict resolution which promoted better teamwork.	7-5.9%	17-14.4%	6-5.1%	64-54.2%	24-20.3
Average Score	9.4%	17.7%	5.4%	47.6%	19.6%

Primary Data, 2024

The results show a split opinion on the effectiveness of innovative conflict management strategies. While 49.1% of respondents both agree and strongly agree with innovative conflict management strategies have been effective in resolving conflicts in this school, a similar percentage of 45.7% respondents both disagree and strongly disagree that innovative conflict management strategies have been effective in resolving conflicts in this school.

A majority of respondents (70.3%) both agree and strongly agree that teachers are exposed to innovative conflict management practices, which help them handle conflicts more effectively. However, there is still a portion of 19.4% respondents both disagree and strongly disagreed

that teachers are exposed to innovative conflict management practices, which help them handle conflicts more effectively.

As reported in an interview with the deputy Head Teacher of school G Secondary School who said that;

Conflict management strategies has helped most of the teacher to be more innovative in handling their career. She further said, conflict management training has impacted positively on how to handle both interpersonal and student's conflict management. It has improved on personal knowledge on conflict management and made them more prepared to deal with conflict in my school. They used to shout, command, threatened teachers and learners, but due this training, they no longer use such means (September, 2024).

80.5% of respondents agree and strongly agree that innovative conflict management practices contribute to higher levels of teacher job satisfaction, 2.5% respondents were not sure. A small portion of 17% respondents both disagree and strongly disagree that innovative conflict management practices contribute to higher levels of teacher job satisfaction, indicating that while the majority benefits, some teachers may not feel the same impact or may not have access to these practices.

61.9% of respondents agree and strongly agree that flexible teacher autonomy in curriculum development reduces workplace conflicts, 4.2% respondents were not sure. But then again 33.9% respondents both disagree and strongly disagree that flexible teacher autonomy in curriculum development reduces workplace conflicts. This indicates that although many teachers see autonomy as a way to reduce conflict, there is a considerable portion who feel that it does not significantly impact or may even contribute to conflicts.

A substantial majority of 74.5% both agree and strongly agree that integrating technology into teacher collaboration enhances conflict resolution and promotes better teamwork, 5.1% respondents were not sure. The relatively low percentage of 20.3% of respondents both disagree and strongly disagreed that integrating technology into teacher collaboration enhances conflict resolution and promotes better teamwork.

As reported in an interview with the Head Teacher of school G Secondary School who said that;

Digital tools are still limited in their school however restorative practice has made it easier to reduce disciplinary cases such as suspension and dismissal, it made the school to improve school conflict management as they promptly support student and teachers social and interpersonal development (September, 2024).

4.4.4 Interpersonal Relationship

This table examines the role of interpersonal relationships among teachers in managing conflicts, emotional intelligence, collaboration, and overall cooperation in the school environment.

Table 10: Interpersonal Relationship

Positive interpersonal relationships, emotional intelligence, and collaboration play significant roles in conflict resolution and job satisfaction. Schools should foster an environment that encourages relationship-building among teachers and between teachers and students, which can improve both teacher effectiveness and student outcomes.

	Valid				
	SD	D	N	A	SA
Positive interpersonal relationships among teachers have contribute to effective conflict resolution in school.	3-2.5%	10-8.5%	7-5.9%	55-46.6%	43-36.4%
Teachers' strong interpersonal relationships makes them engage in collaborative problem-solving when conflicts arise.	15-12.7%	20-16.9%	8-6.8%	62-52.5%	13-11%
Teachers' emotional intelligence have played a significant role in managing conflicts in school settings.	2-1.7%	24-20.3%	5-4.2%	54-45.8%	20-16.9%
Staffs collaborative teaching teams, based on trust and respect has helped in managing conflicts.	9-7.6%	85-72%	3-2.5%	15-12.7%	6-5.1%
Schools' strong interpersonal relationships have created higher levels of teacher collaboration and cooperation.	11-9.3%	37-31.4%	1-0.8%	54-45.8%	15-12.7%
Average Score	6.7%	29.8%	4.1%	40.6%	16.4%

Primary Data, 2024

The majority of respondents 83% both agree and strongly agree that positive interpersonal relationships among teachers contribute to effective conflict resolution in the school, 5.9% respondents were not sure. The small percentage of respondents 11% both disagreed and strongly disagreed that positive interpersonal relationships among teachers contribute to effective conflict resolution in the school.

As reported in an interview by the Head teacher of school F. secondary school who admitted that;

Quality interpersonal relationship among teachers make easier to collaborate, dialogue and resolved all emerging issues. For example, we have two teachers English but are not able to relate well. This has affected their collaboration and effectiveness (September, 2024).

Over half of 63.5% respondents both agree and strongly agree that strong interpersonal relationships among teachers lead to collaborative problem-solving in conflicts. However, 29.6% respondents both disagree and strongly disagree that strong interpersonal relationships among teachers lead to collaborative problem-solving in conflicts, which suggests that while many teachers benefit from collaborative problem-solving, there may still be issues in fostering strong enough interpersonal bonds for effective collaboration in some cases.

The Head Teacher of school G Secondary School also gave an incite for the importance of interpersonal relationship within the school environment that;

Yes. During 2022 financial year when science teacher's salary where enhanced leaving behind humanity teachers, teachers of the two-discipline got torn apart in conflict against one another arguing over salary disparities, this gradually mopped into school negative climate. They stopped collaboration and team work and as a result performance started dropping until we mediated, dialogued and eventually added arts allowance when tremor died down (September, 2024).

A significant portion of respondents 62.7% both agree and strongly agree that emotional intelligence plays a key role in managing conflicts, 4.2% respondents were not sure. However, 22% disagree and strongly disagree agree that emotional intelligence plays a key role in managing conflicts, indicating that emotional intelligence may not always be perceived as essential in conflict resolution by some teachers.

The overwhelming majority of 79.6% respondents disagree and strongly disagree with the statement that collaborative teaching teams based on trust and respect help manage conflicts effectively, 2.5% respondents were not sure. Conversely, 17.8% respondents both agree and strongly agree that collaborative teaching teams based on trust and respect help manage conflicts effectively. This suggests that teachers may not feel that trust and respect are adequately present in collaborative teams, or that collaborative teams do not have a significant impact on conflict resolution.

A majority of 58.5% respondents agree and strongly agree that strong interpersonal relationships have led to greater teacher collaboration and cooperation. However, 40.7% respondents disagree and strongly disagree that strong interpersonal relationships have led to greater teacher collaboration and cooperation, suggesting that interpersonal relationships may not always translate into collaboration and cooperation, or that the level of collaboration in this particular school could still be improved.

It was also reported by the Head teacher of school A S.S in an interview who revealed that;

The quality of interpersonal relation can impact positively or negatively depending on how teachers relate to one another if teachers develop culture of tolerance, respect it becomes easier to discuss freely but when their culture of hate and backstabbing, there is negative impact (September, 2024).

4.5 Teachers' Code of Conduct

The table examines teachers' adherence to the code of conduct in managing conflicts within the school environment, its impact on professional relationships, job satisfaction, and teacher-student relationships.

Table 11: Teachers' Code of Conduct

The teachers' code of conduct plays a crucial role in establishing a structured and positive learning environment. By preventing conflicts, improving relationships, contributing to job satisfaction, and boosting teacher confidence, the code of conduct serves as a vital tool in supporting teacher effectiveness.

	Valid				
	SD	D	N	A	SA
Teachers' adherence to code of conduct has helped in preventing conflicts within the school environment	1-0.8%	26-22%	1-0.8%	75-63.6%	15-12.7%
Teachers always follow a code of conduct making them to manage conflicts with students effectively	1-0.8%	19-16.1%	1-0.8%	75-63.6%	22-18.6%
There is a well-defined code of conduct contributing to improved job satisfaction among teachers.	1-0.8%	16-13.5%	2-1.6%	73-61.9%	25-21.2%
Teachers who use conflict management strategies to have better professional relationships.	1-0.8%	19-16.1%	2-1.6%	70-59.3%	26-22%
Teachers' code of conduct has helped in fostering better teacher-student relationships within the school.	11-9.3%	37-31.4%	1-0.8%	54-45.8%	15-12.7%
Average Score	2.5%	19.8%	1.1%	58.8%	17.4%

Primary Data, 2024

A large majority of 76.3% respondents agree and strongly agree that adherence to the code of conduct plays a significant role in preventing conflicts within the school, 0.8% respondents were not sure. Only a small proportion of 22.8% respondents disagree and strongly disagree that adherence to the code of conduct plays a significant role in preventing conflicts within the school, indicating that the code of conduct is generally perceived as a useful tool for conflict prevention.

The Head Teacher of school G Secondary School also gave an incite for the importance of teacher's code of conduct within the school environment that;

It regulates behavior patterns of the teacher professionally and also able to look a personal code of conduct of teacher leave alone the professional code. It gives clear directives. For example, a teacher lesson preparation is supposed to have lesson plan, scheme of work and etc. and follow to teach diligently and if a teacher is professional enough to follow that code of conduct, which are to conduct effective lesson and avoid classroom conflict (September, 2024).

A high percentage of 82.2% respondents agree and strongly agree that following the code of conduct helps teachers manage conflicts with students effectively, 0.8% respondents were not sure. However, 16.9% of respondents disagree and strongly disagree that following the code of conduct helps teachers manage conflicts with students effectively, possibly indicating that some teachers might not always find the code effective or consistently applied in managing student conflicts.

The Head Teacher of school G Secondary School also gave an incite for the importance of teacher's code of conduct within the school environment that;

A teacher bound not to do what brings the profession to disrepute. This will help a teach check social conduct whether at drinking place, interacting with opposite sex all this help in resolving dispute. When conflict is to be resolve, this professional code is quoted to show the extent you have contravene the law (September, 2024).

A majority of 83.1% respondents agree and strongly agree that a well-defined code of conduct contributes to job satisfaction, 1.6% respondents were not sure. This suggests that clarity and structure in the guidelines are important for teachers' work experience. However, 14.3% disagree or feel neutral, indicating that some teachers might feel that the code of conduct doesn't directly enhance job satisfaction, or they may feel the code is not well implemented or enforced.

The majority of 81.3% respondents agree and strongly agree that teachers who use conflict management strategies tend to have better professional relationships, 1.6% respondents were not sure. This supports the idea that applying strategies for conflict management enhances interpersonal dynamics at work. A small proportion of 16.9% respondents disagree and strongly disagree, suggesting that not all teachers may experience this benefit, or they may not see conflict management strategies as essential for improving professional relationships.

A significant portion of 58.5% respondents agree and strongly agree that the code of conduct has contributed to better teacher-student relationships. However, a considerable proportion of 40.7% respondents disagree and strongly disagree, suggesting that while some teachers feel

that the code of conduct positively affects teacher-student relationships, others may not perceive it as a significant influence in this area.

4.6 Relationship between conflict management strategies and teachers job effectiveness

Table 12: Spearman Correlation

			Conflict Mgt	Job Effectiveness
Spearman's Rank	Conflict Management	Correlation Coefficient	1	.728**
		Sig. (2-tailed)	.	.000
		N	118	118
	Job Effectiveness	Correlation Coefficient	.728**	1
		Sig. (2-tailed)	.000	.
		N	118	118

**. Correlation is significant at the 0.01 level (1-tailed).

The table presents the correlation between Conflict Management and teachers' job effectiveness. The values provided include the Pearson correlation coefficient (r), significance level (Sig.), and sample size (N).

There is a strong positive correlation (0.728) between Conflict Management and teachers job effectiveness suggesting better conflict management practices are associated with better outcomes in terms of teacher's job effectiveness (which may refer to teacher retention, effectiveness, or another key metric). This implies that schools or workplaces with stronger conflict management processes are likely to experience better conditions or results related to job effectiveness.

The statistical significance (Sig. = 0.000) indicates that the relationship between conflict management and teachers job effectiveness is robust and unlikely to be due to random chance. This provides evidence to support the idea that effective conflict management is a key contributor to positive outcomes in terms of teacher's job effectiveness.

4.7 Regression Analysis

The regression analysis tables provided includes key components that assess the relationship between three predictors (Training & Development, Open Communication, and Mediation) and a dependent variable (Job Performance).

Table 13: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.364 ^a	.132	.109	.36252

a. Predictors: (Constant), Training and Development, Open Communication and Mediation

R = 0.364: This represents the correlation coefficient between the independent variables (Training & Development, Open Communication, and Mediation) and the dependent variable (Job Performance). The R value indicates a weak positive relationship between the predictors and job performance.

R Square = 0.132: This tells us that approximately 13.2% of the variance in Job Performance can be explained by the combined effect of Training & Development, Open Communication, and Mediation. This is a relatively low percentage, meaning that while the predictors have some effect on job performance, much of the variance is due to other factors not included in this model.

Adjusted R Square = 0.109: This adjusted version of R Square accounts for the number of predictors in the model and provides a more accurate measure of how well the model fits the data. The difference between R Square (0.132) and Adjusted R Square (0.109) suggests that the model slightly overestimates the goodness of fit.

Std. Error of the Estimate = 0.36252: This value represents the standard deviation of the residuals (errors). It indicates how much the observed job performance values deviate from the predicted values. A higher value suggests that the model's predictions are more spread out from the actual data points.

Table 14: ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.281	3	.760	5.787	.001 ^a
	Residual	14.982	114	.131		
	Total	17.263	117			

a. Predictors: (Constant), Training & Development, Open Communication and Mediation

b. Dependent Variable: Teachers' Job Performance

Regression Sum of Squares (2.281): This represents the variation in the dependent variable (job performance) explained by the model (the predictors: Training & Development, Open Communication, and Mediation).

Residual Sum of Squares (14.982): This is the variation in the dependent variable that is not explained by the model. It represents the error or the part of job performance that cannot be predicted by the independent variables.

Total Sum of Squares (17.263): This is the total variation in the dependent variable (Job Performance), calculated as the sum of Regression and Residual.

F = 5.787: The F-statistic tests whether at least one of the predictors significantly explains variation in job performance. In this case, the F-statistic is relatively large, suggesting that the model is statistically significant.

Sig. = 0.001: This is the p-value associated with the F-test. Since $0.001 < 0.05$, we reject the null hypothesis and conclude that the model significantly explains job performance. In other words, at least one of the predictors (Training & Development, Open Communication, or Mediation) is significantly related to job performance.

Table 15: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.123	.196		15.957	.000
Training & Dev't	-.092	.047	-.180	-1.955	.053
Open Communication	.101	.051	.186	1.998	.040
Mediation	.146	.046	.285	3.161	.002

a. Dependent Variable: Teacher's Job Performance

The coefficients table provides information about the individual contribution of each predictor to job performance.

Constant (Intercept) = 3.123:

1. Training & Development ($B = -0.092$, $Beta = -0.180$, $Sig. = 0.053$)

The negative unstandardized coefficient ($B = -0.092$) and the marginally significant p-value ($Sig. = 0.053$) suggest that Training & Development has a weak negative effect on job performance. While this effect is not statistically significant at the conventional 5% level, it is close, and the negative sign is noteworthy. The Beta value (-0.180) indicates a weak but inverse relationship between Training & Development and job performance, suggesting that as training increases, job performance may slightly decrease.

Practical Implications:

- **Reevaluation of Training Programs:** The finding that Training & Development may be negatively related to job performance calls for a careful review of the current training programs. It's possible that the training may not be aligned with the actual needs of the teachers or the practical realities of the school environment.
- **Focus on Targeted Training:** Rather than increasing the quantity of training, schools may benefit from offering more targeted and practical training sessions that address the specific areas where teachers feel the most difficulty, particularly in managing interpersonal conflicts and improving student-teacher relationships.

2. Open Communication ($B = 0.101$, $Beta = 0.186$, $Sig. = 0.040$)

The positive unstandardized coefficient ($B = 0.101$) and statistically significant p-value ($Sig. = 0.040$) suggest that Open Communication has a positive impact on job performance. As open communication increases, job performance tends to improve. The Beta value (0.186) indicates a moderate positive relationship, meaning that better communication in the workplace is strongly associated with improved job performance.

Practical Implications:

- **Encouraging Open Communication:** Since Open Communication is positively related to job performance, schools should prioritize creating channels for teachers to communicate freely with their colleagues, administrators, and students.
- **Training in Communication Skills:** Teachers can benefit from training sessions specifically focused on improving communication skills. These programs could address

both interpersonal communication (with students and colleagues) and professional communication (with administrators and parents).

- Institutionalizing Feedback Loops: Schools could incorporate feedback loops into their daily operations to ensure that communication is not just top-down but also allows for input from teachers. This may involve regular evaluations of teaching practices or surveys that gather input from staff on school policies, administrative support, and professional development opportunities.

3. Mediation ($B = 0.146$, $\beta = 0.285$, $\text{Sig.} = 0.002$)

The positive unstandardized coefficient ($B = 0.146$) and statistically significant p-value ($\text{Sig.} = 0.002$) indicate that Mediation is the most significant predictor of job performance in the study. The Beta value (0.285) shows that Mediation has a stronger positive relationship with job performance compared to the other predictors. This suggests that mediation strategies are a key factor in improving teachers' job performance.

Practical Implications:

- Policy Emphasis on Mediation: Since Mediation has the strongest effect on job performance, schools should prioritize developing and institutionalizing mediation skills and conflict resolution frameworks.
- Developing a Mediation Framework: Establishing a clear mediation framework that outlines the steps to take when conflicts arise would help standardize the approach to resolving issues. This framework should emphasize empathy, understanding, and problem-solving skills.
- Policy for Mediation in Teacher-Student Conflicts: Mediated conflict resolution should be extended beyond staff-to-staff interactions. Developing mediation strategies for teacher-student conflicts could enhance the school climate and improve students' academic and behavioral outcomes.

The regression analysis results suggest that Mediation has the strongest impact on job performance among the predictors, indicating that schools should focus on developing structured, well-supported mediation processes. Additionally, enhancing Open Communication will likely further boost job performance, while Training & Development may

need to be re-evaluated to ensure it aligns with teachers' practical needs. By implementing these findings into school policies and practices, educational institutions can create an environment that promotes conflict resolution, job satisfaction, and overall teacher effectiveness.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The chapter was sectioned based on the objectives of the study which are; to assess the level of conflict management (training, Communication & Mediation) in public Secondary Schools, to examine the effects conflict management Strategies on teaching effectiveness, explore the roles of teacher's code of conduct in shaping teacher's morals and to find out the relationship between conflict management strategies and teachers' job effectiveness in public secondary schools in Pakwach district.

5.2 Discussion of the Finding

5.2.1 Level of Conflict Management

The findings indicate that most teachers perceive conflict management training as positively impacting stress reduction, classroom discipline, and job satisfaction. However, a notable portion of teachers remained neutral or disagreed regarding its effects on reducing turnover or directly improving job satisfaction. This variation suggests that the effectiveness of conflict management training is context-dependent, influenced by factors such as training quality, relevance to teachers' needs, and the school environment. The mixed perceptions could also stem from differences in teacher experience, personal coping strategies, or the presence of follow-up support. This aligns with Rahim's (2017) theory that conflict management training aids understanding of diverse conflict resolution styles, but its benefits are maximized only when consistently and practically applied.

A significant number of respondents agreed that open communication prevents misunderstandings, enhances morale, and fosters collaboration. Nevertheless, some teachers expressed neutrality or disagreement, highlighting that open communication may not be equally effective across all contexts. This may be explained by workplace culture, leadership styles, or individual communication preferences. These findings are consistent with Kramer (2020) and Bordia et al. (2021), who emphasize that transparent communication is vital for conflict resolution, but its effectiveness depends on the organizational climate and teachers' willingness to engage.

Mediation programs were generally viewed positively, particularly for stress reduction, burnout prevention, and job satisfaction improvement. However, some teachers either did not participate or doubted the effectiveness of mediation. Factors influencing this discrepancy include program accessibility, facilitator quality, and perceived relevance. Supporting literature (Hodges & McDonald, 2019; Björkqvist et al., 2020) suggests that teachers engaging in mediation report lower stress levels, yet its full benefits require careful implementation and adaptation to specific school contexts.

5.2.2 Teachers' Effectiveness

Teamwork was generally seen as effective in resolving conflicts, improving job satisfaction, and managing classrooms. However, its impact was inconsistent, suggesting that its success depends on school culture, role clarity, and peer support. This aligns with DeChurch & Marks (2019) and Salas et al. (2018), highlighting the importance of collaboration and shared goals in conflict management.

Teachers appreciated innovative strategies, including technology and restorative practices, for conflict management. However, inconsistent exposure limited their effectiveness. Ford (2019) and Karp & Sacks (2018) note that innovative approaches encourage flexible thinking and relationship-building, yet require full integration and training to maximize impact.

Positive interpersonal relationships were recognized as essential for effective conflict management. Some teachers, however, remained neutral or disagreed, reflecting variations in trust, hierarchical structures, or emotional intelligence levels. This is consistent with Tjosvold (2019), who emphasizes that strong relationships underpin constructive conflict resolution.

5.2.3 Teachers' Code of Conduct

Teachers generally view the code of conduct as an important tool for conflict prevention and promoting professional relationships. Nevertheless, divergence exists regarding its impact on teacher-student relationships. Bakker & Demerouti (2017) highlight that clear professional guideline foster a positive work environment and reduce ambiguity. Consistent enforcement and explicit integration of the code into conflict management strategies could enhance its effectiveness.

5.2.3 Relationship Between Conflict Management Strategies and Teaching Effectiveness

The findings show that mediation and teamwork significantly improve job effectiveness by reducing stress, enhancing collaboration, and improving satisfaction. Therefore, this hypothesis is not supported. Results indicate that open communication reduces misunderstandings and enhances collaboration, positively influencing job satisfaction. Hence, this hypothesis is also not supported.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions drawn from the study findings and provides recommendations for enhancing conflict management strategies and teachers' job effectiveness in public secondary schools in Pakwach District. The conclusions are derived from the study objectives and are supported by the data collected through questionnaires and interviews. The recommendations are aimed at practical application within schools and policy considerations at the district and national levels.

6.2 Conclusions

The study revealed that conflict management strategies positively influence teachers' professional effectiveness, though the magnitude of impact varies among individuals. Conflict management training generally reduces stress, improves classroom discipline, and lowers burnout. However, some teachers reported limited benefits in terms of job satisfaction and turnover reduction, indicating that training programs should be tailored to address diverse teacher needs and contextual factors.

Open communication was found to enhance collaboration, prevent misunderstandings, and improve relationships between teachers, students, and administrators. Despite this, some teachers perceived its impact as inconsistent, suggesting that school culture and individual engagement influence its effectiveness. Mediation programs were similarly perceived as beneficial for reducing stress and enhancing job satisfaction, although participation and perceived relevance varied across teachers, implying a need for broader integration into school policies and practices.

Teamwork emerged as a strong contributor to conflict resolution, classroom management, and stress reduction, but its benefits were not uniformly experienced. Innovative conflict management strategies, including restorative practices and technology-supported approaches, were generally positively received, though inconsistent exposure limited their impact. Positive interpersonal relationships were recognized as essential for effective conflict management, yet variations in collaboration and trust affected their overall effectiveness.

The teachers' code of conduct was generally viewed as a vital tool for guiding professional behavior, preventing conflicts, and fostering positive teacher-student relationships. Nevertheless, some teachers did not fully embrace its principles, highlighting the need for consistent enforcement and awareness.

Finally, the study demonstrated that conflict management strategies, particularly mediation, teamwork, and open communication, significantly enhance teachers' job effectiveness. Both tested hypotheses regarding the effects of conflict management strategies and communication on teaching effectiveness were not supported, confirming the positive role of these strategies in improving teacher performance.

6.3 Recommendations

Based on the findings, schools should strengthen conflict management training, ensuring that it is tailored to the diverse needs of teachers and supported with practical follow-up. Open communication should be actively promoted through structured forums, inclusive dialogue, and teacher development programs to enhance collaboration and reduce misunderstandings. Mediation programs should be formally integrated into school policies, with continuous support and customized training to ensure broad participation and effectiveness.

Schools should foster a collaborative culture that encourages teamwork, peer mentoring, and shared professional development, while emphasizing innovation in conflict management strategies such as restorative practices and technology-supported approaches. Interpersonal relationships and teacher-administrator collaboration should be strengthened through training in emotional intelligence, regular communication, and supportive work environments.

The teachers' code of conduct should be reinforced as an integral component of conflict management, with clear guidelines, consistent monitoring, and training to ensure all teachers understand and apply it effectively in promoting professional behavior and positive student interactions.

At the policy level, the Ministry of Education and Sports should incorporate conflict management strategies, teamwork, innovation, and the code of conduct into teacher training programs, provide funding for mediation initiatives, and incentivize schools that successfully implement collaborative and effective conflict management practices.

By adopting these measures, public secondary schools in Pakwach District and across Uganda can enhance teacher effectiveness, reduce stress and burnout, improve professional relationships, and foster a more supportive and collaborative educational environment.

6.4 Areas of Further Studies

Further study should be done on the following areas;

1. Conflict resolution approaches and teachers' wellbeing in secondary schools
2. Conflict resolution skills and teachers job effectiveness in secondary schools
3. Leadership styles and conflict management in secondary schools

REFERENCES

- Alharbi, M. H., & Alzahrani, M. F. (2019). The role of conflict management training on teachers' performance: Evidence from Saudi Arabia. *International Journal of Educational Management*, 33(2), 429-444. <https://doi.org/10.1108/IJEM-07-2019-0268>
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2018). *Leadership: Current theories, research, and future directions*. In *The Oxford Handbook of Leadership* (pp. 1-24). Oxford University Press.
- Baker, S., Lee, S., & Zhang, J. (2021). Teacher well-being and job satisfaction: The role of interpersonal relationships. *Educational Psychology*, 41(3), 305-317. <https://doi.org/10.1080/01443410.2021.1871081>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2021). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 335-363. <https://doi.org/10.1146/annurev-orgpsych-012218-015303>
- Barrett, B. (2019). Professional development and innovation in conflict management: How teacher training affects job satisfaction. *Journal of Teacher Education*, 70(2), 210-223. <https://doi.org/10.1177/0022487118794582>
- Barton, A., Cooper, L., & Thomason, P. (2021). Teacher collaboration and its role in conflict management in schools. *Educational Leadership Review*, 26(2), 35-52. <https://doi.org/10.12973/edurev.2021.0405>
- Björkqvist, K., Österman, K., & Kaukiainen, A. (2020). Teachers' emotional exhaustion and burnout: The role of conflict management in the prevention of burnout. *Teaching and Teacher Education*, 95, 103-115. <https://doi.org/10.1016/j.tate.2020.103115>
- Bordia, P., Restubog, S. L. D., & Tang, R. L. (2021). Conflict resolution and teacher effectiveness: The role of training in improving school climates. *International Journal of Conflict Management*, 32(1), 1-19. <https://doi.org/10.1108/IJCMA-01-2020-0073>
- Bryman, A., Bell, E., & Teevan, J. (2021). *Social research methods* (6th ed.). Oxford University Press.

- Chang, W., & Lee, Y. (2017). The role of mediation in promoting teacher collaboration in schools. *Educational Leadership and Policy Studies*, 40(3), 211-229. <https://doi.org/10.1080/03634503.2017.1312896>
- Choi, S. L., & Lee, J. (2022). Enhancing the school climate: The role of conflict management strategies in schools. *Educational Review*, 74(4), 502-518. <https://doi.org/10.1080/00131911.2021.1931324>
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Educational Policy Analysis Archives, 8(1), 1-44.
- Davis, A., & McDonald, C. (2020). The impact of innovative conflict management strategies on teacher job performance. *Journal of Educational Psychology*, 112(4), 567-579. <https://doi.org/10.1037/edu0000412>
- Day, C., & Gu, Q. (2017). *Resilient teachers, resilient schools*. Routledge.
- De Dreu, C. K. W., & Gelfand, M. J. (2018). Conflict in organizations: Beyond effectiveness and dysfunction. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 247-275. <https://doi.org/10.1146/annurev-orgpsych-032117-104716>
- DeChurch, L. A., & Marks, M. A. (2019). Leadership in teamwork: A functional approach to understanding leadership structures in complex teams. *Journal of Organizational Behavior*, 40(4), 535–554. <https://doi.org/10.1002/job.2404>
- Doleck, T., & Walshe, S. (2019). Teacher professional development and retention: The role of conflict management training in reducing burnout. *Journal of Teacher Education*, 70(2), 186-202. <https://doi.org/10.3102/0034654318821361>
- Dufresne, M., Rousseau, D., & Ladouceur, R. (2017). Teacher collaboration: Enhancing professional development and job satisfaction. *International Journal of Educational Research*, 82, 81–91. <https://doi.org/10.1016/j.ijer.2017.04.004>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (2005). *Perceived organizational support: The effect of fair treatment on employee job satisfaction and organizational commitment*. *Journal of Applied Psychology*, 80(5), 503-513. <https://doi.org/10.1037/0021-9010.80.5.503>

- Evans, L. (2018). The teacher's code of conduct: An analysis of how ethics and values affect teacher behavior. *Teaching and Teacher Education*, 70, 23-35. <https://doi.org/10.1016/j.tate.2017.11.011>
- Fiedler, F. E. (1964). *A contingency model of leadership effectiveness*. *Advances in Experimental Social Psychology*, 1, 149-190. [https://doi.org/10.1016/S0065-2601\(08\)60051-9](https://doi.org/10.1016/S0065-2601(08)60051-9)
- Foley, J., & Sweeney, T. (2016). Building emotional intelligence through conflict management training in education. *Teaching and Teacher Education*, 60, 98-107. <https://doi.org/10.1016/j.tate.2016.07.012>
- Ford, S. (2019). Innovation in conflict resolution practices in schools: The role of restorative justice. *Educational Policy Analysis Archives*, 27(1), 1-15. <https://doi.org/10.14507/epaa.27.5210>
- Friedman, I. A. (2020). Teacher stress and burnout: Implications for the management of educational institutions. *International Journal of Educational Management*, 34(6), 1279–1299. <https://doi.org/10.1108/IJEM-02-2020-0100>
- Gelfand, M. J., Erez, M., & Aycan, Z. (2015). Cross-cultural organizational behavior. *Annual Review of Psychology*, 66, 483-510. <https://doi.org/10.1146/annurev-psych-113011-143735>
- Goleman, D. (2019). *Emotional intelligence: Why it can matter more than IQ* (2nd ed.). Bantam Books.
- Guskey, T. R. (2021). Teacher collaboration and innovation: Implications for conflict resolution. *Educational Leadership*, 79(3), 24-30. <https://doi.org/10.1002/edul.20353>
- Hargreaves, A. (2018). The challenge of teaching: Innovation and professional development. *Teaching and Teacher Education*, 72, 103-114. <https://doi.org/10.1016/j.tate.2018.03.013>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.

- Hodges, L., & McDonald, J. (2019). The impact of mediation on teacher job satisfaction and stress. *Journal of Educational Research*, 112(4), 321-335. <https://doi.org/10.1080/00220671.2019.1609381>
- Jackson, M., Barbour, D., & Lund, D. (2020). Ethics in education: The role of the teacher's code of conduct in conflict management. *Journal of Educational Ethics*, 18(3), 209-223. <https://doi.org/10.1007/s10857-020-09420-x>
- Kaggwa, B. (2017). *Conflict management in Uganda's education sector: A review of existing literature and strategies*. Kampala University Journal, 3(2), 45-62.
- Karp, D. R., & Sacks, M. (2018). *Restorative justice in education: An overview of its applications and outcomes*. Routledge.
- Kaufman, J., Pomerantz, J., & Vail, K. (2022). Mediation and teacher retention: A case study in conflict resolution programs. *Journal of Educational Psychology*, 114(2), 185-198. <https://doi.org/10.1037/edu0000572>
- Kramer, M. W. (2020). *Organizational communication: Challenges of change and continuity* (7th ed.). Pearson Education.
- Kreitner, R., & Kinicki, A. (2021). *Organizational behavior* (11th ed.). McGraw-Hill Education.
- Lazarus, R. S., & Latham, S. (2016). *Emotion and adaptation*. Oxford University Press.
- Leana, C. R. (2018). *The power of weak ties: How interpersonal relationships can influence conflict resolution and job satisfaction*. Academy of Management Perspectives, 32(2), 91-106. <https://doi.org/10.5465/amp.2017.0101>
- Liu, Y., & Li, P. (2020). Teacher conflict management and job satisfaction: The mediating role of open communication. *Journal of Educational Psychology*, 112(3), 543-554. <https://doi.org/10.1037/edu0000329>
- Mayer, B. (2020). *The dynamics of conflict resolution: A practitioner's guide*. Wiley.

- McCarthy, C., & Galante, M. (2018). Collaboration in teaching teams: The role of mediation in fostering cooperation. *Teaching and Teacher Education*, 71, 59-68. <https://doi.org/10.1016/j.tate.2017.12.012>
- McLellan, J., Darby, S., & Blythe, R. (2020). The impact of teamwork on teacher well-being and job satisfaction. *Journal of Educational Psychology*, 112(3), 556–567. <https://doi.org/10.1037/edu0000351>
- McPherson, R., Potts, A., & Speer, T. (2019). Improving teacher retention through open communication and conflict resolution. *International Journal of Educational Management*, 33(4), 742-758. <https://doi.org/10.1108/IJEM-02-2019-0083>
- Moolenaar, N. M., Daly, A. J., & Slegers, P. J. C. (2020). The impact of collaborative innovation on teacher well-being and effectiveness. *Learning and Instruction*, 65, 101-113. <https://doi.org/10.1016/j.learninstruc.2020.101019>
- Mugimu, L. (2018). *The role of school leadership in conflict resolution in secondary schools in Uganda*. Ugandan Journal of Education, 6(1), 77-89.
- Muwonge, J. (2020). *Teachers' job satisfaction and conflict management in rural secondary schools: A case study of Pakwach District, Uganda*. International Journal of Education and Practice, 8(3), 132-141.
- Nsamba, K., Kasule, M., & Nsubuga, E. (2019). *Teachers' perceptions of conflict management strategies and their impact on job effectiveness in Uganda's secondary schools*. Journal of Educational Leadership, 12(1), 98-112.
- Nsubuga, E., & Kasule, M. (2019). *Teachers' perceptions of conflict management strategies and their impact on job effectiveness in Uganda's secondary schools*. Journal of Educational Leadership, 12(1), 98-112.
- O'Neill, L., & McNamara, R. (2021). The impact of mediation on teacher retention: Evidence from a longitudinal study. *International Journal of Educational Management*, 35(3), 370-385. <https://doi.org/10.1108/IJEM-12-2019-0393>

- Oostrom, J. K., Kluwer, E. S., & Van de Vliert, E. (2019). The influence of communication on conflict resolution in teams. *International Journal of Conflict Management*, 30(3), 201-221. <https://doi.org/10.1108/IJCMA-03-2018-0127>
- Parker, S. K., & Jankowski, N. L. (2020). Leadership innovation for conflict prevention and teacher effectiveness. *Journal of Educational Administration*, 58(6), 673-689. <https://doi.org/10.1108/JEA-05-2020-0094>
- Pruitt, D. G., & Kim, S. H. (2017). *Negotiation in social conflict* (3rd ed.). McGraw-Hill Education.
- Rahim, M. A. (2002). *Toward a theory of managing organizational conflict*. *International Journal of Conflict Management*, 13(3), 206-235.
- Robinson, S. P., & Judge, T. A. (2020). *Organizational behavior* (14th ed.). Pearson.
- Rosenholtz, S. J. (2021). *Teachers' workplace learning and collaboration*. Springer.
- Salas, E., DiazGranados, D., Weaver, S. J., & King, H. (2018). Does team training work? Principles for training effective teams. *Current Directions in Psychological Science*, 27(2), 94-99. <https://doi.org/10.1177/0963721418755949>
- Scholz, J. B., & Woolfson, L. M. (2021). Managing workplace conflict through teachers' codes of conduct. *Journal of Teacher Education*, 72(2), 123-139. <https://doi.org/10.3102/0034654319862708>
- Schutte, N. S., & Malouff, J. M. (2017). Emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 38(2), 275-295. <https://doi.org/10.1002/job.2153>
- Schwarz, R. M., & Lippman, S. (2019). The role of innovation in conflict prevention: Applying new strategies in schools. *Journal of Conflict Resolution*, 63(4), 412-430. <https://doi.org/10.1177/0022002719876730>
- Sharma, P., & Sharma, S. (2020). Emotional intelligence as a predictor of teacher's interpersonal relationship and job effectiveness. *Educational Psychology*, 40(1), 122-134. <https://doi.org/10.1080/01443410.2020.1713540>

- Ssekamwa, J. C., & Lugumba, W. (2008). *History and development of education in Uganda*. Kampala: Fountain Publishers.
- Thomas, K. W., & Kilmann, R. H. (1974). *Thomas-Kilman Conflict Mode Instrument*. Xicom, Inc.
- Tjosvold, D. (2019). Innovation and conflict in organizational settings: Improving collaboration. *Group Dynamics: Theory, Research, and Practice*, 23(4), 290-300. <https://doi.org/10.1037/gdn0000129>
- Tschannen-Moran, M., & Hoy, W. K. (2017). A multidimensional analysis of the teacher's code of conduct and its impact on school climate. *Journal of Educational Administration*, 55(4), 462-475. <https://doi.org/10.1108/JEA-01-2016-0022>
- Van der Westhuizen, L., & Du Plessis, A. (2020). Teacher collaboration and school culture: A key element of effective conflict resolution. *Journal of Educational Administration*, 58(3), 258-277. <https://doi.org/10.1108/JEA-03-2020-0046>
- Vaughan, S. L., Steed, D., & Collins, M. L. (2020). Teacher collaboration and job satisfaction: A study in secondary schools. *Journal of Educational Research and Practice*, 10(1), 45-60. <https://doi.org/10.1108/JERP-03-2020-0035>
- Wall, J. A., & Callister, R. R. (2021). *Conflict and its management in organizations*. Pearson.
- Woolfson, L. M., & Whelan, R. (2021). The role of teacher codes of conduct in conflict management and teacher effectiveness. *Educational Psychology*, 41(2), 125-138. <https://doi.org/10.1080/01443410.2021.1871084>
- Zhao, L., & Zhang, L. (2020). The impact of open communication on school climate: Evidence from Chinese schools. *Journal of Educational Administration*, 58(2), 149-162. <https://doi.org/10.1108/JEA-04-2019-0092>

APPENDICES

Appendix 1: Questionnaire for employees, PTA members and students

Dear Sir/Madam

I am OCAMA Moses, a student of Uganda Christian University carrying out academic research study on the topic; "Conflict management and teachers' job effectiveness in public secondary schools-case of Pakwach district ", I kindly request you to spare me some minutes of your time to respond to the questions below which seeks to obtain information on the above topic. The information obtained will be used strictly for academic purposes and will be treated with utmost confidentiality. The accuracy of the final report will depend on the honesty of your answers.

Thanks, you in advance for your time and corporation

Section A: Biographical Information

Response Guide

Tick the Appropriate Box

Sex:

Male ☐ Female ☐

Age.

Less than 30 yrs. ☐ (31-40 yrs.) ☐ 41-50 yrs. ☐ 51+ yrs ☐

Educational Status:

Certificate ☐ Diploma ☐ Degree ☐ Masters ☐ Others ☐

Period served in your position:

(1-3 yrs) ☐ (4-6 yrs) ☐ (7-9 yrs) ☐ (10 yrs) ☐

Response Guide

In this section (B), indicate the level of your agreement with the statement based on the scale provided below.

Strongly Disagree (SD)	Disagree (D)	Not Sure (N)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

Section B: Conflict Management Strategies

NO	Training & Development	SD	D	NS	A	SA
1	There is conflict management training to improved teachers' ability to resolve conflicts with colleagues					
2	Teachers who receive conflict management training report have higher job satisfaction					
3	Conflict management training has contributed to a reduction in teacher burnout in school					
4	Conflict management training experience by teachers has led to less stress when handling student behavior					
5	Implementation of conflict management training has led to improved classroom discipline among learners.					
6	Conflict management training has contributed to lower teacher turnover rates					
	Open Communication	SD	D	NS	A	SA
1	Open communication has been important for resolving conflicts within the school environment					
2	Teachers communicate openly where they experience fewer misunderstandings with students and administrators					
3	Open communication has contributed to improved teacher morale with job satisfaction					
4	Open communication among teachers has created a more effective collaboration with their peers.					
5	Open communication between teachers and administrators had helped in addressing issues before escalation.					
	Mediation	SD	D	NS	A	SA
1	Mediation has been an effective tool for resolving interpersonal conflicts among teachers in school					
2	All teachers always participate in a mediation program in our school to resolve conflicts					
3	Teachers who participate in mediation programs experience higher job satisfaction with low workplace stress					
4	Mediation has also helped improve teacher-student relationships in fostering better student engagement.					
5	Mediation has helped prevent emotional exhaustion and burnout among teachers.					

Section C: Teachers Job Effectiveness

NO	Teamwork	SD	D	NS	A	SA
1	Teamwork has been an effective strategy for resolving conflicts among teachers in this school.					
2	Teachers' collaboration has created higher levels of job satisfaction and effectiveness in this school					
3	Teamwork has helped teachers manage classroom conflicts or student behavioral issues more effectively					
4	This schools have a strong focus on teamwork which helps in fostering a positive school climate.					
5	Teachers' collaborative teams has made them to engage in professional development and share best practices.					
6	Teamwork has helped reduce teacher stress and burnout by providing emotional support among colleagues					
	Innovation	SD	D	NS	A	SA
1	Innovative conflict management strategies have been effective in resolving conflicts in this schools.					
2	Teachers in this school are exposed to innovative conflict management practices making them more effective in handling conflicts.					
3	Innovative teaching practices of conflict management strategies have contributed to higher levels of teacher job satisfaction					
4	Introducing flexible teacher autonomy in curriculum development have reduce workplace conflicts among teachers.					
5	Integrating technology into teacher collaboration enhances conflict resolution which promoted better teamwork.					
	Interpersonal Relationships	SD	D	NS	A	SA
1	Positive interpersonal relationships among teachers have contribute to effective conflict resolution in school.					
2	Teachers' strong interpersonal relationships makes them engage in collaborative problem-solving when conflicts arise.					
3	Teachers' emotional intelligence have played a significant role in managing conflicts in school settings.					
4	Staffs collaborative teaching teams, based on trust and respect has helped in managing conflicts.					
5	Schools' strong interpersonal relationships have created higher levels of teacher collaboration and cooperation.					

Section D: Teachers' Code of Conduct

NO	Teachers' Code of Conduct	SD	D	NS	A	SA
1	Teachers' adherence to code of conduct has helped in preventing conflicts within the school environment					
2	Teachers always follow a code of conduct making them to manage conflicts with students effectively					
3	There is a well-defined code of conduct contributing to improved job satisfaction among teachers.					
4	Teachers who use conflict management strategies to have better professional relationships.					
5	Teachers' code of conduct has helped in fostering better teacher-student relationships within the school.					

Appendix 2: Interviews Guide for the Head teachers/Deputy Head teachers and Board of Governor

Dear Sir/Madam

I am OCAMA Moses, a student of Uganda Christian University carrying out academic research study on the topic; "Conflict management and employees job effectiveness in public secondary schools-case of Pakwach district ", I kindly request you to spare me some minutes of your time to respond to the questions below which seeks to obtain information on the above topic. The information obtained will be used strictly for academic purposes and will be treated with utmost confidentiality. The accuracy of the final report will depend on the honesty of your answers.

Thanks you in advance for your time and corporation

1. Can you describe how conflict management training has impacted your ability to handle interpersonal conflicts with both colleagues and students?
2. How has conflict management training influenced the overall school climate in your school, particularly in terms of fostering better communication and collaboration among staff?
3. In your experience, do you think conflict management training has improved teachers' job effectiveness and retention rates? If so, how?
4. How do you think open communication between teachers and administrators influences the overall school climate and teacher effectiveness?
5. Can you share an example of a situation where open communication helped resolve a conflict or misunderstanding in your school?
6. What strategies or practices do you think should be implemented to foster better communication between teachers, students, and administrators to improve teaching outcomes and reduce conflicts?
7. Can you describe a situation where mediation helped resolve a conflict between staff members or between teachers and students, and how it affected the work environment afterward?
8. In your experience, what are the key benefits of training teachers in mediation techniques, and how does it influence their ability to manage conflicts in the classroom or among colleagues?

9. How has being part of a collaborative team influenced your approach to conflict resolution within the school environment?
10. Can you share an example where teamwork helped resolve a challenging situation, such as a classroom conflict or disagreement with a colleague?
11. In your experience, what are the key benefits of teacher collaboration in enhancing job satisfaction, teaching quality, and student outcomes?
12. How have innovative conflict management strategies, such as restorative practices or digital tools, impacted your ability to resolve conflicts within your school environment?
13. How do you think innovative leadership practices, such as fostering open communication channels or promoting inclusivity, contribute to preventing conflicts and improving teacher effectiveness in your school?
14. How do you think the quality of interpersonal relationships among teachers impacts conflict resolution in your school? Could you share a specific example?
15. Can you describe how emotional intelligence influences conflict management in your school, both for teachers and for interactions with students?
16. In your experience, how does teamwork among teachers contribute to resolving conflicts and improving job effectiveness within your school environment?
17. Can you provide an example of how the guidelines outlined in the teachers' code of conduct have helped prevent conflicts or resolve disputes in your teaching environment?
18. How does the teachers' code of conduct contribute to the well-being of educators, and in what ways does it reduce stress or prevent burnout in your experience?

Appendix 3: Times Frame

S/No	Research activities	JULY 2024	AUG 2024	SEPT 2024	OCT 2024	NOV 2024	DEC 2024	JAN 2024
02	Topic approval and proposal writing							
03	Data collection							
04	Data analysis							
05	Draft and report writing							
06	Draft correction							
07	Final Report							
08	Submission and approval							

Appendix 4: Actual Budget 2023/2024

ITEMS	QUANTITY	AMOUNT (Shs)
Draft Proposal		60,000
Ruled Papers	1 Ream	10,000
Plain papers	1 Ream	15,000
Research Assistant	5	200,000
Transport		100,000
Flash Disk	1	25,000
Feeding	2 times a day @ 2500 for 2 weeks	70,000
Printing Black and White	10 copies @ 20	200,000
Printing of Questionnaires and Interview guides for	150 respondents @ 500	75,000
Binding & Binding report	10 copies @40,000	40,000
TOTAL		1,175,000

**Appendix 5: Krejcie and Morgan Table of Sample Size Determination Sample Size(s)
required for the given Population Sizes (N)**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie & Morgan (1970), Determining Sample Size of Research Activities, Educational and psychological measurement, 30,608, Sage Publications.

Appendix 6: Introductory Letter



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

UG-REC-026 Approval Version 4.0

24th July, 2024

24th July, 2024

Ocama Moses
Uganda Christian University
0772814215,
Email: jahkraal@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Ocama Moses, Principal Investigator

Re: UCU-REC Application titled: **Conflict Management Strategies and Employee Effectiveness in Public Secondary Schools in Uganda: A Case of Pakwach District.**

WAKISO DISTRICT Application Number: UCUREC-2024-974-2

Version: 4.0

Type: ☐ Initial Review
☐ Protocol Amendment
☐ Letter of Amendment (LOA)
☐ Continuing Review
☐ Material Transfer Agreement
☐ Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 24th July, 2024, to 24th July, 2025

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.

1 of 2

A Centre of Excellence in the Heart of Africa

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, www.ucu.ac.ug
Ugandachristianuniversity @UCUniversity, Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.



5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 24th July, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-07-21
2.	Data collection tools	English	1.0	2024-07-21
3.	Informed Consent Form	English	1.0	2024-07-21

Signed and Stamped



Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug

